

# Unit 4 Find a solution!



### employer and employee

An employee feels they deserve a promotion because of their hard work and dedication. Their employer acknowledges the employee's achievements but emphasises the importance of gaining additional skills and experience. The employee feels undervalued and frustrated, while the employer is concerned about promoting someone who might not be fully prepared for the next level.

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|---|---|---|
| <input type="checkbox"/> a grey area                | <input type="checkbox"/> the bottom line          | <input type="checkbox"/> find common ground         |
| <input type="checkbox"/> nail down the finer points | <input type="checkbox"/> agree to disagree/differ | <input type="checkbox"/> a sticking point           |
| <input type="checkbox"/> clear the air              | <input type="checkbox"/> meet (someone) halfway   | <input type="checkbox"/> draw the line at something |



### salesperson and client

A salesperson feels strongly that their product is top-notch and that their client will benefit greatly from it. However, the client has done some research and found negative reviews online about the product's performance and the company's after-sales service. The salesperson is trying to sell a product they believe in, but the client remains hesitant.

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### union representative and employer

A union representative is negotiating with an employer for better working conditions and higher wages for their employees, which the union rep argues the employees deserve due to their hard work and the company's financial success. The employer acknowledges the employees' contributions but expresses concerns about the company's budget constraints and the need to stay competitive.

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### board member and shareholder

A board member is advocating for reinvesting profits into expanding the business. A shareholder is more interested in receiving higher dividends and is concerned about the potential risks associated with expansion. The board member sees expansion as a crucial step in the company's growth, emphasising the long-term benefits of the move, but the shareholder is focused on immediate returns.

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## Activity

In pairs: writing and speaking

### Aim

To give students the opportunity to use negotiation idioms; to practise some of the skills they will need for Part 2 of the Speaking paper

### Idioms

Negotiation

### Exam skill

Speaking Part 2

### Preparation

Make one copy of the worksheet and cut up the set of role cards.

### Time

25 minutes

## Teaching notes

### Procedure

- › Photocopy and cut up the role cards.
- › Tell your students that they will be giving a short performance in pairs, using dialogue and action, in which they will use negotiation idioms. They should use as many of the idioms as they can and use them correctly. The pair that uses the most idioms correctly wins.
- › Put your students into pairs and have each pair select a role card, then confirm that they understand the situation described on the card. (If you have an odd number of students, there could be a group of three with one student in the role of mediator.) Now tell your students to collaborate on a short script with a clear beginning, middle and end and some kind of resolution. Give them a time limit of no more than ten minutes.
- › Reiterate that their script should include as many of the negotiation idioms as possible, and that the idioms should be used correctly.
- › While the pairs create their scripts, circulate and offer support.
- › When the scripts are ready, either nominate a pair to go first or ask for a volunteer. Before the performance begins, tell the other students to keep track of the idioms that the performers use, and also to consider if the idiom has been used correctly. You should do this along with your students.
- › After the performance, ask the audience how many of the idioms were used and if they were used correctly. Any disagreement here will lead to further negotiation, with you making the final decision. Then the next pair gives their performance, and the process repeats until every pair has performed.

### Extension activity

For any of the situations not selected, the students can discuss what the people in those situations might negotiate about.