9 CAN WE TALK ABOUT THIS?

LEARNING GOALS

In this unit, you

- talk about conflict
- talk about how to deal with conflict
- discuss conflict in narratives
- read about action movies
- write a process essay



GET STARTED

A Read the unit title and learning goals. Conflict is everywhere in our lives. What is at the root of most conflicts? Explain.

B Look at the photo. It shows two contradictory signs. You are given no good choice. How is this typical of some conflicts? Explain with an example.

C Read Camila's message. What does her message suggest about her clients?



CAMILA RIVAS

@CamilaR

The hardest part of my job is making clients understand that they need to choose two of three things: cost, speed, or quality. They can't have all three.

www.frenglish.ru

LESSON 1 TALK ABOUT CONFLICT



CAMILA RIVAS
@CamilaR
I don't like conflict, but I've found that if I talk to the other person honestly and openly, things usually work out.

1 VOCABULARY Words related to conflict

A How do you usually deal with conflict? Do you confront the person or try to ignore it?

B 09-01 Complete the phrases with the words from the box. Then listen and check your answers.

with	wrong	bygones	at	out	on
into	a disservice	up	odds	amends	

1. come down _____
2. single someone _____
3. lay _____
4. be at _____
5. be short _____
6. point the finger _____
7. be in the _____
8. patch _____
9. make _____
10. do someone _____
11. let bygones be _____

>> FOR PRACTICE, PAGE 149 / DEFINITIONS, PAGE 164

2 LANGUAGE CHOICES Implied conditionals

A Read the example sentences. Then check (✓) the rules in the chart that apply to implied conditionals.

In a conditional sentence, the condition may be implied or introduced by *if*. The result clause expresses what would happen if the condition were true.

Example sentences
1. I wouldn't have said anything, but you kept bringing it up.
2. He was very rude. Otherwise, there wouldn't have been a problem.
3. Why didn't you tell me you needed help? I would have been there for you.
4. We couldn't have figured out the problem without your insight.
5. She probably said something rude, or else he wouldn't have been so upset.
6. I wish they'd patched things up. He would be a lot happier now.

Implied conditionals
- ☐ The result clause is implied, not stated.
- ☐ The result clause uses conditional verbs (*would / could* + *have* + verb, or *would / could* + *have* + past participle).
- ☐ The condition is always in the past perfect.
- ☐ The condition can be introduced in a variety of ways, such as with *otherwise, but, or else, I wish,* or a question.
- ☐ *If* is always used in the condition.

>> FOR PRACTICE, PAGE 149

B Reread the example sentences in 2A. Identify the implied conditions by stating the full *if*-clause.

1. I wouldn't have said anything if you hadn't kept bringing it up.

www.frenglish.ru

3 CONVERSATION SKILL

A ▶09-04 **Read the conversation skill. Listen. Notice the words the speakers use to repair breakdowns in communication. Complete the conversations that you hear.**

1. A: Can we just let bygones be bygones?
   B: I'm not sure _____ .
   A: I'm sorry. _____ . I know I was short with you, and I apologize. Can you forgive me?
   B: Oh, of course! It was no big deal.
2. A: Hiro and I are really at odds over this deal.
   B: I'm sorry. _____ . What deal?
   A: Oh, I thought you knew about it. _____ . Hiro wants to sign a new lease, but I don't.

Repair communication breakdowns

Sometimes misunderstandings occur during a conversation. These are called *breakdowns in communication*. Use these expressions to fix these breakdowns:

Expressing confusion:
I'm afraid I'm not following.
I'm not sure what you're getting at.
I'm not with you.

Clarifying:
I'm sorry. Let me try again.
Let me put it another way.
Let me clarify.
I'm sorry. I wasn't being clear. What I meant was…

B ROLE PLAY **Student A: You're the boss. Give your employee negative feedback on a project he or she was involved in. Student B: You're the employee. You don't understand your boss's feedback very well. Ask for clarification. Resolve the conflict.**

4 CONVERSATION

A ▶09-05 **Listen. What is the conflict?**

B ▶09-05 **Listen again. Write *C* for Camila, *I* for Iris, or *B* for both.**

___ 1. At first, she was confused.
___ 2. She thinks the meeting was a success.
_ 3. She was blamed for not meeting the deadline.
___ 4. She came down on someone during the meeting.
_ 5. It was not completely her fault.
___ 6. She apologized.
___ 7. She accepted the apology.

C ▶09-06 **Listen. Complete the conversation.**

Iris: I'm not sure what you're _____ . Whose fault was it?

Camila: The art department was late with their designs, and that slowed us all down. I _____ something, but I didn't want to point _____ anyone.

Iris: Oh, I see. I'm sorry if I was _____ you. I didn't mean to _____ , but I guess I can see how you might have felt that way.



5 TRY IT YOURSELF

A THINK **Think of a misunderstanding you had with someone, or invent one. What was it about? What were both of your perspectives? How was it resolved? Take notes.**

B ROLE PLAY **Explain the misunderstanding to a partner. Then role-play the situation together. Use language from the conversation skill box.**

☐ I CAN TALK ABOUT CONFLICT.

www.frenglish.ru

LESSON 2 TALK ABOUT HOW TO DEAL WITH CONFLICT



CAMILA RIVAS
@CamilaR

I'm getting better at dealing with conflicts at work, but I find it harder to do in my personal life. Any tips?

1 BEFORE YOU LISTEN

A PAIRS THINK When was the last time you got into a conflict with someone? What happened?

B 09-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

an intervention	cool off	trivial
down-to-earth	at hand	self-talk
de-escalate	minimize	food for thought
absorb		

>> FOR PRACTICE, PAGE 150 / DEFINITIONS, PAGE 165



2 LANGUAGE CHOICES Inverted conditionals

A Read the example sentences. Underline the inverted conditionals. Then circle the correct answers in the chart.

Use	Example sentences
Real conditionals	1. Should you need help next week, just call or text me. 2. Consider taking a walk to cool off, should you find you're unable to calm down.
Unreal conditionals in the present or future	3. Were I you, I would try to de-escalate the situation. 4. We wouldn't be having these problems were he not on our team.
Unreal conditionals in the past	5. Had we not intervened, they'd still be arguing. 6. I could've made a better decision, had I been given time to absorb the information.

The usual order of words in a sentence is subject + verb. In an inverted structure, the word order is verb + subject.

Inverted conditionals

- To invert a real conditional, replace *if* with ***were*** / ***should***.
- Use *were* for all subjects to indicate the conditional is in the **past** / **present**.
- Inverted conditionals in the past begin with ***had*** / ***were***.
- The inverted conditional can occur in **only the first** / **the first or second** clause.
- To form a negative inverted conditional, place *not* **before** / **after** the subject.

>> FOR PRACTICE, PAGE 150

B Rewrite the example sentences from 2A. Change the inverted clauses to *if*-clauses.

1. If you need help next week, just call or text me.

www.frenglish.ru

3 PRONUNCIATION

A ▶09-09 Listen. Read the pronunciation note.

B ▶09-10 Listen. Notice the intonation in the parenthetical expressions. Then listen and repeat.

1. First, I want to thank Carla Rojas, the head of the department, for inviting me here.
2. I used to work here, as some of you may know, and it's a pleasure to be back.

C ▶09-11 Listen. Complete the sentences. Then practice the conversation.

A: _____ , this confrontation with my boss has done some damage, _____ .
B: _____ , I think you should talk to him about what happened and apologize. .
A: You're right, ___ But I feel he needs to apologize, too, _____ .

Intonation in parenthetical expressions

Parentheticals are expressions that are set apart from the main sentence. Examples include comments (*I think*), direct address (*Mr. Chen*), reporting expressions (*he said*), and signal words (*finally*). Parentheticals are pronounced as a thought group and can occur at the beginning, middle, or end of a sentence. In beginning parentheticals, intonation usually starts high on the stressed word and then falls. Middle and final parentheticals are usually pronounced with lower pitch and volume.

4 LISTENING

A ▶09-12 Listen. Circle the best title for the podcast.

a. How to Avoid Conflict
b. How to Communicate More Effectively
c. How to De-escalate Difficult Situations

B ▶09-12 Read the Listening Skill. Listen again. Pay attention to the signal words and put the main points in order. Write *1* next to the first main point.

___ Don't respond to challenges.
___ Don't judge.
___ Give the other person space.
___ Don't fill the silence.
___ Don't overreact.
___ Pay attention to the entire person.
___ Keep your nonverbal communication neutral.

C ▶09-12 Listen again. Check (✓) the statements that Dr. Phipps would probably agree with.

- ☐ It is best to avoid conflict.
- ☐ Conflict is a normal part of everyday life.
- ☐ It is extremely difficult to learn how to deal with conflict.
- ☐ We communicate a lot of information through our body language.
- ☐ Words do not matter very much in a conflict situation.
- ☐ Challenging another person's ideas can escalate a conflict.

D PAIRS REACT Which of the pieces of advice in the podcast seemed the most useful to you? Why?

LISTENING SKILL Listen for signal words

Speakers often use signal words to help listeners follow their main points. For example: *First, Second, Another…, And…, At the same time, One of the most…, Next, Finally.*

5 TRY IT YOURSELF

A THINK Look at the techniques in 4B. Do you use these techniques when you're in a conflict? If so, how effective are they? If not, which would be the most difficult to apply? Take notes.

B DISCUSS Discuss your answers to 5A. Which new techniques would you like to try?

C EVALUATE Over the next week, use at least one of the techniques when you are in a conflict, even a minor one. Share your experience with the class. Was the technique helpful?

■ I CAN TALK ABOUT HOW TO DEAL WITH CONFLICT.

www.frenglish.ru

LESSON 3 DISCUSS CONFLICT IN NARRATIVES



CAMILA RIVAS

@CamilaR

I wonder if it's possible to write a book or movie that doesn't involve conflict. I'm sure these books and films exist, right?

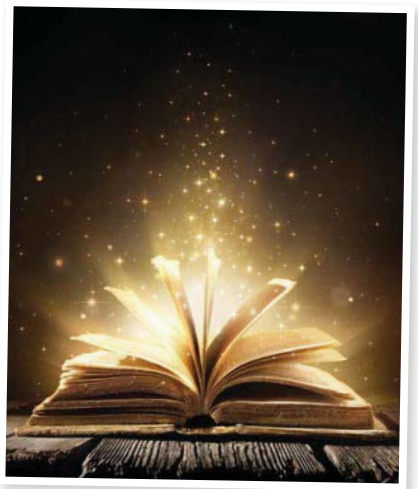
1 BEFORE YOU LISTEN

A PAIRS Think about the plot of your favorite book or movie. What is it about?

B 09-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

captivate	a confrontation	escapism
a resolution	a premise	woes
fundamental	a triumph	insurmountable
a circumstance	literary heritage	

>> FOR PRACTICE, PAGE 151 / DEFINITIONS, PAGE 165



2 LANGUAGE CHOICES *Hope* and *wish*

A Read the example sentences. Then circle the correct answers in the chart.

Example sentences		
	Hope	*Wish*
1.	I **hope** the plot of this film isn't too predictable. Do you think it will be?	I **wish** Hollywood movies weren't so predictable.
2.	I **hope** we can watch a movie this weekend. Do you have time?	I **wish** I could watch a movie, but I'm too busy.
3.	I **hope** you haven't read that book yet. I don't recommend it.	I **wish** I hadn't wasted my time on that book. It was awful!
4.	I **hope** Tim won't be confrontational during our meeting tomorrow.	I **wish** he wouldn't be so confrontational. I wonder why he's like that?
5.	It's been raining all day. I **hope** it stops soon.	I want to take a walk. I **wish** it would stop raining.

Hope and wish

- *Hope* indicates a situation is **possible** / **not possible**.
- *Wish* indicates a situation is **true** / **not true**.
- In a clause with *wish*, use the **present perfect** / **past**.
- Use ***can*** / ***could*** after *hope*. Use ***can*** / ***could*** after *wish*.
- In a clause with *wish*, change ***will* to *would*** / ***would* to *will***.
- Use *wish* + *would stop* to express the desire for a current situation to **continue** / **change**.

>> FOR PRACTICE, PAGE 151

B *Wish* is often expressed with *if only*. Rewrite the example sentences from 2A. Replace *wish* with *if only*.

1. If only Hollywood movies weren't so predictable.

www.frenglish.ru

3 VIDEO TALK



A ▶09-15 Listen or watch. What is the main idea of the talk?

B ▶09-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Prioritize important information

Prioritize important information by using asterisks, circles, or boxes around the things you want to review later. You can also indent or underline important items. If you are unsure of something, mark the information with a circled question mark.

What conflict is:	How conflict is structured:
Types of conflict:	Why we like conflict:

C What is the purpose of the talk?

D PAIRS REACT Which reason for "why we like conflict" can you relate to the most?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Invite others to participate

During a discussion, it's important to invite others to participate. Use expressions like these:

What do you think about…?
Do you have any thoughts on this?
Do you want to add anything?
What is your opinion?

5 TRY IT YOURSELF

A THINK Think about the book or movie you discussed in 1A. What type of conflict does it feature? What do you enjoy most about this part of the storyline? Take notes.

Book or movie	Type of conflict	What I enjoy most

B DISCUSS Share your thoughts with a partner. Were your answers similar?

C EVALUATE In small groups, evaluate which type of conflict is the most common and discuss why you think it's the most common. Share your ideas with the class.

☐ I CAN DISCUSS CONFLICT IN NARRATIVES.

www.frenglish.ru

LESSON 4 READ ABOUT ACTION MOVIES



CAMILA RIVAS
@CamilaR
I knew there had to be a reason why I don't like action movies. They're all the same!

1 BEFORE YOU READ

A PAIRS Have you ever seen an action movie? If so, describe the plot. If not, what do you think the plot of an action movie would be about?

B 09-16 VOCABULARY Read and listen. Do you know these words?

a genre	a hijacking	cheesy	retaliation	a conspiracy	emotive
a guise	a franchise	hard-hitting	substance	vast	oppression

>> FOR DEFINITIONS, PAGE 165

2 READ

A PREVIEW Look at the headings. Are any of them like the plots you described in 1A?

B 09-17 Read and listen to the article. Who do you think is the intended audience of this article?



Top 5 themes used in action movies

Do action movies all seem the same? That's because there are five basic plot devices all action movies recycle. It doesn't matter which subgenre you're watching; they all feature a variation on one of these five themes.

1. Kidnapping

The kidnapping plot device appears in many different guises, such as hostage situations, like *Speed* (1994), and hijackings, like *Captain Phillips* (2013). Standout movies featuring kidnapping or abduction include *Ransom* (1996), *Montage* (2013), and *Prisoners* (2013). The movie *Taken* (2008), which focused on a former government officer's attempts to find his abducted daughter, was a huge commercial success.

2. Revenge

There are thousands of action movies where characters seek revenge against those who have wronged them. The *Kill Bill* movies are perhaps the best examples, although the long-running *Death Wish* franchise managed to single-handedly do this plot line to, well, death. The cheesy *Desperado* (1995), the hard-hitting *Sleepers* (1996), the intense *The Fury of a Patient Man* (2016), and one of the best-ever martial arts movies, *Enter the Dragon* (1973) are some other highlights. Revenge can be about personal retaliation, but this theme also includes getting justice for others (insert cop movie here).

3. Assassination

Action movies based on politics or war often feature an assassination attempt. Some of these films are based on factual events, such as *JFK* (1991) and *Hero* (2002), while others are fictional—*Apocalypse Now* (1979) and *13 Assassins* (2011) being two of the most famous. As with any plot line, there are some movies that add substance to the theme, like the complex conspiracy *The Bourne Identity* (2002) and others that realize the theme is a winner and repeat it at every opportunity—see the *James Bond* franchise.

>>

www.frenglish.ru

>

4. Escape

The list of places and things that actors have tried to escape from is pretty vast. It includes *Planet of the Apes* (1968), *Escape from Alcatraz* (1979), *Train to Busan* (2016), and "repetitive movies." OK, that one's a lie. A struggle for freedom is emotive, and eventual success is heartwarming, hence Hollywood revisits this theme so often. *The Great Escape* (1963), which tells the story of soldiers tunneling out of a POW camp during World War II, is genre defining. Interestingly, one of the most popular escape-themed movies of all time is the animated action-adventure *Chicken Run* (2000). This just shows how this theme really does reach every subgenre you can imagine.

5. Oppression

This common plot device in action movies calls for a change in tone. Most oppression-themed movies deal with serious or important topics. Films like *I, Robot* (2004) and *Django Unchained* (2012) address slavery. *Mississippi Burning* (1988) and *American History X* (1998) address racism. *The Frontier* (1991) addresses military oppression, *V for Vendetta* (2005) addresses political oppression, *Seven Samurai* (1954) addresses social oppression, and so on. Power struggles between oppressors and the oppressed are certainly a common theme in action movies.

3 CHECK YOUR UNDERSTANDING

A Answer the questions, according to the article.

1. What specific examples does the writer give of kidnapping being used as a plot device?
2. Which of the revenge movies listed does the writer like? How do you know?
3. Is the writer critical of any movies featuring assassination? If so, how?
4. How are the examples of escape and oppression connected?

B CLOSE READING Reread lines 19–20 and 22–23. Then circle the correct answers.

1. In line 20, the word *well* is used to ___ .
   a. highlight that the word that follows is obvious, because the phrase *done to death* is common
   b. show that the word that follows is meant to be humorous in some way
   c. show that he is thinking while he is writing
2. In line 23, the writer uses the phrase in parentheses to ___ .
   a. say that he can't think of a good example of a cop movie
   b. encourage readers to think of their own cop movie
   c. suggest that all cop movies are the same

C Read the Reading Skill. Reread the article and underline the informal language.

D PAIRS Summarize the article in 3–5 sentences.

Find other themes that are popular in action movies.

READING SKILL Use informal tones

Writers use a variety of tones to express informality, such as the following:

a personal tone: addresses the reader directly (*you*)

a chatty tone: includes features of spoken language (*Um…*; *You know…*; *Well…*)

a humorous tone: includes jokes or sarcastic asides

an exaggerated tone: includes hyperbole or grand statements

4 MAKE IT PERSONAL

A THINK Think of another genre, such as romantic comedy or science fiction. List five common plot themes that appear in this genre, such as war, coming of age, or good versus evil. Add examples of movies or books that fit with each theme.

B PAIRS Share your ideas. Offer advice and suggestions on your partner's ideas.

C EVALUATE Work with a group who chose the same genre as you. Make a list of the five most common plot themes that appear in that genre. Rank your ideas in order of importance and present your ideas to the class.

☐ I CAN READ ABOUT ACTION MOVIES.

www.frenglish.ru

LESSON 5 WRITE A PROCESS ESSAY



CAMILA RIVAS

@CamilaR

Just read this piece by a colleague of mine. Sometimes the hardest conflicts to resolve are our own internal ones!

1 BEFORE YOU WRITE

A Read about process essays.

Process essays describe the process of doing something, with the goal of having readers understand and be able to follow the process on their own. They are structured in a step-by-step way, with each paragraph describing and explaining one step in the overall process. Some process essays are educational in nature, such as "How to Apply for a Job"; others are written about more personal topics, for example, "The Secrets to Looking Fashionable with Limited Money."

B Read the model. What are the three main steps in the process that the writer describes?

Blog | About | Destinations | Contact Logout

How to Make Important Decisions

About
RSS Feed
Social
Email
Posts
Search

When I was 24 years old, I had to choose between a job and a boyfriend. My boyfriend had been offered a job in Tokyo and wanted me to move there, too, but I had just been promoted to a bigger production role in the media company where I worked. I was torn. To make a decision, I came up with a process that I have been using ever since. I recommend this process to anyone who has a difficult decision to make.

The first step was to talk to my "listeners" about the decision. By "listeners" I mean people who listen well and help me to better understand my own perspective. I can talk to my brother, for example, but not to my mother, who has her own ideas about what she wants for me. Good listeners support you but are also unafraid of contradicting you if you have overlooked something. For example, when I told my brother how great my job was, he said, "True, but there may also be good job opportunities for you in Tokyo." Talking to your listeners is a crucial first step to help you get all the information in front of you.

The second step was to make a pro / con list. I wrote down all of the points I had discussed with my listeners. Then I applied a version of a technique from Benjamin Franklin, applying a numerical value to each item. For example, I gave a value of 1 to the item "Tokyo would be a fun adventure," whereas I gave a value of 3 to the item "My salary will increase if I stay here," because it was something of more practical and lasting consequence. After assigning a value to each item, I added up the total numbers on each side to see whether the pros outweighed the cons. It is critical to apply such a technique; otherwise, you might overvalue intuition and undervalue important practical consequences.

Intuition does, however, play a critical role in the final step of the process, especially if your pro / con list ends up balanced. During the final stage, I ruminated alone. I took long walks and wrote in a journal. I tried to imagine myself in five years' time. Could I picture myself in Tokyo? Was I working? Was I happy? In the end, despite the thrilling idea of moving to Tokyo, I realized that I was not ready to give up the opportunities at my current job. The time I spent thinking alone allowed me to realize this.

Sometimes I wonder what my life would be like had I decided to go to Tokyo. But I never regret the decision I made because I trust the process I used. So I recommend following these steps whenever you have a difficult decision of your own to make. Good luck!

C PAIRS Discuss. Do you think the writer's process is a useful one? Can you think of other techniques that she could have used in coming to her decision?

www.frenglish.ru

D PAIRS Read the model again. Complete the chart.

PROCESS: HOW TO MAKE A DECISION
Decision: whether to _____

Step 1: Talk to people who _____ and _____ _____ Good listeners _____ but can also _____ .	→	Step 2: Make a(n) _____ and apply a technique of assigning _____ _____ .	→	Step 3: Think by yourself; take _____, _____ write _____, imagine _____ _____ .

2 FOCUS ON WRITING

Read the Writing Skill. Then read the following sentences, taken from different process essays. Circle the sentences written for an informal audience.

1. The first thing you need to do is gather the ingredients.
2. The correct area to administer the injection is 1–2 inches below the acromion process.
3. When my friend told me, "There's a better way to do it," I was very curious.
4. If you have flipped the sandwich too soon, don't worry! You can flip it back over.

WRITING SKILL Determine your audience

Process essays are written for a variety of audiences, depending on the topic and on where the essay is published. The model essay is intended for an informal audience, so it's based on a personal anecdote and includes common vocabulary, direct quotations, and frequent use of the word *I*. If you're writing a process essay for a formal audience, you should write in a formal style.

3 PLAN YOUR WRITING

A Think of a time when you had to go through a process, for example, how you chose a university. What were the steps? Create a chart like the one in 1D to organize your ideas.

B PAIRS Discuss your ideas.

I'm going to write about choosing a degree in school.

4 WRITE

Write a first draft of a process essay about the process you chose in 3A. Remember to use language appropriate for an informal audience. Use the essay in 1B as a model.

Writing tip

Keep your goal in mind. A process essay seeks to outline a clear, easy-to-follow process, and uses personal anecdotes in pursuit of that goal. Notice that the final sentence of each paragraph generalizes the step being discussed and emphasizes the importance of the process for the reader.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay.

- Does the introduction explain what process will be described? Is the personal example introduced?
- Do the body paragraphs follow a step-by-step order in the process?
- Is the essay written for an informal audience? Are personal anecdotes used?
- Does the final sentence of each paragraph generalize the step being described?
- Does the conclusion reemphasize how the process can benefit the reader?
- After reading the essay, would you be able to follow this process?

B REVISE Write another draft, based on the feedback you got from your partner.

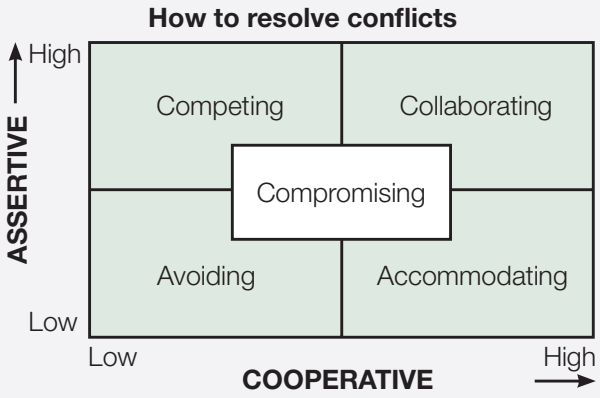
C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it again for overall sense.

☐ I CAN WRITE A PROCESS ESSAY.

www.frenglish.ru

PUT IT TOGETHER

1 PROBLEM SOLVING



A CONSIDER THE PROBLEM We all experience conflicts in many aspects of our lives, including among loved ones, at school, and in the workplace. There are many ways of resolving large and small conflicts. Look at the graphic and circle the correct answers.

1. Being assertive means being confident or forceful. Avoiding conflict is a low-assertive strategy. It's also a low-cooperative strategy because there's no search for ____ .
   a. an argument b. an issue c. a solution
2. Compromising is one way of settling a conflict but it may lead to ____ .
   a. both sides being happy b. neither side being happy c. both a and b
3. When you collaborate, you work to understand and meet others' needs. When you ____ , each person's needs are only partially fulfilled.
   a. compromise b. avoid c. compete

B THINK CRITICALLY Are all compromises fair? Discuss with a partner.

C FIND A SOLUTION Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Create a conflict scenario. Think of 3–4 responses to the situation that illustrate some of the strategies in the graphic.

Step 2 **Evaluate** Choose the best solution to the conflict. Ensure that it is something that both sides will consider fair.

Step 3 **Present** Explain the best solution to the class. Refer to the graphic to support your ideas.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives
- ☐ Talk about conflict
- ☐ Talk about how to deal with conflict
- ☐ Discuss conflict in narratives

Vocabulary
- ☐ Words related to conflict

Conversation
- ☐ Repair communication breakdowns

Pronunciation
- ☐ Intonation in parenthetical expressions

Listening
- ☐ Listen for signal words

Note-taking
- ☐ Prioritize important information

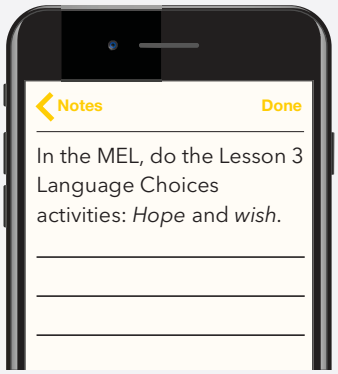
Language Choices
- ☐ Implied conditionals
- ☐ Inverted conditionals
- ☐ *Hope* and *wish*

Discussion
- ☐ Invite others to participate

Reading
- ☐ Use informal tones

Writing
- ☐ Determine your audience

B What will you do to learn the things you highlighted?



www.frenglish.ru