



# For and Against Essay

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# Structure of the essay

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- Introduction (rephrase the statement in the task)
- Body of the essay
  - Arguments for
  - Arguments against
- Conclusion (your opinion)

# Introduction

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- Include both sides of the argument
- Phrases:
  - It is often suggested...
  - People often claim that...
  - A lot of people think that...
  - Many people are in favour of... / are convinced that...
  - We all know that...

# The body

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- **To introduce points:**  
The main / most important / greatest advantage of...is that...  
Another advantage/ disadvantage of... A further advantage/ disadvantage of...  
One point of view in favour of / against... The best/ worst thing about...is...
- **To list points:**  
In the first place... First of all... To start with... To begin with... Secondly... Thirdly... Finally...  
The last but not the least...
- **To add more points to the same topic:**  
What is more... Furthermore ... Moreover... In addition to this... Besides... Apart from this...
- **To make contrasting points:**  
on the other hand ... however... in spite of the fact that ... despite the fact that... while...  
nevertheless... even though... although... it can be argued that...
- **To introduce examples:**  
for example... for instance... such as... in particular...

# Conclusion

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- A balanced consideration of the topic/ Your opinion
- **To conclude:**  
to sum up... all in all ... on the whole... in conclusion ... taking everything into account... as it was previously stated  
All things considered , although there are some disadvantages..., I believe it is...  
All in all, I believe that there are more advantages than disadvantages...

	<b>"FOR AND AGAINST" ESSAY</b>	<b>OPINION ESSAY</b>
<b>INTRODUCTION</b>		
<i>Paragraph 1</i>	<b>Introduce the topic: Summary of the topic without giving your opinion</b>	<b>Introduce the topic + State your opinion clearly</b>
<b>MAIN BODY</b>		
<i>Paragraph 2</i>	<b>Arguments "for" + Justifications or Examples</b>	<b>First viewpoint + Reasons or Examples</b>
<i>Paragraph 3</i>	<b>Arguments "against" + Justifications or Examples</b>	<b>Second viewpoint + Reasons or Examples</b>
<i>Paragraph 4</i>	<b><i>NOTE: If you feel that there are more arguments "for" than "against" a topic, give them before the final paragraph to lead the reader to your conclusion.</i></b>	<b>Give the opposing viewpoint + Reasons or Examples <i>NOTE: The number of paragraphs in the main body depends on the number of viewpoints included.</i></b>
<b>CONCLUSION</b>		
<i>Final Paragraph</i>	<b>Give either your opinion or a balanced summary of the topic</b>	<b>Restate your opinion, using different words</b>

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## Task 2 Essay (25 point)

	Content	Organisation	Grammar	Vocabulary	Orthography
5	The writing task is addressed effectively. All content is relevant and fully satisfies all the requirements of the task. The arguments are fully extended and well-supported.	Clear, smoothly flowing and well-structured text; appropriate paragraphing, a variety of connectors and cohesive devices.	Consistently maintains a high degree of grammatical control of complex language. Errors are rare and are related to less common structures.	A good command of a very broad lexical repertoire, consistently and appropriately used to complete the task and convey precise meanings; no significant vocabulary errors.	Spelling consistently accurate. Errors can occur in less common words.
4	All requirements of the task are covered sufficiently. The content is relevant. The arguments are clearly highlighted and appropriately supported, but may lack focus.	Clear, well-organized and coherent text; appropriate connectors mark the relationships between sentences and paragraphs.	Shows a relatively high degree of grammatical control, minor flaws and non-systematic errors can occur.	A good command of quite a broad lexical repertoire, appropriately used to complete the task and avoid repetition.	Spelling accurate, may contain contractions and a few non-basic errors which are difficult to spot and/or do not impede communication.
3	Most requirements of the task are addressed. The content for the most part is relevant, though there may be some gaps or redundant information. The arguments are presented but could be more fully extended.	Adequately organized text; mostly continuous writing with appropriate connectors and paragraphing; may occasionally lack coherence.	A mix of simple and complex sentence forms is used with occasional inaccuracies which do not impede communication.	Sufficient range of vocabulary, appropriate for the task, incorrect word choice can occur without hindering communication.	Spelling mostly accurate, occasional or non-systematic errors may occur.
2	Some requirements of the task are addressed. The content is under-developed and not always relevant. Presents a position, but it may be unclear and/or not supported.	Organization is flawed or/and lacking in control; sentences are linked into a connected text with simple connectors; ideas may lack coherence and appropriate paragraphing.	Simple and frequently used structures predominate; errors and inaccuracies do not impede communication.	Good control of elementary vocabulary to complete the task, there may be inappropriate word choice, frequent simplifications or repetition. <u>May overuse lexis from the prompt.</u>	Spelling is accurate enough to be followed most of the time. May contain basic spelling errors./Copied words are correct.
1	The answer is barely related to the task. The content is largely irrelevant/repetitive.	Ideas partly organised; sentences are linked together only in the simplest way or not linked at all.	Simple structures with errors predominate, occasionally reducing the communicative effect.	Limited vocabulary with faulty collocations and word choice, which can reduce the communicative effect.	Spelling is inaccurate but the ideas can be followed throughout the text.
0	<b>Not enough to evaluate. The text is unrelated to the task.</b>				