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### INTRODUCING WHAT “THEY SAY”

(p. 23)

- ▶ A number of \_\_\_\_\_ have recently suggested that \_\_\_\_\_.
- ▶ It has become common today to dismiss \_\_\_\_\_.
- ▶ In their recent work, Y and Z have offered harsh critiques of \_\_\_\_\_ for \_\_\_\_\_.

### INTRODUCING “STANDARD VIEWS”

(pp. 23–24)

- ▶ Americans today tend to believe that \_\_\_\_\_.
- ▶ Conventional wisdom has it that \_\_\_\_\_.
- ▶ Common sense seems to dictate that \_\_\_\_\_.
- ▶ The standard way of thinking about topic X has it that \_\_\_\_\_.
- ▶ It is often said that \_\_\_\_\_.
- ▶ My whole life I have heard it said that \_\_\_\_\_.
- ▶ You would think that \_\_\_\_\_.
- ▶ Many people assume that \_\_\_\_\_.

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### MAKING WHAT “THEY SAY” SOMETHING YOU SAY

(pp. 24–25)

- ▶ I've always believed that \_\_\_\_\_.
- ▶ When I was a child, I used to think that \_\_\_\_\_.
- ▶ Although I should know better by now, I cannot help thinking that \_\_\_\_\_.
- ▶ At the same time that I believe \_\_\_\_\_, I also believe \_\_\_\_\_.

### INTRODUCING SOMETHING IMPLIED OR ASSUMED

(p. 25)

- ▶ Although none of them have ever said so directly, my teachers have often given me the impression that \_\_\_\_\_.
- ▶ One implication of X's treatment of \_\_\_\_\_ is that \_\_\_\_\_.
- ▶ Although X does not say so directly, she apparently assumes that \_\_\_\_\_.
- ▶ While they rarely admit as much, \_\_\_\_\_ often take for granted that \_\_\_\_\_.

### INTRODUCING AN ONGOING DEBATE

(pp. 25–28)

- ▶ In discussions of X, one controversial issue has been \_\_\_\_\_. On the one hand, \_\_\_\_\_ argues \_\_\_\_\_. On the other

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hand, \_\_\_\_\_ contends \_\_\_\_\_. Others even maintain \_\_\_\_\_. My own view is \_\_\_\_\_.

- ▶ When it comes to the topic of \_\_\_\_\_, most of us will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.
- ▶ In conclusion, then, as I suggested earlier, defenders of \_\_\_\_\_ can't have it both ways. Their assertion that \_\_\_\_\_ is contradicted by their claim that \_\_\_\_\_.

### **CAPTURING AUTHORIAL ACTION**

(pp. 38–40)

- ▶ X acknowledges that \_\_\_\_\_.
- ▶ X agrees that \_\_\_\_\_.
- ▶ X argues that \_\_\_\_\_.
- ▶ X believes that \_\_\_\_\_.
- ▶ X denies/does not deny that \_\_\_\_\_.
- ▶ X claims that \_\_\_\_\_.
- ▶ X complains that \_\_\_\_\_.
- ▶ X concedes that \_\_\_\_\_.
- ▶ X demonstrates that \_\_\_\_\_.
- ▶ X deplores the tendency to \_\_\_\_\_.
- ▶ X celebrates the fact that \_\_\_\_\_.
- ▶ X emphasizes that \_\_\_\_\_.

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- ▶ X insists that \_\_\_\_\_.
- ▶ X observes that \_\_\_\_\_.
- ▶ X questions whether \_\_\_\_\_.
- ▶ X refutes the claim that \_\_\_\_\_.
- ▶ X reminds us that \_\_\_\_\_.
- ▶ X reports that \_\_\_\_\_.
- ▶ X suggests that \_\_\_\_\_.
- ▶ X urges us to \_\_\_\_\_.

## INTRODUCING QUOTATIONS

(p. 46)

- ▶ X states, “\_\_\_\_\_.”
- ▶ As the prominent philosopher X puts it, “\_\_\_\_\_.”
- ▶ According to X, “\_\_\_\_\_.”
- ▶ X himself writes, “\_\_\_\_\_.”
- ▶ In her book, \_\_\_\_\_, X maintains that “\_\_\_\_\_”
- ▶ Writing in the journal \_\_\_\_\_, X complains that “\_\_\_\_\_.”
- ▶ In X’s view, “\_\_\_\_\_.”
- ▶ X agrees when she writes, “\_\_\_\_\_.”
- ▶ X disagrees when he writes, “\_\_\_\_\_.”
- ▶ X complicates matters further when he writes, “\_\_\_\_\_.”

**EXPLAINING QUOTATIONS**

(pp. 46–47)

- ▶ Basically, X is saying \_\_\_\_\_.
- ▶ In other words, X believes \_\_\_\_\_.
- ▶ In making this comment, X urges us to \_\_\_\_\_.
- ▶ X is corroborating the age-old adage that \_\_\_\_\_.
- ▶ X's point is that \_\_\_\_\_.
- ▶ The essence of X's argument is that \_\_\_\_\_.

**DISAGREEING, WITH REASONS**

(p. 60)

- ▶ I think X is mistaken because she overlooks \_\_\_\_\_.
- ▶ X's claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- ▶ I disagree with X's view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.
- ▶ X contradicts herself/can't have it both ways. On the one hand, she argues \_\_\_\_\_. On the other hand, she also says \_\_\_\_\_.
- ▶ By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.

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### AGREEING—WITH A DIFFERENCE

(pp. 61–64)

- ▶ I agree that \_\_\_\_\_ because my experience \_\_\_\_\_ confirms it.
- ▶ X surely is right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.
- ▶ X's theory of \_\_\_\_\_ is extremely useful because it sheds insight on the difficult problem of \_\_\_\_\_.
- ▶ Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.
- ▶ I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- ▶ If group X is right that \_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_.

### AGREEING AND DISAGREEING SIMULTANEOUSLY

(pp. 64–66)

- ▶ Although I agree with X up to a point, I cannot accept his overall conclusion that \_\_\_\_\_.
- ▶ Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- ▶ Though I concede that \_\_\_\_\_, I still insist that \_\_\_\_\_.
- ▶ Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.

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- ▶ X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- ▶ While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- ▶ I'm of two minds about X's claim that \_\_\_\_\_. On the one hand, I agree that \_\_\_\_\_. On the other hand, I'm not sure if \_\_\_\_\_.
- ▶ My feelings on the issue are mixed. I do support X's position that \_\_\_\_\_, but I find Y's argument about \_\_\_\_\_ and Z's research on \_\_\_\_\_ to be equally persuasive.

### **SIGNALING WHO IS SAYING WHAT**

(pp. 71–73)

- ▶ X argues \_\_\_\_\_.
- ▶ According to both X and Y, \_\_\_\_\_.
- ▶ Politicians \_\_\_\_\_, X argues, should \_\_\_\_\_.
- ▶ Most athletes will tell you that \_\_\_\_\_.
- ▶ My own view, however, is that \_\_\_\_\_.
- ▶ I agree, as X may not realize, that \_\_\_\_\_.
- ▶ But \_\_\_\_\_ are real and, arguably, the most significant factor in \_\_\_\_\_.
- ▶ But X is wrong that \_\_\_\_\_.
- ▶ However, it is simply not true that \_\_\_\_\_.
- ▶ Indeed, it is highly likely that \_\_\_\_\_.
- ▶ X's assertion that \_\_\_\_\_ does not fit the facts.

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- ▶ X is right that \_\_\_\_\_.
- ▶ X is wrong that \_\_\_\_\_.
- ▶ X is both right and wrong that \_\_\_\_\_.
- ▶ Yet a sober analysis of the matter reveals \_\_\_\_\_.
- ▶ Nevertheless, new research shows \_\_\_\_\_.
- ▶ Anyone familiar with \_\_\_\_\_ should agree that \_\_\_\_\_.

## EMBEDDING VOICE MARKERS

(pp. 74–75)

- ▶ X overlooks what I consider an important point about \_\_\_\_\_.
- ▶ My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_.
- ▶ I wholeheartedly endorse what X calls \_\_\_\_\_.
- ▶ These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

## ENTERTAINING OBJECTIONS

(p. 82)

- ▶ At this point I would like to raise some objections that have been inspired by the skeptic in me. She feels that I have been ignoring \_\_\_\_\_. “\_\_\_\_\_,” she says to me, “\_\_\_\_\_.”
- ▶ Yet some readers may challenge the view that \_\_\_\_\_.
- ▶ Of course, many will probably disagree with this assertion that \_\_\_\_\_.



**NAMING YOUR NAYSAYERS**

(pp. 83–84)

- ▶ Here many \_\_\_\_\_ would probably object that \_\_\_\_\_.
- ▶ But \_\_\_\_\_ would certainly take issue with the argument that \_\_\_\_\_.
- ▶ \_\_\_\_\_, of course, may want to question whether \_\_\_\_\_.
- ▶ Nevertheless, both followers and critics of \_\_\_\_\_ will probably argue that \_\_\_\_\_.
- ▶ Although not all \_\_\_\_\_ think alike, some of them will probably dispute my claim that \_\_\_\_\_.
- ▶ \_\_\_\_\_ are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_.

**INTRODUCING OBJECTIONS INFORMALLY**

(pp. 84–85)

- ▶ But is my proposal realistic? What are the chances of its actually being adopted?
- ▶ Yet is it always true that \_\_\_\_\_? Is it always the case, as I have been suggesting, that \_\_\_\_\_?
- ▶ However, does the evidence I've cited prove conclusively that \_\_\_\_\_?
- ▶ “Impossible,” some will say. “You must be reading the research selectively.”

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### MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND (p. 89)

- ▶ Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- ▶ Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim that \_\_\_\_\_.
- ▶ While it is true that \_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_.
- ▶ On the one hand, I agree with X that \_\_\_\_\_. But on the other hand, I still insist that \_\_\_\_\_.

### INDICATING WHO CARES

(pp. 95–96)

- ▶ \_\_\_\_\_ used to think \_\_\_\_\_. But recently [or within the past few decades] \_\_\_\_\_ suggests that \_\_\_\_\_.
- ▶ These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- ▶ Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.
- ▶ Researchers have long assumed that \_\_\_\_\_. For instance, one eminent scholar of cell biology, \_\_\_\_\_, assumed in \_\_\_\_\_, her seminal work on cell structures and functions, that fat cells \_\_\_\_\_. As \_\_\_\_\_ herself put it, “\_\_\_\_\_” (2012). Another leading scientist, \_\_\_\_\_, argued that fat cells “\_\_\_\_\_” (2011). Ultimately, when it came to the nature of fat, the basic assumption was that \_\_\_\_\_.

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But a new body of research shows that fat cells are far more complex and that \_\_\_\_\_.

- ▶ If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes \_\_\_\_\_. However, new research shows \_\_\_\_\_.
- ▶ These findings challenge neoliberals' common assumptions that \_\_\_\_\_.
- ▶ At first glance, teenagers appear to \_\_\_\_\_. But on closer inspection \_\_\_\_\_.

### **ESTABLISHING WHY YOUR CLAIMS MATTER**

(pp. 98–99)

- ▶ X matters/is important because \_\_\_\_\_.
- ▶ Although X may seem trivial, it is in fact crucial in terms of today's concern over \_\_\_\_\_.
- ▶ Ultimately, what is at stake here is \_\_\_\_\_.
- ▶ These findings have important consequences for the broader domain of \_\_\_\_\_.
- ▶ My discussion of X is in fact addressing the larger matter of \_\_\_\_\_.
- ▶ These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.
- ▶ Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

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### COMMONLY USED TRANSITIONS

(pp. 108–10)

#### ADDITION

also	in fact
and	indeed
besides	moreover
furthermore	so too
in addition	

#### ELABORATION

actually	to put it another way
by extension	to put it bluntly
in short	to put it succinctly
that is	ultimately
in other words	

#### EXAMPLE

after all	for instance
as an illustration	specifically
consider	to take a case in point
for example	

#### CAUSE AND EFFECT

accordingly	since
as a result	so
consequently	then
hence	therefore
it follows, then	thus

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### **COMPARISON**

along the same lines	likewise
in the same way	similarly

### **CONTRAST**

although	nevertheless
but	nonetheless
by contrast	on the contrary
conversely	on the other hand
despite	regardless
even though	whereas
however	while
in contrast	yet

### **CONCESSION**

admittedly	of course
although it is true that	naturally
granted	to be sure
I concede that	

### **CONCLUSION**

as a result	so
consequently	the upshot of all this is that
hence	therefore
in conclusion, then	thus
in short	to sum up
in sum, then	to summarize
it follows, then	

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### ADDING METACOMMENTARY

(pp. 131–37)

- ▶ In other words, \_\_\_\_\_.
- ▶ What \_\_\_\_\_ really means by this is \_\_\_\_\_.
- ▶ Ultimately, my goal is to demonstrate that \_\_\_\_\_.
- ▶ My point is not \_\_\_\_\_, but \_\_\_\_\_.
- ▶ To put it another way, \_\_\_\_\_.
- ▶ In sum, then, \_\_\_\_\_.
- ▶ My conclusion, then, is that, \_\_\_\_\_.
- ▶ In short, \_\_\_\_\_.
- ▶ What is more important, \_\_\_\_\_.
- ▶ Incidentally, \_\_\_\_\_.
- ▶ By the way, \_\_\_\_\_.
- ▶ Chapter 2 explores \_\_\_\_\_, while Chapter 3 examines \_\_\_\_\_.
- ▶ Having just argued that \_\_\_\_\_, let us now turn our attention to \_\_\_\_\_.
- ▶ Although some readers may object that \_\_\_\_\_, I would answer that \_\_\_\_\_.

**STARTING WITH WHAT OTHERS SAY  
ABOUT A LITERARY WORK**

(pp. 185–88)

- ▶ Critic X complains that Author Y's story is compromised by his \_\_\_\_\_. While there's some truth to this critique, I argue that Critic X overlooks \_\_\_\_\_.
- ▶ According to Critic A, novel X suggests \_\_\_\_\_. I agree, but would add that \_\_\_\_\_.
- ▶ Several members of our class have suggested that the final message of play X is \_\_\_\_\_. I agree up to a point, but I still think that \_\_\_\_\_.
- ▶ On first reading play Z, I thought it was an uncritical celebration of \_\_\_\_\_. After rereading the play and discussing it in class, however, I see that it is more critical of \_\_\_\_\_ than I originally thought.
- ▶ It might be said that poem Y is chiefly about \_\_\_\_\_. But the problem with this reading, in my view, is \_\_\_\_\_.
- ▶ Though religious readers might be tempted to analyze poem X as a parable about \_\_\_\_\_, a closer examination suggests that the poem is in fact about \_\_\_\_\_.

**RESPONDING TO OTHER INTERPRETATIONS  
OF A LITERARY WORK**

(p. 191)

- ▶ It might be argued that in the clash between character X and Y in play Z, the author wants us to favor character Y, since she

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is presented as the play's heroine. I contend, however, that \_\_\_\_\_.

- ▶ Several critics seem to assume that poem X endorses the values of \_\_\_\_\_ represented by the image of \_\_\_\_\_ over those of \_\_\_\_\_ represented by the image of \_\_\_\_\_. I agree, but with the following caveat: \_\_\_\_\_.

### SHOWING EVIDENCE WHEN WRITING ABOUT A LITERARY WORK

(pp. 194–96)

- ▶ Although some might read the metaphor of \_\_\_\_\_ in this poem as evidence, that for Author X, \_\_\_\_\_, I see it as \_\_\_\_\_.
- ▶ Some might claim that evidence X suggests \_\_\_\_\_, but I argue that, on the contrary, it suggests \_\_\_\_\_.
- ▶ I agree with my classmate \_\_\_\_\_ that the image of \_\_\_\_\_ in novel Y is evidence of \_\_\_\_\_. Unlike \_\_\_\_\_, however, I think \_\_\_\_\_.

### EXPLAIN WHAT THE DATA MEAN

(p. 211)

- ▶ Our data *support / confirm / verify* the work of X by showing that \_\_\_\_\_.
- ▶ By demonstrating \_\_\_\_\_, X's work *extends* the findings of Y.
- ▶ The results of X *contradict/refute* Y's conclusion that \_\_\_\_\_.



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- ▶ X's findings *call into question* the widely accepted theory that \_\_\_\_\_.
- ▶ Our data *are consistent with* X's hypothesis that \_\_\_\_\_.

### **EXPLAINING AN EXPERIMENTAL RESULT**

(p. 214)

- ▶ One explanation for X's finding of \_\_\_\_\_ is that \_\_\_\_\_. An alternative explanation is \_\_\_\_\_.
- ▶ The difference between \_\_\_\_\_ and \_\_\_\_\_ is probably due to \_\_\_\_\_.

### **INTRODUCING GAPS IN THE EXISTING RESEARCH**

(p. 228)

- ▶ Studies of X have indicated \_\_\_\_\_. It is not clear, however, that this conclusion applies to \_\_\_\_\_.
- ▶ \_\_\_\_\_ often take for granted that \_\_\_\_\_. Few have investigated this assumption, however.
- ▶ X's work tells us a great deal about \_\_\_\_\_. Can this work be generalized to \_\_\_\_\_?