

1.11 Introductions and Conclusions

1 Introduction contents

(a)

	Y/N
(i) A definition of any unfamiliar terms in the title	Y
(ii) Your opinions on the subject of the essay	N
(iii) Mention of some sources you have read on the topic	Y
(iv) A provocative idea or question to interest the reader	N
(v) Your aim or purpose in writing	Y
(vi) The method you adopt to answer the question (or an outline)	Y
(vii) Some brief background to the topic	Y
(viii) Any limitations you set yourself	Y

(b)

(i) Background

(ii) Outline

(iii) Purpose

(iv) Mention of sources

(v) Definition

(vi) Limitation

2 Introduction structure

Essential: Your purpose/ Your method/ Background/ Outline

Optional: Definitions/ A mention of some sources/ Limitations

3 Opening sentences

(Example answers)

(a) In recent years there has been a steady criticism of the lack of women in senior management.

(b) In the past decade global warming or climate change has become one of the most pressing issues on the international agenda.

(c) There has been some decline in rates of infant mortality in the developing world over the last 20 years, but in many countries progress has been slow.

(d) Rapid internal migration from the countryside to the cities is a feature of many developing societies.

4 Practice A

(Example introduction)

Steadily increasing demand for higher education (i.e. education to degree level) worldwide has resulted in growing pressure on state budgets for financial support. In response many countries have attempted to transfer the costs to students, usually in the form of higher fees. This raises the issue of who benefits from a university education, which is generally seen as the key to a better job and whether access to it should be restricted.

The aim of this essay is to answer these questions, taking into account the expense of tertiary education and the fact that rising student numbers often result in a poorer quality of education. The question of fairness will be examined, given that HE benefits a minority, and finally the need to encourage students from poorer families to attend university will be considered. Given the limitations of space, China will be used as an example to illustrate the main points involved.

5 Conclusions

(a) Y

(b) Y

(c) N

(d) Y

(e) Y

(f) Y

(g) Y

(h) N

(i) f

(ii) b

(iii) e

(iv) d

(v) g

(vi) a

6 Practice B

(Example conclusion)

It has been shown that, although in some situations a strong economy is linked to low rates of home ownership, this is not always the case. There have been claims that owning a house may make people reluctant to move in order to find work, and this theory seems to be supported by the examples in some US states during the recession of 2008–9. However, it appears that the main factor here was negative equity, rather than just ownership. As negative equity is the product of a house price bubble, it seems that the principal threat to a national economy is rapid inflation of house prices to unsustainable levels.

Consequently, it can be suggested that governments should take steps to control the expansion of credit to prevent housing bubbles by discouraging risky lending.

Clearly, this short essay has only outlined the main points of this topic and many aspects would benefit from more study. One possible field for further research would be to investigate the reasons why some home owners default on their mortgage payments.