

2. Revision Skills

Revision Skills

Now we will study skills for revision. This is the longest section in the test. It gauges your ability to revise passages and sentences. Although most are passages in a longer text, some are just sentences.

Revision Skills

Each question asks you to pick the best out of five choices. All are multiple choice. *It is important to note that many of the skills for this sections are tested in other sections also.*

Revision Skills

The sections covered in this unit are:

2.1 Organization

2.2 Evaluation of evidence

2.3 Awareness of audience, tone and purpose

2.4 Level of detail

2.5 Coherence between sentences and paragraphs

2.6 Sentence variety and structure

2.7 Main idea, thesis statements and topic sentences

Revision Skills

2.8 Rhetorical effects and emphasis

2.9 Use of language

2.10 Evaluation of author's authority and appeal

2.11 Evaluation of reasoning

2.12 Consistency of point of view

2.13 Transitions

2.14 Sentence-level errors primarily relating to the conventions of Standard Written English

2.1 Organization

Organization

Organization refers to the way information is structured and delivered. What is important to consider is:

- **Audience (the readers)**
- **Purpose (of the text)**
- **A logical and coherent presentation of ideas**

Organization

- **The introduction, summarizing and repetition of key points**
- **Transitions between points given**
- **Consistency in organization of ideas**

Organization

There are different types of organization:

- **Specific to general, or general to specific organization**
- **Chronological organization**

Organization

- **Comparison organization**
- **Cause-effect organization**

2.2 Evaluation of Evidence

Evaluation of Evidence

Evidence is what a writer uses to support her points (thesis). There are different types of evidence:

- Data and information analyzed by the writer**

Evaluation of Evidence

- **What the writer generally observes and perceives**
- **The citations the writer uses (references and quotations)**

Evaluation of Evidence

There are many types of evidence that can be evaluated:

- *Findings* (statistics, data, theories, observations)

Evaluation of Evidence

- *Observation* (informal, formal, anecdotal)
- *Authority* (appealing to experts, scholarly works, organizations, etc. for support)

2.3 Awareness of Audience, Tone and Purpose

Awareness of Audience, Tone and Purpose

**Readers should be aware
of the:**

- **Audience: for whom the text is written (this will help understand the depth, vocabulary, topic and tone of the text)**

Awareness of Audience, Tone and Purpose

- **Tone: the attitude of the writer**
- **Purpose: why the text was written**

Each one of these points has an effect on the other points.

2.4 Level of Detail

Level of Detail

The control of detail is important in writing. Too much detail may cloud the main point, while not enough detail may overgeneralize and not be clear.

Level of Detail

Too much detail may also make the reader think minor points are more important than they actually are, and the suppression of key details may leave holes in the coherence of what is intended to be conveyed.

2.5 Coherence Between Sentences and Paragraphs

Coherence between Sentences and Paragraphs

**The flow of words and the
connectedness of ideas
should be clear between
sentences, between
sentences and paragraphs,
and between paragraphs
themselves.**

Coherence between Sentences and Paragraphs

The first sentence in the paragraph (the topic sentence) should convey the main idea of the paragraph, and the subsequent sentences should support it.

Coherence between Sentences and Paragraphs

The sequence of paragraphs should flow as well. This section will be covered in greater detail when we review how to write a composition.

2.6 Sentence Variety and Structure

Sentence Variety and Structure

Unit 1 covered the different types of sentences (simple, compound, complex, etc.). Writing with a variety of types of sentences makes the reading more diverse and less monotonous.

2.7 Main Idea, Thesis Statements and Topic Sentences

Main Idea, Thesis Statements and Topic Sentences

The main idea for the paper will be presented in the introduction. The sentence that summarizes the main idea, usually at the end of the introduction (although some works don't have an explicit thesis statement), is called the thesis statement.

Main Idea, Thesis Statements and Topic Sentences

Each subsequent paragraph should have its own “mini-thesis statement”, called a topic sentence, usually at the beginning of each paragraph. This will be covered in greater depth when we review how to write a paper.

2.8 Rhetorical Effects and Emphasis

Rhetorical Effects and Emphasis

There are many ways writers try to persuade readers of their ideas.

There are many rhetorical techniques related to language that can be used in writing. These will be covered in detail in Unit 4.

Rhetorical Effects and Emphasis

The writer can also appeal to the readers in different ways:

- There can be an appeal to reason, when the writer uses evidence and logic to persuade.

Rhetorical Effects and Emphasis

There can be an appeal to authority, when the writer aims to be trustworthy and knowledgeable.

Rhetorical Effects and Emphasis

There can be an appeal to emotion, when the writer uses anger, emotion, etc., to engage the readers.

Rhetorical Effects and Emphasis

Not all of them are effective for the same purpose, and all of them have their fallacies. These three points are also not exclusive to one another, and a good writer may mix different approaches in the same work.

2.9 Use of Language

Use of Language

Using the right language in writing is important.

- **Language should have careful word choice – diction (covered in Unit one)**

Use of Language

- **Language should be appropriate for the intended audience (not too formal or informal)**
- **Language should avoid slang and jargon, as this might confuse the reader or seem radically out of place.**

Use of Language

- **Language should generally be consistent (taking into consideration tone, purpose and audience)**
- **Language should not be gender-biased**

2.10 Evaluation of Author's Authority and Appeal

Evaluation of Author's Authority and Appeal

We need to evaluate the writer's authority and appeal taking into consideration some points:

- The effective use of rhetorical effects and emphasis**

Evaluation of Author's Authority and Appeal

- **Whether the authority is actually an authority (legitimate/ debatable authority)**
- **Whether there is bias in the authority's opinion**

Evaluation of Author's Authority and Appeal

- **Whether the authority is a “lone wolf” in her/his field**
- **Whether the claim made is within the authority's area of expertise**

2.11 Evaluation of Reasoning

Evaluation of Reasoning

To evaluate a writer's reasoning, we should take into consideration:

- Evaluating the assumptions that the writer makes**
- Examining the evidence the writer uses**

Evaluation of Reasoning

- **Looking for fallacies in the writer's reasoning**
- **Reviewing the writer's logic (flow, sequence of ideas and consistency)**

2.12 Consistency of Point of View

Consistency of Point of View

On one level, this refers to the consistency in the person or pronouns being used (as seen in Unit 1):

Wrong: *I like to go to the store. You have a lot of things from which to choose.*

Right: *I like to go to the store. There are a lot of things from which to choose (there are other ways to write this).*

Consistency of Point of View

From the perspective of the writer, it refers to first person (“I believe...”, “I have shown...”) or third person (sometimes “we”, or “you”). Although sometimes these voices are mixed, an abnormal flow can make the text erratic and confusing.

2.13 Transitions

Transitions

Transitions between sentences and ideas are important for coherent writing. Writers that organize their ideas with transitions facilitate the reader's understanding of the flow and connectivity of ideas. Some important transition words are:

Transitions

Addition: also, moreover,
furthermore, in addition

Introduction: concerning,
regarding, with regard to

Similarity: likewise, but the
same token, similarly

Conflict: however,
whereas, but, in contrast

Transitions

**Emphasis: even more,
indeed, besides**

**Condition: given that,
granted, even if**

**Conclusion: in the end,
lastly, to conclude**

**Summation: given these
points, consequently, on the
whole, in short**

2.14 Sentence-Level Errors Primarily Relating to the Conventions of Standard Written English

Sentence-level errors primarily relating to the conventions of Standard Written English

As mentioned before, although most questions in this section are passages in a longer text, some are stand-alone sentences, as seen in Unit One.