

Longer Opinions Phrases- Card Game
Cards to photocopy and cut up/ Answer key

| | | |
|--------------------|---|---|
| I | do/ really | think that... |
| I | totally/ partly/ wholeheartedly | agree (that...) |
| I | do/ really/ strongly | believe that... |
| I feel | exactly/ just/ more or less | the same way (as you). |
| I'd | definitely/ probably | say that... |
| I'm | fairly/ pretty | confident/ sure that... |
| I'm not | very/ at all | familiar with this topic but... |
| I've never | really | thought about this before, but... |
| In my | honest/ humble/ personal | opinion,... |
| In my | own/ (very/ quite/ somewhat) limited | experience,... |
| My | personal | opinion is... |
| My | initial/ personal | reaction is... |
| My | point of/ own | view on this is... |
| Some people | may/ will/ will probably/ probably | disagree with me, but... |
| That's | exactly/ precisely/ just | what I was going to say. |
| To be | perfectly/ quite | frank,... |
| Without | the shadow of | a doubt,(...) |
| You | probably/ almost certainly | won't agree with me, but... |
| You | seem to/ obviously/ may (well)/ probably | know more about this than me, but... |
| You took the words | right/ straight | out of my mouth. |
| You're/ That's | quite/ absolutely | right. |



Longer Opinions Phrases- Card Game

Teacher's instructions

Photocopy (maybe A3 size) and cut up one pack per group of two to four students, separating the middle column. You could also photocopy on different coloured paper to help them not get them mixed up later (though the punctuation and capital letters also helps with that). Also photocopy one un-cut-up copy per student for them to check their answers with and keep.

Give out the first and last column cards only and get students to match them up to make phrases. Give them hints if they think they have finished or get stuck. There may be other cards which match, but there is only one way of matching all the cards up.

When they are done or nearly done, give them the middle column cards to add to the middle to make longer phrases with – this will also help them check their answers to the last stage.

Give out the un-cut-up copies for them to check their answers with.

Ask them to test each other in pairs, for example:

- Giving the longer version and asking their partner to come up with the shorter version
- Giving the shorter version and asking their partner to come up with a longer version
- Giving the left hand and middle column and asking their partner to come up with the last column
- Giving the left hand column and asking their partner to come up with the middle and right hand column
- Giving the end of the phrases and asking their partner to remember the beginning

Speaking games

- Students deal out all the cards randomly and discuss something using as many of the words and phrases in their hand as they can
- Two students debate something using as many different opinions phrases as they can. The person/ people listening to them give them one point for each different phrase. A longer or shorter phrase counts as two different ones. There are no points for using a phrase that has already been used in the debate.
- Two students debate something using as many different opinions phrases as they can. The person/ people listening to them give them one point for each word in the phrases they use. A longer or shorter phrase counts as two different ones. There are no points for using a phrase that has already been used in the debate.