

Useful Language

To introduce & add points

- Firstly/First of all/In the first place/instance, • Secondly/Also/In addition/Moreover/Furthermore/What is more,
- Besides/Apart from/as well as/not to mention the fact that

To introduce examples/reasons/results

- For example/For instance, ...
- such as/like ... • since, • In particular,
- Therefore, • For this reason, • Thus,
- Consequently, • (In) this way, ...
- By doing this, ... • As a result, ...

To make contrasting points

- On the other hand/However/Nonetheless, it is said/argued that ...
- Some/Others believe that ...
- Though/Even though/Even so, • While it is true to say that ..., in fact ...

To express opinions

- I believe/think/feel that ..., • I strongly/firmly believe that ..., • It is my firm belief that ..., • To my mind/The way I see it ..., • In my opinion/view, ...
- As far as I'm concerned, ...
- It seems/appears to me, (that) ...

To introduce a conclusion

- In conclusion, • To sum up, • All in all,
- All things considered, • On the whole,
- Taking everything into consideration

Techniques for Introductions and Conclusions

In order to persuade readers to continue reading, an effective **introduction** needs to grab their attention. To do this, you can use one or more of the following techniques:

- A** start with an objective statement.
e.g. *High levels of sugar in snack foods has been proven to have a detrimental effect on public health.*
- B** make reference to a surprising scene or situation.
e.g. *You may be surprised to hear that many 'healthy' ready meal alternatives contain more salt than some junk food dishes.*
- C** address the reader directly.
e.g. *Have you ever wondered what exactly is inside our food?*
- D** start with a quotation or saying.
e.g. *The well-known saying, "we are what we eat," is especially relevant and worrying in the modern world.*
- E** start with a rhetorical question.
e.g. *Is it really possible to eat a meal nowadays that isn't full of hidden additives and chemical preservatives?*
- F** start with a problem that needs a solution.
e.g. *The latest figures show that nearly 20% of children aged 10-11 in the UK are obese; this shocking trend cannot be allowed to continue.*

An effective **conclusion** summarises the points discussed and then provides a satisfactory end to the essay. To end, you can use one or more of the following techniques. You can:

- G** give the reader something to consider.
e.g. *If governments took firmer action, food producers would be forced to reduce the levels of salt, sugar and fat in their products.*
- H** end with a quotation or saying.
e.g. *As famous chef Jamie Oliver said, "Real food doesn't have ingredients, real food is ingredients."*
- I** end with a rhetorical question.
e.g. *Is it really possible for children to learn the importance of good eating choices without proper education?*