

# GRE<sup>®</sup> Practice Questions



# Quantitative Comparison Practice Questions





## GRE Practice Quantitative Questions

### Quantitative Comparisons

*For all Quantitative Comparison questions, answer (A) if Column A is greater, (B) if column B is greater, (C) if the columns are equal, or (D) if more information is needed to determine the relationship.*

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#### Question 1

When  $m$  is divided by 5 the remainder is 2.  
When  $n$  is divided by 5 the remainder is 1.

Column A  
The remainder when  $m + n$   
is divided by 5.

Column B  
The remainder when  $mn$   
is divided by 5.

(A) (B) (C) (D)

### Answer and Explanations

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

**Question 2**

$$2a + b = 17$$
$$b - 3 = 2$$

Column A

$a$

Column B

$b$

(A) (B) (C) (D)

**Answer and Explanations**

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

**Question 3**

$$x > 1$$

Column A

$$x^5$$

Column B

$$(x^3)^2$$

(A) (B) (C) (D)

**Answer and Explanations**

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

## Question 4

1, 2, -3, -4, 1, 2, -3, -4...

The sequence above begins with 1 and repeats in the pattern 1, 2, -3, -4 indefinitely.

Column A

The sum of the 49th and 51st terms.

Column B

The sum of the 50th and 52nd terms.

(A) (B) (C) (D)

## Answer and Explanations

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

# Quantitative Problem Solving Practice Questions





## GRE Quantitative Problem Solving-Practice Questions

### Quantitative Section

#### Numbers

All numbers are real numbers.

#### Figures

The position of points, lines, angles, etcetera, may be assumed to be in the order shown. All lengths and angle measures may be assumed to be positive.

Lines shown as straight may be assumed to be straight.

Figures lie in the plane of the paper unless otherwise stated.

Figures that accompany questions are intended to provide useful information. However, unless a note states that a figure has been drawn to scale, you should solve the problems by using your knowledge of mathematics, and not by estimation or measurement.



## Question 1

- A. 6
- B. 8
- C. 9
- D. 10
- E. 12

If the integer  $a$  is a multiple of 6, the integer  $b$  is a multiple of 3, and  $a > b > 0$ , then which of the following integers must be  $a^2 - b^2$  multiple of?

## Answers and Explanations

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

**Question 2**

If a sweater sells for \$48 after a 25 percent markdown, what was its original price?

- A. \$56
- B. \$60
- C. \$64
- D. \$68
- E. \$72

**Answers and Explanations**

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

**Question 3**

If  $x + y = 8$  and  $y - x = -2$ , then  $y =$

- A. -2
- B. 3
- C. 5
- D. 8
- E. 10

**Answers and Explanations**

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

**Question 4**

If  $r \heartsuit s = r(r-s)$  for all integers  $r$  and  $s$ , then  $4\heartsuit(3\heartsuit5)$  equals

- A. -8
- B. -2
- C. 2
- D. 20
- E. 40

**Answers and Explanations**

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

### Question 5

If there are 14 women and 10 men employed in a certain office, what is the probability that one employee picked at random will be a woman?

- F.  $1/6$
- G.  $1/14$
- H.  $7/12$
- I. 1
- J.  $7/5$

### Answers and Explanations

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

# **Reading Comprehension Practice Questions**





## **GRE Reading Comprehension Practice Questions**

***Each passage in this section is followed by several questions. After reading the passage, choose the best answer to each question based on the content of the passage. Answer all questions following the passage on the basis of what is stated or implied on the passage***

Although the schooling of fish is familiar form of animal social behavior, how the school is formed and maintained is only beginning to be understood in detail. It had been thought that each fish maintains its position chiefly by means of vision. Our work as shown that, as each fish maintains its position, the lateral line, an organ sensitive to transitory changes in water displacement, is as important as vision. In each species a fish has a "preferred" distance and dangle from its nearest neighbor. The ideal separation and bearing, however, are not maintained rigidly. The result is a probabilistic arrangement that appears like a random aggregation. The tendency of the fish to remain at the preferred distance and angle, however, serves to maintain the structure. Each fish, having established its position, uses its eyes and its lateral lines simultaneously to measure the speed of all the other fish in the school. It then adjusts its own speed to match a weighted average that emphasizes the contribution of nearby fish.

## Question 1

According to the passage, the structure of a fish school is dependent upon which of the following.

- I. Rigidly formed random aggregations
  - II. The tendency of each fish to remain at a preferred distance from neighboring fish
  - III. Measurement of a weighed average by individual fish
- A. II only
  - B. III only
  - C. I and II only
  - D. I and III only
  - E. II and III only

## Question 2

Which of the following best describes the author's attitude toward the theory that the structure of fish schools is maintained primarily through vision?

- A. Heated opposition
- B. Careful neutrality
- C. Considered dissatisfaction
- D. Cautious approval
- E. Unqualified enthusiasm

## Question 3

The passage suggests that, after establishing its position in the school formation, an individual fish will subsequently

- A. Maintain its preferred position primarily by visual and auditory means
- B. Rigorously avoid changes that would interfere with the overall structure of the school
- C. Make conscious sensory readjustments to its position within the school
- D. Make unexpected shifts in position only if threatened by external danger
- E. Surrender its ability to make quick, instinctive judgements



## **Answers and Explanations**

Download the answers and explanations at [www.kaptestglobal.com](http://www.kaptestglobal.com).

### **Schools of Fish Passage**

The style of this natural science passage is factual, descriptive, and straightforward, although the discussion does get fairly detailed. The topic is clear from the first sentence: our knowledge of how fish schools are formed and how their structure is maintained. The next two sentences get more specific and express the author's main point, which is that, contrary to the previous theory; the structure of fish schools is not merely dependent on vision but also involves "the lateral line, an organ sensitive to transitory changes in water displacement." The tone is objective and positive, but it's worth noting that since the author is contrasting the new knowledge about lateral lines with older, outdated knowledge, he must be skeptical of the notion that the vision is the only means of forming and maintaining fish schools. The rest of the passage is a more technical report of how the schools are structured, how individual fish actually behave in forming schools-this is all merely detail and the best way to deal with it is to read attentively, but more quickly than earlier lines.