

Negotiations

Level: Advanced

Age: Adults

Time: Up to 90 minutes

Lesson aim:

- To explain and discuss successful negotiations

Skills: Listening, Speaking

Materials:

- Worksheet
- Live from London: Business "Negotiations" video
- Transcript

Prad – all topics

Asif – asking open ended questions; building trust

Chris – being human; appreciating others

C

The aim of this activity is for students to share their personal response to part of the video. This part of the video is short and should be comprehensible for learners at this level. Play the video from 3:20 to 4:25. Students watch, then discuss who they think shared the best strategy. Answers will be students' own but here are some pointers: Kristina is very informal and this could only work for a small team. Her idea has a good chance of being rejected. Tolani uses evidence and has a quiet chat, which takes more time but is more likely to be accepted. Prad's advice is universal.

Before you watch

A

The aim of this activity is to enable students to briefly share information and experiences regarding negotiations. It also prepares the learners for the video content. They ask and answer questions in pairs – no need for lots of detail at this stage.

Video

A

Play the full video. Students note down any relevant information they hear in each box. When they finish, students compare their notes and relate them to their own ideas from the 'before you watch' task.

B

Before students watch the video again, draw attention to the topics listed in each table. These are all either paraphrased versions or key words relating to the topics discussed by each speaker. Students watch part of the video again, from 0:00–3:20. They tick (or circle) the topics each speaker mentions. Make sure you tell the students that some topics may not be discussed.

Key:

Jason – listening; understanding others

Kristina – all topics (convincing = 'making them believe they need it')

Language focus

A

The aim of this activity is to focus on topic-related phrases used in the video. Students work in pairs.

First, students underline the phrases in the transcript. This is for support so they can read the phrases used in their fuller context.

They discuss the general meaning of each extract, making use of online dictionaries if needed. They then discuss the meaning and use of these phrases in more detail, focusing on whether the use is positive or negative.

Key:

1. build a rapport – make a close connection stronger (+)
2. turn-off – reason why someone loses interest (-)
have an agenda – have a hidden motive or goal behind one's actions (-)
3. paying it forward – responding to kindness by being kind to others (+)
4. call on – call someone to help; In this context, it is used to connote trust or dependability. (+)

B

This activity focuses on pronunciation features of the phrases from Language focus A. The underlined sounds are examples of juncture, where the boundary between words shifts. This is common when a word ends in a consonant sound, and the following word begins in a vowel sound (also called catenation).

build a rapport = bɪldə rəpɔːt

(The weak vowel links or meets the preceding sound.)

Model each phrase, drawing attention to how the sounds link. Students can practise producing such links too. However, it is worth drawing attention to the fact that juncture is more useful for listening rather than speaking. While linking sounds may sound more natural or fluid, it may well develop naturally with fluency. However, to decipher what someone is saying in colloquial speech, it is useful to be aware that words merge or meet in such ways.

Key:

/bɪldə rəpɔːt/

/tɜːn ɒfs/

/hæz ən ədʒendə/

/peɪɪŋ ɪt fɔːwəd/

/kɔːl ɒn/

C

This activity is a chance to use the words introduced in Language focus A in context. Students work in pairs or small groups to discuss the questions.

Communication focus

A

The communication focus is a chance for learners to share a more detailed, personal response to the video content. In task a, they consider the tips for negotiating online, discussing how they connect to the ideas in the video.

B

In this activity, students list their top five tips for negotiation. They must rank their ideas in order of importance, which should add more discussion and challenge. Encourage learners to review their video notes and phrases from the Language focus to help generate ideas. They should also extend their ideas, giving clear reasons for the choices made.

C

Students share their ideas from B with another pair. They discuss similarities and differences. If they chose different questions, they can share their views on the other pair's ideas.