

**Міністерство освіти і науки України
Луцький національний технічний університет**



ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Методичні вказівки до самостійної роботи
для здобувачів першого (бакалаврського) рівня вищої освіти
освітньої програми «Міжнародні економічні відносини»
галузі знань 29 Міжнародні відносини
спеціальності 292 Міжнародні економічні відносини
денної та заочної форм навчання

Луцьк 2024

УДК 811.11(07)

I 30

Електронна копія друкованого видання передана для внесення в репозитарій Луцького НТУ

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Рекомендовано до видання вченою радою факультету освітніх, цифрових та соціальних технологій Луцького НТУ, протокол № ____ від « » _____ 2024 р.

Голова вченої ради факультету освітніх, цифрових та соціальних технологій _____ Г. А. Герасимчук

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I 30 **Іноземна мова за професійним спрямуванням** [Текст]:
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Л.В. Корольчук, Луцьк : Відділ іміджу та промоції ЛНТУ, 2024.
34 с.

Навчально-методичне видання містить тематичне планування курсу, методичні інструкції для самостійної роботи здобувачів, загальний список бібліографічних джерел.

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ЗМІСТ

Вступ.....	4
Тематичне планування курсу.....	5
Загальний список бібліографічних жерел.....	31

ВСТУП

Сучасна європейська мовна політика орієнтує європейських громадян на багатомовність. Без цього успішна інтеграція в сучасному світі просто неможлива. Знання мов сприяє зближенню народів і підвищує шанси молодих фахівців на успіх у професійній діяльності. Для фахівців з міжнародних економічних відносин знання іноземної мови в професійному середовищі є необхідним робочим інструментом, який допомагає будувати ефективні відносини з іноземними партнерами, впевнено вести переговори, вести дипломатичне листування тощо. У сучасних політичних умовах Україна особливо потребує фахівців зі знанням іноземної мови, які своєю професійною діяльністю сприятимуть розвитку тісних відносин із зарубіжними партнерами і тим самим наблизатимуть вступ нашої країни до ЄС та НАТО.

Метою навчальної дисципліни є формування комунікативної іншомовної компетентності для задоволення потреб професійного спілкування та підготовка студентів до ефективної усної та письмової комунікації у навчальній та професійній діяльності.

Об'єктом навчальної дисципліни є професійна діяльність та сучасна іноземна мова, притаманна цій сфері.

Предметом навчальної дисципліни є практичний аспект використання іноземної мови в сучасній професійній діяльності.

THEMATIC COURSE PLANNING

Content Module 1.

Developing Negotiation Skills

UNIT 1. Preparing to negotiate

Listening: Intercultural communication

Reading: The principle stages of a formal negotiation.

Speaking: Negotiating procedure from culture to culture.

Writing: Useful expressions for negotiation.

Task 1. Extension activity

Read the commentary on page 60 to compare it with their ideas. Also identify what it says about each of the types of preparation listed in exercise 1. When you check the answers with the class, you could use the commentary to generate further discussion (e.g. examples of the various situations from your trainees' own experience). Note that the commentary introduces a number of key concepts for the topic of negotiations (see Background notes below) which you can also discuss at this stage.

Answers

- Goals: the most critical part of your preparations. Opening proposal should be realistic but ambitious.
- Alternatives: the different 'packages' you can offer as part of a deal; what you'll do if you fail to reach a deal.
- Background research: on the company you hope to do business with; on their competition; your own competition.
- Team-building: selecting the optimal combination of personalities and expertise can make or break your deal-making capacity. Look out for knowledge gaps or doubling up of roles.
- Venue selection: if on your territory, you can set things up your way. If on theirs, you'll have to adapt.
- Cultural factors: do your homework, know what to expect, but don't over-react as this may give away your own expectations and put you at a disadvantage.

Task 1. Background notes

- Doubly so means especially.
- Bargaining room is the space between what you want and what you will accept. It is also sometimes called room for maneuver /mə'nu:və(r)/, which is mentioned in exercise 8.
- The commentary mentions what you'll do if you fail to reach a deal. An important concept here is BATNA, your Best Alternative to Negotiated Agreement. In other words, it is vital to know exactly when it

might make more sense to give up on a negotiation and walk away. This concept is explored fully in Module 7C.

- If something can make or break a deal, it is the crucial ingredient that determines whether you will succeed (make the deal) or fail (break the deal).

- If somebody or something is redundant, he/she/it is not needed.

- As mentioned in the commentary, an advantage of holding the negotiation on your own territory is that you can set things up your way. It can also have more subtle psychological advantages. For example, providing hospitality may leave the other side feeling that they owe you something in return. On the other hand, an advantage of negotiating 'away from home' is that you can walk away (or threaten to walk away) more easily.

- If you accommodate your cultural behavior, you adapt your behavior to match the culture of the other people. For example, if person A comes from a culture where it is normal to get down to business straight away, but person B comes from a culture where lengthy relationship-building is expected before a negotiation, it might be a good idea for person A to devote more time to this relationship-building phase, even if it feels unnatural. If both sides accommodate in this way, it should be possible to find a compromise that suits them both. However, there is a danger of overreacting: person A might be trying too hard to build a relationship, while person B is already expecting to get down to business. This is an example of what the commentary describes as colliding in the middle.

Task 3. *Extension activity*

Use Why- and How- questions for each row in the flowchart to generate a discussion with the class, e.g.:

- Why is it important to ... build rapport / agree on a procedure, etc.?

- How exactly might you go about ... building rapport / agreeing on a procedure, etc.?

Task 4. *Extension activity*

After trainees have read and discussed the commentary, tell them to close their books.

Use this quiz to check how much they remember and also to deal with any problems with the vocabulary in *italics*.

1. In which two countries will you be expected to stick to a more or less fixed agenda?

2. In which parts of the world will several meetings be necessary before an agreement can be reached?

3. Which nationality will tend to begin with the probing questions almost immediately?
4. In which country might a strenuous amount of socializing may be expected, regardless of how the negotiations are going?
5. Which nationality will want to close the deal as quickly as possible?
6. Which nationality will ask the same questions several times to reassure themselves of the answers?
7. In which two countries would the social side normally be kept to a minimum until after the deal has been struck?
8. Which nationality will usually want to sleep on it before making a final commitment?
9. Which nationality will almost always want you to set out your proposal first and then counter it very vigorously?
10. In which country might you go out to dinner the day before a negotiation and find yourself already informally engaged in negotiations?
11. In which country will be marched through the agenda fairly swiftly?
12. Which two nationalities will want to avoid such conflict at all costs?
13. In which country might it be acceptable to offer to get back to the other side with the information at a later stage?
14. Which nationality may resent an enforced agenda which restricts their imagination and creativity?

Answers

1. the USA and the UK
2. the Latin countries, the Gulf, most of Asia
3. Germans
4. China
5. Americans
6. Japanese
7. Germany and Switzerland
8. British
9. Russians
10. Italy
11. the USA
12. Japanese and British
13. the UK
14. French

Task 6. *Background note*

A stereotype is based on the incorrect assumption that every person from a particular culture will behave in a particular way. In fact, although we are of course influenced by our cultures, there is wide variety within each culture. Also, we each belong to many cultures, related to, for example, the type of organization we work for, our jobs within that organization, our age, our gender, our family situation, etc., as well as our national cultures. For example, a Japanese sales representative may have more in common culturally with an Italian sales representative than with, say, a Japanese computer programmer.

Task 6. *Extension activity*

Read the commentary to sort the countries into six groups, i.e. the three broad cultural types from exercise 5 and the three ways of combining these broad types. Then discuss the answers with the class, including whether they agree with the groupings and whether they have experienced any of them in practice.

Answers

Fact cultures: the UK, Germany, Switzerland, the Netherlands, the Scandinavian countries, most Central and East European countries (with the possible exception of Hungary), the USA

Fact and people cultures: France, Poland, Russia, Romania

People cultures: most Latin (Italy, Spain, Portugal) and non-Latin Mediterranean (Greece, Turkey) countries, Latin American countries, the Gulf states

People and trust cultures: Vietnam, the Philippines, India

Trust cultures: the majority of Asian cultures (Japan, China, Korea, Thailand, etc.)

Trust and fact cultures: the UK, Hong Kong.

UNIT 2. Roles in international negotiations

Listening: The team members.

Reading: Negotiating as a team.

Speaking: Pros and cons of team negotiation.

Writing: What is a dream team?

Task 3. *Extension activity*

Write the following questions in your copy book. Point out that there is one question for each extract from 1.05. Listen again to answer the questions.

1 What is the problem and the suggested solution?

2 What are the figures in the calculation?

3 What is the decision and the reason for it?

- 4 What is the problem and the offer?
- 5 What is the cause of the deadlock?
- 6 What is the opportunity that the observer has spotted?

Answers

- 1 Problem: they aren't getting very far. Solution: come up with some alternatives.
- 2 $27,650 + 4\% = 28,756$
- 3 Decision: to leave it (= to refuse the offer). Reason: it doesn't meet their needs.
- 4 Problem: the set-up costs are too high. Offer: to sign up for three years.
- 5 The surcharges (= additional charges)
- 6 The other side will go ahead (= agree to the offer) if they can be reassured about compatibility (= that the various machines or systems will work together).

Task 5. Extension activity

Answer these questions to make sure you have fully understood the text. Note that questions 8–10 are not answered in the text, but are designed to relate the topics from the text to trainees' own knowledge and experience.

1. According to the first paragraph, why might it be a burden (= a disadvantage) if you have more players on your team?
2. Is it ever possible to retract (= take back) a concession in a negotiation?
3. How many benefits of teamwork are mentioned in paragraph 2?
4. What example is given in paragraph 3 of 'the promise of teams'?
5. Why might this promise elude us (= be impossible to reach)?
6. What is the main advice from paragraphs 1–3?
7. Give an example of a diverse set of knowledge, abilities or expertise.
8. Give an example of diverse interests that may be represented in a union negotiation.
9. What would be the result if you tried to negotiate alone in a major international negotiation or a merger or acquisition?
10. How much time is sufficient to coordinate a team effort?

Suggested answers

1. Because there is a risk that members will under-prepare; colleagues may make concessions that you are not happy about.
2. It is usually possible, at least until a formal agreement is reached. However, it may be seen as unprofessional. The other side may

decide you are not taking the negotiation seriously enough. They may also try to exploit disagreements within your team for their own benefit.

3. Two main benefits: more discussion / information sharing; feeling more powerful/secure.

4. The formidable team you might expect by looking at each individual's strengths and potential to succeed.

5. Members might disagree on key issues.

6. Don't under-prepare for team negotiations; make sure concessions never 'slip out' without your whole team expecting them; resolve any disagreements within the team before the negotiation.

7. The team mentioned in paragraph 3 is a good example.

8. Some members of the union may be willing to accept a low offer because they want to avoid conflict, while other members may want to push hard for a much better offer, at the risk of serious conflict.

9. It depends on the details of the situation, but it would certainly be seen as unusual. This could of course work to your advantage, as long as you are well-informed and brave enough to handle the tough negotiation by yourself.

10. Again, this depends on the situation – the size of the team, the initial differences between their opinions, the importance and complexity of the negotiation, etc.

Task 7. Background note

Guanxi is pronounced /'gwanʃi/. See <http://www.thinkingchinese.com/guanxi-guanxixue-personal-connection-in-modern-china> for some background information on guanxi. Note that although English is now widely learned in China, older people and people away from the wealthier coastal areas may not have learned it. Even those who have studied English may find it more difficult than speakers of European languages which are more closely related to English, and may have strong accents. Very few people from other countries have studied or mastered Chinese. To complicate matters, different dialects of Chinese may be seen as different languages, so someone who has learned Mandarin Chinese (the most commonly spoken form of Chinese, including in the north of the country and inland) may not be able to communicate with a speaker of Cantonese (also called Yue Chinese, widely spoken in the wealthier southern coastal areas around Hong Kong and Guangzhou).

UNIT 3. Intercultural communication training

Listening: Intercultural communication trainer commenting.

Reading: Analysis of the activity you have just done.

Speaking: Importance of building a good relationship.

Writing: Negotiation with your old colleagues.

Task 7. Extension activity

Write the following questions in your copy book. Listen to the recording a second time to answer the questions.

1. What is the name of Fons Trompenaars' book?
2. In a high-context culture, which is more important, business or people, according to the trainee?
3. In what way is Microsoft's slogan not a coincidence?
4. What verb does the trainer use to describe the way high-context cultures become gradually more focused on the business?
5. What verb does the trainer use to describe the way low-context cultures become more focused on relationships?
6. Think about the quote from John D. Rockefeller. Which of the two diagrams best represents his viewpoint?

Answers

- 1 Riding the Waves of Culture.
- 2 According to the trainee, they are both equally important the other.
- 3 Because it is from North America, where the emphasis is on today, not tomorrow.
- 4 zoom in
- 5 unwind
- 6 The one on the right: start with business and then become friends.

Task 9. Extension activity

Look at the audio script on page 47. Then listen again to underline all the useful phrases used by Stuart for building relationships and for getting down to business from the script.

Suggested answers

Building relationships

... welcome to Chicago! Delighted you could make it.

Did you have a good flight over from Monterrey?

Getting down to business

Now, as you know, we're on a pretty tight schedule, so I suggest we get straight down to business.

We're obviously very interested in your company and your products ..

I trust everything's OK with your accommodations?

... please, call me Stu.

Is that so? Well, I hope you enjoy your stay

I'm sorry, did everyone get a coffee?

Please, help yourselves.

Now, as I was saying, we've read ... and we're really excited about ..

We think there's a lot of scope for collaboration here – provided we can ..

So ... over to you! Let's see what you've got!

These guys have really got some great ideas ...

Task 10. Extension activity

Give a suitable reply to each sentence from exercise 10. Then close your books. Try to remember the ten sentences, word for word, using only the replies you gave.

Possible answers

- a. It must be at least five years.
- b. Very well, thanks. And what about you?
- c. Thanks. I'm a lot less stressed than I used to be.
- d. Oh, the usual. Work, family, golf ... but we had a great holiday earlier this year.
- e. Well, yes, we were planning to, but the deal fell through. It's not really a good time to sell at the moment.
- f. Yes, that's right. How did you remember that? Yes, we went to Turkey. It was lovely.
- g. Not as much as I'd like, but I still play a couple of times a month. What about you?
- h. Well, I've got a new title. I'm now a Senior Development Manager, but it's basically the same job as I was doing before.
- i. Very well. It was a bit strange for the first few weeks, but it really suits me now, I think.
- j. Well, nothing's signed yet, but the negotiations are going very well.

UNIT 4. The rules of making rapport

Listening: Ore-negotiation conversation.

Reading: The seven rules of rapport.

Speaking: The role of small talk.

Writing: Introducing your negotiating partner.

Task 1. Extension activity

Make a list of the safe and risky topics mentioned in the commentary.

Answers

Safe topics Risky topics

weather families

food relationships

sport the local economy

interests politics

places you know the news

talking shop sex and religion

the global economy local customs, traditions, conflicts

Task 3. Background notes

• Paris V is another name for Paris Descartes University. The V is the Roman numeral 5, a reference to the 5th district of Paris, where the university is located.

• Katowice /kato'vi:tse/ is a major city in southern Poland.

• Brasilia is the capital, and fourth largest city, of Brazil.

• Caipirinha /kaipi'ri:nja/ is a popular Brazilian cocktail, made with Cachaça, a spirit made from sugar cane.

Task 4. Extension activity

Read the quote again to find two examples of when to use small talk and two of when it might be best to avoid it.

Answers

Use small talk when you are offered coffee and when a genuine coincidence is likely to forge a connection; it might be best to avoid small talk when you are directed to your chair and when you have nothing more to talk about than your counterpart's beautiful family.

Task 6. Extension activity

Answer the following questions.

1. What is the perfect balance, in percentage terms, between talking and listening?

2. What is the best balance between questions about your partner and comments about yourself? How many questions are too many?

3. What is the best thing to do if your partner doesn't seem interested in a topic you have raised in small talk?

4. Which is better: to keep talking as long as possible about one topic, or to change the topic frequently?

5. Should you try to stay be enthusiastic if your partner doesn't seem interested in small talk?

Then read the commentary on page 63 to compare it with your ideas.

Answers

1. With a talkative partner, 60% listening and 40% talking.
2. No more than three questions in a row.
3. Close it with a final positive remark.
4. Keep talking as long as the topic is interesting to both of you.
5. No – be cheerful, but don't pretend to be enthusiastic.

Content Module 2.

Studying the Procedure for Conducting International Negotiations

UNIT 5. Establishing a procedure

Listening: Opening of a negotiation.

Reading: Establishing a negotiating procedure.

Speaking: Importance of establishing clear objectives of a negotiation.

Writing: Draft agenda.

Task 4. Background notes

- Under a licensing agreement, the licensor typically owns some intellectual property (e.g. a patent, a trademark or copyrighted materials). The licensee pays the licensor for the right to use that intellectual property. There may be different licensees in different countries/markets. A key issue in licensing agreements is exclusivity: will the licensee hold the only license for the intellectual property in a particular market (a sole licensee), or one of many? Obviously, an exclusive license is much more valuable.

- The scope of a license determines how widely it applies, both in terms of geographical area and also in terms of exactly what it covers.

- The term of a license is its duration in time.

- Remuneration simply means payment. It can come as a lump sum (i.e. all at once) or as a staged payment.

- A milestone is an important stage in a process, determined either by actions (e.g. the official launch of the product) or results (e.g. a million sales).

Task 6. Extension activity

Plan the agenda for a negotiation that one or both of them has taken part in, or may take part in at some time in the future. You should use the draft agenda from exercise 4 as a model.

Task 9. Extension activity

Use the phrases from exercise 7 to present your agenda to other students. Everybody should make notes and try to introduce at least five changes to the agenda, again using the phrases from exercise 7. Allow around five minutes for the negotiation about the agenda. Then swap roles to negotiate over the second pair's draft agenda.

Task 10. Extension activity

If you have time, you could conduct the negotiation itself, following their agendas. To make this easier, you could use a currency you are familiar with, at today's value. Follow the advice given in the quote in exercise 9.

UNIT 5. The proposal stage

Listening: Body language.

Reading: Non-verbal IQ.

Speaking: Making proposals.

Writing: Open-ended statements.

Task 6. Extension activity

Look at the audio script on page 49. Listen again to underline all the examples of body language that are mentioned, and what they are supposed to mean. Afterwards, go through the answers with the class.

Suggested answers

- scratching nose = lying
- crossing legs = unimpressed
- frowning, crossing arms and legs, sighing = not happy
- not giving good eye contact, moving about in seat, nodding, touching face = you should be suspicious
- arms and legs crossed = 'closed', negative body language

Task 8. Extension activity 1

Write the following. Elicit the meanings of all the words. Note that they are mostly abstract concepts, so it may be easier to discuss the meanings of the related verbs (e.g. to accept, to deceive) or adjectives (e.g. aggressive, bored). Then identify which word describes which picture from exercise 8.

acceptance impatience
aggression indecision
boredom resistance
deception skepticism
dissatisfaction stress
hostility tiredness

immovability uncertainty

Suggested answers

1. dissatisfaction
2. skepticism
3. acceptance
4. immovability
5. hostility
6. impatience
7. tiredness
8. uncertainty
9. stress
10. resistance
11. boredom
12. aggression
13. indecision
14. deception

Extension activity 2

Test yourself by demonstrating examples of body language from the pictures. Your partners should try to read their body language and choose an appropriate phrase, ideally without looking at page 86. Allow plenty of flexibility in your answers – do not have to use exactly the same words as on page 86. Afterwards, give and elicit feedback on the responses to body language.

UNIT 6. Responding to proposals

Listening: Counter-proposal.

Reading: Summarizing proposals.

Speaking: Making proposals.

Writing: Opening offer.

Task 1. Extension activity

Use the commentary to generate four mini-discussions.

1. What is anchoring? Do the benefits of anchoring outweigh the disadvantages of going first?
2. What three examples of power relationships are given? Do you agree with the analysis?
3. In what way is a negotiation like a poker game? What does a 'poker face' look like?
4. What trick do devious negotiators use? Would you ever use this trick?

Task 5. Extension activity

Look at the audio scripts on page 49. Then listen to the three recordings again to underline examples of *would*, in order to identify any patterns in the way it is used (e.g. which negotiator uses *would* more often and in which situation?). Also underline other phrases the negotiators used to talk about what they want or don't want. Afterwards, discuss their answers in pairs, including any patterns they noticed.

Suggested answers

The main pattern is that both negotiators are careful to avoid making a commitment about what will happen. Also, when checking, Lamarre is careful to avoid commenting on the proposals. For these reasons, they both use very hypothetical structures, mainly *would*, in almost every sentence.

- Randall uses *would* a few times during the proposal (... the best way to do this would be ... ; ... Goldstream USA would take ... ; And we'd like to work with ... ; R&D would be carried out ... ; ... the marketing and launch budget would be shared ...) and to answer Lamarre's requests for clarification (We would, of course, be financing ... ; We would obviously have to agree ... ; ... Goldstream would cover that cost, but you would retain full control ...)

- Other phrases Randall uses to avoid making a commitment included: ... what we're proposing is ... ; ... we're particularly interested in ... ; What we envisage is ... ; The important thing at this stage is for us to ... ; Our reason for requiring a majority stake in the venture is ...

- Lamarre uses *would* frequently to check understanding: ... research and development would remain in the USA. ; Did you say Goldstream would be willing ... ; ... you would then take part-ownership ... ; This new aircraft would be developed by you ... ; ... the expansion of which you would fund. ; We would retain ownership ... ; ... you would continue to order the engines ...

- Other phrases Lamarre uses to check understanding without expressing an opinion include: ... what you're looking for is ... ; OK, so what we're looking at is ...

- Lamarre uses *would* in almost every sentence of the counter-proposal (after the introductory sentences): We would prefer to operate on the basis of ... ; So, what we'd like to suggest is ... ; We'd also like to see ... ; ... we would have no direct involvement ... ; ... we would need to be satisfied that ... ; ... the quality we would expect ...

Task 6. *Extension activity*

For each of the 20 expressions from the diagram, elicit from the class onto the board the two most important words from each expression. For example, for the first two expressions, you could write

basically/proposing and keen/partner. Then close their books. Work in pairs or groups of three to test each other by reading one of the two-word summaries to elicit the whole expression from their partners.

UNIT 7. Questioning techniques.

Listening: How to be a good questioner.

Reading: Closing the deal.

Speaking: Art of questioning.

Writing: Open questions.

Task 3. Background notes

- A letter of credit is a financial instrument which may be used to pay for goods or services, especially where payment in cash would be inconvenient or impossible. See <http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1084536269&type=RESOURCES>.

- Sale-or-return means that a distributor/retailer agrees to stock and sell a product. If the product fails to sell, the distributor/retailer can simply return the product to the supplier at no cost. This enables the distributor/retailer to experiment with new products without the risk of having to buy stock which may not sell.

Task 5. Extension activity

Write the following words. Elicit which of the three extracts they refer to, and what was said in the commentary about each of them.

deadlock

give away her own position

giving a straight answer

hostile

overdo

pins her down

rigid

UNIT 8. Clarifying critical issues.

Listening: How to use the dramatic pause.

Reading: Alternative to disagreement.

Speaking: Asking the questions in three ways.

Writing: Signal your questions.

Task 8. Extension activity

Write the first and last words of each question signal (e.g. May ... that?). Close your book and try to remember the complete questions.

Content Module 3.

International Relationship-Building

UNIT 9. Exploring interests.

Listening: Getting to Yes.

Reading: Swapping summaries.

Speaking: How to listen more effectively.

Writing: Asking for clarification, asking follow-up questions or summarizing.

Task 2. Extension activity

Before you complete exercise 2, write the following phrases. Elicit from the class the function of each phrase: asking for clarification, asking follow-up questions or summarizing.

1. So, what sort of figure were you thinking of?
2. So as I understand it ...
3. Under what circumstances maintenance might you be prepared to consider ...?
4. May I ask you a question about that?
5. So, let me just get this straight.
6. Could you just clarify one thing for me?

Task 10. Extension activity

Look at the audio script on page 51 to identify the humorous names for the three basic styles, and what they mean. Then elicit from the class some real-life examples from their own experience (or well-known examples from films, current affairs, etc.) of the three basic styles.

Answers

The 'go-ahead-punk-make-my-day' school of negotiation (i.e. if you use your gun, I'm happy to use mine too); the 'whatever-you-say-darling' school of negotiation (i.e. I'll follow your orders because our relationship is more important than anything else); the 'we-can work-it-out' approach (i.e. we can find a solution).

Background note

The line Go ahead, make my day comes from the 1983 American film Sudden Impact, and is spoken by San Francisco police detective 'Dirty' Harry Callahan (played by the actor Clint Eastwood) in a high-stakes negotiation involving a hostage and guns. He frequently calls

villains punk (= American English slang for ‘a worthless human being’) as a term of abuse. We can work it out is the name of a song by the British 1960s band, The Beatles.

Task 11. Extension activity 1

Read the possible solution in the commentary on page 68 to compare it with their own solutions. Use these questions to focus the discussion.

1. How acceptable would it be for Speaker 1 (the boss) to play the role of mediator in your culture?
2. Do you agree with the analysis of the two parties’ interests?
3. Look at the suggested five-point solution. Do you think both sides compromise in any way? Who compromises more?
4. Do you think this is the best solution? What would you do about Dr Jimenez’s suggested improvements?
5. In your culture, how much power does a subordinate have in a negotiation with his/her boss? Would it be better for the boss simply to be able to impose his/her solution?

Extension activity 2

Elicit from the class some other examples of seemingly intractable problems, where both sides have radically different positions. These examples could come from real life, the news (business or, if you are careful, politics), etc. Then work in pairs or groups of three to role play negotiations to try to resolve the problems using principled negotiation. Note that even if a solution proves impossible, they should at least try to identify the other party’s interest, not just their position. Monitor carefully, and give and elicit feedback at the end.

UNIT 10. Making request.

Listening: Conversation opposite.

Reading: How to be persuasive.

Speaking: Pressing in negotiation.

Writing: Persistence in negotiation.

Task 1. Extension activity

Write the following words and check you understand them. Predict how the words relate to the quote. Then read the commentary on page 69 to check.

keeping the door open
persistent
gender
high-context cultures
aggressive

reluctant

Task 2. Extension activity

Write the following questions. Remember about the answers, and then listen again to check.

1. What examples of questions does the American negotiator use? What do you notice about these questions?
2. What does the Chinese negotiator say about directness and indirectness?
3. What three stages in the negotiation, each at different times, does the German negotiator mention?

Answers

1. The first question (OK, well, if there was a way to make it less expensive, then you'd be more interested, right?) uses hypothetical language (if + past, would) to encourage the other person to express an interest in the product. The question isn't really a question, just a statement with right? at the end. The second question (All right, so what else concerns you?) is a very open question, designed to get the other person talking as openly as possibly.

2. Chinese people are direct in the sense that they say what they want, in both their offers and their counter-offers. But they try to find out what the other person wants indirectly, by reading between the lines.

3. First, the parties provide all the details and figures before the meeting. Then they meet to ask lots of questions about the information, to make sure nothing has changed. The bargaining phase comes much later.

Task 6. Extension activity

Go through the commentary on page 69 to check which of the six points they managed to include in their own negotiations. Afterwards, think which pair included the most points, and whether there were any other points, in addition to these six, that they identified.

UNIT 11. The bargaining zone.

Listening: Approaches in negotiation.

Reading: How to be a better negotiator.

Speaking: In successful negotiation everybody wins.

Writing: The main variables in negotiation.

Task 1. Extension activity

Trainees read the commentary on page 70 to find three names for this approach, one criticism of it and one alternative approach.

Answers

- Names: 'win-win', 'mutual gain', the 'Harvard method'.
- Criticism: it is an idealistic view.
- Alternative: a tougher 'hardball' approach to get exactly what you want.

Task 6. Background notes

- Volume business means very large orders or large numbers of orders.

• Payment terms define when and how goods should be paid for. For example, many contracts between companies specify that goods must be paid for within 30 days or 60 days of delivery. Interest-free credit works in a similar way, where the customer borrows money (often through a third party, such as a bank) to pay for goods, typically from a retailer (a shop), which has a long-term agreement with that third party. In reality, such loans are not really interest-free, but it is the retailer that pays the interest, not the customer, so it feels free to the customer.

• An exclusivity clause is part of a contract that states that one or both parties may not enter into a similar contract with a third party. For example, an exclusivity clause may state that party A will be the only supplier or distributor of a particular product or service in a particular geographical area, or that party B will not buy or distribute similar products or services from third parties.

• Packaging includes cartons (boxes), bottles, plastic wrappers, etc. It may be customized for individual customers by being a different size, color or design from the manufacturer's normal packaging, or by including logos, text, images, etc.

• A penalty clause is a statement of the penalty that one party must pay if the other party fails in its obligations. In many countries, penalty clauses are illegal. See www.scotlaw.com.gov.uk/download_file/view/101/127/. • Fluctuations are changes in the value of something. Exchange rates fluctuate as one currency becomes more expensive while another becomes cheaper. Because this often leads to unpredictability and probably increased costs for one of the parties in an international agreement, the parties may agree in advance how to handle such fluctuations, e.g. which date's exchange rate to use.

Task 7. Extension activity

Elicit from the class which party, the buyer or the seller, would perform each action.

Suggested answers

- The seller might offer to cover transportation costs or exchange rate fluctuations.

- The seller quotes the unit price and a discount price.
- The seller may offer after-sales service, spare parts, free maintenance, (good) payment terms and a 12-month guarantee.
- The seller might provide after-sales service, spare parts and free maintenance.
- The buyer or the seller might enforce an exclusivity clause or a penalty clause.
- The buyer might require after-sales service, spare parts, free maintenance, customized packaging, interest-free credit and a 12-month guarantee.
- The buyer or the seller might require an exclusivity clause.

Task 12. Background notes

- FOB, CFR and CIF are all Incoterms, i.e. abbreviations used in international trade and shipping. There are four recognized Incoterms for shipping:

FAS – Free Alongside Ship (i.e. the seller is responsible only for bringing the goods to the ship)

FOB – Free on Board (i.e. the seller is responsible for loading the goods, or paying for the goods to be loaded, onto the ship)

CFR – Cost and Freight (i.e. the seller must also pay the costs to bring the goods to the port of destination)

CIF – Cost, Insurance and Freight (i.e. the seller must also pay for the insurance). For the seller, the best options are FAS, then FOB, then CFR and finally CIF. For the buyer, CIF is the best deal.

- The livery on a vehicle is the artwork that identifies it as serving a particular company (colors, logos, name, etc.).

UNIT 12. Getting to Yes.

Listening: The worth thing to do to a negotiator.

Reading: The stallholder's six techniques.

Speaking: What is the best thing you can do to a negotiator?

Writing: Informal haggling language.

Task 1. Extension activity

Play the recording again for trainees to identify the four other behaviors that are to be avoided, perhaps. Afterwards, discuss with the class how serious each of them is, and whether the official answer (Accept his first offer) is really worse than these four behaviors. Note that Kennedy is being deliberately provocative by choosing four very bad

behaviors and using words like perhaps to suggest that they are less bad than they really are. He probably did not intend his comparison to be taken too seriously.

Answers

- Insult him.
- Get her annoyed.
- Go over her head to the boss.
- Make him look stupid.

Task 5. *Extension activity*

Trainees read the commentary on pages 70 and 71 to identify six important techniques used by the stallholder and one used by the customer. They then look through the audio script on page 53 to identify examples of each technique. Trainees compare answers in pairs and then with the class.

Answers

The stallholder's six techniques are:

1. Ask the customer lots of questions to find out more about his interests (e.g. Is it a present for someone?).
2. Change the subject while he's thinking about whether to buy or not (e.g. On holiday are you, you and your girlfriend?).
3. Emphasise the quality of the product and the bargain he's getting (e.g. Solid silver as well. Most of them are just plated. Feel the weight of it. It's quite old too.).
4. Use emotion to try and persuade him (So she's at home in Japan, is she? You'd better take her something nice back then, hadn't you?).
5. Add another variable to the deal to see if she can renew his interest (I'll throw these earrings in as well.).
6. Reinforce his commitment to the deal (e.g. You've got yourself a bargain there. I'm sure your girlfriend will love it ...).

The customer's best technique is to seem willing to walk away. (e.g. Sorry, can't afford. Thank you ...)

UNIT 13. BATNA stands for best alternative.

Listening: The bargaining stage.

Reading: BATNA to your opponent.

Speaking: Skillful bargaining.

Writing: Sterling Fleet Cars.

Task 1. *Extension activity*

Trainees read the commentary on page 71 to identify six options when you appear to have no BATNA. They should then discuss which of these options are most and least suitable for their own business situation. They should also find four useful phrases in the commentary, and again discuss which of them they could use in their own negotiations.

Answers

The six options are:

1. Redesign your product not to require the component you currently need.
2. Design a similar component yourself.
3. Acquire your supplier.
4. Go to your competitors and agree with them that none of you will buy your supplier's component until they price it more reasonably. Note that this may not be legal in many countries, as the commentary on page 71 points out.
5. Bluff – simply pretend you do have a BATNA.
6. Create value – introduce new issues into the negotiation to give you more influence or 'leverage'.

Useful phrases

1. We don't have to do a deal with you – we have other options.
2. OK, what we want to know is: can you offer us what we want? I have to tell you some of your competitors have already said they can. But we've done business before. We wanted to give you your chance.
3. We'd really like to reach a deal with you today, but, of course, if we have to, there are other people we could speak to.
4. OK, I suggest you look elsewhere for a better deal.

Content Module 4.

Development of Diplomatic Skills

UNIT 14. Power of persuasion.

Listening: Hogan's mind-changers.

Reading: Power balance in a negotiation.

Speaking: What is persuasive power.

Writing: Adding extra force to speech.

Task 1. Background note

See

<http://itre.cis.upenn.edu/~myl/languageelog/archives/003662.html> for a history of the Yale 12 list, which suggests that the list has nothing to do with Yale University. However, even if the Yale connection is almost

certainly fictitious, the persuasiveness of these and similar words has been widely discussed. See, for example, the book *Words that Work* by Dr Frank Luntz (<http://www.hyperionbooks.com/book/words-that-work/>).

Task 9. Extension activity

If you think trainees need more practice, you could repeat the activity with the sentences from the answer key to exercise 3. Again, trainees have to add intensifiers and plan which words to stress. Afterwards, ask some volunteers to model their sentences to the class.

Suggested answers

a. Now, we really do need to finalize the terms of this deal today, if that's OK with you, Sonia.

b. Please understand that we simply don't normally offer free maintenance.

c. Sonia, could you extend the credit period to ninety days because that really would help our cash flow?

d. Now, you can have absolutely whichever option you prefer. It really is up to you.

e. OK, so you're giving us the ninety days' credit. Thank you very much. Now, can we look at installation?

f. Imagine: what you'll really be getting with this system, Ian, is absolute complete peace of mind.

g. Can I get back to you on that because I really do need to clear it with the boss first? OK?

UNIT 15. Principles of persuasion.

Listening: Cialdini's six principles of persuasion.

Reading: Influence: science and practice.

Speaking: What is persuasive power.

Writing: Persuasive course of action.

Task 1. Extension activity

Note that the commentary recommends taking an online test (www.myessscore.com).

To get the most out of this test, trainees should work alone, in order to be as honest as possible and to get a personalized result. For this reason, it may be best to set this test as a homework task, to be discussed in a later lesson.

Task 2. Background note

Cialdini's book, *Influence: Science and Practice*, is very well known, so some trainees may be familiar with his Principles. Different names for the Principles have been used over the years; for example, the 2007 edition of Cialdini's book has Reciprocation instead of Reciprocity,

Social proof instead of Consensus, and Commitment and consistency instead of Consistency. The online test also has Social proof instead of Consensus.

Task 6. Background notes

In addition to the answers given in the key on page 74, statement c could also apply the Principle of Consensus, as it shows that other people think the product is good.

Statements d, g and i could also apply the Principle of Liking: the speaker is drawing attention to their friendship. Statements g and j could also apply the Principle of Consistency: in g, the potential client is more likely to remain a client after the three-month trial; in j, the speaker is drawing attention to the buyer's previous willingness to buy.

UNIT 16. Handling breakdowns.

Listening: Directness in answering questions.

Reading: Breaking deadlock in negotiations.

Speaking: Conflict in meeting.

Writing: Reducing directness.

Task 4. Extension activity 1

Write down the following questions, then work to find the answers in the commentary.

1. In the 'good cop-bad cop' technique, what does the bad cop want you to do? What does the good cop want?
2. What are the two elements to the 'shock opener' technique?
3. What technique can you use to check how non-negotiable an 'off-limits position' is?
4. What is the problem with the 'slice the salami' technique?
5. Why can a 'last-minute demand' often be successful?
6. What is the only way to deal with the 'message from God' technique?
7. How do negotiators add emotional pressure to the 'once in a lifetime' technique?
8. What is the warning about the 'excuse my English' technique?
9. What is the key thing to know about the 'take it or leave it' technique?

Answers

1. The 'bad cop' wants you to lose confidence in your position or lose control and reveal information you shouldn't. The 'good cop' wants you to make concessions to them to avoid dealing with their partner.

2. They open with an offer that is very far away from what you were expecting; they show a lot of interest in what you're selling, so that you are taken by surprise and find it hard to hide your disappointment.

3. Ask them what they would do if you increased your order by a factor of a hundred.

4. It means that you can never go back to renegotiate an earlier point if a later point doesn't go your way.

5. Because in your mind the deal is done and you don't want to lose it now.

6. Recommence negotiations with their boss right from the beginning.

7. They try to make you worry that your boss may be annoyed when they find out just what a great deal you rejected.

8. Don't overuse it.

9. It is usually (but not always) a bluff.

Extension activity 2

Think of phrases to use for the seven options for dealing with tough tactics, which were listed in the commentary. Afterwards, discuss the best answers with the class.

Possible answers

1. Sorry, but that's also my final offer.

2. I understand what you're saying, but can we please stick to the procedure we agreed.

3. So what exactly are you saying? I need to be clear on this before we go any further.

4. OK, so I need some time to think about the changes you're suggesting. Let's meet back in half an hour.

5. So let's move on to the next point. We can come back to this later.

6. Listen, I've been in lots of negotiations before, and this always happens just as we're about to agree a deal. Please treat me with a bit more respect than that.

7. I'm not going to talk about the color of the boxes at this stage, unless you want to go right back to the beginning. But perhaps we can look into using stickers on the boxes. Of course that would be separate from the deal we're discussing now.

UNIT 17. Closing the deal.

Listening: Ending on a positive note.

Reading: When is a negotiation over?

Speaking: Closing a negotiation.

Writing: Summary language.

Task 3. Extension activity

Write the following questions.

Which speakers talk about ...

- checking everything carefully?
- being flexible?
- quick decision-making?
- slow decision-making?
- negotiating tactics?
- making changes to the agreement?
- contracts?
- the speed of the follow-up?
- involving other people in the negotiation?
- the long-term relationship between the parties?
- bringing emotions into the negotiation?

Trainees discuss the questions in pairs, then listen again to check.

Discuss answers with the class. There may be some room for discussion with some of the answers. For example, the British speaker mentions calling another meeting to finalize things, which implies checking carefully; the Chinese speaker talks about marriage, which implies emotion.

Answers

- Checking everything carefully: American (a lot of legal stuff to work through ... to protect ourselves), German (a lot of research will be done), Russian (verify all that's been decided), Brazilian (do your due diligence), French (everything must be crystal clear)

- Being flexible: Chinese (you have to be flexible), British (flexible business partner)

- Quick decision-making: American (tend to push for quick decisions), German (You might think ... decision-making would be fast in Germany.)

- Slow decision-making: Chinese (Decision-making can be slow), German (it can be quite slow), Russian (we will sit it out forever), British (reluctant to make any snap decisions), Brazilian (Getting a decision takes time in Brazil.)

- Negotiating tactics: Russian (Our stalling tactics are legendary.), French (When everything is on the table, then we'll see if we agree.)

- Making changes to the agreement after it has been agreed: Chinese (It's a statement of intention, not an obligation.), Brazilian

(there'll be a lot of loose ends to tie up), French (we won't want to be tied to a contract)

- Contracts: American (Have you ever read an American contract?), Chinese (a contract in China is more like a marriage than a legal document), German (before we sign the contract), French (we won't want to be tied to a contract)

- The speed of the follow-up: American (we're much slower to implement), German (Once we sign, however, we spring into action.)

- Involving other people in the negotiation: Chinese (There is often state involvement.), Brazilian (give everyone a chance to express their opinion)

- The long-term relationship between the parties: Chinese (to stay loyal to our partner 'for better or worse'), British (a fairly trustworthy and flexible business partner)

- Bringing emotions into the negotiation: Russian (Russians are big on emotional appeals.), Brazilian (People may get quite excited in the meeting).

Task 5. Extension activity

Trainees repeat exercise 5 without looking back at the useful language in exercise 4.

Task 6. Extension activity

Trainees repeat the activity, this time with the useful phrases covered, so that they have to try to remember as many of the phrases as possible.

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першого (бакалаврського) рівня вищої освіти освітньої
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економічні відносини денної та заочної форм навчання/
уклад. Л.В. Корольчук, Луцьк: Відділ іміджу та промоції
ЛНТУ, 2024. 34 с.

Комп'ютерний набір

Л.В. Корольчук

Редактор

Л.В. Корольчук

Підп. до друку 2024р.
Формат 60х84/16. Папір офс. Гарнітура Таймс.
Ум. друк. арк. _____. Обл.-вид. арк.
Тираж _____ прим.

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