Each question below consists of a related pair of words of phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that <u>best</u> expresses a relationship similar to that expressed in the original pair.

ANALOGIES

You'll see roughly seven of these questions on your next GRE, depending on how well you do at the beginning of the Verbal section, and throughout. As with every multiple-choice section on the GRE CAT, correct answers are rewarded with more difficult questions as well as more points, so the exact number of each type of question you get, and its difficulty level, is dependent on your performance.

Again, it's not necessary that you know the exact meanings of words in order to do well here. What you need is a general, workable knowledge of etymological families and relationships. As you've seen from our chapter on Vocabulary, practice with the roots of words and their associations is invaluable. Again, the student on the GRE need not be a dictionary, but a thesaurus, able to recognize the relationships among words but not their exact definitions.

Approach
Easier analogy problems can be approached with a single basic strategy: make up a test sentence that *clearly defines the relationship between the given word-pair*. As a guideline, you might imagine that you're looking the first word up in a dictionary (or a thesaurus). How is the second word used to define it? What sort of relationship do they have?

The correct answer is the choice that fits into *exactly the same sentence*. Don't worry -- chances are that you've seen these word-pairs before, even if you don't do a lot of reading. Usually, the first few are fairly straightforward:

MARBLE:STONE::

(A) sand:cement
(B) gold:mine
(C) spoke:wheel
(D) copper:metal
(E) cloud:sky

Intuitively, you'd probably pick (D), and you'd be right.

How did you do it? You may have known that **MARBLE** is a kind of **STONE**. Which answer choice fits? (D) **copper** is a kind of **metal**.

Notice a couple of things about our above sentence, "Marble is a kind of stone." First, the sentence is simple, and shows that each word necessarily defines the other. Second, the sentence expresses the relationship between the words as clearly and directly as possible. The less sure you are about the meaning of either words (or their relationship), the less clear your sentence will be…and the greater the chance that you'll choose a wrong answer choice, a *distracter*.

As in all other sections of the GRE, the testmakers have deliberately included tempting, though wrong, answer choices for each problem. These *distracters* will usually have a relationship *close* to the given word pair, but not as necessary or necessarily exact as the *correct* answer choice.

The easiest way to avoid distracters is to focus our attention on what makes the relationship between the given word pair *unique*. The best way to do this is to make up a simple, definitional sentence. If you have any difficulty in coming up with a sentence, a couple of things will help you in a big way: (1) knowing the **parts of speech** (and so parts of a sentence) for each word, and (2) knowing the **general relationship** that might be possible on the GRE.

Let's look at a more difficult example, closer to the problems of *medium* difficulty, to illustrate this principle. When we approach the later questions, the vocabulary gets more difficult, but the core strategy remains the same: making up a test sentence that *clearly defines the relationship between the given word-pair*.

Often, the testmakers will include secondary, or unfamiliar, definitions of words both in their given pairs and their answers, so it's doubly necessary to give yourself some context – or you'll be shooting in the wrong direction when you make up your sentence.

Hint: Look at the **answer choices in** order to determine the parts of speech for the given word pair.

Step #1: Determine the parts of speech in the given analogy pair.

EXPOSITION:CLARIFY::

(A) rebuttal:humiliate

(B) refutation:disprove
(C) illumination:darken
(D) allegation:verify
(E) summary:end

In the example above: EXPOSITION is to be considered a *noun*, since the first word in each answer choice is (usually) considered to be a noun (*rebuttal, refutation, illumination, allegation, summary*). It's also clear that an EXPOSITION is a thing (as opposed to a person or a place).

CLARIFY, as you can see by the answer choices (*humiliate, disprove, darken, verify, end*), is a verb. Which brings us to Step #2:

Step#2: Determine the form of the analogy relationship.

Once the *form* of Analogy is determined, it's really a baby step to make up a good, definitional sentence – and then another small step to find the only choice that fits. Fortunately enough, *there are a limited number of forms* from which to choose. All of them are in the list below. That's it. No más. As we get familiar with the forms that the testmakers use, we will have a much easier time making up good, effective sentences.

Standard forms of Analogy

PERSON : TOOL	CARPENTER : HAMMER
WORKER : CREATION	LAWYER : BRIEF
TOOL : ACTION	SCALPEL : INCISION
TOOL :OBJECT	SAW : WOOD
ACTION : RESULTS	BORE : YAWN
CAUSE : EFFECT (S)	GERM : DISEASE
SPECIES : CHARACTER (-ISTICS)	TIGER : CARNIVOROUS
WHOLE : PART	REGIMENT : SOLDIER
CATEGORY : PARTICIPANT (or example)	STUDENT : SOPHOMORE
SYNONYMS	LIE : PREVARICATE
ANTONYMS	REAL : FICTIONAL
CLASS : SPECIES	FURNITURE : CHAIR
DEGREE OF INTENSITY	REQUEST : BEG

Knowing the parts of speech helps us make up sentences with a minimum of hassle or thought – or distraction. Remember, the correct answer choice will fit **exactly** into the sentence that defines the given analogy pair/problem. Incorrect parts of speech will definitely serve to distract you – and take up valuable time.

In the example above, EXPOSITION : CLARIFY, Which kind of analogy would be a noun in relation to a verb? ONLY **ACTION : RESULTS**, **TOOL : ACTION** or **CAUSE : EFFECT** seem to fit from our list above. That is, they all produce a similar basic sentence: "the [*noun*] will [*verb*]." **The *exposition* will *clarify*.**

Step#3: Make up a simple, definitional sentence to express the relationship in the given word pair.

Our sentences are always simple, and reflect that each pair necessarily defines the other. Again, the EXPOSITION is the **action**, and CLARIFY the **results** of that action (or the opposite):

> An *exposition* will serve to *clarify* something.

Be attentive: the word pair that fits into *exactly the same sentence* will be our choice. Again, our example:

> EXPOSITION:CLARIFY::
>
> (A) rebuttal:humiliate
> (B) summary:end
> (C) illumination:darken
> (D) allegation:verify
> (E) refutation:disprove

> An *exposition* serves to *clarify*.

Not sometimes, but *everytime*. In fact, that is the very definition of an exposition. It serves to clarify. *Necessarily*. Distracting answer choices may have similar relationships, but will never be *necessary* relationships.

Step #4: Fit the answer choices into your test sentence.

Does,

> A rebuttal serve to humiliate?

Well...it may. But a rebuttal doesn't have to *necessarily* humiliate. All we know is that a rebuttal is the presentation of the opposite side of an argument. It might humiliate 20% of the time, but by no means *all* the time. Therefore, it is not a *necessary* relationship. Wrong answer.

How about the next one.   Does,

>   A summary serve to end?

This one is tempting. But wrong, nonetheless. A summary *sometimes* comes at the end of a story…it also comes at the beginning. All we know is that a summary is short statement of principle points. The relationship exists, but isn't *necessary*. Wrong answer.

How about choice (C). Does,

>   An illumination serve to darken?

Although this choice is also incorrect, it might be tempting if you weren't sure of either *exposition* or *clarify*. Remember, **ACTION : RESULTS** may actually be:

>   the [*noun*] ensures that you definitely ***don't*** [*verb*].

In this case, you probably know that an illumination will do the *opposite* of darken[*]. So if we weren't sure, we might put a check mark next to the choice to signify that it makes the final cut. How about the next choice. Does,

>   An allegation serve to verify?

An *allegation* does not serve to *verify*, but instead to assert without proof. If we were to verify, we would be concluding *with* proof. In some respects, this relationship is most similar to our previous choice, in that the [*noun*] definitely does not [*verb*]. Since we know that testmakers want the correct answer choice to shine through as the *only* correct answer choice, we can eliminate both (C) and (D) – and cross out our check mark. Finally, does,

>   A refutation serve to disprove?

Absolutely. Every time and necessarily. This is our correct answer choice.

> Hint: EVERY correct answer will have a **necessary** relationship. The correct answer will always be the choice with the most necessary relationship -- word pairs that HAVE to go together. INCORRECT choices have spurious relationships.

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[*] As an aside, the phrase, "When does illumination darken?" is a wonderful zen koan. But clearly not what the testmakers are shooting for as an unambiguous, unequivocal relationship.

Now, it may be the case they you don't know what either *exposition* or *clarify* means. In that case, we might go to their roots, and try to associate them to other words or concepts that come more easily to mind. This is a clear example of why it is so necessary to do vocabulary work. The point is not to memorize new words; *using* words makes them familiar, not trying to stuff them into your head. The point is to stay attentive to the fundamentals of language.

So, let's assume that we've been doing our vocabulary homework, and take a look at the essential elements of the words. In this case: EXPOSITION : CLARIFY. Where have we heard the word *exposition* before? The word "expose" comes to mind: to show for everyone. Or, *expository writing*: saying something in writing, explaining something. Explaining and exposition even have the same root, *ex-*, meaning "out," or "outside." As in *exoskeleton*. And "-posit," sounds a lot like *position*. All in all, I'd say (if I was unfamiliar with this particular noun) that it was something that expressed an opinion. *An exposition does clarify*.

Notice how we used the roots of the word, and its associations to discover the relationship to its word-partner. If you don't know these roots, then you have to some more work with the clues that are evident. Is the word a good word or a bad one, a positive one or a negative one? What kind of 'color' does it have? Is it something you'd like to be associated with? Have you ever heard the word before, and what was that context?

Particularly if you aren't used to reading a whole lot, you'll need to do some consistent, weekly work with roots and associations in order to score much above the low 600s in the verbal sections. But that's up to you. The truth is, facility with language and words is one of your major tools, and it needs to be sharp to be successful on the GRE. Otherwise, we are likely to be confused and dazed by familiar-sounding words, teased by definitions we can quite recall, but definitely recognize.

Eliminating Answer-Choices
If we are still unsure – torn between two answer-choices, or maybe even fundamentally clueless about the relationships between the problem word-pair – our biggest help in gaining a couple of extra raw points on these Analogies might be to use each of the answer choices in sentences themselves, sentences that clearly define their relationships. Again, the sentences should be short and to the point. If you need to use a lot of words to describe a relationship, chances are that the relationship in that choice is not a necessary one(!) – so you can eliminate that choice. If you do get a necessary relationship, try to fit the given word-pair into *exactly the same sentence*. If you have to vary it at all, chances are that you can eliminate that choice as well.

We also can eliminate choices with the same or similar relationships, as we did above. If one is the correct answer, surely the other must be the correct answer as well. Since we can only have one answer, neither can be correct.

You'll most likely discover a new way to eliminate answers each time you practice with these sections.

Summary:

1. Determine the part of each for each of the two given words in the problem. Use your answer choices.

2. Determine the form of analogy, or at the least, narrow it down based on the parts of speech.

3. Make up a test sentence that simply and effectively defines the first word through the second. In rare cases, you'll have to do it the other way around.

4. Try each of the answer choices into **exactly** this sentence that you've made up.

5. Eliminate the wrong answer choices by working backwards, looking for necessary relationships, etc.

Make sure that you make note of each of these steps on your scratch paper, and make sure that your notes represent how you see and think about the problem. Keeping any of this in your mind only takes up valuable space, space essential to understanding.