

## Filling the gaps

Point out that a great deal goes on in conversation in addition to expressing information and giving information, which we tend to think of first. Elicit some of the other functions.

### This worksheet will help you with:

- ▶ conversation in all situations, including phone calls
- ▶ GESE Grades 7 and 8, topic, interactive and conversation phases
- ▶ ISE II, conversation task

## Activity 1

Next to each sentence, write its likely corresponding function (A-G).

### Functions:

- A Asking the speaker to repeat what they've said
- B Checking the listener has understood you
- C Checking you've understood
- D Expecting the listener to agree with you
- E Giving yourself time to think while speaking
- F Rephrasing what you've said
- G Suggesting the speaker may have made a mistake

Sentences	Function
I can't think of the right word.	E
Sorry?	A
Let me put it a different way.	F
Are you sure?	G
Are you still with me?	B
Do you mean ... ?	C
Let me think.	E
I'm not sure about that.	G
Do you see what I mean?	B
What was that again?	A
Surely ...	D
I mean ...	F

## Activity 2

For each gap, choose the phrase that fits best, and put a line through the other two.

**Tony:** What sort of films do you like, Alice? (1) B do you like comedies, or sci-fi, or what?

**Alice:** I'm not particularly keen on the cinema. I'd much rather go to a live performance, whether it's a play, or music or just someone speaking. You get a sense of excitement and involvement that I don't think you get from a film. (2) A

**Tony:** Not altogether. I can see that a rock band in a crowded stadium can be exciting, for instance, but just one person speaking! (3) B you can't find that exciting.

**Alice:** (4) C that you'd never find a speaker compelling, however fascinating the subject they're talking about, and however charismatic they are? One of my strongest memories is of an elderly poet, reciting some of her poetry and talking about her life. It was all very quiet and – (5) A – oh yes, low-key, but it was a magical experience! I'm sure you'd react in just the same way.

**Tony:** (6) B

- 1 ~~A Surely,~~  
B I mean,  
C ~~Let me think,~~
- 2 A Do you see what I mean?  
~~B What was that again?~~  
C ~~Let me put it a different way.~~
- 3 ~~A Are you sure~~  
B Surely  
C ~~Sorry,~~
- 4 ~~A I'm not sure about that,~~  
~~B Let me put it a different way,~~  
C Do you mean
- 5 A I can't think of the right word  
~~B Are you still with me?~~  
C ~~Let me put it a different way~~
- 6 ~~A Are you still with me?~~  
B I'm not sure about that.  
C ~~Do you see what I mean?~~



### Star test-taker activity



Decide which three of the following a star test-taker is most likely to do in the various phases of a test.

Draw a star for 'Yes' or draw a line through the sentence for 'No'.

- |   |      |
|---|------|
| <del>Wait in silence when you need to think of a word</del>   | .... |
| Clarify what you've said, if you think the listener hasn't understood                               | *..  |
| <del>Avoid saying anything to suggest the speaker has made a mistake</del>                          | .... |
| Express disagreement politely   | *..  |
| Show that you're thinking and don't want the listener to start speaking                             | *..  |
| <del>Hope that if you don't know what the speaker is talking about, it will soon become clear</del> | .... |