

**Activity Type**

Interactive reading and writing exercises

**Language Focus**

Concluding sentences with transitional phrases

**Aim**

To practice writing concluding sentences by restating topic sentences and summarising supporting ideas.

**Preparation**

Send each student a copy of the interactive worksheet.

**Level**

Intermediate (B1)

**Time**

50 minutes

**Introduction**

In this concluding sentences interactive worksheet, students practice writing concluding sentences by restating topic sentences and summarising supporting ideas.

**Procedure**

Send each student a copy of the interactive worksheet.

Students begin by reading about concluding sentences and unscrambling letters to make concluding transitional phrases.

Exercise A - Answer key

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1. All in all    | 4. In short    | 7. To summarise |
| 2. In brief      | 5. In summary  | 8. To sum up    |
| 3. In conclusion | 6. To conclude |                 |

The students then read each topic sentence shown and use a transitional phrase to create a concluding sentence that paraphrases the main idea of the topic sentence. Remind the students that they must not copy the main idea but write it in different words.

Exercise B - Possible answers

1. In short, there are many economic issues that the international community must deal with.
2. In conclusion, the difficulties countries are dealing with from pollution are due to many factors.
3. In summary, good leadership is a result of particular behaviours.
4. To conclude, a beach holiday has some unique benefits.
5. To summarise, when deciding on a university course, attention needs to be given to certain considerations.

Next, students read topic sentences, think of their own supporting ideas and use transitional phrases from Exercise A to make concluding sentences that summarise those ideas.

Exercise C - Possible answers

1. In summary, addiction, depression and anxiety, and exposure to false information are some negative impacts of social media use.
2. To sum up, profitable restaurants usually have great food, an attractive location, and attentive service.
3. In conclusion, having a hobby allows you to relieve stress, develop new skills, and meet like-minded people.

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**Procedure continued**

4. To conclude, honesty, loyalty, and being fun to be with are characteristics many look for in a good friend.
5. To summarise, because environmental issues threaten human lives and the economy governments must take them more seriously.

After that, students read paragraphs and add a concluding sentence that either restates the topic sentence or summarises the supporting ideas.

Exercise D - Possible answers

1. **Restate the topic sentence:** To conclude, Spanish and Italian share a number of common traits.

**Summarise the supporting ideas:** In summary, Italian and Spanish are similar in terms of origin, vocabulary, and mutual intelligibility.

2. **Restate the topic sentence:** In conclusion, compared to smaller cities, large cities offer more benefits.

**Summarise the supporting ideas:** To sum up, employment opportunities, cultural and sporting events, and vibrancy make large cities more attractive.

In the last exercise, students read topic sentence and concluding sentence pairs, and try to identify any errors in the concluding sentence. If the students find any errors, they highlight them and rewrite the concluding sentence to make it more suitable.

Exercise E - Possible answers

1. **Incorrect:** This is a cause-and-effect paragraph not a problem solution paragraph. 'Finally' is not an appropriate transition signal for a concluding sentence.

**Correct:** In conclusion, there are some major factors that lead to tsunamis and some corresponding impacts.

2. **Correct:** This is a good concluding sentence.

3. **Incorrect:** Government regulations are not related to natural conditions.

**Correct:** In conclusion, farming in Australia can be difficult due to drought, floods, and relatively infertile soils.

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