

GRE[®] STRATEGY SESSION 4

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Analytical Writing

*With Homework Review
& Verbal Section Review*

Verbal Homework Review

Your homework was the ETS Practice Book, Section 4 (Verbal), posted at @america.

We will do it fast.



SECTION 4
Verbal Reasoning
Time—35 minutes
25 Questions

For each question, indicate the best answer, using the directions given.

For each of Questions 1 to 8, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

1. This filmmaker is not outspoken on political matters: her films are known for their aesthetic qualities rather than for their _____ ones.

2. James Boswell's *Life of Samuel Johnson* is generally thought to have established Boswell as the first great modern biographer; yet the claim of _____ could be made for Johnson himself as author of a life of Richard Savage.

<input type="radio"/> polemical	<input type="radio"/> partisanship
<input type="radio"/> cinematic	<input type="radio"/> omniscience
<input type="radio"/> narrative	<input type="radio"/> precedence
<input type="radio"/> commercial	<input type="radio"/> opportunism
<input type="radio"/> dramatic	<input type="radio"/> perseverance

60

GO ON TO THE NEXT PAGE.

Verbal Homework Review

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- (A) polemical
- (B) cinematic
- (C) narrative
- (D) commercial
- (E) dramatic

Section 4		
Question Number	Correct Answer	P+
1	A	60
2	C	75
3	A, E	60
4	C, D	61
5	B, F	76
6	C, D, G	48
7	C, D, G	22
8	B, E, I	36
9	E	42
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Verbal Homework Review

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2. James Boswell's *Life of Samuel Johnson* is generally thought to have established Boswell as the first great modern biographer; yet the claim of _____ could be made for Johnson himself as author of a life of Richard Savage.

- (A) partisanship
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Verbal Homework Review

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3. Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown (i) _____ outside influences on that issue: several experts have (ii) _____ it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

Blank (i)

- (A) susceptible to
- (B) unaware of
- (C) irritated at

Blank (ii)

- (D) complimented
- (E) panned
- (F) overlooked

Section 4

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Verbal Homework Review

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4. Television promotes (i) _____ of emotion in viewers through an unnatural evocation, every five minutes, of different and (ii) _____ feelings.

Blank (i)

- (A) a withdrawal
- (B) an obscuring
- (C) a discontinuity

Blank (ii)

- (D) incompatible
- (E) sympathetic
- (F) interminable

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Verbal Homework Review

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5. Because we assume the (i) _____ of natural design, nature can often (ii) _____ us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

Blank (i)

- (A) quirkiness
- (B) preeminence
- (C) maladroitness

Blank (ii)

- (D) galvanize
- (E) befriend
- (F) beguile

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Verbal Homework Review

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6. Colleagues describe Padgett as both forthright and reticent, humble and (i) _____, good-natured and (ii) _____. And in her behavior as a businesswoman, Padgett herself does little to (iii) _____ these contradictions. She says she is proemployee but is avowedly antiunion. She calls herself procustomer but acknowledges that she runs a store with higher profit margins and prices than almost any other grocer.

Blank (i)

- (A) diffident
- (B) eccentric
- (C) arrogant

Blank (ii)

- (D) prickly
- (E) solicitous
- (F) phlegmatic

Blank (iii)

- (G) dispel
- (H) fulfill
- (I) accentuate

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Verbal Homework Review

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7. Historical research makes two somewhat antithetical truths that sounded (i) _____ come to seem profound: knowledge of the past comes entirely from written documents, giving written words great (ii) _____, and the more material you uncover, the more (iii) _____ your subject becomes.

Blank (i)

- (A) deep
- (B) portentous
- (C) banal

Blank (ii)

- (D) consequence
- (E) antiquity
- (F) simultaneity

Blank (iii)

- (G) elusive
- (H) contemporary
- (I) circumstantial

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Verbal Homework Review

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8. The recent publication of the painter Robert Motherwell's substantial body of writing, as well as writings by fellow Expressionist Barnett Newman, (i) _____ Ann Gibson's assertion that the Abstract Expressionists were reluctant to (ii) _____ issues of artistic meaning in their work and suggests that this supposed reticence was perhaps more artistic (iii) _____ than historical fact.

Blank (i)

- (A) substantiates
- (B) undermines
- (C) overlooks

Blank (ii)

- (D) forgo
- (E) articulate
- (F) conceal

Blank (iii)

- (G) conscience
- (H) focus
- (I) posturing

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Verbal Homework Review

For each of Questions 9 to 15, select one answer choice unless otherwise directed.

Questions 9 to 12 are based on this passage.

The work of English writer Aphra Behn (1640–1689) changed markedly during the 1680s, as she turned from writing plays to writing prose narratives. According to literary critic

5 Rachel Carnell, most scholars view this change as primarily motivated by financial considerations: earning a living by writing for the theatre became more difficult in the 1680s, so Behn tried various other types of prose genres in the hope of finding
10 another lucrative medium. In fact, a long epistolary scandal novel that she wrote in the mid-1680s sold quite well. Yet, as Carnell notes, Behn did not repeat this approach in her other prose works; instead, she turned to writing shorter, more serious novels, even
15 though only about half of these were published during her lifetime. Carnell argues that Behn, whose stage productions are primarily comedies, may have turned to an emerging literary form, the novel, in a conscious attempt to criticize, and subvert for her own ends, the conventions and ideology of a well-established form
20 of her day, the dramatic tragedy.

Carnell acknowledges that Behn admired the skill of such contemporary writers of dramatic tragedy as John Dryden, and that Behn's own comic stage
25 productions displayed the same partisanship for the reigning Stuart monarchy that characterized most of the politically oriented dramatic tragedies of her day. However, Carnell argues that Behn took issue with the way in which these writers and plays defined the nature of tragedy. As prescribed by Dryden, tragedy
30 was supposed to concern a heroic man who is a public figure and who undergoes a fall that evokes pity from the audience. Carnell points out that Behn's tragic novels focus instead on the plight of little-known
35 women and the private world of the household; even in her few novels featuring male protagonists, Behn insists on the importance of the crimes these otherwise heroic figures commit in the domestic sphere. Moreover, according to Carnell, Behn
40 questioned the view promulgated by monarchist dramatic tragedies such as Dryden's; that the envisioned "public" political ideal—passive obedience to the nation's king—ought to be mirrored in the private sphere, with family members wholly
45 obedient to a male head of household. Carnell sees Behn's novels not only as rejecting the model of

patriarchal and hierarchical family order, but also as warning that insisting on such a parallel can result in real tragedy befalling the members of the domestic
50 sphere. According to Carnell, Behn's choice of literary form underscores the differences between her own approach to crafting a tragic story and that taken in the dramatic tragedies, with their artificial distinction between the public and private spheres.
55 Behn's novels engage in the political dialogue of her era by demonstrating that the good of the nation ultimately encompasses more than the good of the public figures who rule it.

Verbal Homework Review

For each of Questions 9 to 15, select one answer choice unless otherwise directed.

9. The passage is primarily concerned with

- (A) tracing how Behn's view of the nature of tragedy changed over time
- (B) explaining one author's view of Behn's contribution to the development of an emerging literary form
- (C) differentiating between the early and the late literary works of Behn
- (D) contrasting the approaches to tragedy taken by Behn and by Dryden
- (E) presenting one scholar's explanation for a major development in Behn's literary career

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Verbal Homework Review

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10. The passage suggests that Carnell sees Behn's novels featuring male protagonists as differing from dramatic tragedies such as Dryden's featuring male protagonists in that the former

- (A) depict these characters as less than heroic in their public actions
- (B) emphasize the consequences of these characters' actions in the private sphere
- (C) insist on a parallel between the public and the private spheres
- (D) are aimed at a predominantly female audience
- (E) depict family members who disobey these protagonists

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Verbal Homework Review

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11. The passage suggests that Carnell believes Behn held which of the following attitudes about the relationship between the private and public spheres?
- (A) The private sphere is more appropriate than is the public sphere as the setting for plays about political events.
 - (B) The structure of the private sphere should not replicate the hierarchical order of the public sphere.
 - (C) Actions in the private sphere are more fundamental to ensuring the good of the nation than are actions in the public sphere.
 - (D) Crimes committed in the private sphere are likely to cause tragedy in the public sphere rather than vice versa.
 - (E) The private sphere is the mirror in which issues affecting the public sphere can most clearly be seen.

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12. It can be inferred from the passage that the “artificial distinction” (lines 53-54) refers to the
- (A) practice utilized in dramatic tragedies of providing different structural models for the public and the private spheres
 - (B) ideology of many dramatic tragedies that advocate passive obedience only in the private sphere and not in the public sphere
 - (C) convention that drama ought to concern events in the public sphere and that novels ought to concern events in the private sphere
 - (D) assumption made by the authors of conventional dramatic tragedies that legitimate tragic action occurs only in the public sphere
 - (E) approach taken by the dramatic tragedies in depicting male and female characters differently, depending on whether their roles were public or private

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Verbal Homework Review

For each of Questions 9 to 15, select one answer choice unless otherwise directed.

Questions 13 and 14 are based on this passage.

Computers cannot accurately predict climate change unless the mathematical equations fed into them adequately capture the natural meteorological processes they are intended to simulate. Moreover, there are processes that influence climate, such as modifications in land use, that scientists do not know how to simulate. The failure to incorporate such a process into a computer climate model can lead the model astray because a small initial effect can initiate a feedback cycle: a perturbation in one variable modifies a second variable, which in turn amplifies the original disturbance. An increase in temperature, for example, can boost the moisture content of the atmosphere, which then causes further warming because water vapor is a greenhouse gas.

For the following question, consider each of the choices separately and select all that apply.

13. The passage mentions which of the following as adversely affecting the accuracy of computer predictions of climate change?

- A Failure to allow for some of the processes that influence climate
- B Mathematical equations that do not accurately reflect natural phenomena
- C An overestimate of the role of feedback cycles

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14. In the context in which it appears, “amplifies” (line 11) most nearly means

- (A) exacerbates
- (B) explicates
- (C) expatiates
- (D) adds detail to
- (E) makes louder

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Verbal Homework Review

For each of Questions 9 to 15, select one answer choice unless otherwise directed.

Question 15 is based on this passage.

Extensive housing construction is underway in Pataska Forest, the habitat of a large population of deer. Because deer feed at the edges of forests, these deer will be attracted to the spaces alongside the new roads being cut through Pataska Forest to serve the new residential areas. Consequently, once the housing is occupied, the annual number of the forest's deer hit by cars will be much higher than before construction started.

15. Which of the following is an assumption on which the argument depends?

- (A) The number of deer hit by commercial vehicles will not increase significantly when the housing is occupied.
- (B) Deer will be as attracted to the forest edge around new houses as to the forest edge alongside roads.
- (C) In years past, the annual number of deer that have been hit by cars on existing roads through Pataska Forest has been very low.
- (D) The development will leave sufficient forest to sustain a significant population of deer.
- (E) No deer hunting will be allowed in Pataska Forest when the housing is occupied.

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Verbal Homework Review

For each of Questions 16 to 19, 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.

16. Female video artists' rise to prominence over the past 30 years has _____ the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

- (A) matched
- (B) politicized
- (C) paralleled
- (D) obviated
- (E) accelerated
- (F) forestalled

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Verbal Homework Review

For each of Questions 16 to 19, 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.

17. The report's most significant weakness is its assumption that the phenomenon under study is _____, when in reality it is limited to a specific geographic area.

- (A) unusual
- (B) exceptional
- (C) ubiquitous
- (D) absolute
- (E) universal
- (F) restricted

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Verbal Homework Review

For each of Questions 16 to 19, 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.

18. The spy's repeated bungling was, above all else, _____ those who wished to thwart her efforts, since it was so unpredictable as to obscure any pattern that might otherwise lead to her capture.

- A an obstacle to
- B a signal to
- C a hindrance to
- D an indication for
- E a snare for
- F a boon to

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24	E	53
25	A, C	50

Verbal Homework Review

For each of Questions 16 to 19, 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.

19. Each member of the journalistic pair served as _____ the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

- A a check on
- B an advocate for
- C an impediment to
- D a brake on
- E an apologist for
- F an intermediary for

Section 4		
Question Number	Correct Answer	P+
1	A	60
2	C	75
3	A, E	60
4	C, D	61
5	B, F	76
6	C, D, G	48
7	C, D, G	22
8	B, E, I	36
9	E	42
10	B	62
11	B	52
12	D	42
13	A, B	69
14	A	83
15	D	26
16	A, C	67
17	C, E	68
18	A, C	82
19	A, D	26
20	E	65
21	A	67
22	A, B	43
23	A	72
24	E	53
25	A, C	50

Verbal Homework Review

For each of Questions 20 to 25, select one answer choice unless otherwise directed.

Questions 20 and 21 are based on this passage.

While chocolate was highly esteemed in Mesoamerica, where it originated, its adoption in Europe was initially slow. There is a common belief that Europeans needed to “transform” chocolate to make it appetizing. However, while Spaniards did put sugar, which was unknown to indigenous Americans, into chocolate beverages, this additive was not completely innovative. Mesoamericans were already sweetening chocolate with honey, and the step from honey to sugar—increasingly more available than honey because of expanding sugar plantations in the Americas—is a small one. Likewise, although Spaniards adjusted Mesoamerican recipes by using European spices, the spices chosen suggest an attempt to replicate harder-to-find native flowers. There is no indication the Spaniards deliberately tried to change the original flavor of chocolate.

20. The author of the passage refers to the use of honey primarily to

- (A) identify the origins of an additive previously untried by Europeans
- (B) present an example of a product that was unknown to Europeans
- (C) correct the misapprehension that Mesoamericans used a sweetener that was not available in Europe
- (D) provide an example of an ingredient that was in the process of being displaced by a substitute
- (E) explain why the Spanish use of sugar in chocolate was not a sign of a need to transform chocolate

Section 4

Question Number	Correct Answer	P+
1	A	60
2	C	75
3	A, E	60
4	C, D	61
5	B, F	76
6	C, D, G	48
7	C, D, G	22
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11	B	52
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13	A, B	69
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16	A, C	67
17	C, E	68
18	A, C	82
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20	E	65
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23	A	72
24	E	53
25	A, C	50

Verbal Homework Review

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Questions 20 and 21 are based on this passage.

While chocolate was highly esteemed in Mesoamerica, where it originated, its adoption in Europe was initially slow. There is a common belief that Europeans needed to “transform” chocolate to make it appetizing. However, while Spaniards did put sugar, which was unknown to indigenous Americans, into chocolate beverages, this additive was not completely innovative. Mesoamericans were already sweetening chocolate with honey, and the step from honey to sugar—increasingly more available than honey because of expanding sugar plantations in the Americas—is a small one. Likewise, although Spaniards adjusted Mesoamerican recipes by using European spices, the spices chosen suggest an attempt to replicate harder-to-find native flowers. There is no indication the Spaniards deliberately tried to change the original flavor of chocolate.

21. Which sentence presents a misconception that the passage challenges?

- (A) The second (“There is appetizing”)
- (B) The third (“However innovative”)
- (C) The fourth (“Mesoamericans one”)
- (D) The fifth (“Likewise flowers”)
- (E) The sixth (“There is chocolate”)

Section 4

Question Number	Correct Answer	P+
1	A	60
2	C	75
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4	C, D	61
5	B, F	76
6	C, D, G	48
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19	A, D	26
20	E	65
21	A	67
22	A, B	43
23	A	72
24	E	53
25	A, C	50

Verbal Homework Review

For each of Questions 20 to 25, select one answer choice unless otherwise directed.

Questions 22 and 23 are based on this passage.

Biologists generally agree that birds and dinosaurs are somehow related to one another. The agreement ends there. Hypotheses regarding dinosaurian and avian evolution are unusually diverse—and often at odds with one another. Confusion consequently reigns over a broad spectrum of unanswered questions dealing with avian origins and the biology of dinosaurs and early birds. This confusion has been exacerbated by a paucity of serious attempts to synthesize and evaluate available data on the details of avian and dinosaurian evolution. Too often, the job of summarizing current knowledge of these subjects has fallen to well-meaning but naïve lay authors or reporters. Consequently, both the public and the scientific community have often been misled by widespread dissemination of sensational but weakly founded hypotheses.

For the following question, consider each of the choices separately and select all that apply.

22. The passage suggests that which of the following could help remedy the problem described in the final sentence (lines 14-17)?

- A An article written by a biologist for the general public summarizing current theories about avian and dinosaurian evolution
- B A close examination of available data on avian and dinosaurian evolution
- C A new hypothesis regarding the connection between avian and dinosaurian evolution

Section 4

Question Number	Correct Answer	P+
1	A	60
2	C	75
3	A, E	60
4	C, D	61
5	B, F	76
6	C, D, G	48
7	C, D, G	22
8	B, E, I	36
9	E	42
10	B	62
11	B	52
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23. In the context in which it appears, “sensational” (line 16) most nearly means

- (A) dramatic
- (B) false
- (C) excellent
- (D) eminent
- (E) horrifying

Section 4

Question Number	Correct Answer	P+
1	A	60
2	C	75
3	A, E	60
4	C, D	61
5	B, F	76
6	C, D, G	48
7	C, D, G	22
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19	A, D	26
20	E	65
21	A	67
22	A, B	43
23	A	72
24	E	53
25	A, C	50

Verbal Homework Review

For each of Questions 20 to 25, select one answer choice unless otherwise directed.

Questions 24 and 25 are based on this passage.

A portrait type that appeared with relentless frequency in eighteenth-century England is the familiar image of a gentleman poised with one hand inside his partially unbuttoned waistcoat. Standard interpretations of this portrait posture offer observations of correspondence—demonstrating either that it mirrors actual social behavior or that it borrows from classical statuary. Such explanations, however, illuminate neither the source of this curious convention nor the reason for its popularity. It is true that in real life the “hand-in” was a common stance for elite men. Still, there were other ways of comporting the body that did not become winning portrait formulas. And even if the “hand-in” portrait does resemble certain classical statues, what accounts for the adoption of this particular pose?

24. In the context of the passage as a whole, the primary function of the sentence in lines 10-12 (“It is . . . men”) is to

- (A) emphasize the influence of a particular social class on the conventions of eighteenth-century English portraiture
- (B) account for the origin of a particular type of behavior frequently represented in eighteenth-century English portraiture
- (C) acknowledge a historical basis for two competing hypotheses about a particular portrait type
- (D) question the relevance of certain evidence frequently cited in support of an explanation for a particular portrait type
- (E) concede that one explanation for the prevalence of a particular portrait type has a basis in fact

Section 4

Question Number	Correct Answer	P+
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2	C	75
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5	B, F	76
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For the following question, consider each of the choices separately and select all that apply.

25. Which of the following might provide an explanation for the popularity of hand-in portraits that would satisfy the author of the passage?

- A An eighteenth-century English etiquette manual discussing the social implications of the “hand-in” stance
- B A comprehensive catalogue of eighteenth-century English portraits that showed what proportion of portraits depicted gentlemen in the “hand-in” stance
- C A passage from an eighteenth-century English novel in which a gentleman considers what stance to adopt when his portrait is painted

Section 4

Question Number	Correct Answer	P+
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2	C	75
3	A, E	60
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Analytical Writing: Issue Essay & Argument Essay

The screenshot displays a GRE Practice Test interface. At the top, it reads "GRE® Practice Test Section 1 of 5" and "Question 1 of 2". The ETS logo is visible in the top left. The main content area is divided into two columns. The left column contains the following text:

A nation should require all of its students to study the same national curriculum until they enter college.

Discuss the extent to which you agree or disagree with the recommendation above and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how those examples shape your position.

The right column contains the text "Requiring students to" followed by a large, empty text input area for the user's response.

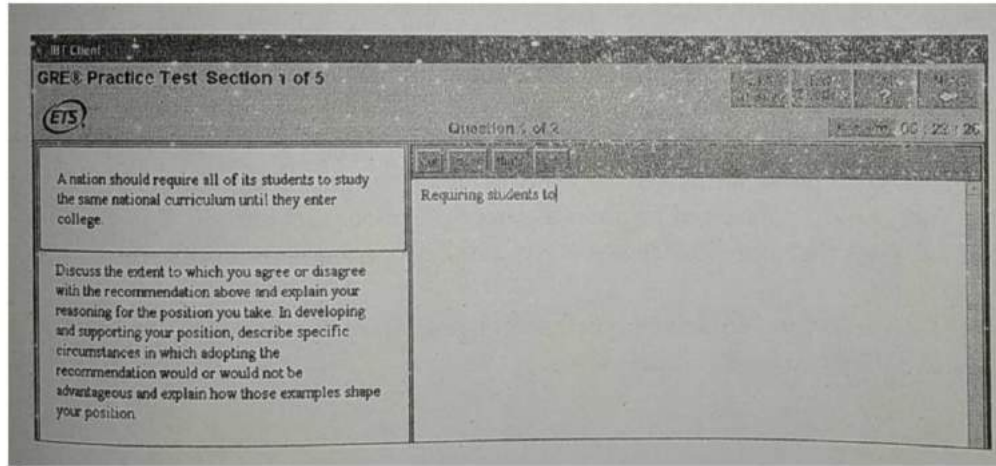
Analytical Writing: Issue Essay & Argument Essay

Each essay is scored holistically by two different graders; grades are averaged.

Higher scoring essays tend to be ***LONG***, full of noteworthy ideas, and college-level vocabulary.

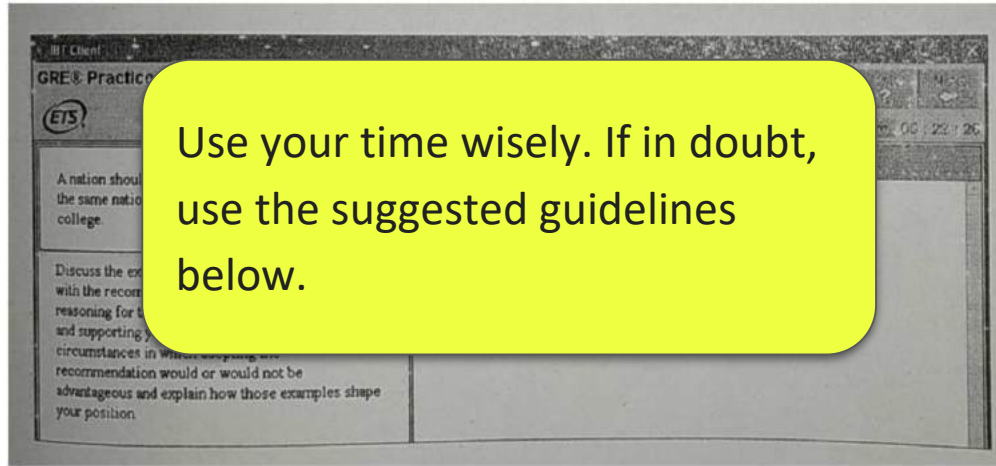
Issue Essay		Argument Essay	
6	An essay that scores a 6 presents a cogent, well-articulated critique of the issue and conveys meaning skillfully.	6	An essay that scores a 6 presents a cogent, well-articulated critique of the argument and conveys meaning skillfully.
5	An essay that scores a 5 presents a generally thoughtful, well-developed analysis of the complexities of the issue and conveys meaning clearly.	5	An essay that scores a 5 presents a generally thoughtful, well-developed critique of the argument and conveys meaning clearly.
4	An essay that scores a 4 presents a competent analysis of the issue and conveys meaning adequately.	4	An essay that scores a 4 presents a competent critique of the argument and conveys meaning adequately.
3	An essay that scores a 3 demonstrates some competence in its analysis of the issue and in conveying meaning but is obviously flawed.	3	An essay that scores a 3 demonstrates some competence in its critique of the argument and in conveying meaning but is obviously flawed.
2	An essay that scores a 2 demonstrates serious weaknesses in analytical writing.	2	An essay that scores a 2 demonstrates serious weaknesses in analytical writing.
1	An essay that scores a 1 demonstrates fundamental deficiencies in analytical writing skills.	1	An essay that scores a 1 demonstrates fundamental deficiencies in both analysis and writing.

Analytical Writing: Issue Essay & Argument Essay



If you are not a native English speaker, expect your essay score and the essays you wrote to receive more attention. ETS makes the essays available to schools, in addition to the scores. Essays are weighted by schools variably depending on the program you are applying to. You'll find that writing high-scoring essays is not as hard as it may seem once you've been shown how to do it.

Analytical Writing: Issue Essay & Argument Essay



Issue Essay:

1. Find key terms, state the opposite side, brainstorm examples: 5-7 minutes
2. Formulate a thesis: 2 minutes
3. Write the essay: 18-20 minutes
4. Proofread: 1-2 minutes

Argument Essay:

1. Break down the argument: 3-4 minutes
2. Find 2-3 assumptions: 3-4 minutes
3. Write the essay: 18-20 minutes
4. Proofread: 1-2 minutes

Analytical Writing: Issue Essay

The Issue Essay

The Issue essay asks for your opinion; you're expected to present your viewpoint on a particular topic and support that viewpoint with various examples. The following is one example of the instructions for the Issue essay:

You will be given a brief quotation that states or implies an issue of general interest and specific instructions on how to respond to that issue. You will have 30 minutes to plan and compose a response in which you develop a position on the issue according to the specific instructions. A response to any other issue will receive a score of zero.

Make sure that you respond to the specific instructions and support your position on the issue with reasons and examples drawn from such areas as your reading, experience, observations, and/or academic studies.

Note how important it is to specifically address the assignment provided as part of the Issue prompt; not following ETS's directions will make your grader unhappy and result in a poor score on the essay.

Analytical Writing: Issue Essay

Issue Essay Steps:

1. Think
2. Organize
3. Write

Essay Essentials:

1. Introduction
2. Body
3. Conclusion

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Analytical Writing: Issue Essay

Step 1: Think

Before you start writing, take a moment to brainstorm some thoughts about the topic.

- Key Terms: what are the key words or phrases in the prompt? Do the terms need clarifying before you can properly deal with them in the essay? Using key terms from the prompt can help overall coherency.
- Opposite Side: what would the converse of the statement be? You'll have to consider both sides of the prompt.
- Examples: what are some examples that would support the statement? What are some examples that would support the opposite statement? Examples are the most important part of your essay. Use very specific and relevant examples.

Analytical Writing: Issue Essay

Step 2: Organize

Organize your thoughts.

- Separate your examples: how many of your examples support the pro side and how many support the con side? Divide your examples up and see which side has more support.
- Write your thesis statement: after evaluating the strength of your examples, decide what position you will take in your essay, and then write your thesis. Your thesis is the main point that you want your essay to express.

Analytical Writing: Issue Essay

Step 3: Write

1. Introduction: Say what your plan is (say what you're going to say).
 - a. clearly establish the topic
 - b. preview both sides
 - c. present a clear thesis
2. Body Paragraphs: Carry out your plan (say it).
 - a. good transition and/or topic sentence
 - b. present an example
 - c. explain how the example supports the topic sentence & thesis
3. Conclusion: Indicate your plan is complete (say what you just said).
 - a. alert the reader the essay is ending
 - b. summarize the main points

Analytical Writing: Issue Essay Example

The Issue Essay

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Make sure that you respond to the specific instructions and support your position on the issue with reasons and examples drawn from such areas as your reading, experience, observations, and/or academic studies.

Note how important it is to specifically address the assignment provided as part of the Issue prompt; not following ETS's directions will make your grader unhappy and result in a poor score on the essay.

Analytical Writing: Issue Essay Example

The Prompt

Remember the Steps:

1. **Think**
2. **Organize**
3. **Write**

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 1: Think

Remember the Steps:

1. Step 1: Think

- **Key Terms**
- **Opposite Side**
- **Example**

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 1: Think

Key Terms:

- **beauty**: art, maybe literature?
- **true beauty**: natural, maybe man-made?
- **exceptional**
- **commonplace**

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 1: Think

Opposite Side:

Original: "True beauty is found not in the exceptional but in the commonplace."

Opposite: "True beauty is found not in the commonplace but in the exceptional."

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 1: Think

Examples:

Leonardo da Vinci's Mona Lisa

Notre Dame Cathedral in Paris

Niagara Falls

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 2: Organize

Remember the Steps:

1. Step 2: Organize

- **Separate your examples**
- **Write your thesis statement**

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 2: Organize

Separate your Examples:

Examples - Pro:

- Niagara Falls

Examples - Con:

- Mona Lisa
- Notre Dame

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 2: Organize

Write your Thesis Statement:

"While certain commonplace natural objects are examples of beauty, true beauty is most often found in rare, exceptional cases."

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 3: Write

1. Introduction

- a. clearly establish the topic
- b. preview both sides
- c. present a clear thesis

2. Body Paragraphs

- a. topic sentence
- b. example
- c. analysis

3. Conclusion

- a. alert that the essay is ending
- b. summarize the main points

The Prompt

"True beauty is found not in the exceptional but in the commonplace."

Write an essay in which you take a position on the statement above. In developing and supporting your essay, consider instances in which the statement does and does not hold true.

Analytical Writing: Issue Essay Example

Step 3: Write

1. Introduction

- a. clearly establish the topic; don't just restate the prompt; be interesting

Approaches:

- **Rhetorical Question:** "Can we find beauty only in rare, exceptional instances or does it truly lie all around us?"
- **Famous Quotation:** "Beauty is Truth, Truth Beauty," or so said the romantic poet John Keats.
- **Anecdote:** "The Romantic poet John Keats was so struck by the beauty of Chapman's translation of Homer's work that he wrote a poem about it.
- **Fact/Statistic:** "A recent scientific study showed that the faces that people find the most beautiful are those that are the most symmetrical."
- **Definition:** "Beauty, by definition, is that which moves us or impacts us significantly."

Analytical Writing: Issue Essay Example

Step 3: Write

1. Introduction

- a. clearly establish the topic
- b. **preview the issue; briefly touch on both sides; use contrasting transition words**

Examples:

"While some people can find beauty in the most common of places, true beauty is found only in the exceptional."

"Despite the assertions of many that beauty is everywhere, true beauty is found only in exceptional cases."

"There can be no doubt that some of the world's most common things are beautiful. And yet, it is often the exceptional objects that possess true beauty."

Analytical Writing: Issue Essay Example

Step 3: Write

1. Introduction

- a. clearly establish the topic
- b. preview both sides
- c. **present a clear thesis; tell the reader your position and why; preview the body**

Examples:

"True beauty is found in the exceptional, not in the commonplace, because if common things were beautiful, the very word would lose its meaning."

"True beauty is not to be found in the commonplace, but in the exceptional. On closer inspection, even so-called common objects that people consider beautiful are actually exceptional."

Analytical Writing: Issue Essay Example

Step 3: Write

2. Body Paragraphs
 - a. **topic sentence**

Use strong topic sentences and good transitions. **Examples:**

"One example of beauty found in the exceptional is Leonardo da Vinci's Mona Lisa."

"Consider the beauty of Notre Dame Cathedral in Paris, a building that is in no way commonplace."

"Like da Vinci's Mona Lisa, the cathedral of Notre Dame in Paris is an exceptional, and exceptionally beautiful, object."

Analytical Writing: Issue Essay Example

Step 3: Write

2. Body Paragraphs

- a. topic sentence: "Like da Vinci's Mona Lisa, the cathedral of Notre Dame in Paris is an exceptional, and exceptionally beautiful, object."
- b. **example &**
- c. **analysis:** Develop and support your position (explain why Notre Dame supports the view that true beauty is exceptional, not commonplace).

Example: "Like da Vinci's Mona Lisa, the cathedral of Notre Dame in Paris is an exceptional, and exceptionally beautiful, object. Churches and cathedrals line the streets of most major cities in Western Europe, but few possess the renown of Notre Dame. Notre Dame is a stunning example of gothic architecture, famous for the flying buttresses that adorn the sides of the building. The cathedral also has rows and rows of beautiful sculptures recessed into the walls, as well as a gorgeous central stained-glass window. These features make Notre Dame one of the most beautiful cathedrals in the world. Compared to a common church or cathedral, Notre Dame is truly awe-inspiring; Victor Hugo used the building as the backdrop for his magnificent book, *The Hunchback of Notre Dame*, and thousands of tourists travel untold miles to view the cathedral. That sort of beauty is not possessed by just any church on the corner."

Analytical Writing: Issue Essay Example

Step 3: Write

3. Conclusion

- a. alert that the essay is ending
- b. summarize the main points

Example: "In conclusion, it's clear that true beauty is found not in the commonplace, but in the exceptional. The Mona Lisa and Notre Dame Cathedral are both exceptional examples of fairly commonplace things and it is these exceptions that are noted as truly beautiful. If anything, the commonplace serves only as a contrast to what true beauty really is."

Analytical Writing: Issue Essay Example

Your Score

If you could answer "yes" to all or almost all of these questions, congratulations! You have a 5-6 range.

If you answered yes to fewer than 10 of these questions, you have room for improvement.

Now ask yourself the following questions about the essay:

1. Overall, did it make sense?
2. Did you address the topic directly?
3. Did you address the topic thoroughly?
4. Did your introduction paragraph repeat the issue to establish the topic of the essay?
5. Did you consider both sides of the issue?
6. Did your examples make sense?
7. Did you flesh out your examples with details?
8. Did you explain how your examples supported your thesis?
9. Did your essay have a strong concluding paragraph?
10. Was your essay well organized, using transitions and topic sentences?
11. Did you use language that made the organization of the essay obvious?
12. Did you use correct grammar, spelling, and language, for the most part?

Analytical Writing: Argument Essay

The Argument Essay

The Argument essay requires a different type of response. Instead of presenting your own perspective, your job is to critique someone else's argument. You're supposed to address the logical flaws of the argument, not provide your personal opinion on the subject. The following is one example of the directions for the Argument essay:

You will be given a short passage that presents an argument, or an argument to be completed, and specific instructions on how to respond to that passage. You will have 30 minutes to plan and compose a response in which you analyze the passage according to the specific instructions. A response to any other argument will receive a score of zero.

Note that you are NOT being asked to present your own views on the subject. Make sure that you respond to the specific instructions and support your analysis with relevant reasons and/or examples.

In the Argument essay, the emphasis is on writing a logical analysis of the argument, not an opinion piece. It is absolutely essential that you don't confuse the two essay tasks on the GRE.

ETS graders don't expect a perfect essay; occasional spelling, punctuation, and grammar errors won't kill your score.

Analytical Writing: Argument Essay

Argument Essay Steps:

1. Read the topic and **separate the conclusion and premises.**
2. **Identify assumptions:** gaps in the argument, weaknesses in the logic, new information in the conclusion not in the premises.
3. **Select 3 or 4 assumptions** to build your essay.
4. **Organize the attack** on the assumptions.
5. Read over and **edit.**

The Argument Essay

The Argument essay requires a different type of response. Instead of presenting your own perspective, your job is to critique someone else's argument. You're supposed to address the logical flaws of the argument, not provide your personal opinion on the subject. The following is one example of the directions for the Argument essay:

You will be given a short passage that presents an argument, or an argument to be completed, and specific instructions on how to respond to that passage. You will have 30 minutes to plan and compose a response in which you analyze the passage according to the specific instructions. A response to any other argument will receive a score of zero.

Note that you are NOT being asked to present your own views on the subject. Make sure that you respond to the specific instructions and support your analysis with relevant reasons and/or examples.

In the Argument essay, the emphasis is on writing a logical analysis of the argument, not an opinion piece. It is absolutely essential that you don't confuse the two essay tasks on the GRE.

ETS graders don't expect a perfect essay; occasional spelling, punctuation, and grammar errors won't kill your score.

Analytical Writing: Argument Essay

Arguments are composed of the **Conclusion**; the **Premises**; and the **Assumptions**.

3 Types of **Assumptions**:

1. **Sampling**
2. **Analogy**
3. **Causal**

The director of the International Health Foundation recently released this announcement:

“A new medical test that allows the early detection of a particular disease will prevent the deaths of people all over the world who would otherwise die from the disease. The test has been extremely effective in allowing doctors to diagnose the disease six months to a year before it would have been spotted by conventional means. As soon as we can institute this test as routine procedure in hospitals around the world, the death rate from this disease will plummet.”

Analytical Writing: Argument Essay

Argument Essay Steps:

1. Read the topic and **separate the conclusion and premises.**
2. **Identify assumptions:** gaps in the argument, weaknesses in the logic, new information in the conclusion not in the premises.
3. **Select 3 or 4 assumptions** to build your essay.
4. **Organize the attack** on the assumptions.
5. Read over and **edit.**

The director of the International Health Foundation recently released this announcement:

"A new medical test that allows the early detection of a particular disease will prevent the deaths of people all over the world who would otherwise die from the disease. The test has been extremely effective in allowing doctors to diagnose the disease six months to a year before it would have been spotted by conventional means. As soon as we can institute this test as routine procedure in hospitals around the world, the death rate from this disease will plummet."

Analytical Writing: Argument Essay

Argument Essay Steps:

1. Read the topic and **separate** the pro and con sides.
2. Identify the **assumptions** in the prompt. Will it necessarily lead to survival? Will the test be widely available and cheap? Will doctors and patients interpret the tests correctly?
3. Separate the **assumptions** from the **conclusions**.
4. Organize your **assumptions**.
5. Read over and **edit**.

Brainstorm assumptions:

"Medical tests allow early detection..."

Will it necessarily lead to survival? Will the test be widely available and cheap? Will doctors and patients interpret the tests correctly?

The director of the International Health Foundation recently released this announcement:

"A new medical test that allows the early detection of a particular disease will prevent the deaths of people all over the world who would otherwise die from the disease. The test has been extremely effective in allowing doctors to diagnose the disease six months to a year before it would have been spotted by conventional means. As soon as we can institute this test as routine procedure in hospitals around the world, the death rate from this disease will plummet."

Analytical Writing: Argument Essay

Argument Essay Steps:

1. Read the topic and separate the conclusion and premises.
2. **Identify assumptions:** gaps in the argument, weaknesses in the logic, new information in the conclusion not in the premises.
3. **Select 3 or 4 assumptions** to build your essay.
4. **Organize the attack** on the assumptions.
5. Read over and **edit**.

Organize & Plan!
You can use a template to organize!

Variation 2

1st paragraph: Restate the argument and say it has three flaws.

2nd paragraph: Point out a flaw and show how it could be plugged up by explicitly stating the missing assumption.

3rd paragraph: Point out a second flaw and show how it could be plugged up by explicitly stating the missing assumption.

4th paragraph: Point out a third flaw and show how it could be plugged up by explicitly stating the missing assumption.

5th paragraph: Summarize and conclude that because of these three flaws, the argument is weak.

Analytical Writing: Argument Essay

Your Score

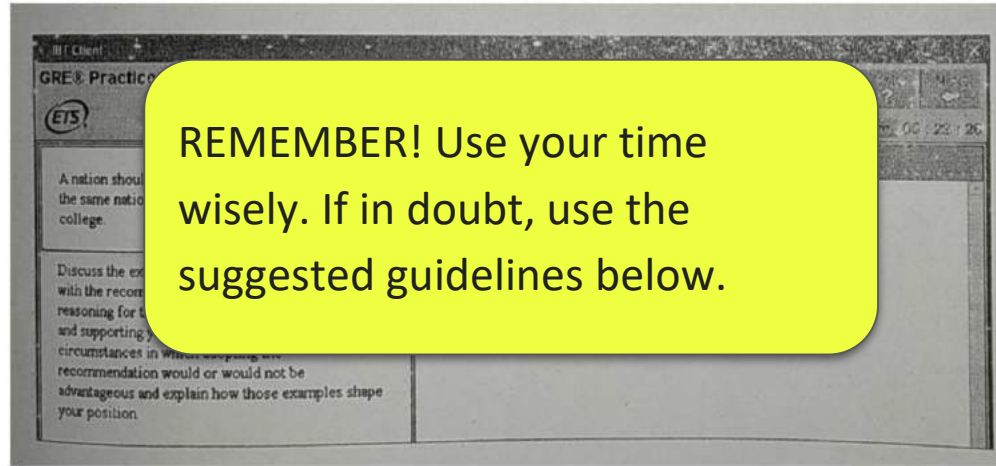
If you could answer "yes" to all or almost all of these questions, congratulations! You have a 5-6 range.

If you answered "yes" to fewer than 12 of these questions, you have room for improvement.

If you answered "yes" to fewer than 5 of these questions, that is bad.

1. Overall, did it make sense?
2. Did you address the argument directly?
3. Did you critique the argument thoroughly?
4. Did your introduction paragraph repeat the **argument** to establish the topic of the essay?
5. Did you avoid injecting your own opinion into the essay?
6. Did your essay have three strong paragraphs **critiquing** the arguments?
7. Did your critiques make sense?
8. Did you flesh out your points to make the **weaknesses** of the argument explicit?
9. Did the examples apply directly to the topic?
10. Did the essay have a strong conclusion paragraph?
11. Was the essay well organized?
12. Did you use language that made the organization of the essay obvious?
13. Did you use correct grammar, spelling, and language, for the most part?
14. Was the essay of an appropriate length (four to five paragraphs of at least three sentences each)?

Analytical Writing: Issue Essay & Argument Essay



Issue Essay:

1. Find key terms, state the opposite side, brainstorm examples: 5-7 minutes
2. Formulate a thesis: 2 minutes
3. Write the essay: 18-20 minutes
4. Proofread: 1-2 minutes

Argument Essay:

1. Break down the argument: 3-4 minutes
2. Find 2-3 assumptions: 3-4 minutes
3. Write the essay: 18-20 minutes
4. Proofread: 1-2 minutes

Analytical Writing Homework Review

Your homework was the ETS Practice Book, Analytic Writing in the Practice Test.

SECTION 1

Analytical Writing

Time—30 minutes

ANALYZE AN ISSUE

You have 30 minutes to plan and compose a response to the issue below. A response to any other issue will receive a score of zero. Make sure that you respond according to the specific instructions and support your position on the issue with reasons and examples drawn from such areas as your reading, experience, observations, and/or academic studies.

The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.

Trained GRE readers will evaluate your response for its overall quality based on how well you:

- Respond to the specific task instructions
- Consider the complexities of the issue
- Organize, develop, and express your ideas
- Support your ideas with relevant reasons and/or examples
- Control the elements of standard written English

Before you begin writing, you may want to think for a few minutes about the issue and the specific task instructions and then plan your response. Use the next page to plan your response, then write your response starting on the first lined page that follows. A total of four lined pages are provided for your response. Be sure to develop your position fully and organize it coherently, but leave time to reread what you have written and make any revisions you think are necessary.

Write your response within the boxed area on the pages provided. Any text outside the boxed area will not be scored.

Analytical Writing Homework Review

SECTION 1
Analytical Writing

ETS GRE POWERPREP Online Test 1

Section 1 of 5 | Question 1 of 2

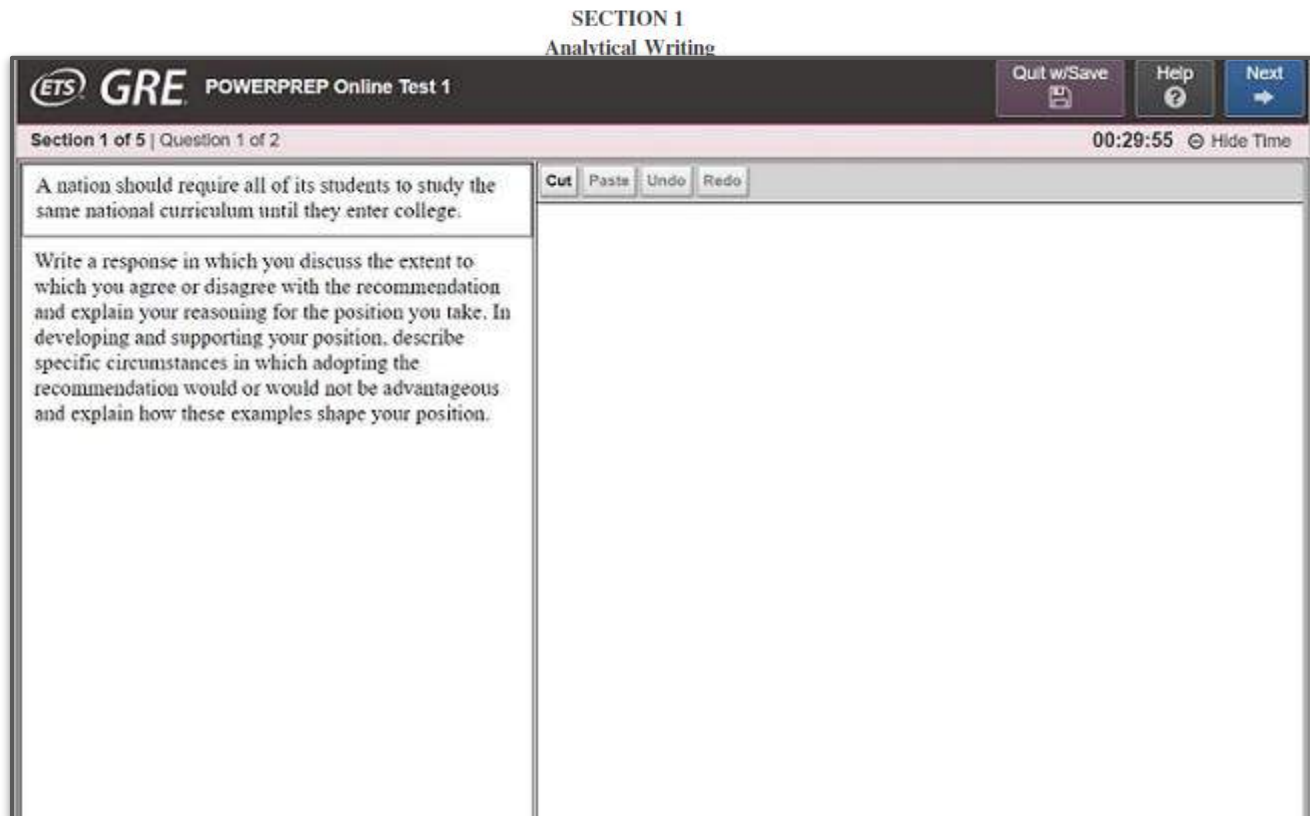
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Quit w/Save Help Next

Cut Paste Undo Redo

A nation should require all of its students to study the same national curriculum until they enter college.

Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.



Write your response within the boxed area on the pages provided. Any text outside the boxed area will not be scored.

Analytical Writing Homework Review

The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.

Remember the Steps:

1. **Step 1: Think**
 - a. **Key Terms**
 - b. **Opposite Side**
 - c. **Example**

Analytical Writing Homework Review

The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.

Remember the Steps:

1. **Step 1: Think**
2. **Step 2: Organize**
 - a. **Separate your examples**
 - b. **Write your thesis statement**

Analytical Writing Homework Review

The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.

Remember the Steps:

1. **Step 1: Think**
2. **Step 2: Organize**
3. **Step 3: Write**

Analytical Writing Homework Review

The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.

Score 6 – Outstanding

In addressing the specific task directions, a 6 response presents a cogent, well-articulated analysis of the issue and conveys meaning skillfully.

A typical response in this category:

- articulates a clear and insightful position on the issue in accordance with the assigned task
- develops the position fully with compelling reasons and/or persuasive examples
- sustains a well-focused, well-organized analysis, connecting ideas logically
- conveys ideas fluently and precisely, using effective vocabulary and sentence variety
- demonstrates facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors

Score 4 – Adequate

In addressing the specific task directions, a 4 response presents a competent analysis of the issue and conveys meaning with acceptable clarity.

A typical response in this category:

- presents a clear position on the issue in accordance with the assigned task
- develops the position with relevant reasons and/or examples
- is adequately focused and organized
- demonstrates sufficient control of language to express ideas with acceptable clarity
- generally demonstrates control of the conventions of standard written English but may have some errors

Score 3 – Limited

A 3 response demonstrates some competence in addressing the specific task directions, in analyzing the issue and in conveying meaning, but is obviously flawed.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- is vague or limited in addressing the specific task directions and/or in presenting or developing a position on the issue
- is weak in the use of relevant reasons or examples or relies largely on unsupported claims
- is limited in focus and/or organization
- has problems in language and sentence structure that result in a lack of clarity
- contains occasional major errors or frequent minor errors in grammar, usage or mechanics that can interfere with meaning

Analytical Writing Homework Review

Appendix C

Practice Test Analytical Writing Topics, Scored Sample Essay Responses and Reader Commentary

Issue Topic

“The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.”

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons or examples that could be used to challenge your position.

NOTE: All responses are reproduced exactly as written, including errors, misspellings, etc., if any.

Essay Response – Score 6

Whenever people argue that history is a worthless subject or that there is nothing to be gained by just “memorizing a bunch of stupid names and dates,” I simply hold my tongue and smile to myself. What I’m thinking is that, as cliché as it sounds, you do learn a great deal from history (and woe to those who fail to learn those lessons). It is remarkable to think of the number of circumstances and situations in which even the most rudimentary knowledge of history will turn out to be invaluable. Take, for example, the issue at hand here. Is it better for society to instill in future leaders a sense of competition or cooperation? Those who have not examined leaders throughout time and across a number of fields might not have the ability to provide a thorough and convincing answer to this question, in spite of the fact that it is crucial to the future functioning of our society. Looking closely at the question of leadership and how it has worked in the past, I would have to agree that the best way to prepare young people for leadership roles is to instill in them a sense of cooperation.

Let us look first at those leaders who have defined themselves based on their competitiveness. Although at first glance it may appear that a leader must have a competitive edge in order to gain and then maintain a leadership position, I will make two points on this subject. First, the desire to compete

is an inherent part of human nature; that is, it is not something that needs to be “instilled” in young people. Is there anyone who does not compete in some way or another every single day? You try to do better than others in your school work or at the office, or you just try to do better than yourself in some way, to push yourself. When societies instill competitiveness in their leaders, it only leads to trouble. The most blatant example in this case is Adolf Hitler, who took competition to the very extreme, trying to prove that his race and his country were superior to all. We do not, however, need to look that far to find less extreme examples (i.e., Hitler is not the extreme example that disproves the rule). The recent economic meltdown was caused in no large part by the leaders of American banks and financial institutions who were obsessed with competing for the almighty dollar. Tiger Woods, the ultimate competitor in recent golfing history and in many ways a leader who brought the sport of golf to an entirely new level, destroyed his personal life (and perhaps his career — still yet to be determined) by his overreaching sense that he could accomplish anything, whether winning majors or sleeping with as many women as possible. His history of competitiveness is well documented; his father pushed him from a very early age to be the ultimate competitor. It served him well in some respects, but it also proved to be detrimental and ultimately quite destructive.

Leaders who value cooperation, on the other hand, have historically been less prone to these overreaching, destructive tendencies. A good case in point would be Abraham Lincoln. Now, I am sure at this point you are thinking that Lincoln, who served as President during the Civil War and who refused to compromise with the South or allow secession, could not possibly be my model of cooperation! Think, however, of the way Lincoln structured his Cabinet. He did not want a group of “yes men” who would agree with every word he said, but instead he picked people who were more likely to disagree with his ideas. And he respected their input, which allowed him to keep the government together in the North during a very tumultuous period (to say the least). My point in choosing the Lincoln example is that competitiveness and conflict may play better to the masses and be more likely to be recorded in the history books, but it was his cooperative nature that allowed him to govern effectively. Imagine if

Analytical Writing Homework Review

Essay Response – Score 6

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A typical response in this category:

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- sustains a well-focused, well-organized analysis, connecting ideas logically
- conveys ideas fluently and precisely, using effective vocabulary and sentence variety
- demonstrates facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors

Analytical Writing Homework Review

Leaders who value cooperation, on the other hand, have historically been less prone to these overreaching, destructive tendencies. A good case in point would be Abraham Lincoln. Now, I am sure at this point you are thinking that Lincoln, who served as President during the Civil War and who refused to compromise with the South or allow secession, could not possibly be my model of cooperation! Think, however, of the way Lincoln structured his Cabinet. He did not want a group of “yes men” who would agree with every word he said, but instead he picked people who were more likely to disagree with his ideas. And he respected their input, which allowed him to keep the government together in the North during a very tumultuous period (to say the least). My point in choosing the Lincoln example is that competitiveness and conflict may play better to the masses and be more likely to be recorded in the history books, but it was his cooperative nature that allowed him to govern effectively. Imagine if

the CEO of a large company were never able to compromise and insisted that every single thing be done in exactly her way. Very quickly she would lose the very people that a company needs in order to survive, people with new ideas, people ready to make great advances. Without the ability to work constructively with those who have conflicting ideas, a leader will never be able to strike deals, reach consensus, or keep an enterprise on track. Even if you are the biggest fish in the pond, it is difficult to force your will on others forever; eventually a bigger fish comes along (or the smaller fish team up against you!).

In the end, it seems most critical for society to instill in young people a sense of cooperation. In part this is true because we seem to come by our competitive side more naturally, but cooperation is more often something we struggle to learn (just think of kids on the playground). And although competitive victory is more showy, more often than not the real details of leadership come down to the ability to work with other people, to compromise and cooperate. Getting to be President of the United States or the managing director of a corporation might require you to win some battles, but once you are there you will need diplomacy and people-skills. Those can be difficult to learn, but if you do not have them, you are likely to be a short-lived leader.

Score 6 – Outstanding

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A typical response in this category:

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- sustains a well-focused, well-organized analysis, connecting ideas logically
- conveys ideas fluently and precisely, using effective vocabulary and sentence variety
- demonstrates facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors

Analytical Writing Homework Review

Reader Commentary for Essay Response – Score 6

This outstanding response earns a score of 6 for presenting an insightful position on the issue and supporting its analysis with compelling reasons and persuasive examples. The response takes the insightful position that competition, though necessary to some aspects of leadership, is less important for young people to learn because it is inherent in the human condition and can lead to dangerous excesses, whereas cooperation is more difficult to learn but more essential. The response follows the task directions by using counterarguments in the development of its position. For example, the discussion of Lincoln explores conflicting sides of his Presidency (the “competition” of the Civil War and the “cooperation” within his Cabinet). In fact, the response skillfully explores the nuances of both cooperation and competition, building its position of agreement with the prompt by looking closely at many sides of both concepts. Additionally, the response demonstrates superior facility with language. There are a few minor errors, mainly typos, but in

general the response demonstrates excellent sentence variety and diction. This sentence is typical of the quality of the writing throughout the response: “My point in choosing the Lincoln example is that competitiveness and conflict may play better to the masses and be more likely to be recorded in the history books, but it was his cooperative nature that allowed him to govern effectively.” In this complex sentence, the writer makes skillful use of parallel structure and subordination. Because of its fluent writing and insightful development, then, this response earns a score of 6.

Score 6 – Outstanding

In addressing the specific task directions, a 6 response presents a cogent, well-articulated analysis of the issue and conveys meaning skillfully.

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- demonstrates facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors

Analytical Writing Homework Review

2 2 2 2 2 2 2 2 2 2 2

SECTION 2

Analytical Writing

Time—30 minutes

ANALYZE AN ARGUMENT

You have 30 minutes to plan and compose a response in which you evaluate the argument passage that appears below. A response to any other argument will receive a score of zero. Make sure that you respond according to the specific instructions and support your evaluation with relevant reasons and/or examples.

Note that you are **NOT** being asked to present your own views on the subject.

The following is taken from a memo from the advertising director of the Super Screen Movie Production Company.

"According to a recent report from our marketing department, during the past year, fewer people attended Super Screen-produced movies than in any other year. And yet the percentage of positive reviews by movie reviewers about specific Super Screen movies actually increased during the past year. Clearly, the contents of these reviews are not reaching enough of our prospective viewers. Thus, the problem lies not with the quality of our movies but with the public's lack of awareness that movies of good quality are available. Super Screen should therefore allocate a greater share of its budget next year to reaching the public through advertising."

Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the recommendation.

Trained GRE readers will evaluate your response for its overall quality based on how well you:

- Respond to the specific task instructions
- Identify and analyze features of the argument relevant to the assigned task
- Organize, develop, and express your ideas
- Support your analysis with relevant reasons and/or examples
- Control the elements of standard written English

Before you begin writing, you may want to think for a few minutes about the argument passage and the specific task instructions and then plan your response. Use the next page to plan your response, then write your response starting on the first lined page that follows. A total of four lined pages are provided for your response. Be sure to develop your response fully and organize it coherently, but leave time to reread what you have written and make any revisions you think are necessary.

Write your response within the boxed area on the pages provided. Any text outside the boxed area will not be scored.

Analytical Writing Homework Review

ANALYZE AN ARGUMENT

You have 30 minutes to plan and compose a response in which you evaluate the argument passage that appears below. A response to any other argument will receive a score of zero. Make sure that you respond according to the specific instructions and support your evaluation with relevant reasons and/or examples.

Note that you are NOT being asked to present your own views on the subject.

Analytical Writing Homework Review

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Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the recommendation.

Analytical Writing Homework Review

Essay Response:

There are a battery of questions that should be asked when deciding whether or not a director's recommendation is reasonable. The most prevalent being "How many people take into account movie reviews when deciding which movie to watch?" If you take movie reviews before making these decisions, then

the proposed plan from the movie director may not guarantee anything.

The second question would be this: "who exactly is doing the movie reviews?" For instance, if there is but one or two reviewers who are doing such work,

What score should this Essay receive?

such a small sample would be an unrepresentative target market? The argument is not necessarily sound. There is certain evidence that suggests that if you put forward to consider his proposal further. First of all, we need to know how our target market takes movie reviews into account. And lastly, we need to know who, and how many people, are conducting the reviews. Only then, can we make a maximally informed decision regarding the reviews.

Analytical Writing Homework Review

Reader Commentary for Essay Response – Score 3

This response earns a score of 3 because of the limited development of its critique. The points that the writer makes are certainly relevant, and there is some attempt made to analyze the impact on the recommendation of the questions the writer raises. However, the response provides little support for each point. For example, the discussion of “who exactly is doing the movie reviews” is supported only by the fairly generic notion that the sample size might be too small to be meaningful. This response uses repetition instead of developing its analysis, as seen in the final paragraph, which simply repeats the points made earlier in the response. Language control in this response is adequate, but it earns a score of 3 for limited development.

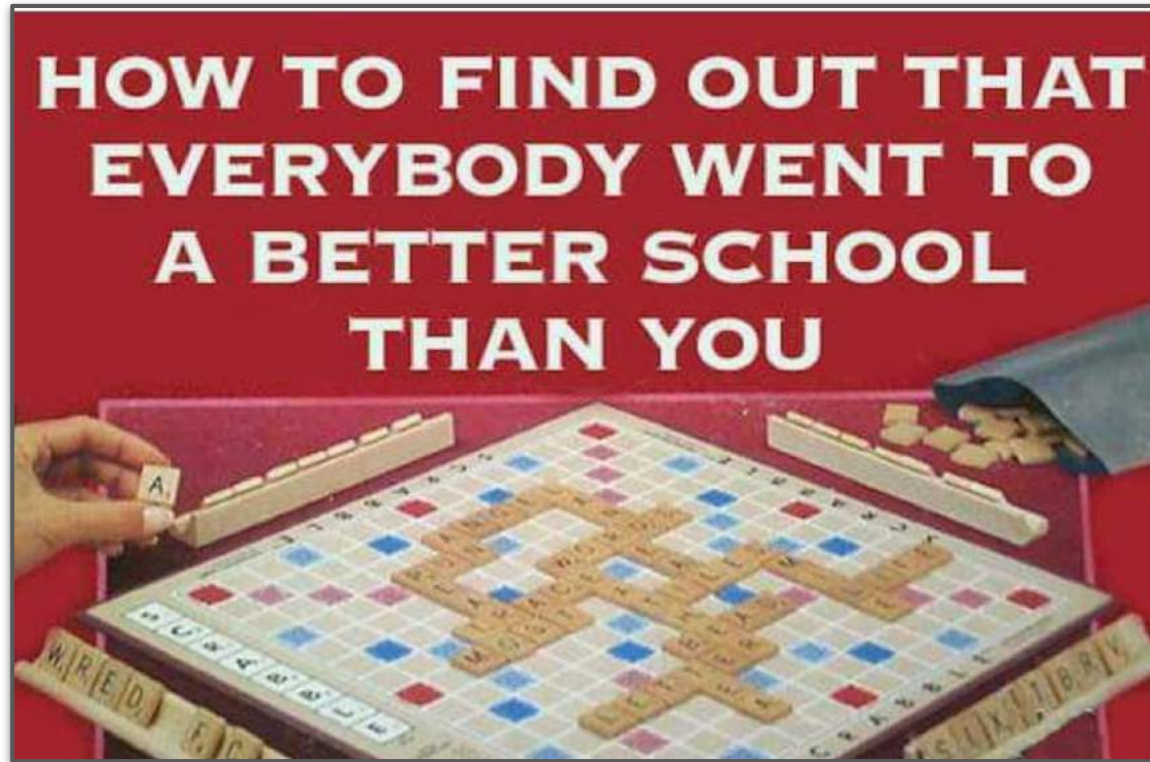
Score 3 – Limited

A 3 response demonstrates some competence in addressing the specific task directions, in analyzing the issue and in conveying meaning, but is obviously flawed.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- is vague or limited in addressing the specific task directions and/or in presenting or developing a position on the issue
- is weak in the use of relevant reasons or examples or relies largely on unsupported claims
- is limited in focus and/or organization
- has problems in language and sentence structure that result in a lack of clarity
- contains occasional major errors or frequent minor errors in grammar, usage or mechanics that can interfere with meaning

Verbal Review



Verbal Review: Vocabulary

Vocabulary-related questions (Text Completion & Sentence Equivalence) constitute 50% of the Verbal portion(s) of the GRE. You must study & practice words and questions. Each type of vocabulary question is approached similarly:

1. Get a Clue! - Figure out what is going on. Use lexical or grammatical clues that could indicate contrast or similarity.
2. Predict the Answer - Make a solid prediction as to the meaning of the blank, or at least the clause or sentence, so you can later compare with the answer choices.
3. Process of Elimination - Actually compare the answer choices with the prediction(s) you've made.

Verbal Review: Reading Comprehension

The Basic Approach

1. **Work the Passage:** have a plan; read actively
2. **Understand the Question:** read the question carefully
3. **Find the Answer:** find the main idea of the passage; identify the task(s)
4. **POE:** compare the "answer" found to the answer choices; eliminate wrong answers

Here are the steps of the Basic Approach:

1. Work the Passage

This is where you apply **The Basics of Cracking the Passage**. You must have a plan for reading the passage and you must learn to read actively. As you read, always be on the lookout for how each element of the passage relates to the main idea of the passage. To find the main idea, ask yourself questions such as: What does the author want me to remember or believe about the topic under discussion? What's the author's conclusion?

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Questions. Try to break the question down, find the words that indicate

addresses the Task of the Question

Verify its credited responses by referring to the passage. When you understand the task of the question, once you locate the information in the passage, be ready to look at the answer choices.

This is where you use **The Basics of Cracking the Answer Choices**. Approach each answer choice with a healthy level of suspicion. Since there are more incorrect answers than correct answers for most questions, you are more likely to be reading a wrong answer than a right answer. Look for signs that are more likely to make an answer wrong, the most common of which are the signs outlined later in this chapter as tools for POE. Don't be afraid to just pick the answer that remains if you can find good reasons to eliminate the other answer choices. An overview of common trap answer choices can be found later in this chapter.

Verbal Review: Reading Comprehension

Step 1: Work the Passage

Active Reading: follow the author's argument. Separate the author's claims from the facts and other evidence used to back up those claims.

Main Idea: what the author wants you to believe about the issue being presented in the passage.

Mapping the Passage: use the scratch paper you have to write down notes regarding the passage.

Verbal Review: Reading Comprehension

The Basic Approach

1. **Work the Passage:** have a plan; read actively; find main ideas
2. **Understand the Question**
question
3. **Find the task(s) in mind; find the "answer"**
the pas
4. **POE:** compare the "answer" found to the answer choices; eliminate wrong answers

Here are the steps of the Basic Approach:

1. Work the Passage

This is where you apply **The Basics of Cracking the Passage**. You must have a plan for reading the passage and you must learn to read actively. As you read, always be on the lookout for how each element of the passage relates to the main idea of the passage. To find the main idea, ask yourself questions such as: What does the author want me to remember or believe about the topic under discussion? What's the author's conclusion? How is that conclusion supported?

2. Understand the Question

This is where you apply **The Basics of Cracking the Questions**. Try to break the question down. First, look for the subject of the question. Then, find the words that indicate the task.

Questions. Try to break the question, find the words that indicate

addresses the Task of the Question

ify its credited responses by referring to the passage. When you understand the task of the question, Once you locate the information

in the passage that addresses the question task, you're ready to look at the answer choices.

4. Use Process of Elimination

This is where you use **The Basics of Cracking the Answer Choices**. Approach each answer choice with a healthy level of suspicion. Since there are more incorrect answers than correct answers for most questions, you are more likely to be reading a wrong answer than a right answer. Look for signs that are more likely to make an answer wrong, the most common of which are the signs outlined later in this chapter as tools for POE. Don't be afraid to just pick the answer that remains if you can find good reasons to eliminate the other answer choices. An overview of common trap answer choices can be found later in this chapter.

Verbal Review: Reading Comprehension

Step 2: Understand the Question

Part 1: Identify the Subject (what you need to find in the passage)

Part 2: Understanding the Task

(what type of information you need to find about the subject of the question)

Example: "The author mentions (land management) policy (in order to ...)"

- **General Task** (e.g. Main Idea, Structure, Tone)
- **Specific Task** (e.g. Retrieval [Where's Waldo?])
- **Complex Task** (e.g. Weaken/Strengthen Argument)

Verbal Review: Reading Comprehension

The Basic Approach

1. **Work the Passage:** have a plan; read actively; find main ideas
2. **Understand the question**
3. **Find the information in the passage that addresses the task(s) in mind; find the "answer"**
4. **POE:** compare the "answer" found to the answer choices; eliminate wrong answers

Here are the steps of the Basic Approach:

1. Work the Passage

This is where you apply **The Basics of Cracking the Passage**. You must have a plan for reading the passage and you must learn to read actively. As you read, always be on the lookout for how each element of the passage relates to the main idea of the passage. To find the main idea, ask yourself questions such as: What does the author want me to remember or believe about the topic under discussion? What's the author's conclusion? How is that conclusion supported?

3. Find the Information in the Passage that Addresses the Task of the Question

Refer back to the passage. ETS needs to be able to justify its credited responses by referring to specific information mentioned in the passage. When you understand the task of the question, it becomes easier to find this information. Once you locate the information in the passage that addresses the question task, you're ready to look at the answer choices.

Questions. Try to break the question, find the words that indicate

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Verbal Review: Reading Comprehension

Step 3: Find the Information in the Passage that Addresses the Task of the Question

After you have Cracked the Question by identifying the Subject and Task, look for the Subject in the passage.

Once you locate the Subject, find the information about the subject that addresses the task of the question. You will always be able to prove the correct answer with something in the passage.

Use Active Reading strategies.



Verbal Review: Reading Comprehension

The Basic Approach

1. **Work the Passage:** have a plan; read actively
2. **Understand the question**
3. **Find the information in the passage** that relates to the task(s)
4. **POE:** compare the answer found to the answer choices; eliminate wrong answers

Here are the steps of the Basic Approach:

1. Work the Passage

This is where you apply **The Basics of Cracking the Passage**. You must have a plan for reading the passage and you must learn to read actively. As you read, always be on the lookout for how each element of the passage relates to the main idea of the passage. To answer the question, ask yourself: What does the author want me to know? What's the author's conclusion?

4. Use Process of Elimination

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Verbal Review: Reading Comprehension

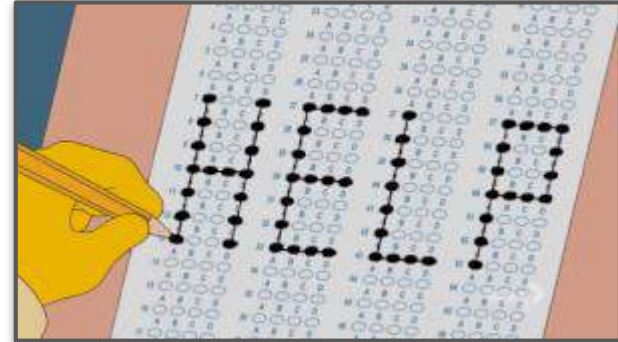
Step 4: Use POE

Do not look for the best answer. Look for wrong answers.

These are typical wrong answers:

- **Recycled Language**
- **Extreme Language**
- **No Such Comparison**
- **Reversals**
- **Outside Knowledge**
- **Emotional Appeals**

When in doubt, play the odds.



Verbal Review: Reading Comprehension

Questions 1 through 4 are based on the following reading passage.

Called by some the “island that time forgot,” Madagascar is home to a vast array of unique, exotic creatures. One such animal is the aye-aye. First described by western science in 1782, it was initially categorized as a member of the order Rodentia. Further research then revealed that it was more closely related to the lemur, a member of the primate order. Since the aye-aye is so different from its fellow primates, however, it was given its own family: *Daubentoniidae*. The aye-aye has been listed as an endangered species and, as a result, the government of Madagascar has designated an island off the northeastern coast of Madagascar as a protected reserve for aye-ayes and other wildlife.

Long before Western science became enthralled with this nocturnal denizen of Madagascar’s jungles, the aye-aye had its own reputation with the local people. The aye-aye is perhaps best known for its large, round eyes and long, extremely thin middle finger. These adaptations are quite sensible, allowing the aye-aye to see well at night and retrieve grubs, which are one of its primary food sources, from deep within hollow branches. However, the aye-aye’s striking appearance may end up causing its extinction. The people of Madagascar believe that the aye-aye is a type of spirit animal, and that its appearance is an omen of death. Whenever one is sighted, it is immediately killed. When combined with the loss of large swaths of jungle habitat, this practice may result in the loss of a superb example of life’s variety.

Verbal Review: Reading Comprehension

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Passage contains info about habitat, classification, status, and physical adaptations. This describes the animal in a broad fashion that includes scientific details, but does not focus on them.

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1 of 10

Based on the information given in the passage, the

SUBJECT: INTENDED AUDIENCE

TASK: INFERENCE

- visitors to a natural science museum
- professors of evolutionary science
- a third-grade science class
- students of comparative religions
- attendees at a world culture symposium

Verbal Review: Reading Comprehension

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2 of 10

TASK: TONE

The author’s attitude toward the aye-aye, as represented in the highlighted text, could best be described as

- admiring
- mystified
- reverent
- appalled
- lachrymose

Verbal Review: Reading Comprehension

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3 of 10

Select the sentence in the first paragraph that suggests the author's claim that “this practice may result in the loss of a superb example of life's variety is unlikely to happen.”

Verbal Review: Reading Comprehension

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4 of 10

For the following question, consider each of the choices separately and select all that apply.

Which of the following statements can be logically inferred from the passage about the aye-aye?

- The aye-aye currently lives only on a protected reserve off the northeastern coast of Madagascar.
- The aye-aye is a nocturnal animal.
- The aye-aye is a prominent part of the religion practiced by the people of Madagascar.

Verbal Review: Reading Comprehension

Questions 5 through 6 are based on the following reading passage.

A novel that is a bestseller is often, because of its popularity, not taken seriously as literature.

Critics seem to presuppose that great literature must be somehow burdensome to the reader; it must be difficult for the uninitiated to understand. It is precisely this inverted snobbery that has hindered Isabel Allende's *The House of the Spirits* from gaining the critical attention it deserves.

Verbal Review: Reading Comprehension

Published in 1982, the novel draws deeply on the author's own family history. Allende is the first cousin once removed of former Chilean president Salvador Allende, who was murdered during a right-wing military coup in 1973. Yet rather than the to-be-expected socialist harangue, Allende subtly works her political message within the fabric of the compelling narrative she weaves. While Allende borrows a bit too freely from Gabriel García Márquez's work, she nevertheless has a powerful and original voice within the construct of magical realism.

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Verbal Review: Reading Comprehension

5 of 10

The author of the passage would probably consider which of the following situations to be most analogous to the critics' viewpoint as it is described in the highlighted sentence?

- Avant-garde movies with complicated storylines are deemed cinematically superior works to Hollywood blockbusters with straightforward narratives.
- Scientific journals are thought of as providing coverage of natural events that is inferior to that provided by nature documentaries.
- Poetry is considered superior literature to prose because it is shorter, and therefore the message it conveys is more easily understood.
- Political diatribes are viewed as falling outside the accepted literary canon because they are too controversial.
- A movie version of a popular novel is considered artistically superior to the original.

Questions 5 through 6 are based on the following reading passage.


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The question asks what the author of the passage considers to be most analogous, which is an indication that this is a type of specific purpose question. The subject of the question is the highlighted passage. The task is to determine which of the answer choices is most analogous to this viewpoint. Choice A mimics the viewpoint of the critics in the passage that they believe great literature must be burdensome to the uninitiated by drawing a comparison to how avant-garde movies with complicated storylines are seen in relationship to Hollywood blockbusters with straightforward narrative.

Verbal Review: Reading Comprehension

6 of 10

It can be inferred from the passage that

- Allende's novel is a retelling of her family's political struggles
 - Allende's novel would have received more favorable reviews if critics had believed it to be great literature
 - Allende learned about magical realism from Gabriel García Márquez
 - Allende's novel could have been more compelling if she had included a stronger political message
-  readers might have expected Allende's work to be more political than it actually was

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The phrase "can be inferred" indicates that this is an inference question. The subject of the question is the passage. The task is to determine what can be supported from the passage. The passage states that "rather than the to-be-expected socialist harangue, Allende subtly worked her political message within the fabric" of her narrative. This agrees with the idea that the novel's political message would have been expected to be stronger than it actually was.

Verbal Review: Reading Comprehension

Questions 7 through 8 are based on the following reading passage.

Bronson Alcott is perhaps best known not for who he was, but for whom he knew. Indeed, Alcott's connections were impressive by any standards: He was a close confidante of such luminaries as Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau. Yet, to remember the man solely by his associations is to miss his importance to nineteenth-century American philosophy as a whole and to the Transcendental Movement in particular. Admittedly, Alcott's gift was not as a writer. His philosophical treatises have rightly been criticized by many as being ponderous, esoteric, and lacking focus.

Verbal Review: Reading Comprehension

However, Alcott was an erudite orator, and it is in the text of his orations that one begins to appreciate him as a visionary. Most notably, Alcott advocated what were at the time polemical ideas on education. He believed that good teaching should be Socratic in nature and that a student's intellectual growth was concomitant with his or her spiritual growth.

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The phrase "author would agree" indicates that this is an Inference question. The subject is the author. The task is to determine which choice the author would not agree with. Note this is an EXCEPT question - the correct answer is NOT supported by the text. The passage states that Alcott was an erudite orator. This conflicts with choice "E".

7 of 10

It can be inferred from the passage that the author would agree with all of the following statements EXCEPT

- Alcott should be remembered for his contributions to Transcendentalism
- Alcott's ideas were ahead of those of many of his contemporaries
- Alcott believed that learning should not neglect a student's spiritual education
- Alcott's ideas about education were not always accepted by his compatriots
- Alcott should not be regarded as a particularly gifted orator

Verbal Review: Reading Comprehension

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The phrase "author would agree" indicates that this is an Inference question. The subject is the author. The task is to determine what can be inferred about the author's views. The passage states that "Alcott's gift was not as a writer," which supports answer choice "B".

8 of 10

It can be inferred that the author would agree with which of the following statements?

- Transcendentalism was an esoteric field of inquiry promulgated by a select group of visionaries.
- Alcott's prose style is not always easily understood.
- A Socratic pedagogical style is difficult to align with spiritual teaching.
- Alcott should be chiefly appreciated for the strengths of his association.
- The text of Alcott's orations were widely accepted by his peers.

Verbal Review: Reading Comprehension

Questions 9 through 10 are based on the following reading passage.


Echinosorex gymnura, known colloquially as the moonrat or gymnure, is one of the many fascinating creatures that inhabit the jungles of Southeast Asia. A close relative of the hedgehog, the moonrat likewise belongs to the order *Insectivora* and the family *Erinaceidae*. However, the family then splits into the sub-family *Hylomyinae*, which contains three separate genera and eight distinct species. The appearance and habitat of the moonrat are actually far more similar to those of various members of the order *Rodentia*, though its eating habits are more in line with its fellow insectivores. Ultimately, the taxonomic classification of this animal is useful only when considered along with other information regarding the animal's ecological niche.

Verbal Review: Reading Comprehension

9 of 10

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

Which of the following scenarios demonstrates the idea put forth by the author of this passage regarding animal classification?

- While studying a population of bears, scientists rely solely on the traditional taxonomic designations to identify likely hunting grounds.
-  A team of medical researchers closely monitors the actions of the animals involved in a study and compares its findings with prevailing beliefs about those animals.
- A zookeeper designs a habitat for a new acquisition, disregards taxonomic classifications and instead focuses on observational data.

Questions 9 through 10 are based on the following reading passage.


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The phrase "demonstrates the idea put forth" indicates that this is a Retrieval question. The subject of the question is the author's idea regarding animal classification. The task is to find the choice or choices that demonstrate this idea. The example of "a team of researchers" that "monitors the actions of the animals" and "compares its findings with prevailing beliefs" is consistent with the passage's statement that "taxonomic classification ... is useful only when considered along with other information."

Verbal Review: Reading Comprehension

10 of 10

The author's tone could best be described as

- exasperated
-  didactic
- ambivalent
- morose
- laudatory

Questions 9 through 10 are based on the following reading passage.

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The word "tone" indicates this is a tone question. The subject is the author's tone. The task is to identify the word that describes this tone. The author focuses on scientific distinctions and uses words such as *actually*, *fascinating*, *ultimately*, and *likewise* to make specific observations. The author's tone is focused on clarifying scientific distinctions. This is an information or instructional tone.

Thank you!

Questions

