**Everyday issues**



**C**

**B**





**Lead-in. Discuss with a partner.**

1. Are you comfortable with conflicts or do you try to avoid them?
2. How do you resolve them?

**A**

1. Is it better to have an argument with smb or say nothing?

**Task 1 A. Work in pairs. Match situations 1-8 with responses a) - h).**

1. You should have returned it yesterday
2. You have to get it reconnected.
3. You should ask for a discount
4. You should send it back
5. You should upgrade it
6. You should ask them to redo it.
7. You should look for other sources.
8. You should get a new room.
9. This work is unacceptable.
10. This meat is undercooked.
11. This software is outdated.
12. This service is overpriced.
13. This information is misleading
14. This accommodation is substandard.
15. This phone is disconnected.
16. This library book is overdue.

* **Which situations can you see in the photos?**

**Task 1 B. Listen to sentences 1-8 from Exercise 1 A. Mark the stressed syllables in the words with prefixes. Then listen again and repeat.** [**(recording 1)**](https://1drv.ms/u/s!AsWAG-sHqBrAjD-QJ_M1zqrcpzYg)

**Task 1 C. Work in pairs. Student A: cover sentences 1-8 in Exercise 1A. Student B: read one of the sentences but change the noun. Student A:** **Respond.**

*A: This homework is unacceptable. B: You have to redo it.*

**Task 2 A. Read about some everyday problems. Have you experienced any of these?**

**1**

You are trying to work or study and someone is making lots of noise.

**2**

You paid for a product that you later discovered was substandard

**3**

Someone borrowed something from you and returned it broken or damaged.

**4**

You received misleading information which caused a problem

Someone did work for you but it was unacceptable.

**5**

**Task 2 B. Work in pairs. Discuss the problems in Exercise 2 A and think of solutions.**

**Task 3. Read the text. What do you think are the three best pieces of advice?**

1. **Pause and stay calm.** Don't get angry unless it's a very serious issue.
2. **Get to the bottom of the problem.** If people are behaving unacceptably, often it's because of something else happening in their lives. Sometimes people don't even realise they are causing offence.
3. **Talk to the right person.** Often, problems can only be resolved by people with power. It's useless arguing with someone who isn't in a position to help.
4. **Focus on a solution, not on the problem.** Blaming people rarely resolves the issue.
5. **Be kind.** Be a model of good behaviour rather than responding unpleasantly. The one thing you can control is your own behaviour.
6. **Be creative.** Look at the problem from different angles and be prepared to compromise.
7. **Listen with your whole body and show you understand the other person's perspective.** Resolving conflicts isn't about winning. It's about making a bad situation better for everybody

**Task 4 A. Listen to Eric and Daniela discussing a problem. What is the problem and what is their solution?** [**(recording 2)**](https://1drv.ms/u/s!AsWAG-sHqBrAjDKX5D0KnQPqCEC7)

**B. Which pieces of advice from Exercise 4 do the speakers follow?**

**Task 4 C. Complete the extracts from the recording. Use one word in each gap. E = Eric D = Daniela**

**1 E:** Hi, how are you?

**D:** Fine, thanks. E: Look, there's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I need to talk to you about.

**2 E:** I have an exam coming up and I'm studying, and ... well, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is there's a lot of noise

coming from your flat at night.

**3 D:** Really? We had a party on Saturday.

**E:** Yeah, the thing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study because of the noise.

**4 D:** I didn't realise, to be honest.

**E:** It's OK. So I'm thinking perhaps you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lower the music?

**5 D:** I can turn the music down.

**E:** Yeah, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you be able to wear headphones?

**6 D:** Sorry?

**E:** What about wearing headphones?

**7 E:** It's coming up next week.

**D:** Right. Well, you know what? We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ just play music quietly for a week or two.

**Task 4 D. Write the phrases in grey (Task 4 C) in the correct place in the table.**

|  |  |
| --- | --- |
| Resolving conflict | |
| Preparing the other person for the conversation | Can I talk to you about something? |
| Introducing the subject | It's about ... |
| Explaining the problem | This is making it impossible to ... |
| Suggesting a plan of action | Would you be able to ...? What if we...? |
| Describing next steps | So for now, we'll do this). |

**Task 5 A. Which sounds more tactful, a) or b)? [(recording 3)](https://1drv.ms/u/s!AsWAG-sHqBrAjEBKNbLxp_axsUtE)**

1. a. I can't study because of the noise. // b. The thing is, I can't study because of the noise.
2. a. You could lower the music. // b. I'm thinking perhaps you could lower the music?
3. a. Just keep it down. // b. I wonder if you could just keep it down.

**Task 5 B. Listen and check your answers. Then listen again and repeat. Copy the intonation.**

**Task 6. Find and correct the mistakes in the sentences. Two sentences are correct.**

**Tip of the day: 😊**

By adding some short phrases to the beginning of sentences ***(e.g. Perhaps, Maybe, The thing is)***, you can sound more tactful and less direct.

1. There's something I need to talk you about.
2. This is making it is impossible to study.
3. It's about the budget.
4. Perhaps you could speak to your manager?
5. What if we are agree to do this together?
6. Would you be able for to organise a meeting?

**Task 7. Work in pairs. Read and prepare your roles. (Handout 1, 2)**

**Student A:** The problem is …

**Student A:** Can I talk to you about smth?

**Student B:** Sure.