

Warm up



Write two columns on the board, with the titles **Introduction** and **Conclusion**. Elicit what can go into each, making notes in the columns. When students' suggestions have dried up, present any of the elements below that haven't been mentioned yet, asking them where they would go. It is important to point out that an introduction or conclusion would hardly ever have all the elements listed, but rather a selection of them according to the topic.

Introduction: the thesis statement / background information (context) / a personal story / a surprising fact or statistic / a common misconception / a quotation

Conclusion: a summary of the main points in the essay / a warning / a recommendation / a quotation / a powerful image / a personal reflection / a call for further research

Hold a class discussion about the best order for these items in an introduction or conclusion (e.g. the thesis statement usually comes at the end of the introduction).

Practice

-  **Choose an article (not a blog) and analyze the introduction and conclusion.**
 - Students choose an article (better than a blog entry, which might not have a clear introduction or conclusion).
 - Ask students to read the introduction and the conclusion. First, they should attempt to assess the overall effectiveness of the paragraphs. Then they should break down each paragraph, analyzing each sentence, using the two columns from the Warm up.
-  **In pairs, discuss the differences between an introduction and a conclusion.**
 - In pairs, students discuss the concepts of introduction and conclusion, their purposes and the differences between them.
 - Elicit some ideas and compare opinions from the class.
- Look at the key features of introductions and conclusions below. Which ones did you include in your discussions in Exercise 2?**
- Think about this essay title: *Young people should stop using their phones and start talking to people face-to-face*. Using the ideas in Exercise 3, plan and write a short introduction and conclusion for this essay.**

Suggested answer

Introduction

Mobile phones have become extremely popular in the last 20 years. I have had my own phone for 8 years and all my friends own a mobile phone, too. If I am ever without my phone, I feel disconnected from the world. And I am guilty of using my phone too much. In this essay, I am going to discuss why young people should leave their phones at home more often.

Conclusion

Mobile phones are, in my view, destroying human contact and harming friendships. Experts say phones can make us bad-tempered, depressed and also affect our sleep. I have been trying to use my phone less and speak face-to-face to people more, and it has made a difference to how I feel. It has also made some of my friendships stronger. I therefore recommend that all young people have one 'no phone' day each week.

-  **In pairs, compare introductions and conclusions.**
 - In pairs, students read each other's introductions and conclusions and give feedback based on the questions.

Reflect

6 Think about the lesson. Answer the following questions, and make notes.

- Encourage students to reflect on writing introductions and conclusions using the questions.
- Elicit some answers and hold a class discussion on the effectiveness of the strategies. Which ones did they already use? Which ones will they start using in future? Which ones do they think might not work for them?
- Now that they have written an introduction and a conclusion for their essay, tell students they now have a first draft. Are they ready to edit it and write a final version? Make clear it's OK if they feel it needs more work – even with a good first draft, editing is needed. Elicit some ideas about how students feel they could improve their essays. You could ask them to go away and produce a final version of the complete essay.