

## Negotiations

**Level:** Intermediate

**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

This activity focuses learners' attention on some structures used by the speakers when sharing tips and advice. Students complete the phrases using words from the box. They can make guesses based on grammatical relationships – you may wish to discuss the meaning/form of some sentences when checking answers (e.g. imperatives, the difference between 'need to' and 'have to', the use of 'try to + V1' for suggestions, etc).

Note: students have the chance to practise using these structures in Language Focus C.

#### Key:

1. So, number one **I think** is listening.
2. First of all, **you need** to feel comfortable, **you need** to feel the person and understand their needs.
3. I think **you have to** build a rapport and a relationship with a person.
4. **Don't** lose it, **Don't** shout, **no** swearing.
5. **Be** calm.
6. **I guess** the top one is to try to make them like you.
7. **Try to** present as human.

## B

This activity focuses on language related to character traits used in the video. It is designed to help learners develop autonomy. Students discuss the meaning of each term together. They research the words if they are unsure, or ask the teacher. They then expand on the meaning and pronunciation by checking key concepts (positive/negative connotations, word stress), and have a chance to put the words into their own context.

Support the learners throughout this activity – revert to more explicit instruction if needed.

### Key:

1. **P**ASSionate (+), 2. **M**OTivated (+), 3. **r**e**S**ILient (+),
4. **r**es**P**E**C**Tful (+), 5. **H**Onest (+), **a**g**G**RESSive (-)

## C

Students discuss the situations in which each type of person typically needs to know how to negotiate.

### Key (suggested answers):

Artist (selling work, getting exhibition space), Financial adviser (selling products), Athlete (getting sponsorship, contracts for new teams), Salesperson (selling products), Teacher (adapting instructions for groups, class contracts), Trader (best prices for products)

## D

Activities D and E bring together the language focus from activities A and B. Students work alone at first. They add ideas for the character traits (and possibly the skills) needed to perform each of the jobs listed. They then plan how they could explain their ideas using some structures from Language focus A. It may help to ask them to imagine they are offering 'career advice' about entering those professions, as this would help exploit more of the structures from Language focus A.

### Key (suggested answers):

Artist (passionate about their work; self-motivated to be able to work alone and without a strict timetable), Financial adviser (honest so your clients trust you're giving them impartial advice and won't betray their confidence), Athlete (motivated because you won't always feel like training; some aggression can help you maintain the desire to win; resilient in the face of defeat in competitions), Salesperson

(resilient, don't be aggressive or pushy, friendly, honest), Teacher (respectful of different learners, their backgrounds and challenges etc), Trader (resilient in the face of economic/business changes/ fluctuations; adaptable)

## E

Students work in pairs. They share their ideas from Language focus D, discussing similarities and differences between their views.

## 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

This is a peer-feedback task. Students share their tips with a partner (or another pair if working in with a partner already). They offer each other feedback on the ideas shared and the language used.