



## Strong and Weak Opinions

*Without looking at the list below, listen to your teacher and raise the Strong or Weak card that you have been given depending on which meaning you think each phrase you hear has.*

-----  
*Label the sections below with S for Strong and W for Weak. Brackets () mean that the phrase is also strong or weak without those words.*

You could say that.  
You could be right.  
You may be right.  
You might be right.

I really think that...  
I strongly believe that...  
I'd definitely say that...  
I'm (absolutely) certain that...

I'm positive that...  
In my honest opinion,...  
To be (perfectly) frank,...

I can't agree.  
I really don't agree.  
Are you joking?/ Are you kidding?  
There's no way I can accept that.

I feel more or less the same way.  
I guess you're right.  
I might be able to accept that.

I couldn't agree with you more.  
That's exactly the point I was trying to make.  
I feel exactly the same way.  
I totally agree.

I don't really agree.  
I don't think I agree.

I suppose you're right.  
That seems to make sense.  
I partially agree.  
I partly agree.

In my humble opinion,...  
I'd guess that...  
I'm no expert (on this), but...



In my limited experience, ...  
This is just my opinion, but ...  
I'm not sure, but I think ...

To the best of my knowledge, ...  
As far as I know, ...  
I'd probably say that .../

You took the words right out of my mouth.  
That's exactly what I was going to say.  
You're absolutely right.  
That makes complete sense.

*Label the sections above by their function (agreeing, disagreeing and giving opinions)*

*Test each other in small groups, including some examples without the words in brackets.*

*Make shorter versions of the phrases above for your partner to make stronger or weaker versions of (either is okay). The shorter versions should also be correct phrases for giving opinions.*

*Use the worksheet that your teacher gives you to continue that activity (working together or testing each other as your teacher tells you).*



*Without looking above, make these phrases stronger and/ or weaker. (Both are possible with almost all).*

I agree (with you).

You're right.

I feel the same way.

I don't agree.

I believe that...

I think that...

In my opinion,...

I'd say that...

In my experience,...

That makes sense.

*Use the answers below the fold to check your answers and/ or test your partner.*

-----  
**Suggested answers**

*Answers are arranged:*

*Starting phrase – Stronger (/Stronger/ Stronger) – Weaker (/Weaker/ Weaker)*

I agree (with you). – I couldn't agree with you more./ I totally agree. – I partly agree./ I partially agree.

You're right – You're absolutely right./ - I guess you're right./ I suppose you're right./ You could be right./ You may be right./ You might be right.

I feel the same way – I feel exactly the same way. – I feel more or less the same way.

I don't agree. – I really don't agree./ I can't agree. – I don't really agree./ I don't think I agree.

I believe that... - I strongly believe that...

I think that... - I really think that... - I'm not sure, but I think that...

In my opinion,... - In my honest opinion,... - In my humble opinion,.../ This is just my opinion, but...

I'd say that... - I definitely say that... - I'd guess that.../ I'd probably say that...

In my experience – In my extensive experience,... – In my limited experience,.../ I don't have much experience of this, but...

That makes sense. – That makes complete sense. – That seems to make sense.

*Underline words above that are generally used to make opinions stronger or weaker.*



*Choose one of the topics below. Start with one of you arguing strongly for and one of you arguing strongly against and try to slowly move together in some way, e.g. by one of you being convinced or by finding a compromise position.*

### **Headlines vocabulary**

- Boycotting countries like North Korea/ Encouraging free trade with countries like North Korea
- More aid for developing countries/ More free trade with developing countries
- Bidding for more international sporting events/ Bidding for fewer international sporting events
- Longer and more prison sentences/ Shorter and fewer prison sentences

### **Media**

- Protection for local filmmakers/ Letting the market decide
- More controls on media organisations and journalists/ More freedom for media organisations and journalists
- More control over what can be put on the internet/ No control over what can be put on the internet

### **Economics/ Society**

- Encouraging companies to keep on their older staff/ Encouraging companies to recruit more young people
- More pressure on companies to employ people on permanent contracts/ More freedom for companies to hire and fire to match their business needs
- More benefits for older people/ Older people being more expected to pay for themselves
- Increasing spending on health/ Increasing spending on education
- Increasing immigration/ Reducing immigration
- Prioritising increasing the birth rate/ Prioritising dealing with a shrinking population
- The government setting a minimum number of women on boards of large companies/ Complete freedom for organisations to choose the best candidate
- Getting more mothers back to work/ Subsidising families so mothers can afford to stay at home and look after their children

### **Economics**

- Forcing power companies to use more renewable energy/ Allowing the market and consumer pressure to decide
- Encouraging investment by foreign hedge funds/ Discouraging investment by foreign hedge funds
- Encouraging mergers with large foreign companies/ Discouraging mergers with large foreign companies
- Cutting government spending now/ Only cutting government spending when the economy improves
- Raising corporation tax/ Reducing corporation tax
- More government help for failing companies and industries/ Allowing failing companies and industries to die naturally
- Aiming for more inflation/ Aiming for as close to zero inflation as possible
- Aiming for a strong currency/ Aiming for a weak currency
- Increasing the minimum wage/ Scrapping the minimum wage

- Trying to improve the country's food self-sufficiency/ Freeing up the market in agricultural products

### **Education**

- More English in primary schools/ Starting English later
- Raising the number of people going to university/ Encouraging people to take courses more vocational courses
- More hours studying English in school/ More variety of languages studied at school
- Standardisation of education/ More freedom for teachers, schools and universities to run things they way they want



**Cards for students to hold up**

*Copy and cut out one of each card per student*

**Strong**

**Weak**

**Strong**

**Weak**

**Strong**

**Weak**