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Cambridge AS & A Level English General Paper

How to write an effective introduction	
Learning objective	To be able to write an effective introduction to an essay
Lesson objectives	• To reflect upon own current skills • To examine a range of introductions • To discuss what qualities an effective introduction should contain • To practice and develop skills in writing an effective introduction • To reflect on learning and taking this practice forward into own writing
Vocabulary	n/a
Previous learning	Planning, choosing the right question

Plan		
Activities		**Resources**
Beginning (5 mins)	Ask learners to brainstorm what they think should be in an effective introduction and what should be avoided? Ask learners to share their ideas and write them on the board for the class to see.	Worksheet – Writing an effective introduction. Essays from the May 2024 series examination. Whiteboard.
Middle (50 mins)	• Give learners the worksheet, and in pairs, ask them to choose three features from the list that they think are the most important features of an introduction to a discursive essay. • Go through the suggestions on the worksheet with learners and answer any questions they may have. • As a class, look at the question on the worksheet about Artificial Intelligence and the activities suggested. Ask learners to work in pairs or small groups to complete these tasks.	

How to write an effective introduction		
	• Compare introductions from different pairs / groups and discuss which are the most effective and why. • Look at the three essays from the May examination series – one from the lower end, one from the middle mark range and one from the top mark range. Learners review the introductions from the essays in small groups and write down some notes on what is effective and could be improved about each one. • Learners rewrite the weakest of the introductions so that it is stronger and more effective.	
End (5 mins)	Discuss what learners have discovered about writing effective introductions and how they can improve their own writing. Get each learner to write down three learning points that they can take forward into their essay writing.	

Reflection and evaluation

Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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