2 Functional Language Practice: Being diplomatic

1 **Read the dialogue and complete the gaps with the phrases below.**

can I have a word could we possibly agree I didn't realise is there is supposed to be just that should have said something want to bring it up

Rob Hi, Jake. Listen, [1]_____ with you about your friends Ali and Jed?

Jake Yes, of course. There isn't a problem, [2]_____ ?

Rob Well, actually, yes there is. I'm really not happy about them staying with us for so long.

Jake Oh, I'm sorry. You [3]_____ earlier.

Rob I didn't [4]_____ , but they've been here for three weeks now. The house is always really messy, and they eat all my food from the fridge.

Jake It's [5]_____ they haven't got anywhere else to stay at the moment.

Rob I know, but this flat [6]_____ for students at our college.

Jake Is that right? [7]_____ that.

Rob So how can we resolve this?

Jake I'll talk to them tomorrow. Maybe they can stay with some other friends for a while.

Rob And [8]_____ on a maximum of three or four nights for any friends to stay?

Jake Sure.

2 **Act out the dialogue in pairs.**

3 **SPEAKING** **Work in pairs. Choose one of the situations below and have a similar conversation.**

You are annoyed because your flatmate keeps borrowing your clothes.

You are certain that you do the supermarket shopping more often than your flatmate.

Your flatmate wakes you up very early in the morning when he does an hour-long workout to loud music.

Your flatmate has lost three sets of keys to the flat in the last six months.

Your flatmate had a party when you were away and still hasn't cleaned up properly.

You are worried because your flatmate hasn't paid their half of the rent this month.

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Aims: To review and practise language for being diplomatic. This draws on the language in lesson 2G.

Time: 15–20 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to complete the dialogue with the phrases. Tell them that they don't have to understand every word of the dialogue, but they should think about the general meaning, as this will help them to do the task.
- Check answers with the class.

KEY

1 can I have a word
2 is there
3 should have said something
4 want to bring it up
5 just that
6 is supposed to be
7 I didn't realise
8 could we possibly agree

Exercise 2

- Students read out the dialogue in pairs. Encourage them to read expressively and remind students that Rob should sound slightly annoyed, but still polite, and Jake will probably sound a bit embarrassed or defensive.

Exercise 3

- Go through the six different situations with the class. Students then do the role-play in pairs. Students can act out their dialogues to the class or to another pair of students.

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