

### Subject background

There are often two misconceptions about negotiating. The first is: 'Negotiating is all about making offers and finding compromises.' The typical image is buying a carpet in the bazaar. But, in fact, this is really the stage of 'bargaining', and negotiating also includes the earlier stages of establishing rapport, information gathering, stating needs, etc. Even in the bazaar the serving of mint tea is an essential part of the process – a chance to get a sense of the other person as an individual before the hard bargaining begins. The second is: 'Negotiating is all about supplier-customer situations.' But, in fact, the textbook negotiation of a purchasing manager buying materials from a supplier is a specialized situation in business. The same language may be used when negotiating with colleagues and bosses about day-to-day work procedures.

In negotiation roleplays in the classroom, another common mistake that is made, especially amongst those with little or no work experience, is trading concessions and finding compromises issue by issue. In real business, negotiators often leave everything open right up to the end, at which point everything falls into place as a whole.

Issues that might be subject to negotiation include: price, minimum order, discount, delivery, quality standards, payment terms, extras, penalty clauses, other contract details, procedures, documentation, after-sales service, timing, guarantees, etc.

There is always a good deal of preparation before a negotiation. This might consist of:

- Setting broad objectives for what you want to achieve. What are your main priorities?
- Identifying the other person's needs. Initial contact by phone and email will allow you to do this – ask lots of questions.
- Listing all possible variables. Divide them into quantifiable (price) and unquantifiable (design). For each variable, write down i) your best possible outcome, ii) a realistic outcome and iii) the worst position you will accept (beyond this point you walk away).
- Deciding on possible concessions. What are you prepared to give?

Some of the above can be simulated in the classroom by students with the same role preparing together first, or at least reading (and adding to) a role card for homework.

In the negotiation itself, there is a psychological element to the trading of concessions.

1 Maximize your concessions:

- stress the costs to you (*Well, I could do that, but it would involve ...*)
- refer to a major problem your concession will solve (*Well, if I agreed to that it would remove the need for you to ...*)
- imply that the concession is exceptional (*I really don't know what my boss would say.*)

2 Minimize their concessions:

- acknowledge a concession briefly without putting any value on it (*Right, let's do it that way.*)
- devalue their concession (*Right, that's a small step forward I guess.*)
- amortize their concession into smaller units (*Well, at least that saves me X per month.*) rather than quoting the total figure.

Other key techniques during the negotiation include:

- 3 Summarize frequently.
- 4 Take notes.
- 5 Use silence. It gives you time to think and – you never know – the other person might fill it with a concession.
- 6 Where agreement is easy, use this to promote good feeling (*That's a good suggestion / Yes, let's do it that way.*)

### Useful websites

Here are three Internet sites that have articles on a whole variety of business topics, including negotiating:

<http://www.salesvault.com/artman/publish/index.shtml>

<http://www.expertmagazine.com/artman/publish/index.shtml>

<http://www.mindtools.com>

(For this last one go to the 'Communication Skills' area of the site.)

## 5.1 About business

### E-tailing

This module focuses on the ways in which companies are trying to increase online sales through specific marketing techniques.

#### Internet research

Students can find out more about how conversational agents are used from these websites (oddcast.com uses illustrated 'salespeople' and pulse3d.com uses a 'talking puppy'). Get students to try out two or three different examples and assess how successful they are. In class, get students to work in small groups to exchange their findings and note down the main points. Then take whole-class feedback.

Students could do this research before they start this module or before they do the discussion activity in exercise 6.

#### LEAD-IN ACTIVITY

To start students thinking about the topic, ask them the following questions:

*How many purchases have you made online in the past month or so?*

*What were they?*

*Were you satisfied with the experience?*

*If you haven't bought anything online, why not?*

Explain that the topic of this unit is e-tailing, and ask them to guess which two words it is formed from (*electronic* and *retailing*).

#### Discussion

**1** Question 1: Give students a few minutes to discuss this question. Then take whole-class feedback and make a list of the pros and cons of website and store shopping on the board.

Question 2: Ask students to think about why less than 5% of people visiting a website turn into paying customers. This will help them to come up with ideas for how e-tailers could persuade people to buy from websites. Take whole-class feedback and make a list of ideas on the board.

#### Scan reading

**2** Students read the article and look for examples of what e-tailers are doing to encourage visitors to websites to buy products. Add these ideas to the list you made on the board in exercise 1. Get students to comment on how effective they think these ideas would be. If they have any personal experience of live web chats with sales reps or animated characters, get them to comment on their reaction to them.

With lower-level classes, you could read the article one paragraph at a time. Pause after each paragraph to check understanding and elicit the ideas it contains.

#### Reading for detail

**3** Students do this sequencing exercise alone, and then compare answers with a partner.

#### ANSWERS:

- 4** Animated sales reps are cheaper than real people and can increase sales by one third.
- 6** Though interactive discussion boosts sales, e-tailers have to be cautious.
- 1** Only a very small percentage of visits to websites produce sales.
- 5** Customer tracking is often badly perceived by online shoppers, who may prefer to shop privately.
- 2** Live web chats with sales reps double online sales.
- 3** Customer-tracking systems can provide help for customers when it is appropriate.

Ask students further questions about the text to help them engage with the topic. Some questions (with possible answers in brackets) might be:

*Why do you think live web chats with sales reps double online sales?* (They give customers more information about the product / make them feel more confident about the purchase.)

*What do animated characters do?* (They act as sales reps and use a databank of voice answers to reply to common customer questions.)

*Why do some companies use them?* (They can't afford as many live online reps as larger companies.)

*How successful are they?* (They can help to increase sales.)

*Why don't online shoppers like customer tracking?* (They feel that it is an invasion of their privacy.)

#### Roleplay

**4** Give students a few minutes to read the instructions for the roleplay and re-read the article quickly, if necessary, to remind themselves of the main points that they will need for the roleplay.


With lower-level classes, get students to write out the questions in full before they start.

Circulate while students are speaking and assist where necessary.

#### FURTHER PRACTICE

To provide additional focus on the ideas and vocabulary presented in this module, get students to write a short report or article using the answers they received from their partner in the roleplay.

#### Listening

**5**  2:25 Before they look at this exercise, ask students if they can guess what a *conversational agent* might be. Some students may make the connection between this term and *animated character*, which is used in the article. Students will know what it means if they have done the Internet research task before this module.

Read the questions with students and play the whole discussion through. Get students to compare their answers with a partner. Then check answers with the whole class. Get students to correct the false statements.

**ANSWERS:**

1 T 2 T 3 F 4 T 5 F 6 T 7 F

**RECORDING SCRIPT** 2:25

Johnny: Now, ladies and gentlemen, tonight we're going to talk to Hermelinda Ray, who is an e-tailing consultant, and who's going to tell us what's new in the world of internet shopping. Hermelinda, welcome to the show!

Hermelinda: Thank you, Johnny. It's my pleasure to be here.

J: Now, tell me, Hermelinda, what exactly does an e-tailing consultant do?

H: Well, basically, my job is to help e-tailers to grow their businesses by improving their websites, their products and services, and increasing their sales.

J: I see. I guess a lot of people, like me, do a lot of window-shopping on the Internet, but we don't often buy anything.

H: That's right Johnny. And that's one of the main challenges for e-tailers today, especially because they have to pay to advertise their sites to increase traffic. But only a small percentage of that traffic results in sales, and so when you visit a site without buying anything, your visit is actually costing the e-tailer money!

J: OK, now you're going to tell us about a new way to increase sales: conversational agents?

H: Uh-huh.

J: So, what exactly is a conversational agent?

H: A conversational agent, or virtual host, is what computer specialists call an avatar. It's an animated character that appears on the customer's screen, and can answer questions and chat with the customer, just like you would chat with a sales rep in a store.

J: But it's not a real person, right?

H: No. Having real people to chat with customers online is too expensive for small e-businesses. A conversational agent is a computer programme which uses artificial intelligence to interact with customers.

J: OK. But does it work? Do people really want to chat to a machine?

H: Oh, yes. Of course, some people are happier with the idea than others, but depending on the product and the type of customer, conversational agents can increase sales by as much as 50%.

J: Really! 50%?

H: Yes. The longer customers spend on the site, hearing and asking questions about a product, the more chance there is they'll buy it. It builds their confidence in the product. And research has shown that people trust what they hear from a conversational agent much more than what they simply read on a website.

J: Well, we thought you should judge for yourselves, so Hermelinda has very kindly brought along a sample for us.

Recorded voice: Hi, I'm Laurie! I'm here to help you find your way around the site. I'll answer all your questions about our products. Click on a question on the left. Would you like to tell a friend about us? Click on the referral zone so your friends can experience our site for themselves.

J: Well, ladies and gentlemen, would you buy a used car from that lady? All right, let's have a big round of applause for Hermelinda Ray, and for Laurie, the conversational agent!

**Discussion**

**6** Question 1: After students have discussed this question in small groups, take a poll of the whole class by getting students to raise their hands to show which of the three options they prefer. Ask a few students what their reasons for their choices are. Students who are unsure, or want to answer 'It depends' should explain their reasons.

Question 2: Get students to give some concrete examples of e-tailing sites they think would be appropriate / inappropriate for conversational agents. Get in-work students to comment on whether they think they would work in their own business.

Question 3: Groups could choose one or more of these websites, depending on time. Get them to give as detailed a description of the character as possible – appearance, gender, clothing, etc. Get each group to describe their character to the whole class. Students could then vote on the character that they think would work best in each case. For example, the agent for General Motors could be a 40-something year-old mechanic, dressed in overalls who really seems to know what he's talking about. An alternative would be a slick looking, smartly-dressed male or female salesperson. They should seem trustworthy.

## 5.2 Vocabulary

### Negotiating and e-tailing

This module focuses on key expressions for negotiating and describing the process of an e-tail transaction.

#### Internet research

*Principled negotiation* is the name given to the approach to negotiation described in the book, *Getting to Yes*, first published in 1981 by Roger Fisher and William Ury. The book advocates four basic principles of negotiation:

- separate the people from the problem
- focus on interests, not positions
- devise a variety of options that will benefit everyone concerned
- insist that the agreement is based on objective criteria.

Principled negotiation is a *win-win* approach, with the aim of reaching a lasting agreement.

Students will find several websites which explore these principles in more detail. They could do this research before they start module 5.2 or at the end of the module, to supplement the work done here. This research will also be useful for the negotiating activities and exercises which appear in later modules of the unit.

#### Discussion

**1** Do this as a whole-class activity. Get students to brainstorm ideas and write them on the board. Encourage students to think of positive and negative aspects to shopping in an e-store and shopping in a high-street store.

#### SUGGESTED ANSWERS:

In an e-store you can't (usually) negotiate the price.  
In a high street store you can't (usually) read what other people think about the product, know how many items the store has in stock, easily compare prices in other stores, find out what other products people who bought this one also bought, set the product aside for a later purchase, or make a wish list for your friends to choose a present for you.


#### Collocations

**2** Students could complete these exercises individually or with a partner. Allow them to use dictionaries, if they wish. Circulate while they are working and assist where necessary. Check answers with the whole class. Then ask students to pick out any collocations that are new to them or that they are unsure of, and review their meaning and use.

#### ANSWERS:

- 1 an order    2 a price    3 a discount    4 the benefits  
5 the details    6 a proposal    7 negotiation  
8 a deposit    9 fee    10 costs    11 a deadline  
12 a compromise

#### Listening

**3**  2:26–2:33 Students work with a partner. Play the extracts from negotiations one at a time and give students a few minutes to note down their answers. Check answers with the whole class and get students to tell you the words or phrases they heard which helped them to get the answer.

With lower-level classes, do the first one or two extracts with the whole class. Elicit answers from the whole class and write them on the board. Accept all possible answers.


With lower-level classes, write the possible answers in random order on the board, numbered 1–8. Students then listen and choose the best answer from those on the board.

Circulate while students are writing their own extracts. Then circulate again while they are working with a partner and assist where necessary. Get some students to read their extracts aloud for the whole class to identify the collocations.

#### SUGGESTED ANSWERS:

- 1 A supplier is taking an order.
- 2 A buyer is trying to bring the price down.
- 3 A buyer is asking for a bigger discount.
- 4 A seller is rejecting a proposal.
- 5 Someone is saying that availability is open to / subject to negotiation.
- 6 A seller is asking the buyer to pay / to put down a deposit.
- 7 A customer is refusing to extend a deadline / is complaining that a supplier has missed a deadline.
- 8 A negotiator is seeking / offering a compromise.

#### RECORDING SCRIPT

 2:26–2:33

- 1 So that's five hundred at 12 euros a box, then. And you need them by Wednesday, you say?
- 2 Considering this would be a regular order, I think two and a half thousand is still a bit expensive.
- 3 How about if we paid cash? Could you give us an extra 2%?
- 4 No, I'm sorry, that's my final offer. I can't go any lower than that.
- 5 And then we'd need you to be available five or six weeks a year. Or maybe a bit less. Anyway, we can talk about it. Nothing's decided yet.
- 6 Yes, we usually ask for 20% now, and the balance on delivery.
- 7 Look, this just isn't good enough! If you don't deliver until tomorrow morning, it'll be too late!
- 8 Well, there's not much between us now. What do you say we split the difference?


#### FURTHER PRACTICE


Get students to close their books. Using the nouns in the boxes in exercise 2, write a list of scrambled words on the board and get students to unscramble them, e.g.:


<i>mpemrcoiso</i>	(compromise)
<i>giiatnotnoe</i>	(negotiation)
<i>eiiddnla</i>	(deadline)
<i>topeisd</i>	(deposit)
<i>nbeiftes</i>	(benefits)
<i>ldsiaet</i>	(details)
<i>dostnuci</i>	(discount)
<i>orpplaso</i>	(proposal)
<i>ipcer</i>	(price)
<i>sotsc</i>	(costs)
<i>efe</i>	(fee)
<i>errod</i>	(order).

When they have unscrambled the letters, students should give one or more of the verbs that collocate with them.

#### Pronunciation

**4**  2:34–2:38 Play the recording and get students to underline the schwas in each case. Then get them to compare their answers with a partner. Write the phrases on the board and get individual students to underline the correct words on the board. Then practise saying the phrases aloud with the whole class.

Play  2:34–2:38 again. Pause after each phrase so that students can repeat it quietly to themselves, either with their eyes closed or by reading the words from the book.


Play the whole extract  2:26–2:33 again (extracts 1,2,3,5 and 6 in exercise 3) so that students can hear the complete sentence in context.

For homework, students could record themselves saying the extracts aloud (using the recording script which can be found at the back of the Student's Book). They could then play this back and assess their own delivery.

#### ANSWERS:

- 1 five hundred at 12 euros a box
- 2 two and a half thousand
- 3 an extra two per cent
- 4 five or six weeks a year
- 5 We usually ask for 20% now.

#### RECORDING SCRIPT

 2:34–2:38

- 1 five hundred at 12 euros a box
- 2 two and a half thousand
- 3 an extra two per cent
- 4 five or six a year
- 5 We usually ask for 20% now.

**5** If necessary, explain *browse* (to examine something in a casual way). Students work with a partner to put these sentences in the correct order. Check answers with the whole class by calling on students to read the sentences aloud. Remind them to use schwas, where appropriate.

#### ANSWERS:

- 4 The customer prices similar products on other sites.
- 10 The product is shipped to the customer's address by mail or express carrier.
- 12 The seller exchanges the product or gives a refund.
- 6 The customer goes to the check-out and pays by credit card.
- 7 The website records the transaction and generates an invoice.
- 5 The customer selects a product and places it in a cart.
- 11 The customer sends the faulty product back under guarantee.
- 8 The customer's credit card account is debited.
- 2 The customer clicks on the link to the seller's site.
- 1 The prospective customer looks up the product on a search engine.
- 3 The customer browses the site and identifies the product which interests him.
- 9 The website sends an instruction to the warehouse to ship the product.

**6** Students complete this exercise with a partner. Check answers with the whole class.


#### ANSWERS:

- 1 a) product b) site c) product d) credit
- 2 a) transaction b) invoices c) refunds d) product e) link

Alternatively, do this activity as a listening task. Students close their books. Write the words in bold on the board. Tell students you are going to read two separate emails aloud and that they should choose the best word to fill the gap when you pause.

With higher-level classes you could present all the words together. With lower-level classes, keep the two lists separate. Then get students to open their books and read the two emails.

### Listening for detail

**7**  2:39 Give students time to read the minutes silently, or read them aloud with the whole class.

Higher-level classes could try to predict what similar words or phrases they might hear in the recording.

Then play the recording. Pause from time to time, if necessary, to allow students to note down their answers.

#### ANSWERS:

- 1 get to **work**
- 2 pointed out the **benefits**
- 3 the **issues** you'd like to discuss
- 4 clarify your **remarks**
- 5 summarize the **situation**
- 6 make an **offer**
- 7 work out a **compromise**
- 8 consider **alternative solutions**
- 9 break for **lunch**
- 10 find **common ground**

#### RECORDING SCRIPT

 2:39

Ben: OK then, Jacky. Let's get to work. You've pointed out the benefits of your policy, but there are still one or two issues I'm not happy with.

Jacky: All right, then. What exactly are the issues you'd like to discuss?

B: First of all, I'd like you to clarify your remarks about returns.

J: OK. To summarize the situation, our policy insures you against any damage caused during shipping. It does not cover any problems resulting from incorrect assembly or operation by the customer.

B: I see. So, basically, if it's the customer's fault, you don't pay?

J: Right.

B: And are you prepared to extend your cover to include installation difficulties?

J: Well now, Ben. We could certainly make an offer, but there'll be extra costs.

B: Well, considering the size of the contract we're talking about here, I was hoping we could work out a compromise. If not, I might have to consider alternative solutions.

J: I'm sure that won't be necessary, Ben. Why don't we break for lunch, and I'll have my team do a simulation? I'm sure we'll find common ground.

### Discussion

**8** In-work students could talk about a situation at work, if this is appropriate; pre-work students could talk about an agreement with a family member or friend, in a holiday job, or during a work placement.

Circulate while students are working and check that they are using the target language correctly. Make a note of any difficulties for remedial teaching later.

#### EXTENSION ACTIVITY

To follow up this discussion, get students to write some minutes, using those in exercise 7 as a model, in which they report the agreement their partner described to them.

## 5.3 Grammar

### Conditionals and recommendations

This module focuses on the uses of the first, second and zero conditionals and on verb patterns with *recommend*, *suggest* and *advise*.

#### Internet research

Students will find numerous quotations about negotiating if they search the Internet. Below are a few examples.

'In business, you don't get what you deserve, you get what you negotiate.'

(Chester L. Karrass)

'Never cut what you can untie.'

(Joseph Joubert)

'The most important trip you may take in life is meeting people half way.'

(Henry Boyle)

'Negotiating is finding out what the other person needs and working out the best way to give it to them.'

(Philip Laut)

You could use these as discussion points in class if students do not have time to conduct a search themselves. Get students to think about what they mean and how they could use them in real situations. You could do this as preparation for or follow-up to exercise 8, when students work with a partner to negotiate an agreement.

#### Test yourself: Conditionals

**1**, **2** and **3** Start by reading the first part of the *Refresh your memory* box with the class. Students work alone to complete exercises 1–3 and then compare their answers with a partner. Check answers with the whole class by getting individual students to read each answer aloud. If students seem unsure of the conditionals or would like further practice in them, work through some or all of exercises 1–13 in the *Grammar and practice* section (page 126–127 in the Student's Book, answers on page 118 in this book).

#### ANSWERS:

##### Exercise 1

1 would go    2 don't go    3 won't go    4 went  
5 would you go    6 go    7 doesn't go    8 will you go

##### Exercise 2

1 a) possible    2 c) sure    3 b) probable

##### Exercise 3

1 providing    2 unless    3 only if

#### Test yourself: recommend / suggest / advise

**4** Follow the same procedure as in exercises 1–3. Get students to try to formulate the ways in which these three verbs are used. They can then turn to the *Grammar and practice* section (page 127 in the Student's Book, answers on page 118 in this book) to check their answers. There is also a further practice exercise on that page.

#### ANSWERS:

- 1 What options would you recommend ~~me~~?
- 2 I suggest you ~~to~~ take the dust-proof control unit: it's specially designed for industrial environments.
- 3 Would you advise ~~me~~ choosing the 750W or the 1,000W motor?
- 4 We generally suggest you ~~allow~~ for a little extra power.
- 5 We recommend you ~~not~~ exceeding 9,000 rpm in the first two weeks.
- 6 I would advise ~~that~~ you to check the oil level at least once a week.
- 7 Our parent company recommends ~~it~~ that we do not buy from non-ISO-certified suppliers.
- 8 In that case, I would suggest your Quality Manager ~~to~~ visit us before placing an order.

#### Reformulating

**5** Higher-level classes could do this exercise orally. Lower-level classes might need to write the sentences down first. Students can turn to the *Grammar and practice* section (page 127 in the Student's Book, answers on page 118 in this book) for further practice of *unless*, *if*, *providing* and *as long as*.

#### ANSWERS:


- 2 Our production manager is willing to make the changes, providing you supply a prototype.
- 3 We are reluctant to consider a larger discount, unless you pay in advance.
- 4 We would be prepared to sponsor the exhibition, but only if we had a large stand in the entrance hall.
- 5 Unless we can get the sub-components in time, it will be impossible to meet the deadline.
- 6 As long as several other top CEOs were present, our president would agree to attend.

#### Discussion

**6** While students are speaking, circulate and check that they are using the target language correctly. Make a note of any errors for remedial teaching when the discussion is over.

Students who finish early could formulate one or two questions of their own to ask and answer.

#### Listening

**7**  2:40 Play the recording through once and get students to do the exercise. Ask how many things Petra has agreed to do (two) and how many things Jan has agreed to do (three). If students have the correct numbers, get them to tell you the answers. If not, play the recording again so that they can check their answers.

To focus on the language and expressions used, get students to listen to the recording and read the recording script (Student's Book, page 141) at the same time. Get them to underline examples of the target language (conditionals and recommendations).

**ANSWERS:**

- tennis tournament with customer
- run exhibition stand in Kazakhstan
- conference in Madagascar
- team-building course in Siberia
- presentation to 2,000 shareholders
- relocate call centre manager to India
- take holiday in August
- take holiday in January
- open office at 6am
- close office at 10pm
- supervise intern for six months
- share office with PR Manager

**RECORDING SCRIPT**

 2:40

- Petra: OK, we have to decide how to divide this list of responsibilities between us. What are your priorities?
- Jan: Well, I'd really like to go the conference in Madagascar. Could I suggest that you go to Siberia? If you agreed, I'd be willing to take my holidays in January and let you take yours in August.
- P: I'm sorry, but I'd really like to go to Madagascar too. I couldn't agree to your proposal, unless you were prepared to take your holidays in January and go to the exhibition in Kazakhstan.
- J: Hm. Well, I might consider going to Kazakhstan. I've got an uncle who lives there...
- P: Great!
- J: ... providing you looked after the foreign customer at the tennis tournament – I know nothing about tennis!
- P: OK, we're making progress. So, can I just summarize the position so far? You can go to Madagascar, as long as you also go to Kazakhstan, and you let me take my holidays in August. OK?
- J: OK. But only if you do the tennis weekend.
- P: All right, no problem, I'll handle the tennis, if you take your holiday in January.
- J: And you go to Siberia.
- P: Oh, now wait a minute, I never agreed to that! I couldn't possibly go to Siberia unless you were able to ...

**Negotiating**

**8** Remind students of the work they did in module 5.2 on negotiating and about the idea of principled negotiation. Circulate while students are speaking and assist where necessary.

**FURTHER PRACTICE**

For further writing practice, get students to write a short summary of the agreement they reached in exercise 8 along the lines of the summary in module 5.2, exercise 7.

**5.4 Speaking****Negotiations – bargaining**

This module focuses on the language and skills needed for successful negotiating.

**Internet research**

A search under *cross cultural negotiation* will reveal a wide range of articles and information. The kinds of factors that need to be considered in cross-cultural negotiation include cultural differences in eye contact, personal space and touch, time, meeting and greeting, gift-giving, negotiating styles, and the nature of business relationships.

Get students to focus on one or two topics and gather as much information as they can on them. They then prepare a brief summary for oral or written presentation to the class. Then compile the material into a folder which is made available to the whole class or give each student a copy.

This research could be done as a follow-up to the work in this module.

**Discussion**

**1** Students should first decide what their 'bottom line' is, i.e. what they want to achieve, what they want to get out of the sale, e.g. a minimum price they will accept or a concession that they are prepared to make, such as having the bicycle serviced before selling it or delivering the item to the buyer's house.


When the time is up, get students to say if they think they won or lost the negotiation. How much did they deviate from their initial plan?

Discuss the notions of *win-lose*, *lose-lose*, and *win-win* in negotiations and get students to explain what they understand by these terms (reminding them that they explored *win-win* in module 5.2). How would they describe their own negotiation? How did each person feel at the end of the process – satisfied or dissatisfied?

**ANSWERS:**

Negotiations can generally be categorized as win-lose, lose-lose, or win-win.

**Listening**

**2**  2:41 Read the questions with students and play the conversation through. Explain any new vocabulary, e.g. *logistics* (the organization of supplies and services for an operation). Play the recording. Pause the recording if necessary to allow students to note down their answers. Get students to compare their answers with a partner and then take whole-class feedback.

**ANSWERS:**

- 1 Harry Petersen's company sells sheet music.
- 2 The package includes website design, building and management, processing sales, dealing with payments and logistics.
- 3 Harry intends to deliver products electronically as PDF files.
- 4 Holman will charge a monthly fee.
- 5 Harry will have no capital investment to make, no new staff to hire, no overheads, and a small monthly fee to pay compared to the money coming in.
- 6 The next step is to define exactly what Harry wants the site to do.

**RECORDING SCRIPT**

2:41

**Part 1**

Ingrid: So, Mr Petersen, you want to set up an e-business to sell music – MP3s and so on?

Harry: Oh, please call me Harry, everybody does. No, not MP3s – sheet music. You know, printed music for musicians to play, like song books, orchestral parts, and so on. At the moment we sell through our network of shops in Denmark, but I'm getting more and more enquiries from other countries, and I'd like to set up an e-business to reach customers worldwide.

I: I see. You want to compete in a global market?

H: Exactly. But the problem is, we don't have the skills, the staff, or the money to do it ourselves.

I: Well, Harry, that needn't be a problem. My company, Holman Multimedia, is used to working with small businesses, and we have a complete e-tailing package solution. You don't have to worry about anything at all. We will design, build and manage your website, and process your sales. We deal with the payments, and we can even handle the logistics for you if you want. Although I suppose most of the sheet music will be sent electronically as PDF files, right?

H: That's right – it's much easier for us, and the customer gets immediate delivery.

I: Exactly. So all you have to do is make sure you have the product in stock, and count your profits!

H: And pay you a monthly fee, is that right?

I: That's right, Harry. No capital investment for you, no new staff, and no overheads. And once you start selling music all over the world, that monthly fee is going to look insignificant compared to the money coming in.

H: OK, Ingrid, er, can I call you Ingrid?

I: Yes, of course.

H: All right, I think we're in business. So what's next?

I: That's terrific, Harry! OK, well, would you mind telling me exactly what you want the site to do? You see, it all depends just what you ...

**3** 2:42 While listening to this version of Part 2 of the negotiation, ask students to note down the things Harry says which help them identify his failure to negotiate (*There's no way I could pay that; No, I couldn't agree to that; No, I can't commit myself to three years*).

Play the recording and check answers with the whole class. Ask students to comment on why Harry's choice of words were not helpful in the negotiation (words like *No, no way, can't* sound very 'final' and don't offer room for discussion). Point out that Harry's failure to negotiate also means that Ingrid is less open to negotiating her own terms, i.e. she does not offer any alternatives.

**ANSWER:**

Harry says no. He rejects all Ingrid's proposals and doesn't try to negotiate.

**RECORDING SCRIPT**

2:42

**Part 2, Version 1**

H: All right, Ingrid, I think we agree on what we need. Now let's get down to the nitty-gritty – how soon can you deliver, and how much is it going to cost?

I: OK, look. I'm going to write down a figure per month here, just so it's clear, then you can tell me what you think. There, how do you feel about that?

H: Wow, as much as that! There's no way I could pay that.

I: Well, that figure is based on what you say you need, Harry. I might possibly be able to bring it down a little, but only if

we had a three-year contract.

H: A three-year contract! No, I couldn't agree to that.

I: Well, in that case, I can't bring the monthly fee down, I'm afraid.

H: Hm. And what about lead time? Could you have the site up and running by next month?

I: No. I'm afraid development time is around three months.

H: Isn't there any way you could have the site online in two months?

I: Well, I don't think there's much point in talking about lead time unless we can agree on the monthly fee. You're sure you won't consider a three-year contract?

H: No. I can't commit myself to three years.

I: OK, Harry, you have my phone number. If you change your mind, you know where to find me.

**4** 2:43 Ask students to listen and answer the questions. Get them to compare their answers with a partner.

Higher-level classes could comment on the tone of this version, in comparison with Version 1. For example: the discussion is longer because both Harry and Ingrid question, bargain, and make offers; their language is more tentative as they discuss the options, e.g. *Hm, Well, I'd be reluctant to, I don't really want to ...*, etc; both of them seem satisfied with the outcome.

**ANSWERS:**

- Harry negotiates and offers a compromise.
- Ingrid will bring down the monthly fee if Harry signs a three-year contract.  
She will guarantee a maximum down time of 24 hours per month if Harry chooses the platinum service level.  
She will have the site up and running by next month if Harry pays a year's fees in advance.
- Harry agrees to pay six months in advance and to sign a three-year contract.  
Ingrid agrees to have the site online in two months, bring the monthly fee down 5% and include the platinum service.
- Ingrid avoids the question of penalties by saying nobody has penalty clauses and producing a bottle of champagne.

**RECORDING SCRIPT**

2:43

**Part 2, Version 2**

H: All right, Ingrid, I think we agree on what we need. Now let's get down to the nitty-gritty – how soon can you deliver, and how much is it going to cost?

I: OK, look. I'm going to write down a figure per month here, just so it's clear, then you can tell me what you think. There, how do you feel about that?

H: Wow, as much as that! Is there any way we could bring it down a little?

I: Well, that figure is based on what you say you need, Harry. I might possibly be able to bring it down a little, but only if we had a three-year contract.

H: Well, I'd be reluctant to agree to a three-year contract unless you could guarantee a maximum down time of 24 hours per month. Could you do that?

I: Let me reassure you on that point, Harry. Our sites and servers are very, very stable, and average down time is less than 24 hours per year – and so we're happy to guarantee less than 24 hours per month, as long as you choose our platinum service level – but of course, it's more expensive.

H: Well, I don't really want to increase the budget. Hm. What about lead time? Can you have the site up and running by next month?

I: Not unless we hire another developer. I suppose we could do it, providing you paid a year's fees in advance.

H: Hm.

I: Normally, development time is around three months.




H: Look, let's split the difference. I can pay six months in advance on condition that you have the site online in two months. And if you can bring the monthly fee down 5% and include the platinum service, I'll agree to the three-year contract.

I: You're a tough negotiator, Harry. But, OK, I think we can agree to that.

H: It's a deal. Oh, but wait a minute, what about penalties – you know, if you can't deliver for any reason, or if the site is offline for more than 48 hours, for example?

I: Oh, you don't need to worry about that, Harry. It never happens. In fact, nobody in the industry has penalty clauses these days. Now, I just happen to have a bottle of champagne in my bag here – if you can just sign – here, here and here – I'll open the champagne and we can celebrate your new e-business!

**5** Play  2:43. Pause at appropriate places to allow students time to complete the sentences. Check answers with the whole class. Draw attention to the use of conditionals and get them to identify likely and unlikely future events and how modals are used.

#### ANSWERS:

- 1 I might possibly be able to bring it down a little, but only if we had a three-year contract.
- 2 I'd be reluctant to agree to a three-year contract, unless you could guarantee a maximum down time of 24 hours per month.
- 3 ... so we're happy to guarantee less than 24 hours per month, as long as you choose our platinum service level.
- 4 I suppose we could do it, providing you paid a year's fees in advance.
- 5 ... let's split the difference.
- 6 I can pay six months in advance on condition that you have the site online in two months.
- 7 ... if you can just sign – here, here and here – I'll open the champagne.

**6** Elicit from students or explain the meaning of any unknown terms in the table, e.g.:  
*tentative* (something which is not definite or final)  
*counteroffer* (an offer which opposes or challenges the first offer)  
*compromising* (giving up a particular demand so that an agreement can be reached which satisfies both parties to some extent).

Do this as a whole-class activity. Check answers by getting students to read the sentences aloud.

Students discuss their answers to the question about the conditional tenses with a partner. If necessary, refer students to the notes and exercises in the *Grammar and practice* section (page 127 in the Student's Book, answers on page 118 in this book) to remind them of the use of these tenses.


#### ANSWERS:

Tentative offers	Counter offers	Firm offers	Compromising
I might consider reducing the price if you increased your order. 1	It would be difficult for me to increase my order unless you guaranteed the price for two years. 2 4	I am ready to sign a contract today if you can guarantee the price for two years. 3 6 7	Would you agree to a compromise? Is that an acceptable compromise? 5

The second conditional (*if + past ... would*) is used in tentative offers and counteroffers to make a hypothetical, exploratory offer with no commitment.

The first conditional (*if + present ... will*) is used in firm offers to express a definite commitment.

#### Pronunciation


**7**  2:44–2:46 Encourage students to say the sentences aloud as they decide which words are stressed. Circulate while students practise the sentences with a partner.

Get students to close their books and repeat each sentence after you, putting the stress in the appropriate place. As these are long sentences, read out chunks, e.g. *I might possibly be able / to bring it down a little / but only if / we had a three-year contract.*

#### ANSWERS:

- 1 I might possibly be able to bring it down a little, but only if we had a three-year contract.
- 2 I might consider reducing the price, if you increased your order.
- 3 I'd be reluctant to agree to a three-year contract, unless you could guarantee a maximum down time of 24 hours per month.

#### RECORDING SCRIPT

 2:44–2:46

- 1 I might possibly be able to bring it down a little, but only if we had a three-year contract.
- 2 I might consider reducing the price, if you increased your order.
- 3 I'd be reluctant to agree to a three-year contract, unless you could guarantee a maximum down time of 24 hours per month.

#### FURTHER PRACTICE

Write the sentence stems on the board and some word prompts and get students to make their own sentences using them, e.g.

Sentence stems:

*I might possibly ... but only if we ...*

*I might consider ... if you ...*

*I'd be reluctant to ... unless you could ...*

Word prompts:

*homework, car, lunch, laptop, concert, tennis racket, etc.*

Example: *I'd be reluctant to lend you my laptop unless you could help me with my English homework.*

## Negotiating

**8** With lower-level classes, read the instructions with the whole class and elicit from them the kinds of things they might say at each stage of the negotiation. Remind them of the value of trying to reach a *win-win* conclusion.

While students are speaking, circulate and assist where necessary. Check that they are using the conditional tenses correctly and stressing the key words appropriately.

**9** Allow students time to prepare and practise their conversation. When they have finished get students to raise their hands to indicate how many ideal, acceptable and unacceptable options they managed to get. Then get one or more confident pairs to present their conversation to the rest of the class.

Alternatively, with higher-level classes, get one or two pairs to do their negotiating in real time, i.e. without preparing it beforehand. The rest of the class listens and comments on the performance, giving two things that worked successfully and two things that could be improved.

### EXTENSION ACTIVITY

Sometimes in negotiations it is necessary to 'read between the lines', i.e. to look for or discover a meaning that is not openly stated. By paying attention to what might be implied, students can pick up on signals from others and use them to further the negotiation. Below are some example statements, with possible answers in brackets.

It would be difficult for us to meet that demand.  
(... but we might be able to compromise on other demands.)

It is not our normal practice to give discounts.  
(... but on this occasion / under certain circumstances we might be able to give a discount.)

Our price for that quantity is X  
(... but we might be able to give you a lower price for a bigger quantity.)

We never negotiate on price.  
(... but we could negotiate on other things.)

These are our standard contract terms.  
(... but we might be able to change some of them.)

We are not prepared to discuss that at this stage.  
(... but we could discuss it later.)

Write the sentences on the board (the underlined text). Students work with a partner or in small groups and write down what they think is really being said (the text in brackets). Take whole-class feedback. Accept all possible answers.

## 5.5 Writing

### A proposal

This module explores the structure and content of a business proposal and requires students to write their own proposal.

### Internet research

Searching under *how to write direct mail* will produce several websites which list tips and techniques for writing effective direct mail. Some of the tips include the following: get to the point; be clear and concise; sell benefits not features; use a conversational style; keep the language simple; include a guarantee; include testimonials.

Students may find that some websites appear to give contradictory advice, e.g. 'keep to one page' in one place, but 'write a long letter' in another.

Get students to compile a list of useful tips. This could be a short list of five to eight key or fundamental points. If students have more time, they could compile a more complete list. If they find contradictory advice, get them to review this and reach their own conclusion.

This research could be done before students do this module or at the end, as part of the extension activity.

### Discussion

**1** Get students to explain the similarities and differences between *mailshots* and *spam* (both are advertising material; both are unsolicited; mailshots are sent by post, spam is sent electronically). Ask if students know another common term for this kind of advertising (*junk mail*).

Students discuss the question in small groups for a few minutes. Take whole-class feedback. Get students to give reasons for their answers.

### EXTENSION ACTIVITY

To personalize the activity, ask students these questions:  
*Do you receive mailshots or spam? How do you feel about them?*

*Have you ever bought anything as a result of a mailshot or spam email?*

### Scan reading

**2** Read each question aloud and get students to scan the letter for the answer. When they have found the answer, they should raise their hands. When most of the class has raised their hands, ask one student to give you the answer, and then ask two or three other students if they agree or would like to add anything. Repeat this procedure with the rest of the questions.

### ANSWERS:

- The proposal is for a merchant account for an e-business.
- Prestige and respect for Mr Bellows' e-business; transparent control of sales, cash-flow and administration fees; independent power of decision on refunds; low charges.
- \$12 per month, minimum transaction fees of \$10.
- Because PZpay has more than 1,800 satisfied members in 26 countries.

## Analysis

**3** Read the section headings and descriptions with the whole class. Ask students to tell you which are likely to be the first and last sections (*Introduction, Conclusion*). Without looking at the article, get them to try to put the remaining sections in the correct order.

Then give students a few minutes to read the article and check their answers.

### ANSWERS:

- 3 Solution
- 4 Benefits
- 1 Introduction
- 8 Conclusion
- 6 Qualifications & references
- 5 Process & schedule
- 2 Needs / background
- 7 Costs

## Writing

**4** Get students to read the sentences quickly and identify the tenses used to express the options and contingencies (conditionals). If necessary, they could review module 5.3 or the relevant *Grammar and practice* section (page 126–127 in the Student's Book, answers on page 118 in this book).

Point out the use of *should* in sentence 3. This could also be *If you should ...* and is used to suggest that something is unlikely or not particularly probable.

Students can refer to the proposal on page 66 to help them with words and expressions that they could use to complete the sentences.

Get two or three different groups to read each completed sentence aloud.

### SUGGESTED ANSWERS:

- 1 If you would like to see similar projects we have managed, we would be pleased to put you in touch with some of our customers.
- 2 In the unlikely event that you were less than 100% satisfied with the result, we would offer a full refund.
- 3 Should you require on-site support, our engineers are available seven days a week.
- 4 If you would like to see some examples of our work, I would be delighted to organize a demonstration on your premises.
- 5 In the unlikely event of a breakdown, we would provide a replacement while your server was repaired.
- 6 Should you require greater capacity, our engineers can perform an upgrade on-site.
- 7 If you wish to place an order, we require a deposit of 25%.

**5** Read the notes with the whole class. To help students get started, brainstorm some ideas about what they might do to improve the website.

Ask students to work with a partner to write the proposal. Circulate while they are writing and assist where necessary. Get them to write a first draft, making use of the headings listed in exercise 3. They then exchange their texts with another pair for feedback.

When they are reading each other's texts, students should check that the proposal is well structured, and should also look for the appropriate use of language.

Then ask students to revise their texts. Display the finished texts on a table or on the wall so that students can read them all. If you wish, get them to choose the best proposal, i.e. the one they think would be accepted by Poster Passion.

### MODEL ANSWER:

Dear Ms Nash-Williams,

Thank you for taking the time to talk to me by telephone today. As agreed, please find below a proposal for a 'MaxiMedia' website, which I believe will increase your traffic and sales dramatically.

Your current website is out of date and unable to compete with your competitors' sites. You are looking for an exciting, interactive site which will attract teenagers and improve sales of your posters.

We recommend our 'MaxiMedia Experience' range of interactive sites, which incorporate music and video presentations. If you subsequently required online games, you would be able to upgrade to the 'MaxiMedia Gamer' range with no additional set-up fee.

A 'MaxiMedia' site will increase traffic to your e-business, since teenage customers will enjoy exciting music and video on your website. In addition, they will be able to download thumbnails of your posters and free ringtones. In the unlikely event of a technical difficulty, MaxiMedia guarantee to solve the problem within two hours. Our charges are amongst the lowest on the market, meaning that your business will be more profitable from day one. We provide a complete, ready-to-use website installed on your server. Please allow 30 days for development and installation. Should you encounter any difficulties, our helpline is available 24 hours a day, seven days a week to assist you.

With more than 400 satisfied customers and several design awards, MaxiMedia is one of the top site designers in over the country. I will be happy to put you in contact with other MaxiMedia customers in your area.

The design fee for a 'MaxiMedia Experience' site is just €3,000, with monthly technical support fees of only €15. You will find full details of our terms and conditions in the attached quotation.

We look forward to meeting you to discuss design options: I will call you next week to fix a date. Should you have further questions, please feel free to call me on 0800 113 647.

Sincerely yours,

### EXTENSION ACTIVITY

If possible, bring to class a selection of English-language mailshots. Get students to analyse the structure, language, style, etc. and to say how effective they think the mailshots are. This activity could be done in conjunction with the Internet research – students use the list of techniques they compiled on how to write effective direct mail as a checklist to evaluate the authentic examples.

## 5.6 Case study

### St John's Beach Club

Students negotiate a deal between a company and a buyer to get the best price for a company incentive trip.

#### Internet research

Students will find a wide range of employee incentive programmes, with examples including birthday gifts, day trips, parties, tickets for sporting events, theatre and concerts, days out, weekend trips, etc.

This research could be done before class, so that the information feeds into the Discussion activity.

#### Discussion

**1** Do this as a whole-class activity, getting students to brainstorm ideas. Write a list of advantages and disadvantages on the board.

#### EXTENSION ACTIVITY

To personalize the activity, ask students to tell you about any incentives they themselves or anyone they know have received.

#### Reading


**2** Give students a few minutes to read the memo and look at the brochure. Then, get them to close their books. Ask the four questions. Students open their books and check their answers.

To develop the theme of incentives, get students to brainstorm some examples of what kinds of team-building events and competitions might be offered in a resort of this kind.

#### ANSWERS:

- 1 The top ten performing sales reps and their partners.
- 2 No. ('As usual ...')
- 3 The memo was sent in the third quarter to encourage sales reps to make an extra effort in Q4.
- 4 Suggested answer: corporate clients, young, active professional people with available income and a taste for luxury.

#### Listening for detail

**3**  2:47 Read the statements aloud before you play the recording. Pause at appropriate places to allow students time to note down the reasons for their answers.

#### ANSWERS:

- 1 F. 'Shall we use my office?' 'No, here is fine.'
- 2 F. Loretta doesn't have the time.
- 3 T. Loretta has asked him (i.e. told him) to allocate the budget.
- 4 T. \$26,500 + 5% is almost \$28,000.
- 5 F. He is going to get one of their best negotiators to negotiate with a couple of travel agents.
- 6 T. Ten reps + partners + Malcolm and his wife, + maybe two more reps + partners.
- 7 F. A week, plus perhaps a couple more nights.

#### RECORDING SCRIPT

 2:47

Loretta: Oh, Malcolm, there you are. I just wanted a quick word.

Malcolm: Sure. Shall we use my office?

L: No, here is fine. I think I'll have a coffee too.

M: Black, no sugar?

L: Yes. Thanks, Malcolm. I saw your memo about the incentive trip – it sounds great. I wish I was going!

M: Well, why don't you? It would be an excellent opportunity to get to know the sales team better.

L: Yes, it would, wouldn't it? But I just don't have the time, I'm afraid. Anyway, the reason I wanted to catch you was to confirm the budget.

M: Ah, yes.

L: Mm. I spoke to Charles. I've asked him to allocate a global budget of \$28,000. That's for everything except travel, which is a separate budget. That's up about 5% on last year. How does that sound?

M: That sounds great. Thanks, Loretta. I'm going to get one of our best negotiators to talk to a couple of travel agents, see what sort of deal we can get. The hotels usually work with several agents, and some of them are prepared to negotiate better terms than others.

L: Uh-huh. Try to persuade them to throw in some extra benefits too. After all, if we use the full budget, we're giving them a lot of business. Sometimes you can get a free upgrade to an executive suite, that kind of thing. How many people are you taking?


M: Well, the top ten sales people, plus myself, and partners – that makes 22. But if we can negotiate a really good package, I'd like to take one or two more sales reps along. They've all worked fantastically hard this year.

L: Yes, I agree. It would encourage the reps who almost made it into the top ten. I always think it's hard on number 11! It'll be about a week, like last year, I suppose?

M: Well, again, if we can squeeze a couple more nights out of the budget, that would be great. But we'll see.

L: OK, Malcolm. Let me know what you decide.

M: Sure. Thanks, Loretta.

**4** Students could make a guess at how the sentences end, on the basis of the first listening. They may be able to suggest one or two words for each one. Write them on the board as prompts. Play  2:47 again. Check answers with the whole class.

#### SUGGESTED ANSWERS:

- 1 Loretta would get to know the sales team better if she went on the trip.
- 2 If they only talked to one travel agent, they might not get such a good deal.
- 3 Loretta thinks the agents may give a free upgrade if they use the full budget.
- 4 If they can negotiate a really good package, Malcolm would like to take one or two more sales reps along.
- 5 They'll stay longer than a week if they can squeeze more nights out of the budget.

#### Negotiating

**5** Give students a few minutes to read the instructions. Circulate and assist where necessary. Get students to review the work they have done in this module and in the rest of the unit which will help them with this task, e.g. conditionals and recommendations (5.3), making offers, counteroffers, firm offers, and compromising (5.4).

While students are speaking, circulate and monitor their use of language, pronunciation and stress, and how the negotiation is developing. Make notes to use for feedback at the end.

When students have finished the task, get them to evaluate their performance in terms of language use and negotiating skills, e.g. by answering the following questions:

*Which part(s) of the negotiation are you happy with?*

*Which part(s) could you have done better?*