I. Premise and Conclusion Indicators

Premise Indicators

<table>
<thead>
<tr>
<th>Because</th>
<th>Since</th>
<th>First</th>
<th>Second</th>
<th>To begin with</th>
<th>The reason why</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition</td>
<td>Furthermore</td>
<td>Most importantly</td>
<td>Considering the fact that</td>
<td>Not only that, but</td>
<td>Given the fact that</td>
</tr>
<tr>
<td>Next</td>
<td>Then</td>
<td>Lastly</td>
<td>Finally</td>
<td>He/She noted that</td>
<td>We have noticed that</td>
</tr>
<tr>
<td>It appears that</td>
<td>In other words</td>
<td>The data reveals that</td>
<td>We know that</td>
<td>It is common knowledge that</td>
<td>While it is true that</td>
</tr>
<tr>
<td>hinges upon</td>
<td>expand on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion indicators

<table>
<thead>
<tr>
<th>So,</th>
<th>Therefore,</th>
<th>In conclusion,</th>
<th>I think/ feel / believe</th>
<th>indicates that</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hence,</td>
<td>Consequently</td>
<td>As a result,</td>
<td>There is no reason to believe that</td>
<td>We must conclude that</td>
</tr>
<tr>
<td>Anyway,</td>
<td>That’s why I believe</td>
<td>For this reason,</td>
<td>It’s my opinion that</td>
<td>Because of this,</td>
</tr>
<tr>
<td>In short</td>
<td>Summing up</td>
<td>It’s my opinion that</td>
<td>It may be argued,</td>
<td>points to</td>
</tr>
<tr>
<td>In brief</td>
<td>In this way,</td>
<td>We can see that</td>
<td>It makes good sense</td>
<td>We have decided to</td>
</tr>
<tr>
<td>In this way,</td>
<td>It is clear that</td>
<td>In the final analysis,</td>
<td>As far as I’m concerned</td>
<td></td>
</tr>
<tr>
<td>As for myself,</td>
<td></td>
<td></td>
<td></td>
<td>It looks like (x) is the case/ happened.</td>
</tr>
</tbody>
</table>

Additional Premises/Reasons

<table>
<thead>
<tr>
<th>And</th>
<th>besides,</th>
<th>Also,</th>
<th>In addition,</th>
<th>Another thing is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not to mention the fact that</td>
<td>Plus the fact that</td>
<td>Furthermore,</td>
<td>Moreover,</td>
<td>To add to the counterargument,</td>
</tr>
<tr>
<td>Not only that, but</td>
<td>Coupled with x</td>
<td>As well as x</td>
<td>is just one more</td>
<td>What’s more,</td>
</tr>
<tr>
<td>At the same time,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**II. Expressing Levels of Conviction**

<table>
<thead>
<tr>
<th>Weak</th>
<th>Medium</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>I suppose</td>
<td>I’m pretty sure that</td>
<td>I’m absolutely sure</td>
</tr>
<tr>
<td>I suspect that</td>
<td>I’m fairly certain that</td>
<td>I personally believe that</td>
</tr>
<tr>
<td></td>
<td>I’d say</td>
<td>I firmly believe</td>
</tr>
<tr>
<td></td>
<td>It could be that</td>
<td>Not everyone will agree with me, but</td>
</tr>
<tr>
<td></td>
<td>Perhaps,</td>
<td>From my point of view,</td>
</tr>
<tr>
<td></td>
<td>It looks like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It’s difficult to say, but</td>
<td></td>
</tr>
</tbody>
</table>

**III. Agreeing and Disagreeing**

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
<th>Asking about agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>That's a good point.</td>
<td>That's not how I see it.</td>
<td>Do you agree that?</td>
</tr>
<tr>
<td>I (completely) agree (with you).</td>
<td>I don’t see it quite like that.</td>
<td>Wouldn't you agree that?</td>
</tr>
<tr>
<td>That's true.</td>
<td>I don't really agree with you.</td>
<td>Don't you think so?</td>
</tr>
<tr>
<td>That makes sense.</td>
<td>I'm afraid I can't agree with you.</td>
<td></td>
</tr>
<tr>
<td>I think so, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I couldn't agree more.</td>
<td>I'm not sure I quite agree with you.</td>
<td></td>
</tr>
<tr>
<td>I agree with you, but</td>
<td>Again, I’m sorry to disagree with you, but</td>
<td></td>
</tr>
</tbody>
</table>

**Not enough information**

<table>
<thead>
<tr>
<th>I’m afraid I don’t know.</th>
<th>I couldn’t tell you.</th>
<th>I’m not sure.</th>
<th>I haven’t a clue!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really can’t decide, one way or the other.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expressing reservations and consideration of other relevant facts**

<table>
<thead>
<tr>
<th>Yes, that may be true, but</th>
<th>Well, you have a point, but</th>
<th>I can see your point, but</th>
<th>I see what you mean, but</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the other hand,</td>
<td>But then again,</td>
<td>Even so,</td>
<td>That’s true, but</td>
</tr>
</tbody>
</table>
You seem to be forgetting that

**Asking for Reasons**

<table>
<thead>
<tr>
<th>Why do you think so?</th>
<th>What is your reason for believing that $x$ is true?</th>
<th>Can you explain why?</th>
<th>Why is it that?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Would you mind telling us why?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Creating Focus
Pressing the Matter

<table>
<thead>
<tr>
<th>Above all,</th>
<th>That’s just the point.</th>
<th>particularly</th>
<th>especially</th>
</tr>
</thead>
<tbody>
<tr>
<td>chiefly,</td>
<td>You just don’t get it, do you?</td>
<td>The real question is</td>
<td>Can’t you see that . . . ?</td>
</tr>
<tr>
<td>Mark my words,</td>
<td></td>
<td>. . . and I repeat</td>
<td></td>
</tr>
</tbody>
</table>

V. Interruption/Interjection, Resuming a Previous Topic, Changing the Subject
Interrupting

<table>
<thead>
<tr>
<th>Pardon/excuse me, but.</th>
<th>Sorry/Excuse me for interrupting, but</th>
<th>May I ask a question?</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I add something?</td>
<td>I'd like to comment on that</td>
<td>Could I just jump in here?</td>
</tr>
<tr>
<td>Can I add that</td>
<td>I'd like to say something here</td>
<td>What about . . . ?</td>
</tr>
</tbody>
</table>

Resuming discussion

<table>
<thead>
<tr>
<th>In any case,</th>
<th>To return to X,</th>
<th>To get back to X,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anyway,</td>
<td>Where was I?</td>
<td>One last point,</td>
</tr>
<tr>
<td>To get back to what I was saying,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changing the subject

<table>
<thead>
<tr>
<th>By the way,</th>
<th>That reminds me,</th>
<th>It’s a little off the subject, but</th>
</tr>
</thead>
</table>
Set III

VI. Validity and Soundness

<table>
<thead>
<tr>
<th>That’s a false claim.</th>
<th>That is a valid point.</th>
<th>That point is invalid, because</th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s unsound because</td>
<td></td>
<td>You have a sound point.</td>
</tr>
</tbody>
</table>

VII. Clarification and Confirmation

SELF-CLARIFYING

<table>
<thead>
<tr>
<th>What I mean is</th>
<th>Let me put it another way.</th>
<th>What I'm saying is</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I'm trying to say is</td>
<td>In other words,</td>
<td>I didn't mean to say that.</td>
</tr>
</tbody>
</table>

CLARIFYING OTHERS and REQUESTING CLARIFICATION

<table>
<thead>
<tr>
<th>What you mean then is</th>
<th>Could you explain that in more detail?</th>
<th>What you're saying is</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't see what you mean.</td>
<td>What do you mean by . . . ?</td>
<td>Are you sure?</td>
</tr>
<tr>
<td>Could you be more specific?</td>
<td>If I understand you correctly,</td>
<td>Do you mean . . . ?</td>
</tr>
<tr>
<td>So, are you saying that . . . ?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONFIRMING UNDERSTANDING

<table>
<thead>
<tr>
<th>Are you following me?</th>
<th>Are you still with me?</th>
<th>Have you got it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you follow?</td>
<td>Okay so far?</td>
<td>Is that clear?</td>
</tr>
</tbody>
</table>

EXPRESSING LACK OF UNDERSTANDING

| Sorry, you’ve lost me. | I don’t follow you. | I’m not sure what you mean. | I don’t get it. |

VIII. Accusations and Insinuations // Defenses and Explanations

Accusations

<table>
<thead>
<tr>
<th>You led us to believe that . . .</th>
<th>You said that “xxxxx”.</th>
<th>You’re to blame for . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s because of you / your decision to xxx that we’re having this problem / in this mess.</td>
<td>You’re the one who wanted to . . .</td>
<td>It’s your fault that . . .</td>
</tr>
<tr>
<td>You brought this on yourself.</td>
<td>The reason for (x happening) is that you (did y).</td>
<td>You’re responsible for . . .</td>
</tr>
</tbody>
</table>
### Insinuations

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aren’t you the one who?</td>
</tr>
</tbody>
</table>

### Defensive Responses *(formal)*

<table>
<thead>
<tr>
<th>Defensive Response</th>
<th>Insinuation Question</th>
<th>Acknowledgment/Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry, but you’re mistaken.</td>
<td>Are you insinuating that . . . ?</td>
<td>I don’t think I like what you’re insinuating?</td>
</tr>
<tr>
<td>I don’t have to answer your questions.</td>
<td>I’m afraid you’ve been getting some bad information.</td>
<td>I don’t think I like what you’re insinuating?</td>
</tr>
<tr>
<td>You’re barking up the wrong tree.</td>
<td>Are you insinuating that . . . ?</td>
<td>I wasn’t even there!</td>
</tr>
<tr>
<td>You’re not going to pin this on me!</td>
<td>I’m not going to be left holding bag!</td>
<td>I wasn’t even there!</td>
</tr>
</tbody>
</table>

### Defensive Responses *(informal)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Acknowledgment/Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you getting at?</td>
<td>You’ve got it all wrong.</td>
</tr>
<tr>
<td>I don’t have to answer your questions.</td>
<td>I’m afraid you’ve been getting some bad information.</td>
</tr>
<tr>
<td>You’re barking up the wrong tree.</td>
<td>I don’t think I like what you’re insinuating?</td>
</tr>
<tr>
<td>You’re not going to pin this on me!</td>
<td>I’m not going to be left holding bag!</td>
</tr>
</tbody>
</table>

### Explanations

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Acknowledgment/Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s a perfectly good explanation for that&gt;</td>
<td>I had a good reason for (doing) . . .</td>
</tr>
<tr>
<td>In that situation, anyone would do the same thing.</td>
<td>Under the circumstances,</td>
</tr>
</tbody>
</table>

### IX. Comparison and Contrast

#### Comparison

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Acknowledgment/Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likewise, just as / as with x also</td>
<td>X and y are equally</td>
</tr>
<tr>
<td>Similarly, identically</td>
<td>comparatively</td>
</tr>
<tr>
<td>more / less, too</td>
<td>adjective+er/est</td>
</tr>
</tbody>
</table>

#### Contrast

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Acknowledgment/Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whereas x . . . , y</td>
<td>Unlike x, y</td>
</tr>
<tr>
<td>In contrast to x, y</td>
<td>Conversely</td>
</tr>
<tr>
<td>Conversely, instead</td>
<td>On the contrary, y</td>
</tr>
<tr>
<td>On one hand, . . . On the other hand</td>
<td>yet</td>
</tr>
<tr>
<td></td>
<td>but</td>
</tr>
<tr>
<td></td>
<td>however</td>
</tr>
</tbody>
</table>
Set IV

X. Examples and Illustrations/Analogy

<table>
<thead>
<tr>
<th>For example,</th>
<th>Take _____, for instance.</th>
<th>Look at the way</th>
<th>To illustrate the point</th>
</tr>
</thead>
</table>

XI. Circumlocution

It is very difficult for learner to say or write something when they do not know the correct word (or can’t remember the word) that they want to use.

- Try to think of another way to convey the message. Describe the concept.
- Explain who uses it, why it’s used, or where. Use a synonym.
- Explain what the thing is and what the thing is not
- Point and use gestures, actions, and sounds.

<table>
<thead>
<tr>
<th>It’s like an x</th>
<th>It’s similar to an x, but it’s y instead of z.</th>
<th>They looks like x’s, except</th>
</tr>
</thead>
</table>

Example

Mark: Do you have a corkscrew?
Yoshi: A what?
Mark: Oh, … you know… it’s one of those things, um, to get the … cork (while gesturing) out.
Yoshi: Oh, a wine-opener, sure, there’s one in the bottom drawer over there.

XII. Side-by-Side Premises and Chain Premise Arguments

Side-by-Side Premises These are usually indicators like:

<table>
<thead>
<tr>
<th>Also</th>
<th>In addition</th>
<th>Furthermore</th>
<th>Moreover</th>
</tr>
</thead>
</table>

Chain Premise Arguments These usually use transitional phrases which use the conclusion of the preceding argument as the first premise for a subsequent connected argument. They therefore use many of the same conclusion indictors as listed in Set I, Premise Indicators. These might also include:

<table>
<thead>
<tr>
<th>Clearly then,</th>
<th>Following this further,</th>
<th>In light of x</th>
<th>It is easy to see then that</th>
</tr>
</thead>
</table>

Lastly, they can also be expressed as hypothetical If x, then y premises discussed in the Critically Minded Podcast Episode 8 and 8.2 and in pdf Set V.
Set V

XIII. Conditional Statements and Hypothetical Premise Indicators

<table>
<thead>
<tr>
<th>If x, then y.</th>
<th>If I do x, then y will happen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If x happens, then I will do y.</td>
<td>Whenever x, then y.</td>
</tr>
<tr>
<td>Unless we do x, then y will happen.</td>
<td>Unless x happens, we should continue doing y.</td>
</tr>
</tbody>
</table>

XIV. Suggestions

Making Suggestions

<table>
<thead>
<tr>
<th>Let’s . . .</th>
<th>Don't you think . . .?</th>
<th>I suggest that we . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I make a suggestion?</td>
<td>Why don't you try . . .?</td>
<td>You might want to consider . . .</td>
</tr>
<tr>
<td>Wouldn't it be better if . . .?</td>
<td>Are you sure . . .?</td>
<td>Have you thought about . . .?</td>
</tr>
<tr>
<td>Perhaps we could</td>
<td>Why not (do) . . .?</td>
<td>How about . . .?</td>
</tr>
<tr>
<td>I propose that we</td>
<td>I have an idea.</td>
<td>Why don’t we . . .?</td>
</tr>
<tr>
<td>Please consider (do+ing)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inviting Responses/Suggestions and Rejecting Suggestions

INVITING

<table>
<thead>
<tr>
<th>Do you have any suggestions?</th>
<th>What should we do?</th>
<th>What would you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think we should do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONSIDERING

<table>
<thead>
<tr>
<th>I hadn’t thought about that.</th>
<th>Maybe you’re right.</th>
<th>I think it over.</th>
</tr>
</thead>
</table>

REJECTING

<table>
<thead>
<tr>
<th>That's a good idea, but</th>
<th>I want to think about that.</th>
<th>I hadn't thought about that.</th>
</tr>
</thead>
<tbody>
<tr>
<td>That would be great, except</td>
<td>Yes, but don't forget</td>
<td>Yes, but keep in mind that</td>
</tr>
<tr>
<td>Well, the problem with that is</td>
<td>Possibly, but</td>
<td>Yes, but consider</td>
</tr>
<tr>
<td>What good is that?</td>
<td>That’s not exactly what I had in mind.</td>
<td></td>
</tr>
</tbody>
</table>
Set VI

XV. Pointing Out Commonly Held False Premises

| Many people think x, but in fact | Some people say that x, but actually |
| It may seem that x, but | A commonly held belief is x, but |
| At first glance it looks like x, but in reality | We take it for granted that . . . , but the truth of the matter is |
| I feel I must point out an error. | I suspect you are thinking about x, which was |

XVI. Rules and Exceptions to the Rule

Generalizing

| In general, most | Generally, | Usually, |
| As a rule, | By and large, | Most of the time, |
| In most cases, |

Exceptions

| There are exceptions, of course. For example, | One exception is |

XVII. Major and Minor Premise Indicators

Part of Speech

| adjectives | verb phrases used as nouns, e.g. sleeping dogs (as contrasted with simply all dogs. |

Major Premise

<table>
<thead>
<tr>
<th>all</th>
<th>only</th>
<th>most</th>
<th>always</th>
<th>never</th>
<th>everybody</th>
<th>nobody</th>
<th>completely</th>
<th>totally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either p is q or x is y.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minor Premise

<table>
<thead>
<tr>
<th>the</th>
<th>this</th>
<th>that</th>
<th>these</th>
<th>those</th>
<th>I</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>his</th>
<th>her</th>
<th>my</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>excepting</td>
<td></td>
<td>except for</td>
<td></td>
</tr>
</tbody>
</table>

It is useful to think of major and minor premise arguments as often being similar to chain premise arguments (see Critically Minded Podcast Episode 7 pdf. Set IV). Where as chain arguments often connect premises causally (i.e. cause and effect), major and minor premise arguments are concerned with definition and how different persons, objects, concepts and events fit into sets and subsets.
Set VII

XVIII. Issues Indicators

**Descriptive**

<table>
<thead>
<tr>
<th>is…</th>
<th>isn’t…</th>
<th>was…</th>
<th>wasn’t…</th>
<th>do…</th>
<th>doesn’t…</th>
<th>What?</th>
</tr>
</thead>
</table>

**Prescriptive**

<table>
<thead>
<tr>
<th>should</th>
<th>ought to</th>
<th>had better</th>
<th>must</th>
</tr>
</thead>
<tbody>
<tr>
<td>mustn’t</td>
<td>need(s) to</td>
<td>have to / has to</td>
<td></td>
</tr>
</tbody>
</table>

**(Normative)**

<table>
<thead>
<tr>
<th>good</th>
<th>better</th>
<th>best</th>
<th>bad</th>
<th>worse</th>
<th>worst</th>
<th>too much</th>
<th>not enough</th>
</tr>
</thead>
</table>