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**Intellectual Output 1**



**The Language of Negotiations for Engineering Students**

**A guidebook for English learners with theoretical and diverse hands-on activities focusing on innovative cross-cultural communication practice for engineering schools and technical universities. The course embraces diplomatic language, bargaining, active listening, self-assertion practice, and much more. It is based on authentic sources.**

**IO1: LANGUAGE OF NEGOTIATIONS**

**Written by MAŁGORZATA TOMAL**

**SJO AGH UST, KRAKÓW**

***UNIT TWO***

***TENTATIVE LANGUAGE - HEDGING IN PRACTICE***

***PART ONE***

**STUDENTS**

**I. ACTIVITIES**

**Bearing in mind the input from “Tentative Language” Unit One, do the following activities:**

***TENTATIVE LANGUAGE: WHEN IS IT MOST USEFUL?***

**A. BREAKING BAD NEWS AND SUGGESTING SOLUTIONS**

**Work with a partner. Look at the situations below and take turns to break the news to your partner, using hedging. Make sure that you both use as many of the phrases listed below as possible, even if the sentences might sound unrealistic and artificial.**

***(un)likely (im)probable prove challenging tend indicate seem to appear to a little quite be concerned / express concern may/might/can/could/must/should/will/would will probably might as well benefit from don’t you think / wouldn’t you agree I’m afraid unfortunately might/could do with how/what about?***

**Example:**

**Explain why you suppose your friend’s examination results are below his expectations.**

*I really* ***feel concerned about*** *how you take your exams results. You* ***might do with*** *taking a breather now,* ***how about that****? On the other hand,* ***don’t you think*** *you* ***could benefit from*** *taking a step back and going to the roots of the problem? You* ***might*** *have worked a little more systematically,* ***mightn’t you****? You* ***seem to*** *have been preoccupied with that huge project you were working on for the chemistry laboratories, to say nothing of the designs we were doing every week in the telecommunications classes. It did* ***prove challenging****, don’t you think? Our field does* ***appear to*** *be* ***a little*** *overwhelming!*

1. Global corporations are excessively focused on making profits. It is time to go CSR (Corporate Social Responsibility, i.e. sustainable and ecological).

2. Recently two cases of serious food poisoning have been recorded in the campus canteen. The issue has to be investigated and the place temporarily closed.

3. Your colleague’s article has been turned down for publication by the University Publisher’s. You work for the editing board and have just been notified of the fact by the editor-in-chief. You must break the news to the author.

4. Antiplagiarism software has been installed in your department. A third of your class works have failed the tests. You must address your Professor and discuss the circumstances – all of the suspects feel innocent! You have just quoted the sources.

5. The University has to close down its classes and lectures on University premises, due to some cases of Covid 19, recorded within the last two weeks. All courses are to go online. One of you is the Teacher, who must inform your lab class about the situation; the other(s) are the unhappy students, asking their Teacher the details of the new arrangement.

**B. REWRITE THE SENTENCES BELOW USING THE EXPRESSION IN BRACKETS TO MAKE THEM SOUND MORE TENTATIVE.**

**Example:**

**Nowadays in the business world too much emphasis is put on Public Relations and image. (seem to)**

**Nowadays in business too much emphasis seems to be put on Public Relations and image.**

1. Considering your reputation, it’s going to be quite impossible to enter the Scandinavian market. (might / prove a bit of a challenge)

2. There are parts of the report on your field work that need rewriting. (may / benefit from)

3. It’s not a good idea to leave a trainee in charge of the office operations. Aren’t you trivializing this serious matter? (I don’t think / appear to be)

4. He is never doing his share of work. He doesn’t pull his weight and shirks his duties. (tend to / seem to)

5. Our Japanese customer has lost confidence in your ability to run his account. (express concerns or be concerned about)

**II. BIBLIOGRAPHY AND REFERENCES**

**Some ideas in the Activities Section were inspired by The Business 2.0 C1 Advanced Student’s Book, John Allison, Rachel Appleby and Edward de Chazal, pp. 26-27, MACMILLAN 2017**

***UNIT TWO***

***TENTATIVE LANGUAGE - HEDGING IN PRACTICE***

***PART ONE***

**TEACHER’S**

***The activities in Units 2 and 3 are targeted at students practising Tentative language, irrespective of the fact that some of their production might sound a little artificial, being overloaded with hedging expressions.***

**I. ACTIVITIES**

**Bearing in mind the input from “Tentative Language” Unit One, do the following activities:**

***TENTATIVE LANGUAGE: WHEN IS IT MOST USEFUL?***

1. **BREAKING BAD NEWS AND SUGGESTING SOLUTIONS**

***In this exercise there is no one prescribed answer. Therefore, the Teacher might wish to ask Students to first work in groups and then report some of their ideas to class.***

**Work with a partner. Look at the situations below and take turns to break the news to your partner, using hedging. Make sure that you both use as many of the phrases listed below as possible, even if the sentences might sound unrealistic and artificial.**

***(un)likely (im)probable prove challenging tend indicate seem to appear to a little quite be concerned / express concern may/might/can/could/must/should/will/would will probably might as well benefit from don’t you think / wouldn’t you agree I’m afraid unfortunately might/could do with how/what about?***

**Example:**

**Explain why you suppose your friend’s examination results are below his expectations.**

*I really* ***feel concerned about*** *how you take your exams results. You* ***might do with*** *taking a breather now,* ***how about that****? On the other hand,* ***don’t you think*** *you* ***could benefit from*** *taking a step back and going to the roots of the problem? You* ***might*** *have worked a little more systematically,* ***mightn’t you****? You* ***seem to*** *have been preoccupied with that huge project you were working on for the chemistry laboratories, to say nothing of the designs we were doing every week in the telecommunications classes. It did* ***prove challenging****, don’t you think? Our field does* ***appear to*** *be* ***a little*** *overwhelming!*

1. Global corporations are excessively focused on making profits. It is time to go CSR (Corporate Social Responsibility, i.e. sustainable and ecological).

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4. Antiplagiarism software has been installed in your department. A third of your class works have failed the tests. You must address your Professor and discuss the circumstances – all of the suspects feel innocent! You have just quoted the sources.

5. The University has to close down its classes and lectures on University premises, due to some cases of Covid 19, recorded within the last two weeks. All courses are to go online. You must inform your lab class about the situation.

**B. REWRITE THE SENTENCES BELOW USING THE EXPRESSION IN BRACKETS TO MAKE THEM SOUND MORE TENTATIVE.**

**Example:**

**Nowadays in the business world too much emphasis is put on Public Relations and image. (seem to)**

**Nowadays in business too much emphasis seems to be put on Public Relations and image.**

1. Considering your reputation, it’s going to be quite impossible to enter the Scandinavian market. (might / prove a bit of a challenge)

***Considering your reputation, it might prove a bit of a challenge to enter the Scandinavian market.***

2. There are parts of the report on your field work that need rewriting. (may / benefit from)

***There are parts of the report on your field work that may benefit from rewriting.***

3. It’s not a good idea to leave a trainee in charge of the office operations. Aren’t you trivializing this serious matter? (I don’t think / appear to be)

***I don’t think it’s a good idea to leave a trainee in charge of the office operations. You appear (to me) to be trivializing this serious matter.***

4. He is never doing his share of work. He doesn’t pull his weight and shirks his duties. (tend to / seem to)

***He tends to avoid doing his share of work. He seems not to pull his weight and shirk his duties.***

5. Our Japanese customer has lost confidence in your ability to run his account. (express concerns or be concerned about)

***Our Japanese customer has expressed concerns / seems concerned about your ability to run his account.***

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