

ESSAY

C2

GENERAL INFORMATION

- Discursive task: expresses an **argument**.
- **Summarise** and **evaluate** all **four points** from the texts.
- Add relevant **ideas** of your own.
- Use your **own words** throughout.
- Clear organisation in paragraphs + logical sequence of ideas.
- Formal + impersonal tone.

STRATEGY

- Spot the **main points**: two in each text. Refer clearly to them.
- Use **alternative vocabulary**.
- Introduce main argument at the outset.
- Effective conclusion.
- Highlight important information to help you. Use the same colour for the same/contrasting idea in the texts.
- To evaluate the texts effectively, you should consider both the value and the limitations of the points each writer makes. Look at both texts and consider what the writer fails to mention in each case.

USEFUL LANGUAGE

- **Introducing**: First of all, / Firstly, / Secondly, / At the same time, / First and foremost
- **Adding**: Besides, / Moreover, / In addition, / Additionally, / Above all, / Not only ..., but also
- **Conceding**: however / even though / although / on the other hand / then again
- **Equation**: Equally, / Likewise, / Similarly, / In the same way
- **Result**: therefore / thus / consequently / so / accordingly / as a consequence / result in / as a result / hence / mean (that) / give rise to / account for / trigger / provoke
- **Cause**: due to / result from / since / be rooted in / on account of / as a result (of) / because
- **Contrasting**: However,... / On the other hand,... / Nevertheless,... / Nonetheless, ... / Be that as it may, / Conversely, / Despite this, / Even so, / In contrast, / Whereas / as opposed to / instead of / in lieu of / On the contrary, / Instead, / rather (than)
- **Attitude**: personally / fortunately / obviously / evidently / presumably / naturally / unfortunately
- **Quantity**: a great deal of / to some/a large extent / a large number of
- **Summarising/Concluding**: Finally, / In short/brief, / In conclusion, / To conclude, / All in all, / On balance / By and large / In the main
- **Raising an argument**: Considering... / On the question of... / No one would dispute.
- **Generalising**: on the whole / in general / for the most part / as a rule / It is often said that ... / It is usually the case that ... / People tend to regard ... / The reality is that...
- **Being specific**: with respect to / in the case of / as regards / in terms of / with the exception of / From X point of view, ... / X are/is seen as... / In terms of X, ... / As far as X is/are concerned
- **Giving both sides**: One argument in favour of this is... / In support of... / It is true that ... / At the same time... / In actual fact... / On the other hand, ... / In contrast to ... / Set/Weighed against this is... / This is not to say that ...
- **Giving opinion**: Personally, I... / I believe that ... / In conclusion, it is my opinion that ...
- **Structuring an argument**: I should like to preface / First and foremost / On balance / By and large / In the main / On no account / On the one/other hand / Last but not least / In the final/last analysis / I shall return to this point later in my essay /
- **Indicating relationships between ideas or events**: The conventional wisdom is ... / is a contradiction in terms / not the whole picture / is a case in point / as a matter of course / paints the way to / sets the stage for / begs the question / set in motion / open the door to
- **Explaining, reinforcing, exemplifying**: epitomise / reiterate / expound / posit / underscore

COMPARING TEXTS

- Both texts present similar views (with regard to...)
- The two texts illustrate different aspects of the issue.
- The two texts contrast differing views of...
- The two texts look at the subject from different perspectives: on the one hand,... While text 1 suggests...
- While text 1 suggests that ..., text 2 advocates ...
- In contrast with this, text 2 places emphasis on ...

Text 2, on the other hand, claims / supports the idea of / makes particular mention of/mentions/states

/ refers to / advocates / suggests

- / argues /makes the point that /- makes a case for
- The text alludes to ...

EVALUATING

- Weighing up the points made in the two texts...
- Text 1 places emphasis on...but ignores the fact that...
- Another point worth mentioning/considering is ...

There is a correlation/link between...

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With respect to...

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- Admittedly, ..., but nevertheless, ...
- Undoubtedly, there is some truth in this view, but...
- His argument rests on the premise that ...
- While I agree with the claim that ..., I would not go so far as to say that ...
- In claiming that ..., the writer fails to take into account the fact that ...
- This argument does not fully answer the question of...
- There is no evidence to support the claim that ...
- The author of the first text's basic assumption that ... is wrong considering ...
- Considering ..., the author of the first text's basic assumption that ... is wrong.

Having dismissed the positive/negative impact of..., the first text goes on to explain how ...

- The author argues that not only is ..., but also ...

USEFUL STRUCTURES

- It is of paramount importance that we address this issue of... to ...
- For ... to work, it is imperative that ...
- As we (exploit nature to meet present needs), we are (destroying resources for the future)
- For the first time since ...,
- Discussions of the roots of the problem is beyond the scope of this essay.
- There will only be space to touch upon the big question of...
- We are forced to conclude that ...

- In reading the second text, one may well ...
- What the writer of the first text fails to consider is the fact that ...
- The first text **focuses on** / **broaches** the subject of whether... / **contends** that / **maintains** that ...
- The author/writer **touches on** ... / **argues** that / **asserts** that / **claims** that / **states** that / rightly **highlights** / rightly **emphasizes** / **purports** to / **addresses** the issue of / **explores** the issue of

https://quizlet.com/_3jhze8

SAMPLE LAYOUT

Title (optional)

Introduction:

General statement about the topic that summarises the ideas of both texts. You can take a stance and support throughout the essay.

Key points Text 1: topic sentence + arguments + examples + evaluation

Key points Text 2: topic sentence + arguments + examples + evaluation

Conclusion:

Evaluation (if not done yet), opinion