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!
More than 1,200 business schools accept GRE® scores for their MBA programs

- Scores are trusted and accepted at top business schools worldwide
- Most schools are following Harvard Business School’s lead in weighting GRE scores equally with other business school admission tests. As noted on its website, “There is no minimum GMAT® or GRE [score] to apply and we do not have a bias toward one test or the other.”
With the *GRE®* General Test, you can:

- Take the test that is accepted by thousands of graduate and business schools worldwide.
- Use the test-taker friendly design to do your best.
- Send only your best scores.

Let’s take a closer look.
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

• 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

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
IMPORTANT TIPS!

When you create your ETS Account and register, have your ID handy.

- Each country has specific official ID requirements for testing
  - View ID requirements in the GRE® Information Bulletin or on the GRE website
- The name you use when registering MUST exactly match your ID documents (excluding accents)
  - Ensure the spellings exactly match
  - Be sure to provide your entire first (given) name
    - Do not register using a nickname or with only a first initial
  - You must supply your entire last (family/surname) name
    - If you have a two-part last name, you need to be sure to supply your complete last name as it appears on your ID documents (excluding accents)
Let’s look at an example

For example, the last name **Fernandez de Córdova** should be entered as **Fernandez de Cordova**

* First/Given Name
  - Jose

* Middle Initial
  - 

* Last/Family Name
  - Fernandez de Cordova
Create your ETS Account

ets.org/mygre
Then register!
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

You can move freely within a section

An on-screen calculator

You can skip questions or change answers!
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.
• 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.
Getting and Sending Your Scores
Three scores are reported on the following scales:

- **Analytical Writing**: 0–6 in half-point increments
- **Verbal**: 130–170 in 1-point increments
- **Quantitative**: 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.
Getting your unofficial scores (continued)

If you choose to report your scores, you will see your unofficial scores at the test center.

Unofficial GRE® General Test Scores:

- Verbal Reasoning: 161
- Quantitative Reasoning: 160

Your unofficial Verbal Reasoning and Quantitative Reasoning scores are shown. Your OFFICIAL GRE General Test scores, including Analytical Writing, will be available in your ETS account within 10-15 days.

Note: NS indicates no score will be reported.
Putting your best scores forward with the ScoreSelect® option

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
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!

- 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 question.
- 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

## Verbal Reasoning

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

### First Section

**Reading Comprehension - Longer Passages:**

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Question Type</th>
<th>Right/Wrong</th>
<th>Difficulty Level</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple-choice – Select One</td>
<td>Right</td>
<td>1</td>
<td>0:13</td>
</tr>
<tr>
<td>2</td>
<td>Multiple-choice – Select One</td>
<td>Wrong</td>
<td>2</td>
<td>0:23</td>
</tr>
<tr>
<td>3</td>
<td>Multiple-choice – Select One</td>
<td>Right</td>
<td>3</td>
<td>0:40</td>
</tr>
<tr>
<td>4</td>
<td>Multiple-choice – Select One</td>
<td>Wrong</td>
<td>3</td>
<td>0:06</td>
</tr>
<tr>
<td>5</td>
<td>Multiple-choice – Select One</td>
<td>Right</td>
<td>4</td>
<td>0:26</td>
</tr>
<tr>
<td>6</td>
<td>Multiple-choice – Select One</td>
<td>Wrong</td>
<td>4</td>
<td>0:33</td>
</tr>
<tr>
<td>7</td>
<td>Multiple-choice – Select One</td>
<td>Wrong</td>
<td>4</td>
<td>0:14</td>
</tr>
</tbody>
</table>

**Reading Comprehension - Shorter Passages:**

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Question Type</th>
<th>Right/Wrong</th>
<th>Difficulty Level</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple-choice – Select One</td>
<td>Right</td>
<td>3</td>
<td>0:46</td>
</tr>
<tr>
<td>2</td>
<td>Multiple-choice – Select One or More</td>
<td>Right</td>
<td>4</td>
<td>0:14</td>
</tr>
<tr>
<td>3</td>
<td>Multiple-choice – Select One</td>
<td>Right</td>
<td>5</td>
<td>0:53</td>
</tr>
</tbody>
</table>

**Text Completion:**

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Question Type</th>
<th>Right/Wrong</th>
<th>Difficulty Level</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 blank</td>
<td>Wrong</td>
<td>3</td>
<td>0:04</td>
</tr>
</tbody>
</table>
Quantitative Reasoning questions are categorized by:

- **Mathematical Content Area**
  - Arithmetic
  - Algebra
  - Geometry
  - Data Analysis

- **Question Type**
  - Quantitative Comparison
  - Multiple Choice-Select One Answer Choice
  - Multiple Choice-Select One or More Answer Choices
  - Numeric Entry

- **Setting**
  - Real-life setting
  - Purely mathematical setting

In addition, they may be presented as discrete questions or as part of a Data Interpretation Set.

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

**Arithmetic**

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Question Type</th>
<th>Setting</th>
<th>Right/Wrong</th>
<th>Difficulty Level</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quantitative Comparison</td>
<td>Pure math</td>
<td>Right</td>
<td>2</td>
<td>00:35</td>
</tr>
<tr>
<td>2</td>
<td>Quantitative Comparison</td>
<td>Pure math</td>
<td>Wrong</td>
<td>3</td>
<td>01:38</td>
</tr>
<tr>
<td>3</td>
<td>Numeric Entry</td>
<td>Real-life</td>
<td>Right</td>
<td>3</td>
<td>01:54</td>
</tr>
</tbody>
</table>

**Algebra**

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Question Type</th>
<th>Setting</th>
<th>Right/Wrong</th>
<th>Difficulty Level</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple-choice--Select One</td>
<td>Real-life</td>
<td>Wrong</td>
<td>2</td>
<td>04:11</td>
</tr>
<tr>
<td>2</td>
<td>Quantitative Comparison</td>
<td>Pure math</td>
<td>Right</td>
<td>3</td>
<td>03:42</td>
</tr>
<tr>
<td>3</td>
<td>Multiple-choice--Select One</td>
<td>Pure math</td>
<td>Wrong</td>
<td>3</td>
<td>00:59</td>
</tr>
<tr>
<td>4</td>
<td>Quantitative Comparison</td>
<td>Pure math</td>
<td>Right</td>
<td>4</td>
<td>00:51</td>
</tr>
</tbody>
</table>

**Geometry**

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Question Type</th>
<th>Setting</th>
<th>Right/Wrong</th>
<th>Difficulty Level</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Numeric Entry</td>
<td>Pure math</td>
<td>Right</td>
<td>1</td>
<td>02:00</td>
</tr>
<tr>
<td>2</td>
<td>Quantitative Comparison</td>
<td>Pure math</td>
<td>Wrong</td>
<td>2</td>
<td>01:35</td>
</tr>
<tr>
<td>3</td>
<td>Multiple-choice--Select One</td>
<td>Pure math</td>
<td>Right</td>
<td>3</td>
<td>01:08</td>
</tr>
<tr>
<td>4</td>
<td>Quantitative Comparison</td>
<td>Pure math</td>
<td>Wrong</td>
<td>4</td>
<td>02:57</td>
</tr>
</tbody>
</table>

**Data Analysis**

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Question Type</th>
<th>Setting</th>
<th>Right/Wrong</th>
<th>Difficulty Level</th>
<th>Time Spent</th>
</tr>
</thead>
</table>
Simulating the actual test experience with \textit{POWERPREP\textsuperscript{TM} Online}

- Free \textit{POWERPREP\textsuperscript{TM} 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.
NEW! POWERPREP PLUS™ Online

- Two official practice tests (sold separately). Each practice test:
  - Contains never-before-published real test questions.
  - Simulates the computer-delivered test experience.
  - Provides scores within minutes for all three measures, explanations for correct answers, a score report that summarizes your performance, and more!
- The POWERPREP PLUS Online practice tests can be purchased in your ETS Account.

For more information, visit ets.org/gre/prepare.
There are more practice questions available

If you would like more real test questions to increase your practice, there are several official books available from the GRE® Program, which can be purchased in your ETS Account.

Very Popular! For more in-depth practice.

For more information, visit ets.org/gre/prepare.
Get even more value with GRE® bundles

- **Official GRE® Super Power Pack**
  - Includes the *Official Guide to the GRE® General Test*, the *Official GRE® Quantitative Reasoning Practice Questions, Volume 1*, and the *Official GRE® Verbal Reasoning Practice Questions, Volume 1*.

- **Official GRE® Value Combo**
  - Includes the *Official GRE® Quantitative Reasoning Practice Questions, Volume 1*, and the *Official GRE® Verbal Reasoning Practice Questions, Volume 1*.

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.
Hear what other test takers are saying

- Join the conversation on the official GRE® General Test page on Facebook®
- Connect, engage and hear from others who are planning to take the GRE General Test just like you
Hear what other test takers are saying (continued)

• Join the conversation on LinkedIn®
  – Official GRE® General Test page
  – Taking the GRE General Test for business school

• Connect, engage and hear from others who are planning to take the GRE General Test for graduate or business school
• Connect, engage and hear from others who are planning to take the GRE® General Test just like you
• Join the conversation on:
  – official GRE General Test page on Sina Weibo
  – GRE-official on WeChat
Tools to Help You Stand Out
Helping to make your application even stronger

GRE® Subject Tests

• Demonstrate achievement in particular fields of study
• Each test assumes an undergraduate major or extensive background in the discipline
• Paper-delivered tests administered in September, October and April

ets.org/gre/subject
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
The paper-delivered GRE® General Test

Administered in areas of the world where the computer-delivered test is not offered.
The paper-delivered GRE® General Test (continued)

- Test takers enter all responses in the test book rather than on a separate answer sheet
- A calculator is provided for use on the Quantitative Reasoning measure
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
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.
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.

Consider each of the choices separately and select all that apply.

The passage suggests that Glass’s work displays which of the following qualities?

- [ ] A return to the use of popular music in classical compositions
- [ ] An attempt to elevate rock music to an artistic status more closely approximating that of classical music
- [ ] A long-standing tendency to incorporate elements from two apparently disparate musical styles

Select one or more answer choices.
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.

Consider each of the choices separately and select all that apply.

The passage suggests that Glass’s work displays which of the following qualities?

- [x] A return to the use of popular music in classical compositions
- [ ] An attempt to elevate rock music to an artistic status more closely approximating that of classical music
- [x] A long-standing tendency to incorporate elements from two apparently disparate musical styles

Select one or more answer choices.
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.

Select the sentence that distinguishes two ways of integrating rock and classical music.
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.

Select the sentence that distinguishes two ways of integrating rock and classical music.
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)

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

- conjure up
- covet
- deflect [X]
- grasp
- shrug off [X]
- understand
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.
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.
Which of the following integers are multiples of both 2 and 3?

Indicate all such integers.

☐ 8
☐ 9
☐ 12
☐ 18
☐ 21
☐ 36
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

![Diagram of triangle with labels P, Q, R, S, O, and 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)

Diagram:

\[ PQ = PR \]

**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.
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.

Enter your answer as an integer or a decimal in the answer box. Backspace to erase.
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.

Enter your answer as an integer or a decimal in the answer box. Backspace to erase.
### Quantitative Reasoning: Data Interpretation Question

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

<table>
<thead>
<tr>
<th>Store</th>
<th>From 2006 to 2007</th>
<th>From 2007 to 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>10</td>
<td>-10</td>
</tr>
<tr>
<td>Q</td>
<td>-20</td>
<td>9</td>
</tr>
<tr>
<td>R</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>S</td>
<td>-7</td>
<td>-15</td>
</tr>
<tr>
<td>T</td>
<td>17</td>
<td>-8</td>
</tr>
</tbody>
</table>

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.
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.
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.
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.