



**Worksheet A**

**1 You start. Read out sentence A to Student B, then choose the correct sentence and concession clause to continue the 'duel'.**

- A I am excellent at English grammar.
- B That may well be true. N\_\_\_\_\_, my English is better than yours.
- C Much a \_\_\_\_\_ I appreciate your use of these phrases, I feel that being able to speak fluently is more important.
- D Even t\_\_\_\_\_ you have a good English accent, I can use concession clauses like a native speaker.

**2 Use the starters below and concession clauses to 'duel' with Student B. Add two ideas of your own.**

- 1 I can drive really well.
- 2 My country has a brilliant football/rugby/ (other sport) team.
- 3 I can speak three languages.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.

**Worksheet B**

**1 Student A starts. Listen to their first sentence, then choose the correct sentence and concession clause to continue the 'duel'.**

- E D\_\_\_\_\_ the fact that fluency is important, you can't express yourself without being accurate.
- F W\_\_\_\_\_ your grammar is good, my pronunciation is excellent.
- G Important t\_\_\_\_\_ concession clauses are, it's better to know prepositional phrases, like me.
- H Hmm, let's just agree to disagree!

**2 Use the starters below and concession clauses to 'duel' with Student A. Add two ideas of your own.**

- 1 I can sing really well.
- 2 I've got lots of friends.
- 3 I'm very good at Maths.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.

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**Worksheet B**

**1 Student A starts. Listen to their first sentence, then choose the correct sentence and concession clause to continue the 'duel'.**

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