

Gear Up for Grad School

Are you an undergrad thinking
grad school may be for you?
Don't know where to start?

WE ARE HERE FOR YOU.

Information Forum for
Undergraduate Students

Wednesday, Feb. 21

2-3 pm | 103 Moody Hall



UNIVERSITY of
LOUISIANA
L A F A Y E T T E

**Graduate
School**



a p p l y i n g t o g r a d s c h o o l

r  a d m a p

r o u n d t a b l e d i s c u s s i o n s w i t h t h e
d e a n o f t h e g r a d u a t e s c h o o l

FIVE MONDAYS. FIVE TOPICS.

- October 1 . identifying your schools
- October 8 . everything you need to know about the GRE, GPAs, and letters of reference
- October 15 . writing your statement of purpose
- October 22 . understanding grad school funding
- October 29 . the timeline

3-4 pm
Moody Hall
room 220



Gear Up for Grad School

Are you an undergrad thinking
grad school may be for you?
Don't know where to start?

WE ARE HERE FOR YOU.

Informational Forum for
MS Speech Pathology &
Audiology Applicants

Saturday, Oct. 13

241 Burke-Hawthorne Hall



UNIVERSITY OF
LOUISIANA
LAFAYETTE

**Graduate
School**



what you need to think about **BEFORE**
Applying to Grad School

Is grad school right for you?
Your Career Goals and Experience

Master's Degrees,
Doctoral (PhD, EdD, DNP) Degrees,
and Professional Degrees
Types of Graduate Degree

How am I going to pay for it?
The Cost

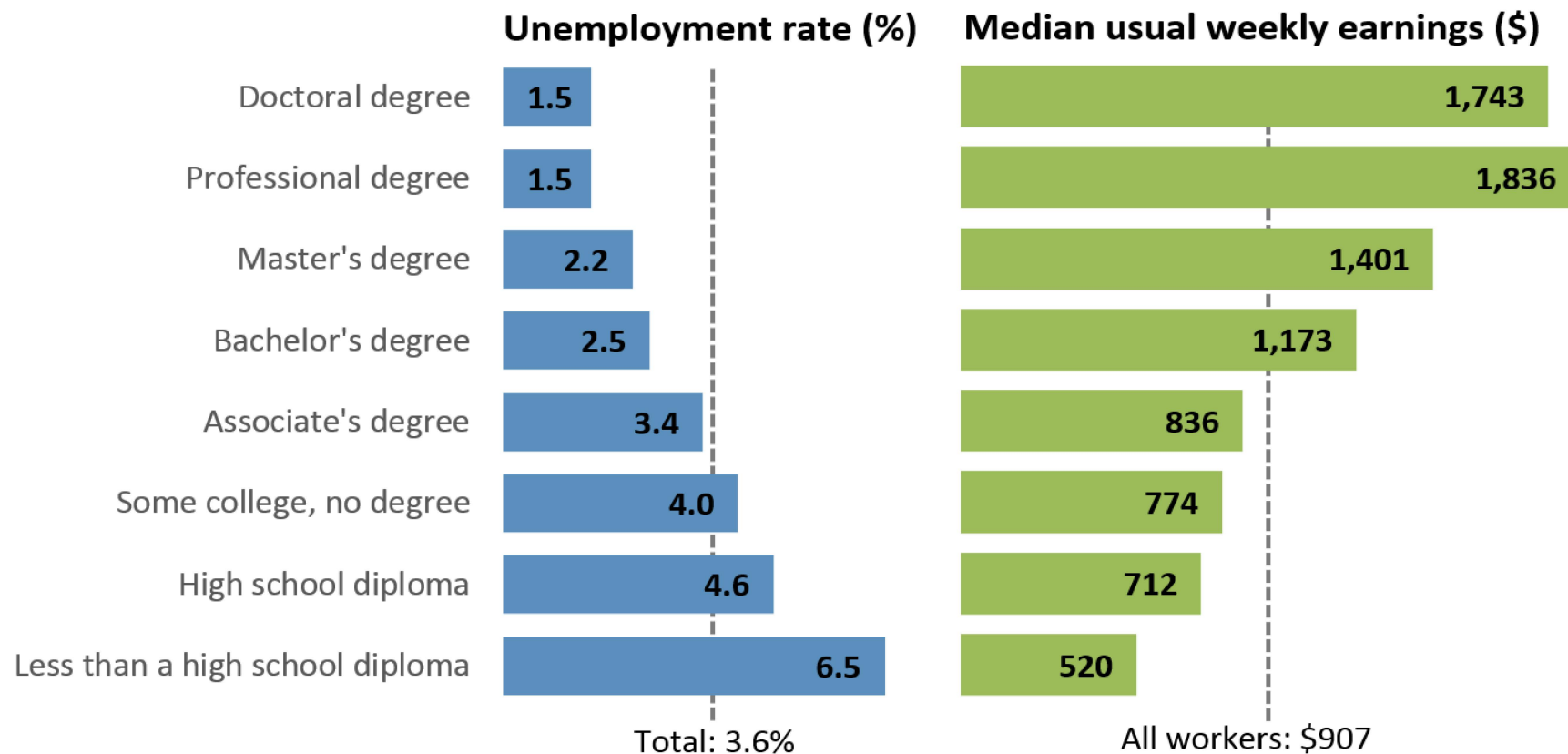
When do I start?
Timing and Timeline

What can I do now to get ready?
The Need to Prepare





Unemployment rates and earnings by educational attainment, 2017

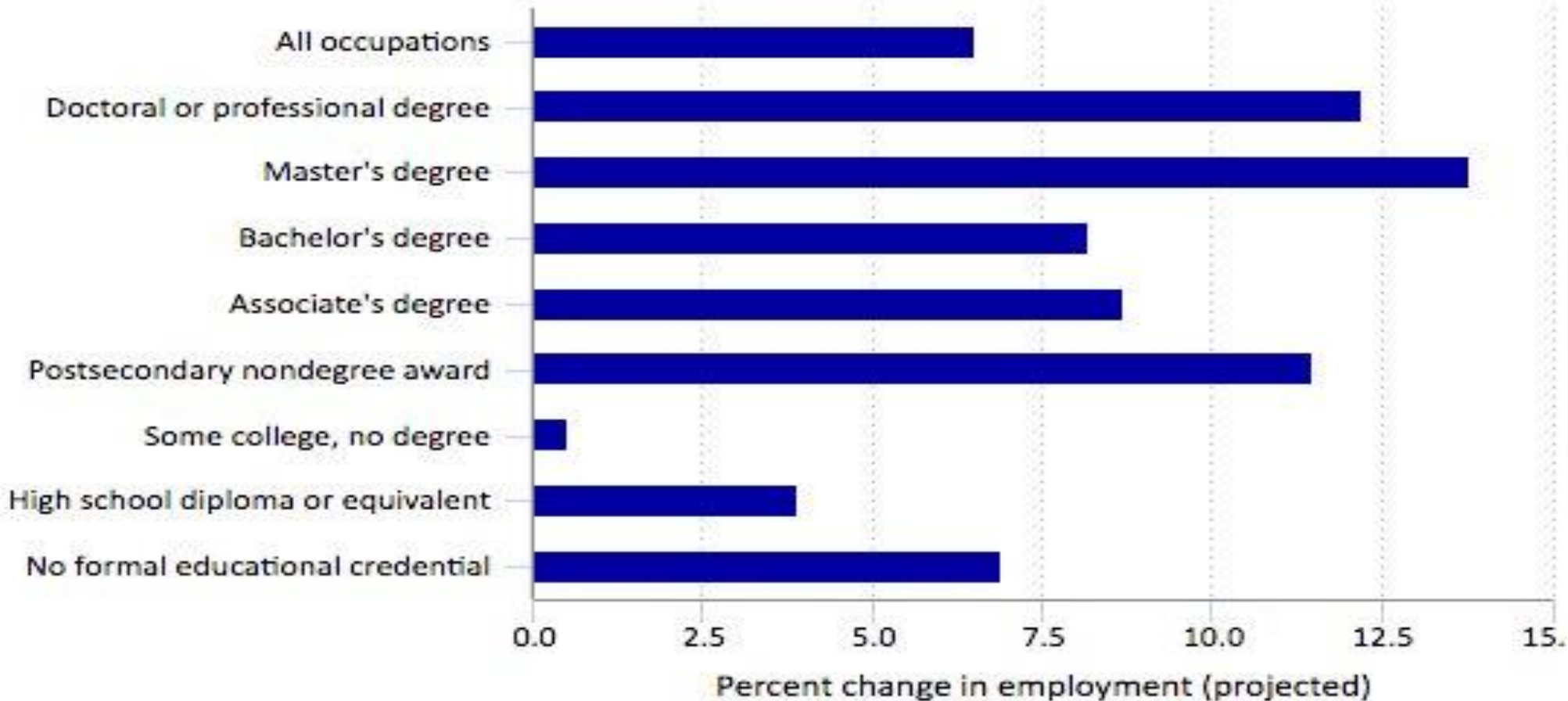


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.



Figure 8. Master's degree is projected to be the fastest growing typical entry-level education category during the 2014–24 period



The [@BLS gov](https://www.bls.gov) Employment Projections through 2024 show significant growing need for Master's degree and PhD graduates. Occupations with entry education of a doctoral or professional degree or a master's degree are projected to grow by 12.2 and 13.8 percent, respectively.





what you need to think about **WHILE**
Applying to Grad School

Where do I start?

Researching Schools, Programs, and Faculty

What information do I need to be looking for?

**Deadlines, Fees, Application &
Admission Requirements, Costs, Funding Options**

Should I visit?

The Campus Visit

What entrance exams do I need to take?

GRE, GMAT

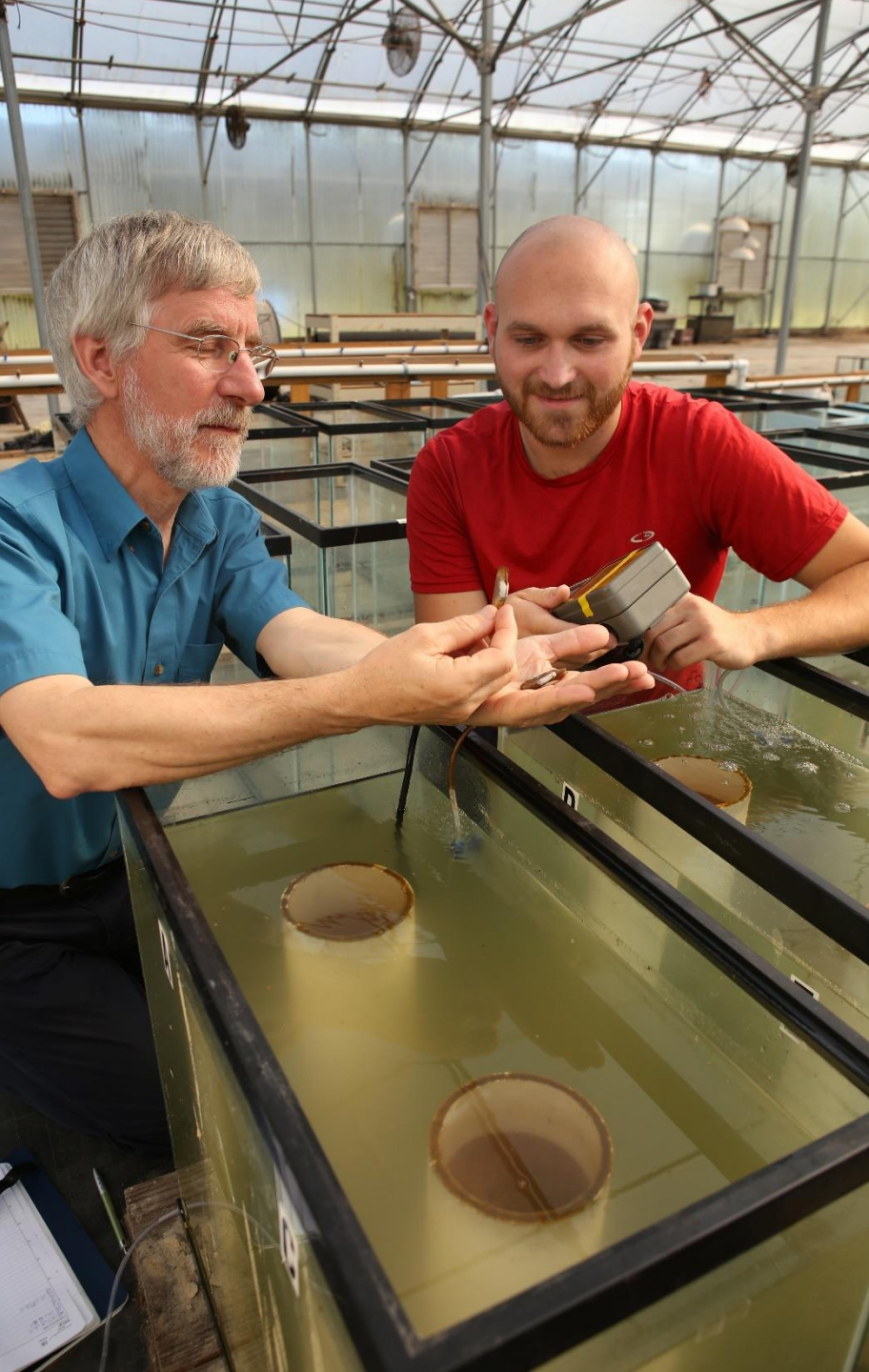
Who do I need in my “squad”?

Mentors, Advocates, Guides, and Reference Letter Writers

How much time is this going to take?

Setting Aside Time





Letters of Reference



Pick someone who will write a good letter.

- ▶ Ask professors, mentors, advisors, or bosses who know you well, who think highly of you, and who can truly speak to your potential for success in grad school.
- ▶ Ask them outright: “Can you write me a good letter?”

Who shouldn't I ask?

- ▶ Choose people who can speak to different aspects of your undergrad and professional careers. Professors, faculty advisors, internship supervisors are all good choices.
- ▶ Don't ask high school teachers or counselors. Don't ask family members or ministers.
- ▶ Think hard before asking “big names.” If you have worked with this person and they have true insight on your professional life, go for it. If they cannot speak directly to your abilities, look elsewhere.

Prepare them.

- ▶ Give them a copy of your resume and statement of purpose (even if it's still a draft).
- ▶ Give them direction. Don't be afraid to ask them to address particular strengths (and weaknesses). Remind them what classes you took with them and/or about particular experiences/projects.

Give them plenty of advanced notice.

- ▶ Make sure they have enough time to go through your materials, ask questions, and to write a good letter.
- ▶ Don't be afraid to remind them about approaching deadlines.

Waiving access to your letters, do I or don't I?

- ▶ You will be asked if you want to waive access to your letters of reference.
- ▶ The Family Educational Rights and Privacy Act (FERPA) grants the right to review letters of reference AFTER you've enrolled at that institution.
- ▶ Before you ask someone to write for you, decide if you'd need to see the letter they write. If you think you will, our advice is to keep looking.





Statement of Purpose



Introduce yourself and your interests/goals.

- ▶ Tell them about you and why you want to go to grad school.

Tell them what you'll bring to grad school.

- ▶ Describe your previous experience in the field of study and also with doing research.
- ▶ Demonstrate everything with examples.
- ▶ Elaborate on your academic interests.
- ▶ Tell them why you'd be a good fit for their program.

Tell them what you'll gain from doing grad school with them.

- ▶ Here's where you get to show them what you know about their program and the opportunities they offer. Yes, tailor each essay for each school.

If there's something important that affected your grades, address it.

- ▶ If illness, excessive work, a death in the family, poverty, etc., affected your grades, say so.
- ▶ Address it affirmatively, showing your grit and perseverance.
- ▶ Remember that those reading it will read between the lines. Self-motivation, persistence, competence all come through — and they're all key indicators of potential grad school success.

Follow directions.

- ▶ If there's specific instructions for the statement of purpose, follow them.





what you need to think about **AFTER**
Applying to Grad School

What are they looking at?

The Portfolio Approach vs. Cut-Off Requirements

Who is reviewing your application?

Types of Graduate Admission

Do I just sit back and wait?

Checking the Status of Your Application

When will I know something?

The Timeline(s) of Decisions and Funding Offers

Now what?

Making Your Decision & Dealing with Rejection





Applying for graduate studies at the University of Louisiana at Lafayette



Know the Application Deadline: **February 15**

- ▶ Admission decisions are made only once a year for the MS Speech Pathology program, so don't miss the deadline.
- ▶ Make sure also to apply for SUMMER (not Fall or Spring).

Graduate School Application Requirements

- ▶ Application
- ▶ Application Fee
- ▶ Transcripts from EVERY college or university attended
- ▶ 3 Letters of Reference (* waived for MS Speech Pathology applicants who graduated from UL)
- ▶ English Language Proficiency (if your undergraduate degree is from a non-US university)

Graduate Program Application Requirements

- ▶ Official GRE Scores
- ▶ Personal Statement of Purpose

Funding Opportunities

- ▶ Graduate Assistantships (deadline for consideration by the CODI program, March 1)
- ▶ University Master's Fellowships (application deadline, February 15)





The *GRE*® General Test

For graduate school. For business school. For your future.

What we will cover today

- Overview of the *GRE*[®] General Test
- Registration tips
- What to expect on test day
- Getting and sending your scores
- Tools to help you prepare
- Tools to help you stand out

Overview of the *GRE*[®] General Test

Considering graduate or business school?

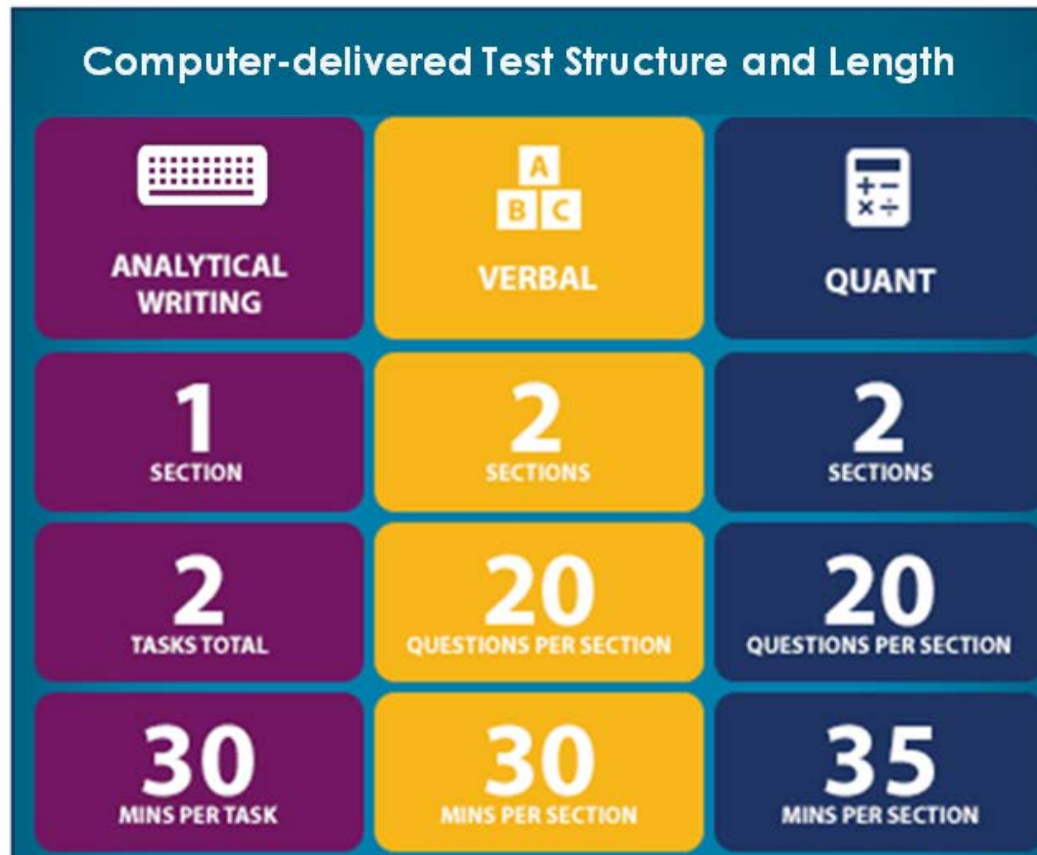
- The *GRE*[®] General Test is used **around the world** for:
 - Master's programs
 - MBA programs
 - Specialized master's in business programs
 - Doctoral programs
 - Awarding fellowships
- Scores are good for 5 years!

Hooray! It's the
one test accepted for
**graduate and
business school**
worldwide.



The computer-delivered *GRE*[®] General Test

Most people around the world take the *GRE*[®] General Test in a computer-delivered format.



The computer-delivered *GRE*[®] General Test (continued)

The test also includes:

- Either an unscored section or a research section that does not count toward your scores
 - If you get an unscored section, you will not know which one it is, so try your best on all the sections
 - If you get a research section, it will always be last and will be clearly marked

**Approximate total testing time = 3 hours and 45 minutes
(plus timed breaks)**

A closer look at the Analytical Writing section



ANALYTICAL
WRITING

- Assesses critical thinking and analytical writing skills
- There are two writing tasks:
 - **Analyze an Issue** – Requires you to analyze an issue and develop an argument with reasons and/or examples to support your position
 - **Analyze an Argument** – Requires you to assess the logical soundness of a given argument according to the specific task directions
- Essay responses are typed on computer
 - Basic functions include: insert text, delete text, cut and paste, and undo the previous action

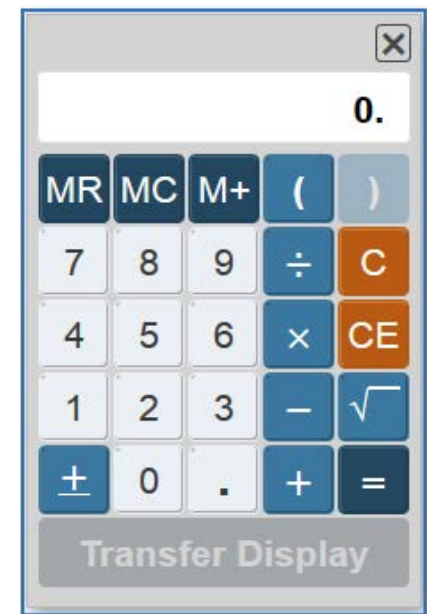
A closer look at the Verbal Reasoning sections



- Assesses your ability to understand what you read and how you apply your reasoning skills
- Question types include
 - Reading Comprehension
 - Multiple Choice – select one answer choice
 - Multiple Choice – select one or more answer choices
 - Select-in-Passage
 - Text Completion
 - Sentence Equivalence

A closer look at the Quantitative Reasoning sections

- Assesses your ability to interpret and analyze quantitative information and solve problems using mathematical models
- Question types include:
 - Quantitative Comparison
 - Multiple Choice, select one answer choice
 - Multiple Choice, select one or more answer choices
 - Numeric Entry
- Focuses on basic mathematical skills and elementary mathematical concepts
 - Arithmetic
 - Algebra
 - Geometry
 - Data analysis



**On-screen
calculator available**

More about the Verbal Reasoning and Quantitative Reasoning sections

What does section-level adaptive mean?

- The computer selects the second section of a measure based on your performance on the first section.
- Within each section, all questions **contribute equally** to your final score.
- Both sections are important, since the final score on each measure is based on the **total number of correct answers** and the **level of difficulty of the questions**.

Myth buster!

Points are not deducted for wrong answers, so it is **ALWAYS** better to guess than to leave an answer blank.

Registration Tips

Getting started

A purple button with the text "REGISTER NOW" in white, slanted to the right.

Important tip: Register early!

- If you register early, you are more likely to:
 - Get your preferred testing location, date and time
 - Create a preparation plan focused on your test date timing
- To register, you will need to create an ETS Account
 - You can do so at **ets.org/mygre**
 - You will also use this account to view your official scores online when they are available
 - You can also sign up for the *GRE*[®] Search Service to help schools find you
- You should also:
 - Review the *GRE*[®] *Information Bulletin* for ID requirements, policies, etc.
 - Consider where you might want to send your scores and check their admissions deadlines

What To Expect On Test Day

On test day

- Get to the test center early
- Be sure to bring your official ID documents that exactly match your registration or you may not be able to test
- Follow the policies and procedures explained at ets.org/gre or in the *Bulletin* about what is allowed in the test center, test etiquette and more

Let's learn more about the features that are only available on the *GRE*® General Test.

Have a strategy about how you will approach the test

- Other graduate-level admissions tests require you to answer each question in order and do not allow you to see what is ahead or permit you to go back
- **Good News! Only the *GRE*[®] General Test features a test-taker friendly design**
 - You can approach the test using more of **your own personal test-taking strategies**
 - Within each timed section of the test you can:
 - Change your answers
 - Mark questions
 - Skip questions and return to them
 - Navigate freely



Research from the *GRE*[®] Program shows most GRE test takers boosted scores when changing answers.

A closer look at the test-taker friendly design

Skip questions or change answers!

The screenshot displays the GRE Test Preview Tool interface. At the top, a dark navigation bar contains buttons for 'Exit Section', 'Calc', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, a light-colored header shows 'Section 3 of 3 | Question 8 of 11' and a timer at '00:33:45' with a 'Hide Time' option. The main content area contains a math problem: 'A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost? Give your answer to the nearest whole percent.' Below the question is an input box containing '33%'. An on-screen calculator is overlaid on the right side of the question, showing '0.333333' on its display. At the bottom of the interface, a grey bar contains the instruction: 'Enter your answer as an integer or a decimal in the answer box. Backspace to erase.'

You can move freely within a section

An on-screen calculator

Use your breaks wisely



Breaks:

- There is a 10-minute break after the third section
- There is a one-minute break between the other sections

Good to Know:

- If you take an unscheduled break the clock will not stop, so the best strategy is to proceed with your test without interruption once it begins

You might want to replenish your supply of scratch paper during a scheduled break

General tips and strategies



- Become familiar with question formats and directions beforehand.
- Be aware of time.
- Make sure you understand what each question is asking by reading each question thoroughly and reading all answer choices before answering. There is no credit for partially correct answers.
- Answer every question, even if you have to make a best guess.
- Use knowledge you have to figure out answers to unfamiliar questions.

General tips and strategies (continued)



- Do not waste time on questions you find extremely difficult, since no question carries greater weight than any other.
- Do not spend too much time on the review screen, as this will take away from the time you have to spend on the test questions.
- Check the review screen before finishing a section to ensure you have answered all questions.

Analytical Writing tips and strategies



- Review the scoring guides for each task to gain a deeper understanding of how readers evaluate essays and the elements they are looking for in an essay.
- Practice writing under timed conditions.
- Pay close attention to the specific task directions, and make sure that your essay response addresses the specific instructions.
- Organize your thoughts and prepare an outline.

Analytical Writing tips and strategies

(continued)



- On the Issue task, you should support your position on the issue with reasons and examples drawn from your reading, experience, observations and/or academic studies.
- Leave a few minutes at the end of each task to read what you have written and make any revisions that you think are necessary and to check for obvious errors.
- Avoid excessive irony or humor in your essay responses because it may be misinterpreted by readers.

Verbal Reasoning tips and strategies



- Read passages to get an overall sense of them before answering questions that pertain to them.
- Answer strictly on the basis of what a passage says — do not rely on outside knowledge.
- After choosing answer choices for a question that contains blanks, reread the whole passage to be sure it makes sense.
- Try to fill in blanks with your own words and find answer choices that match.
- Identify words or phrases that seem particularly significant.

Quantitative Reasoning tips and strategies



- Geometric figures may not be drawn to scale, so avoid estimating sizes by sight or by measurement on such figures.
- If applicable, draw your own diagram or figure, or make a list to help sort out what the question is asking.
- When appropriate, avoid lengthy calculations by rounding numbers before computing an estimate, by looking for comparisons, and by recognizing and continuing numerical patterns.
- Evaluate your progress and switch to a different strategy if you get stuck or if a solution seems to require an inordinate amount of time.
- After arriving at an answer, reread the question to make sure your answer is reasonable, given what was asked.
- Review additional problem-solving strategies available at www.ets.org/gre/quantstrategies.

Getting and Sending Your Scores

GRE[®] score scales

Three scores are reported on the following scales:



0–6

in half-point increments

130–170

in 1-point increments

130–170

in 1-point increments

Getting your unofficial scores

Unofficial scores at test center

- Toward the end of your test session at the test center, you will have the option to:
 - Cancel your scores permanently (Not recommended)
 - Report (view) your unofficial scores
- If you choose to report your scores
 - You will see your scores for both the Verbal Reasoning and the Quantitative Reasoning measures
 - You can decide to use your 4 free score reports at the test center OR not to send any scores *at that time*
 - You always have the option to decide later, too

With the *ScoreSelect*[®] option, you can take the test once or more than once, and you don't need to make test-day decisions about your *GRE*[®] scores. They are good for 5 years.

Putting your best scores forward with the *ScoreSelect*[®] option

**You decide
what scores
to send**

You decide which *GRE*[®] scores you want schools to see:

On test day

You view your scores at the test center

Use your 4 FREE score reports

- **Most Recent** option – Send scores from your most recent test
- **All** option – Send scores from all tests in the last 5 years

After test day

You view your scores via your ETS Account

Use Additional Score Reports

- **Most Recent** option – Send scores from your most recent test
- **All** option – Send scores from all tests in the last 5 years
- **Any** option – Send scores from one OR many tests in the last 5 years

Getting your official scores

Official scores through your ETS Account

- About 10–15 days after test day, you can view your official scores online.
 - Your score report includes all scores in your reportable history (past 5 years)
 - You can print a personal copy of your score report
- Select “Order Additional Score Reports” to send official copies to institutions after test day.
 - With the *ScoreSelect*® option, you decide which scores from your reportable history are sent to schools

If you want to take the test again,
you can!

If you need to
try again...
you can retake
the test every
21 days.

- With the *ScoreSelect*[®] option, you never need to send scores from a particular administration if you feel they are not your best
- You always have the option to take the test again
- You can take the *GRE*[®] General Test once every 21 days, up to five times within any continuous rolling 12-month period

An analysis* by ETS revealed that most people who took the test a second time did better. Score improvements were noted on the Verbal Reasoning measure and on the Quantitative Reasoning measure.

*For more information, visit www.ets.org/gre/news/gre_repeaters_show_score.

Get additional feedback on your performance with the FREE *GRE*[®] Diagnostic Service

- The free GRE Diagnostic Service provides insight into your performance on the test questions in the Verbal Reasoning and Quantitative Reasoning sections of the *GRE*[®] General Test.
- The service includes a description of the types of questions you answered right and wrong, the difficulty level of each question and the time you spent on each questions.
- You can access this service in your ETS Account approximately 15 days after you take the computer-delivered test and for six months following your test administration.

GRE® Diagnostic Service: Sample Verbal Reasoning Section



GRE DIAGNOSTIC SERVICE

GRE Diagnostic Service
Home

► Verbal Reasoning

Reading Comprehension

Text Completion

Sentence Equivalence

Quantitative Reasoning

Verbal Reasoning

Within each category below, questions are displayed in order of difficulty from 1 (easy) to 5 (hard).

First Section

Reading Comprehension - Longer Passage: [Description and Sample Questions](#)

Reference #	Question Type	Right/Wrong	Difficulty Level	Time Spent
1	Multiple-choice – Select One	Right	1	01:13
2	Multiple-choice – Select One	Wrong	2	01:23
3	Multiple-choice – Select One	Right	3	01:40
4	Multiple-choice – Select One	Wrong	3	01:06
5	Multiple-choice – Select One	Right	4	02:26
6	Multiple-choice – Select One	Wrong	4	01:33
7	Multiple-choice – Select One	Wrong	4	01:14

Reading Comprehension - Shorter Passage: [Description and Sample Questions](#)

Reference #	Question Type	Right/Wrong	Difficulty Level	Time Spent
1	Multiple-choice – Select One	Right	3	02:46
2	Multiple-choice – Select One or More	Right	4	02:14
3	Multiple-choice – Select One	Right	5	01:53

Text Completion: [Description and Sample Questions](#)

Reference #	Question Type	Right/Wrong	Difficulty Level	Time Spent
1	1 blank	Wrong	3	01:04

Tools To Help You Prepare

Simulating the actual test experience with *POWERPREP*[™] Online

- Free *POWERPREP*[™] Online practice tests can be accessed in your ETS Account
- The practice tests are as close to the actual computer-delivered test as you can get. They are designed to help you:
 - Understand what's being tested
 - Gain familiarity with the various question types and the functionality of the test
 - Become familiar with the testing tools, including the on-screen calculator
 - Practice taking the General Test under timed or untimed conditions
 - Understand scoring
 - Review scored Analytical Writing responses and reader commentary



For more information, visit ets.org/gre/prepare.

More free tools to help you prepare

- ***GRE[®] Math Review***
 - This 100-page math refresher includes definitions, properties, examples and a set of exercises with answers at the end of each section.
 - Includes links to additional help in the Khan Academy[®].
- ***GRE[®] Math Conventions***
 - Mathematical notations, symbols, terminology and guidelines are included for interpreting information in the *GRE[®]* General Test.

For more information, visit ets.org/gre/prepare.

Other practice tools in different formats



Official GRE® Guide Mobile App for iOS systems

This app features authentic test questions with answers and explanations, test-taking tips and strategies plus more from *The Official Guide to the GRE® General Test*.



ScoreItNow!™ Online Writing Practice

Use this online tool to sharpen your writing skills. Practice responding to GRE Analytical Writing tasks, receive immediate, confidential scores on your responses, review sample responses and general suggestions for improving your essay-writing skills and more. Can be purchased in your ETS Account.

For more information, visit ets.org/gre/prepare.

Tools to Help You Stand Out

Helping schools find you

GRE[®] Search Service

- List a free profile about yourself to help institutions find you more easily.
- If you match the recruitment profile of a participating institution, you may be sent information about graduate and business school programs, admission requirements, financial aid opportunities and fellowships.
- You will be asked if you would like to register for the GRE Search Service when you register for a GRE test, or you can register for this FREE service in your ETS Account.

ets.org/gre/stusearch

Appendix

- Structure of the Paper-delivered *GRE*[®] General Test
- Sample Questions

Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One Answer Choice

ETS GRE Test Preview Tool

Exit Section Mark Review Help Back Next

Section 2 of 3 | Question 2 of 7 00:19:23 Hide Time

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

The passage addresses which of the following issues related to Glass's use of popular elements in his classical compositions?

- How it is regarded by listeners who prefer rock to the classics
- How it has affected the commercial success of Glass's music
- Whether it has contributed to a revival of interest among other composers in using popular elements in their compositions
- Whether it has had a detrimental effect on Glass's reputation as a composer of classical music
- Whether it has caused certain of Glass's works to be derivative in quality

Select one answer choice.

Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One Answer Choice (continued)

ETS GRE Test Preview Tool

Exit Section Mark Review Help Back Next

Section 2 of 3 | Question 2 of 7 00:18:46 Hide Time

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

The passage addresses which of the following issues related to Glass's use of popular elements in his classical compositions?

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- How it has affected the commercial success of Glass's music
- Whether it has contributed to a revival of interest among other composers in using popular elements in their compositions
- Whether it has had a detrimental effect on Glass's reputation as a composer of classical music
- Whether it has caused certain of Glass's works to be derivative in quality

Select one answer choice.

Verbal Reasoning: Text Completion Question

For each blank select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

It is refreshing to read a book about our planet by an author who does not allow facts to be (i) _____ by politics: well aware of the political disputes about the effects of human activities on climate and biodiversity, this author does not permit them to (ii) _____ his comprehensive description of what we know about our biosphere. He emphasizes the enormous gaps in our knowledge, the sparseness of our observations, and the (iii) _____, calling attention to the many aspects of planetary evolution that must be better understood before we can accurately diagnose the condition of our planet.

Blank (i)

overshadowed
invalidated
illuminated

Blank (ii)

enhance
obscure
underscore

Blank (iii)

plausibility of our hypotheses
certainty of our entitlement
superficiality of our theories

Select one entry from each column.

Verbal Reasoning: Text Completion Question (continued)

ETS GRE Test Preview Tool

Exit Section Mark Review Help Back Next

Section 2 of 3 | Question 4 of 7 00:28:12 Hide Time

For each blank select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

It is refreshing to read a book about our planet by an author who does not allow facts to be (i) _____ by politics: well aware of the political disputes about the effects of human activities on climate and biodiversity, this author does not permit them to (ii) _____ his comprehensive description of what we know about our biosphere. He emphasizes the enormous gaps in our knowledge, the sparseness of our observations, and the (iii) _____, calling attention to the many aspects of planetary evolution that must be better understood before we can accurately diagnose the condition of our planet.

Blank (i)	Blank (ii)	Blank (iii)
overshadowed	enhance	plausibility of our hypotheses
invalidated	obscure	certainty of our entitlement
illuminated	underscore	superficiality of our theories

Select one entry from each column.

Verbal Reasoning: Sentence Equivalence Question

Select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

Cynics believe that people who _____ compliments do so in order to be praised twice.

- conjure up
- covet
- deflect
- grasp
- shrug off
- understand

Select two answer choices.

Verbal Reasoning: Sentence Equivalence Question (continued)

ETS GRE Test Preview Tool

Exit Section

Mark

Review

Help

Back

Next

Section 2 of 3 | Question 7 of 7

00:27:40 Hide Time

Select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

Cynics believe that people who _____ compliments do so in order to be praised twice.

- conjure up
- covet
- deflect
- grasp
- shrug off
- understand

Select two answer choices.

Quantitative Reasoning: Multiple Choice, Select One Answer Choice

ETS GRE Test Preview Tool

Exit Section Calc Mark Review Help Back Next

Section 3 of 3 | Question 3 of 11 00:31:56 Hide Time

A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon.
Approximately what was the cost, in dollars, of the gasoline used in driving the car
350 miles?

\$10

\$20

\$30

\$40

\$50

Select one answer choice.

Quantitative Reasoning: Multiple Choice, Select One Answer Choice (continued)

ETS GRE Test Preview Tool

Exit Section Calc Mark Review Help Back Next

Section 3 of 3 | Question 3 of 11 00:31:27 Hide Time

A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon. Approximately what was the cost, in dollars, of the gasoline used in driving the car 350 miles?

\$10

\$20

\$30

\$40

\$50

Select one answer choice.

Quantitative Reasoning: Multiple Choice, Select One or More Answer Choices

ETS GRE Test Preview Tool

Exit Section Calc Mark Review Help Back Next

Section 3 of 3 | Question 5 of 11 00:30:02 Hide Time

Which of the following integers are multiples of both 2 and 3 ?

Indicate all such integers.

8

9

12

18

21

36

Select one or more answer choices.

Quantitative Reasoning: Multiple Choice, Select One or More Answer Choices (continued)

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Which of the following integers are multiples of both 2 and 3?

Indicate all such integers.

8
 9
 12
 18
 21
 36

Select one or more answer choices.

Quantitative Reasoning: Quantitative Comparison Question

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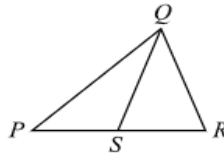
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$$PQ = PR$$

Quantity A

PS

Quantity B

SR

- Quantity A is greater.
- Quantity B is greater.
- The two quantities are equal.
- The relationship cannot be determined from the information given.

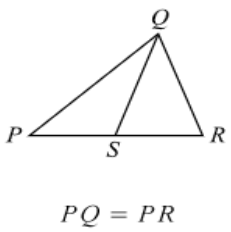
Select one answer choice.

Quantitative Reasoning: Quantitative Comparison Question (continued)

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$PQ = PR$

Quantity A
 PS

Quantity B
 SR

Quantity A is greater.

Quantity B is greater.

The two quantities are equal.

The relationship cannot be determined from the information given.

Select one answer choice.

Quantitative Reasoning: Data Interpretation Question

Questions 9– 11 are based on the following data.

ANNUAL PERCENT CHANGE IN DOLLAR AMOUNT OF SALES
AT FIVE RETAIL STORES FROM 2006 TO 2008

Store	Percent Change	
	From 2006 to 2007	From 2007 to 2008
<i>P</i>	10	–10
<i>Q</i>	–20	9
<i>R</i>	5	12
<i>S</i>	–7	–15
<i>T</i>	17	–8

If the dollar amount of sales at Store *P* was \$800,000 for 2006, what was the dollar amount of sales at that store for 2008 ?

- \$727,200
- \$792,000
- \$800,000
- \$880,000
- \$968,000

Select one answer choice.

Quantitative Reasoning: Data Interpretation Question (continued)

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Section 3 of 3 | Question 9 of 11 00:32:20 Hide Time

Questions 9– 11 are based on the following data.

ANNUAL PERCENT CHANGE IN DOLLAR AMOUNT OF SALES
AT FIVE RETAIL STORES FROM 2006 TO 2008

Store	Percent Change	
	From 2006 to 2007	From 2007 to 2008
<i>P</i>	10	–10
<i>Q</i>	–20	9
<i>R</i>	5	12
<i>S</i>	–7	–15
<i>T</i>	17	–8

If the dollar amount of sales at Store *P* was \$800,000 for 2006, what was the dollar amount of sales at that store for 2008 ?

\$727,200
 \$792,000
 \$800,000
 \$880,000
 \$968,000

Select one answer choice.

Analytical Writing: Analyze an Issue Task

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As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate.

Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

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Analytical Writing: Analyze an Argument Task

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In surveys Mason City residents rank water sports (swimming, boating, and fishing) among their favorite recreational activities. The Mason River flowing through the city is rarely used for these pursuits, however, and the city park department devotes little of its budget to maintaining riverside recreational facilities. For years there have been complaints from residents about the quality of the river's water and the river's smell. In response, the state has recently announced plans to clean up Mason River. Use of the river for water sports is, therefore, sure to increase. The city government should for that reason devote more money in this year's budget to riverside recreational facilities.

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are for the argument if the assumptions prove unwarranted.