



NEGOTIATING DEALS



Scan to review worksheet

Expemo code:
1F99-G1L2-286



1

Warm up

Discuss the following questions.

1. In what kind of situations would it be necessary to negotiate?
2. Have you ever negotiated anything? Why/Why not? What happened?
3. Do you consider yourself a good negotiator? Why/why not?
4. If someone was preparing to negotiate for the first time, what advice would you give them?





2

Vocabulary 1

Part A: Match the two types of negotiation to their correct definitions.

- | | | |
|-----------|---------------|--|
| 1. a zero | win situation | a situation in which both sides benefit |
| 2. a win | sum game | a situation in which a benefit gained by one side means a loss to the other side |

Part B: Complete the following typical stages of negotiation.

Group 1

- | counter | interests | procedure | proposals | rapport |
|-------------------------------|---|-----------|-----------|---------|
| 1. build _____ | - develop an understanding of and ability to communicate with someone | | | |
| 2. probe _____ | - find out the other side's expectations | | | |
| 3. begin the bargaining _____ | - start to negotiate the terms of an agreement | | | |
| 4. make _____ | - make suggestions | | | |
| 5. make _____ | proposals- react to suggestions | | | |

Group 2

- | compromise | concessions | details | stalemate | table |
|------------------------------------|--|---------|-----------|-------|
| 1. reach a _____ | - arrive at a situation in which no progress can be made | | | |
| 2. make _____ | - allow or give up things in order to reach an agreement | | | |
| 3. reach a _____ | - arrive at an agreement where both parties reduce their demands in order to agree | | | |
| 4. work out the _____ | - discuss all the aspects of the deal | | | |
| 5. return to the negotiating _____ | - re-negotiate an agreement | | | |



3

Listening

Listen to the recording and note the negotiation stages mentioned by the speakers.

1. Listening 1: _____
2. Listening 2: _____

4

Vocabulary 2

Part A: Match the common 'manipulative' negotiation tactics to their descriptions.

1. the negotiation decoy
 2. the extreme offer
 3. negotiation nibbling
 4. good cop, bad cop
 5. mentioning the competition
 6. negotiation limits
 7. take it or leave it
 8. negotiation silence
-
- a. stop talking during the negotiation in the hope that your opponent will become uncomfortable and want to make a concession in order to break the silence
 - b. making one last 'small' demand once the deal has been done hoping that your opponent will agree in order not to harm the agreement
 - c. adding extra false interests to your agenda which you can bargain with, without affecting your real interests
 - d. appearing as if you are ready to break off the negotiations unless your interests are met
 - e. when one member of your team is demanding and inflexible (the bad cop) and the other appears to be pleasant and reasonable (the good cop), therefore your opponent deals with the good cop
 - f. stating limitations (e.g. money, time), real or imagined, hoping that your opponent will make a concession to meet your limit
 - g. asking for more or offer less than expected in order to make 'concessions' later
 - h. making references to what your opponent's competitors are offering in order to gain the concessions that you want



Answer the following questions.

1. Can you think of any dangers in using the above negotiation tactics?
2. Which type of negotiation do they represent?



Part B: Read the following responses. Which one of them would you use to 'neutralise' the negotiation tactic presented in Part A? Write the name of the tactic in the gaps.

1. Probe each interest thoroughly, e.g. by asking how each one helps your opponent. → _____
2. Focus your efforts on Mr./Mrs. Nasty and ignore Mr./Mrs. Nice. Alternatively, just ignore the tactic altogether. → _____
3. Be very clear about what is included and excluded in the deal. Resist the temptation to make this final concession. → _____
4. Show your surprise and allow yourself to laugh. Mention other deals you have made to persuade your opponent to adjust his/her expectations. → _____
5. Ignore the threat and continue the negotiation as if you have not heard it. → _____
6. Restate your offer. Do not make any suggestions or concessions. In extreme cases, get up and walk out the door in the hope that your opponent will call you back and continue in a reasonable manner. → _____
7. Make sure you know what your competitors are offering and be prepared to explain how your product or service differs in terms of value. → _____
8. If you can make this concession, make sure you get something back. Alternatively, focus on how your product or service will save your opponent time or money in the long term. → _____



Part C: Listen again to the negotiation extracts. Which of the 'manipulative' tactics do you hear? Which of them worked and which of them were neutralised?

1. Listening 1: _____
2. Listening 2: _____



5

Useful expressions

Complete the expressions that you heard in the dialogues. Then listen again and check.

agree	deal	flexibility	for	halfway	make	manage
mind	prepared	work	room	get	throw	reasonable

- **Opening the negotiation**

- a. So, shall we _____ down to business, then?

- **Stating / probing interests**

- a. We were looking to _____ an order for 100 cases.
b. What sort of price did you have in _____ ?
c. We were hoping _____ a unit price of around 4.50 euros.

- **Bargaining**

- a. Would you be willing to meet us _____ ?
b. If you cut your delivery time by, say, 10 days, we would be _____ to pay the price you have proposed.
c. We'd need to see a bit more _____ on terms of payment.

- **Rejecting a proposal**

- a. Come on, let's be _____ here.
b. Unfortunately, I don't have any more _____ to negotiate this fee.

- **Accepting a proposal**

- a. I suppose we could _____ that.
b. I think we could _____ something out here.
c. I think we could _____ on three weeks.
d. Sure, we can _____ that in.

- **Closing the deal**

- a. OK, it's a _____ .



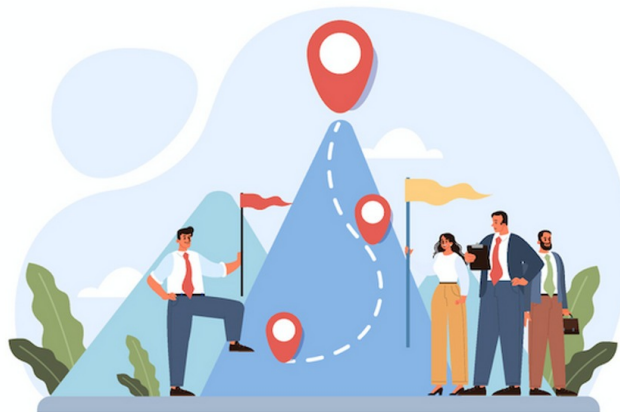
6

The grammar of diplomacy

In order to negotiate more effectively, various grammatical features are used to keep your options open, soften 'bad news' and generally make remarks and questions more diplomatic and persuasive.

Find examples from the expressions from the previous exercise for each of the following features. The first one is done for you as an example.

1. Continuous forms of tenses → *we were looking*, _____
2. Modifiers, e.g. *a bit*, *a little* → _____
3. Modal verbs like *would* / *might* / *could* → _____
4. Approximation, e.g. *sort of* → _____
5. Introductory softeners, e.g. *unfortunately* → _____



7

Optional extension: role play

Work with a partner. Imagine you are negotiating a deal with one of your actual customers. Use language from this lesson. Take turns to be supplier and customer.



Transcripts

3. Listening

- Listening -: - 1 -

Speaker 1: I notice you have a Turkish name.

Speaker 2: Yes, my father is from Ankara.

Speaker 1: Oh really? Do you speak the language?

Speaker 2: I speak intermediate Turkish and I can also read. It's quite a challenge to learn, though. Have you been to Turkey?

Speaker 1: Not yet, but I'd love to visit Istanbul.

Speaker 2: Oh I recommend you do. Istanbul is a magnificent city. So, shall we get down to business, then?

Speaker 1: Sure. We were looking to make an order for 100 cases.

Speaker 2: What sort of price did you have in mind?

Speaker 1: We were hoping for unit price of around 4.50 euros.

Speaker 2: Ha ha. Come on, let's be reasonable here. We've never gone that low on any deal before, even on much higher quantities. For your stated volume, the lowest I could go is around 7.50 euros. (pause) Listen, I don't have any more room to negotiate this fee. 7.50 euros is the bottom limit.

Speaker 1: OK, well, what if we were to...? (fade)

- Listening -: - 2 -

Speaker 1: Would you be willing to meet us halfway? If you cut your delivery time by, say, 10 days, we would be prepared to pay the price you have proposed. Most of your competitors are offering 30 days anyway.

Speaker 2: Hmm... I suppose we could manage that. But we'd need to see a bit more flexibility on terms of payment.

Speaker 1: Fine. It's a deal.

Speaker 2: Oh, transportation is included, isn't it?

Speaker 1: Erm, sure. We can throw that in.



Key

1. Warm up

5 mins.

This opens up the topic with questions to help the students think about negotiation and their experiences. Encourage the students to make short conversations in pairs or small groups.

2. Vocabulary 1

10 mins.

Part A

Students match the two types of negotiation to their correct definitions.

1. a win-win situation - a situation in which both sides benefit
2. a zero-sum game - a situation in which a benefit gained by one side means a loss to the other side

Part B

Tell the students to complete the following typical stages of negotiation. Then the students check their answers in pairs. Ensure students can correctly pronounce the target vocabulary.

Group 1

- | | | | | |
|------------|--------------|--------------|--------------|------------|
| 1. rapport | 2. interests | 3. procedure | 4. proposals | 5. counter |
|------------|--------------|--------------|--------------|------------|

Group 2

- | | | | | |
|--------------|----------------|---------------|------------|----------|
| 1. stalemate | 2. concessions | 3. compromise | 4. details | 5. table |
|--------------|----------------|---------------|------------|----------|

3. Listening

5 - 10 mins.

Ask students to listen to the recording and note the negotiation stages mentioned by the speakers. Then tell them to check their answers in pairs. You may want to play the recording twice. As you listen and check, pause the video at intervals as you progress to give lower-level learners a chance to process the information.

1. build rapport, probe interests, begin the bargaining procedure, make proposals
2. make proposals, make counter proposals, make concessions, reach a compromise

4. Vocabulary 2

Part A

10 mins.

First, tell the students to match the common 'manipulative' negotiation tactics to their descriptions. Ask them to check their answers in pairs. Circulate and help when needed. Then ask the students to answer the following two questions.

- | | | | |
|---------|---------|---------|---------|
| 1. → c. | 2. → g. | 3. → b. | 4. → e. |
| 5. → h. | 6. → f. | 7. → d. | 8. → a. |

Part B

10 mins.



Students may work in pairs. Ask them to read the following responses and think about which one of them would they use to 'neutralise' the negotiation tactic presented in Part A. Check the answers with the whole class.

- | | |
|-------------------------------|------------------------|
| 1. the negotiation decoy | 2. good cop, bad cop |
| 3. negotiation nibble | 4. extreme offer |
| 5. take it or leave it | 6. negotiation silence |
| 7. mentioning the competition | 8. negotiation limits |

Part C

5 mins.

Students listen again to the recording and write down the 'manipulative' tactics that they hear. The students also mark which of the tactics worked and which of them were neutralised.

1. the negotiation decoy, the extreme offer, negotiation silence - neutralised
2. negotiation nibbling, mentioning the competition - worked

5. Useful expressions

10 mins.

This helps the students put the target vocabulary in context. Ask the students to complete the expressions that they heard in the dialogues. Tell them to check their answers in pairs before playing the recording again.

Opening the negotiation

- a. get

Stating / probing interests

- a. make
- b. mind
- c. for

Bargaining

- a. halfway
- b. prepared
- c. flexibility

Rejecting a proposal

- a. reasonable
- b. room

Accepting a proposal

- a. manage
- b. work
- c. agree
- d. throw

Closing the deal

- a. deal

6. The grammar of diplomacy

10 mins.



This allows the students to focus on various grammatical features that are used in negotiation. Students may work in pairs. Tell them to find examples from the expressions from the previous exercise for each of the following features. Circulate and help as needed.

1. we were hoping
2. a bit more flexibility
3. I think we could..., I suppose we could..., would you be willing..., we would be prepared to...
4. what sort of price..., a price of around...
5. unfortunately, I don't have any more room...

7. Optional extension: role play

20 mins+.

This gives the students the opportunity to role-play a supplier and customer in a negotiation situation. Tell the students to work with a partner. Encourage students to imagine that they are negotiating a deal with one of their actual customers. Students take turns to be both suppliers and customers. Circulate and help as needed.