

Let's get the map out

LEARNING OUTCOME

learn how to negotiate and agree a decision

WARMER

Ask students if they have ever been on a trip with friends or family. Ask them where they went and how they made the decision about where to go and what to do. Ask if it was easy to come to a decision that everyone was happy with. Compare answers around the class. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to negotiate and agree a decision.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Possible answers

The two girls are at home and are looking at a tablet. Maybe they're deciding to travel somewhere. When you're planning a trip you need to think about: how long you want to go for, how much it will cost, what you want to see and do, where you want to go, how you will travel and who you will travel with, etc.

Everyday vocabulary

- 2 Draw students' attention to the phrases a–j. Ask them to work in pairs and put the phrases into the four categories given. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

phrases for agreeing: **c, e, h**

ways of saying you don't want to do something: **f, i**

phrases for suggesting a deal: **a, b, j**

phrases for summarising what has been agreed: **d, g**

- 3 Ask students to work in pairs and brainstorm any other phrases that could go in the categories in 2. Ask pairs to share their ideas with the class. Check answers and write the questions on the board. Ask students if they think the phrases in 2 are polite, or not.

Answer

They are all polite.

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between two students, Eleanor and Natalie, who are planning and discussing a trip around Europe together. Tell them not to worry about understanding every word. They should listen and find out how Eleanor and Natalie are planning to travel around on their trip. Ask students to check their answer in pairs, before checking as a class.

Answers

They are going to travel by train.

- 5 Ask students to look at the sentences from the dialogue. They listen again and complete the gaps with the missing phrases. They check answers in pairs, then listen to the dialogue again and check.

Answers

- 1 How do you feel about
- 2 I don't see why not.
- 3 I'm not sure that
- 4 I'm all in favour of that.
- 5 And would you be willing to
- 6 we agreed that

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the phrases and explain they have to complete them with the words in the box. Students could try and do this from memory first, before listening again to the dialogue to check. Ask students to practise saying the phrases, using the correct intonation.

Answers

- 1 can 2 feel 3 see 4 favour 5 interested
- 6 point 7 sure 8 willing 9 recap 10 agreed

- 6 Explain to students that negotiation is not only about using appropriate language, it's also about using communication strategies. Read the instructions and ask students to think about the strategies that the speakers use when they are negotiating with each other about what they want to do and where they want to go on the trip they are planning. Ask students to listen to the dialogue again and tick which of the strategies 1–8 the speakers use.

Answers

The following strategies are used: **1, 3, 4, 5** and **7**. Neither of the speakers uses the strategies **2, 6** and **8**.

- 7 Ask students to work in pairs and discuss why the strategies they identified in 6 as not being appropriate in a negotiation aren't suitable.

Answers

Strategies **2, 6** and **8** are all unsuitable because they are not collaborative or constructive. They are confrontational and risk making the other person defensive. The aim of a negotiation is to reach a decision that both parties are happy with, so it's better to use gentle and reasonable persuasion, acknowledge the other person's point of view, and listen to their ideas.

Over to you!

- 8 Students work in pairs. Ask them to read the instructions and follow the steps. Remind students to use expressions from the Toolkit and the phrases in 2 and 5. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.