

## TEACHER'S PAGES

Key:\*

<p><u>Initiating debate/discussion</u></p> <p>Δ Why is/do ___?</p> <p>◊3 I can't believe that ___</p> <p>Δ2 How do you feel about ___?</p> <p>◊ It's unbelievable that ___</p> <p>Δ2 Do you have a position on ___?</p> <p>Δ2 Where do you stand on ___?</p> <p>Δ2 What's your take on ___?</p> <p>Δ2 There's been a lot of controversy about ___</p>	<p><u>Stating a position</u></p> <p>◊3 I feel strongly that ___</p> <p>◊5/O In my opinion, ___</p> <p>◊3 I firmly believe that ___</p> <p>◊ I think it's good/bad that ___</p> <p>◊3 I've always thought that ___</p> <p>◊5/O If you ask me, ___</p> <p>◊3 I have to agree that ___</p> <p>◊5/O Without a doubt, ___</p> <p>Δ Who can argue ___?</p> <p>◊5/O In my mind, ___</p> <p>◊3 Everybody knows that ___</p>
<p><u>Concession *</u></p> <p>◊ It's true that ___</p>	<p><u>Disagreement</u></p> <p>◊3 I highly doubt that ___</p>
<p><u>Rebuttal*</u></p> <p>Δ3/◊4/O Nonetheless, ___</p> <p>◊ yet, it is also true that ___</p> <p>Δ3/◊4/O However, it doesn't change the fact that ___</p> <p>Δ3/◊4 although I still feel strongly that ___</p> <p>◊2 but a more significant consideration is ___</p> <p>Δ3/◊3/◊4/O Nevertheless, I believe that ___</p>	<p><u>Summarizing and Concluding</u></p> <p>◊5/O In brief, ___</p> <p>◊5/O In short, ___</p> <p>◊5/O To sum up, ___</p> <p>◊5/O Summing up, ___</p> <p>◊2/O My point is ___</p> <p>◊5/O In a nutshell, ___</p> <p>◊5/O In conclusion, ___</p> <p>◊5/O To wrap up, ___</p> <p>◊2 The bottom line is ___</p> <p>◊5/O When all is said and done, ___</p> <p>◊2 My final point is ___</p> <p>◊5 All in all, ___</p>

Δ CHALLENGES:

- Δ Students sometimes struggle with rhetorical questions
- Δ2 Students often neglect to use a gerund, noun phrase or clause following the preposition.
- Δ3 Students confuse the meaning and structural differences between adverbial transitions and clauses.

◊ GRAMMAR EXPANSION:

- ◊ Practice with adjective complements
- ◊2 Practice with subject complements
- ◊3 Practice with noun clauses as objects
- ◊4 Practice with adverb clauses and adverbial transitions
- ◊5 Practice with connectors

○ PRONUNCIATION:

- Encourage students to take the natural pause that the comma represents
- ALL As always, remind students of the linking, syllable reduction, word and sentence stress, and intonation patterns of English.

\*Order of gambits has been altered slightly