

4.6

SPEAKING

Buying time

I can use stock phrases to gain and keep the turn when responding to questions.

1 SPEAKING Look at the photo of a student in an interview with a job counsellor, then discuss the questions.

- 1 What is the difference between this kind of interview and a job interview?
- 2 What kinds of questions do you think the counsellor is asking the student?
- 3 How could the interviewer put the student at ease during such an interview?

2 **2.9** Listen to an interview between the counsellor and the student. Answer the questions in your notebook.

- 1 Which of the counsellor's words put the student at ease?
- 2 What jobs are mentioned?
- 3 What two kinds of jobs are referred to? What is the difference between them?
- 4 If Monica didn't know the answer to the question right away, how did she give herself time to think?
- 5 In what other situations might you need to give yourself time to think?

3 **2.9** In your notebook, write one word from the box for each gap in the SPEAKING FOCUS. Then listen again and check.

(depends interesting know
see thought tough truth)

SPEAKING FOCUS

When you respond to questions, you can use phrases which give you time to think about your answers.

Buying time

(Hmm,) let me ¹see/think about it ...

(In actual fact,) I've never really ² about it/considered it/been asked that before ...

(Wow,) that requires a moment's thought ...

My mind has gone blank. Can you give me a second?

(I mean,) to be honest with you .../to be frank .../to tell you the ³ ...

(Actually,) it's kind of a ⁴ /tricky one ...

(Well,) all I can say/all I ⁵ is that ...

(Come to think of it,) that's an ⁶ /a difficult question ...

(I suppose) it ⁷ on what you mean/you're referring to.



Counsellor

Monica

4 Cover the SPEAKING FOCUS. In pairs, read out the dialogue between Dylan and his teacher with appropriate words from the box.

(blank honest requires tough truth)

T: Dylan, did you finish reading Chapter 3 for homework?

D: Chapter 3? Oh er ... yes, sir.

T: Good. And tell me, what did you think about the unexpected death of the main character?

D: Death? Oh that's a ¹ tough one. Let me see. Tragic. I thought it was really tragic and so unexpected, sir.

T: I see. And how do you think the story will unfold now the main character is dead?

D: Wow. That ² a moment's thought.

T: Take your time.

D: Actually, sir, my mind has gone ³ . Can you give me a second?

T: Of course.

D: Well, to be ⁴ with you, I'm not really sure.

T: Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?

D: Er, to tell you the ⁵ , sir, I meant to, but then it was suddenly really late and I must've fallen asleep.

T: And what song are you going to sing for the class, Dylan?

D: Song, sir?

T: You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready ...

5 SPEAKING In pairs, choose one of the situations below and prepare a short dialogue which includes some of the phrases from the SPEAKING FOCUS.

1 You have done something wrong at school and have to explain your actions to the head teacher.

2 You meet your new friend's parents for the first time.

3 You are interviewed in a shopping centre by a team from the local TV news.

6 Act your dialogue out for the class. Can they guess the situation? Did everybody choose the same phrases?