

Section 1:

#1 "You all have been extremely hot or cold before, and probably asked for the AC to be turned on. Imagine you in winter, and there is no AC. You might be thinking, "AC is even more cold, right?". Just because if you turn on the AC in summer, which makes you cooler, doesn't mean you can't make it warmer or hotter."

Strengths: You've used a relatable scenario that connects with your audience. Your conversational tone engages readers effectively.

Unclear explanation → Your explanation about how air conditioners work jumps between ideas without fully developing them. The connection between cooling and heating functions isn't clearly explained. "Just because if you turn on the AC in summer" creates a confusing sentence structure that makes your point harder to follow.

Imagine sitting in your classroom during winter without an AC. You might think, "Aren't air conditioners only for cooling?" Actually, modern air conditioners have both cooling and heating functions, allowing them to warm the room during cold weather.

#2 "My name is Inesh and I will be explaining why we shouldn't ban AC during winter at school."

Strengths: You've clearly stated your position on the topic, which helps readers understand your purpose.

Weak introduction → Your introduction states your name and purpose but doesn't provide context about why this topic matters or what prompted the discussion. There's no background information about why anyone would consider banning air conditioners in winter.

My name is Inesh, and today I'll explain why we should continue using air conditioners during winter at our school. Some people have suggested banning them to save energy, but this proposal overlooks how essential they are for maintaining comfortable learning environments.

#3 "People might say that banning AC in winter will help save energy and other environmental stuff. If you don't ban it AC, there will basically be no difference. Imagine how much solar farms are there in the world. Also, how much energy do you think that will make! That much energy will be more than enough to let people stay warm."

Strengths: You've attempted to address counterarguments, which shows you're considering multiple perspectives.

Underdeveloped argument → Your response to the environmental concern lacks specific details and evidence. Phrases like "environmental stuff" and "basically no difference" are vague. Your points about

solar farms don't clearly connect to school air conditioners or explain how renewable energy relates to your argument.

Some people argue that banning air conditioners in winter would reduce energy consumption and help the environment. However, many schools now use energy-efficient air conditioners or rely on renewable energy sources like solar power. For example, our school installed solar panels last year, which help power our heating systems without harming the environment.

■ Your persuasive piece has a clear position and conversational tone that works well for your audience. To strengthen your writing, focus on developing your arguments more thoroughly with specific examples and evidence. Each paragraph could benefit from a clearer structure: start with your main point, provide supporting details or examples, and then explain why this matters. Also, try to anticipate and address your readers' questions more directly. For instance, when you mention AC can heat as well as cool, explain how this technology works in simple terms. Your conclusion could be stronger by summarising your main points and leaving readers with a memorable final thought about the importance of comfortable learning environments. You might also consider adding a brief introduction that explains why this topic is being discussed—is there actually a proposal to ban air conditioners in winter at your school? Adding this context would help readers understand the significance of your argument.

Score: 37/50

Section 2:

Have you ever been in your classroom after an ~~intenee~~ [intense] game at lunch, waiting for your teacher to turn the AC on? Or, you just came into school with your bike in the morning which was 3 degrees ~~celsius~~ [Celsius], begging for the AC to go on heater mode. #2 My name is Inesh and I will be explaining why we shouldn't ban AC during winter at school.

#1 You all have been extremely hot or cold before, and probably asked for the AC to be turned on. Imagine you in winter, and there is no AC. You might be thinking, "AC is even more cold, right?". ~~Just because if you turn on the AC in summer, which makes you cooler, doesn't mean you can't make it warmer or hotter.~~ [Just because an AC makes you cooler in summer doesn't mean it can't also make you warmer in winter.] It can reach scorching hot ~~tempretures~~ [temperatures] to low frosting ones. If you ban AC in winter, you are banning the heater in winter too. I know that nobody would want to become an ice cube.

#3 People might say that banning AC in winter will help save energy and other ~~enviornmental~~ [environmental] stuff. ~~If you don't ban it AC, there will basiely be no difference.~~ [If you don't ban AC, there will basically be no difference to our environmental impact.] Imagine how much solar farms ~~are~~

[there are] in the world. Also, how much energy do you think that will make! That much energy will be more than enough to let people stay warm.

Everyone who wants to ban AC during winter will be freezing and ~~regreting~~ [regretting] the choice that they made. Even though it sounds like a very smart choice, you will ~~realise~~ [realise] that you can't survive in winter without AC.