

Boost Free Lessons - Year 8 English

Lesson 10: Introductions and Conclusions

Name: _____ Grade: _____ Date: _____

Worked Example 1

Why is this introduction weak, and how would you fix it?

In this essay I will talk about whether canteens should sell soft drink. There are arguments on both sides.

1. A strong introduction does three things: it **hooks**, it gives **context**, and it states a **thesis**.
2. This one announces the essay instead of starting it, and takes no position at all.
3. Replace the announcement with a hook: a fact, a question or a striking detail.
4. Then narrow to context, and finish on a thesis that states your position and your reasons.

Model: A single can of soft drink contains around nine teaspoons of sugar. Canteens should stop selling it, because schools cannot teach nutrition in one room and undermine it in another.

Worked Example 2

Why is this conclusion weak, and how would you fix it?

In conclusion, I have shown that canteens should not sell soft drink. As I said in my introduction, it is unhealthy.

1. A conclusion should not simply repeat the introduction in the same words.
2. It should restate the position in **new** wording, showing what the argument has established.
3. It should draw the reasons together rather than listing them again.
4. It should end with a final thought or a call to action, not with a summary of itself.

Model: Removing soft drink would not solve every problem in student health, but it would end an obvious contradiction. Schools should sell what they teach.

Remember: An **introduction** hooks, gives context, and states a thesis. A **conclusion** restates the position in new words, draws the reasons together, and ends with a final thought or call to action.



Question 1: Write an example of each opening or closing technique.

1. A striking statistic to open with

2. A rhetorical question to open with

3. A definition to open with

4. A short anecdote to open with

5. A call to action to close with

6. A wider implication to close with

7. A return to the opening image to close with

8. A final memorable sentence to close with



Question 2: Read the passage below, then answer the questions.

Every year, this school throws away enough paper to fill a classroom. Almost all of it is printed on one side, because that is how the printers are set up. Double-sided printing should be the default on every school printer.

Changing one setting would halve the paper we use without asking anyone to do anything differently. The habit of using less is worth more than the paper it saves. Ask the office to change the setting this month.

1. Identify the hook in the introduction.

2. Identify the thesis statement.

3. What context does the introduction provide?

4. How does the conclusion avoid simply repeating the introduction?

5. Which technique does the conclusion end with?



Question 3: Answer the following questions.

1. Write an introduction of three sentences arguing for later school start times.

2. Write a conclusion for the same argument.

3. Explain why *In this essay I will* is a weak opening.





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Answers and Model Responses: Introductions and Conclusions**Question 1**

1. Model: Around nine in ten students own a phone before they finish primary school.
2. Model: What is a school actually for?
3. Model: A rumour is a claim repeated without evidence.
4. Model: Last winter, three lessons began late because students arrived soaked.
5. Model: Write to your principal before the decision is made.
6. Model: What we decide here will shape how the next intake sees the school.
7. Model: The fig at the end of the street is gone, and nothing has replaced it.
8. Model: A school should sell what it teaches.

Question 2

1. *Every year, this school throws away enough paper to fill a classroom.*
2. *Double-sided printing should be the default on every school printer.*
3. That the school prints large volumes and that the current default is single-sided.
4. It restates the position in new words and widens the point to habits beyond paper, rather than repeating the opening sentence.
5. A call to action, asking for a specific change.

Question 3

1. Model response: Most teenagers are asked to sit their hardest lesson of the day before their brains have properly woken up. Sleep research has found that the teenage body clock shifts later by up to two hours during puberty. Schools should start at nine o'clock, because a later start would match how students actually function and would improve both attendance and concentration.
2. Model response: A later start would not add a single hour to the school day, and it would cost nothing to trial. It would simply move the day to when students can use it. If the goal is learning rather than habit, the timetable should follow the evidence.
3. It describes the essay instead of beginning it, wastes the strongest position in the piece, and tells the reader nothing they could not work out from the title.

