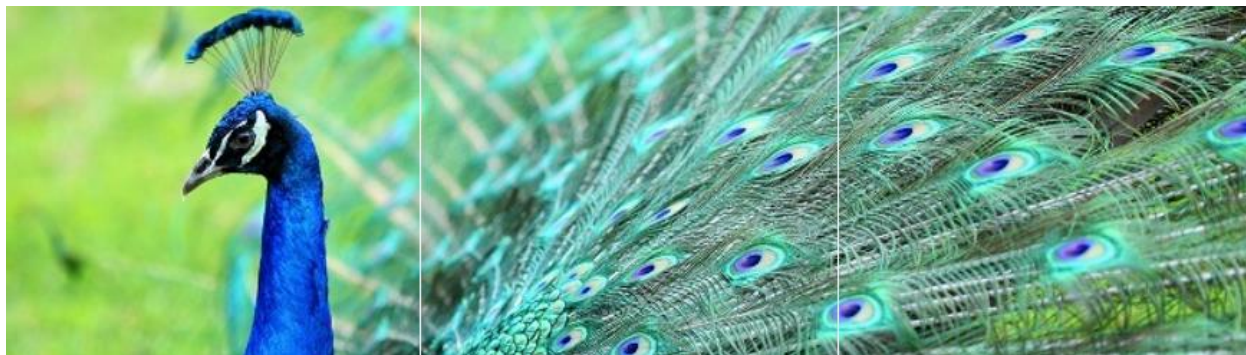


Unit 10 - Persuasion



The objectives for this unit are:

- vocabulary: learn phrases for talking about being persuaded and influenced.
- communication: practise selling an idea.
- grammar: study the use of discourse markers.

Unit 10 - Persuasion – Vocabulary I

The following words and phrases appear in the text you are going to read in this section:

broad general; not detailed

We are in broad agreement with the proposal.

tailor towards make or adapt something for a particular purpose

This training programme is tailored towards the needs of new staff.

take off become successful or popular very quickly or suddenly

Her managerial career has really taken off.

tap into make use of or exploit something

We need to tap into the skill and expertise of the people we already have.

esteem great respect and admiration

She is held in high esteem by her colleagues.

Just how easily are
you persuaded?



How many forms of advertising do you encounter on your journey to work every day? Can you remember any of the advertisements? Probably not, but somehow the images you see will make an impression, whether you are aware of it or not. Are we taken in by these messages? Of course we are, because it's the advertisers' job to generate demand for the product. But how do they do it? On a very simplistic level, advertising can be divided into three broad areas which identify how we are influenced.

1. Need. Can you imagine a life without mobile phones? It wasn't actually that long ago (1992) when the Global System for Mobile communications (GSM) started, and less than 1% of people globally used a mobile phone. Clever marketing promoted the consumption of mobile phones by highlighting their usefulness and the 'necessity' of being reachable. Advertisers targeted our busy lifestyles and sold us a tool which made communication possible wherever we were. We didn't actually *need* mobile phones, but the need was created and the advertising was then tailored towards it. The mobile phone industry had taken off.

2. Belonging. The images we are shown by advertisers tap into our fears of becoming an outsider. Two of the most basic human needs are love and a sense of belonging, so to show images of families and groups of people having fun together subconsciously plays on our emotions. This powerfully persuasive tool works especially well on young people. Take the soft

drinks industry for example; the advertising tends to reinforce an association between young people and the product, appealing to young people's desire to be 'cool' and be part of the 'in' group. The product itself then becomes an icon for being 'in' and young people are keen to buy into this image.

3. Esteem. As we get older, our urge to conform becomes less important and we are subconsciously attracted to things which gain us more respect or elevate our social status. Advertisers put across this message by using images which say 'if you buy this you'll be more successful, healthier, younger, a leader ...', etc. Therefore, the person who has been holding out for recognition of his or her earning power may buy an expensive car. Often celebrities are selected to endorse a product because the target group aspires to live up to this person's image. Take the L'Oréal advertisements for expensive hair and beauty products; the celebrities may not all be young, but they look young and declare (in most languages), that it's 'because I'm worth it!'

Talking about persuasion and influence: Read the text and check your understanding

Read the text and decide if the statements are true or false.

1. The text is about how advertising influences us.
2. Mobile phones were invented because everybody needed one.
3. Showing people as outsiders helps to sell products.
4. Young people are less easily persuaded by advertising.
5. Being respected becomes more important as people get older.
6. Celebrities are chosen to advertise products because people want to be like them.

Talking about persuasion and influence: Practice

Complete the sentences with one word.

EXAMPLE It's important for us to appeal to _____ the younger generation.

1 I think it's worth more than that, so I'm going to _____ out for a better offer.

2 This will be the ideal moment to put _____ your ideas.

3 We have yet to be taken in _____ their advertising.

4 We need to tap _____ the power of social networks to target our products to young people.

5 They're trying to generate a _____ for their new products.

6 It's going to be difficult to _____ up to our customers expectations.

7 I don't buy _____ that way of thinking.

8 These advertisements just _____ on our fears of not being accepted.

9 Clever marketing promotes the _____ of smartphones.

Unit 10 - Persuasion – Vocabulary II

The following words and phrases appear in the recording from this section in the unit:

pretty to some extent; fairly

Sales last month were pretty healthy.

gadget a small tool or device that does something useful

He bought some new kitchen gadgets at the weekend.

conspicuous easy to see or notice

I felt very conspicuous in my new clothes.

hook catch

Our sales department hooked a big new customer on Monday.

make or break be the thing that makes something either a success or a failure

This project will make or break him as a manager.

Talking about persuasion and influence: Match the words and phrases to the definitions

Match the words and phrases to the definitions.

1	making somebody want to do something		materialistic
2	unique selling point / unique selling proposition		status anxiety
3	a measure of the popularity of a product or brand		motivational
4	useful information about the people who buy a certain product		USP
5	treating somebody unfairly in order to gain an advantage or make money		aspirational
6	worrying about how successful you are or what other people think of you		consumer profile
7	having a strong desire to possess or do something		market penetration
8	caring more about money and possessions than anything else		exploitative

Talking about persuasion and influence: practice

Complete the sentences with one word.

EXAMPLE Measuring penetration is essential.

- 1 The loyalty card scheme helps us to build up a clear profile.
- 2 It was a very speech – I feel inspired.
- 3 Our consumers want to improve themselves – we believe they are .
- 4 I don't need all these clothes and gadgets – I'm trying to be less .
- 5 What's the of this product? How are we going to convince people to buy it?
- 6 They don't pay well and the hours are long. In short, they are .
- 7 He's suffering from anxiety – everyone else is getting promoted.

Unit 10 – Persuasion - Communication

The following words appear in the recordings in this section of the online course:

diversify develop a wider range of products, skills, etc. in order to be more successful or reduce risks
Our new range of products will allow us to diversify into new markets.

brutally directly and clearly, not thinking of people's feelings
Let me be brutally frank about this.

fall short fail to reach the standard that you expected or need
The hotel fell short of our expectations.

cash cow the part of the business that always makes a profit and that provides money for the rest of the business
We need to milk this cash cow for all that it's worth.

guru a person who is an expert on a particular subject or who is very good at doing something
They've hired a management guru for the training sessions.

Key words from the unit related to selling an idea:

Establishing the need for change	Acknowledging different points of view	Asking for commitment / concluding
I know that, like me, you are concerned about ...	Having said that, it's important to remember ...	I very much hope that ...
What comes across from talking to you is ...	I accept that ... but we have to recognize that ... / put this into perspective ...	Please give serious consideration to ...
It's become apparent that ...	You could argue that ..., but on balance ...	We can't afford to miss this opportunity ...
We could be missing out on a great opportunity if we don't ...		I'm calling on you to ...
Building the argument	Reinforcing the message	
We not only benefit from ..., we also gain ...	So, as I said before, ...	
Not only that. It's also essential that we is achievable. No question.	
OK, that's the first benefit. Now, the second point ...	We're in an extremely strong position.	
In addition to that ...	Why? Because ...	
	We're committed, we're motivated, and we believe in what we do.	

Selling an idea: Practice

Complete the sentences with the correct words.

1	We could be [] on a great opportunity to expand the business.	also have
2	What [] from talking to you is that you don't like the idea.	much hope
3	It will [] apparent that the board are going to reject this idea.	missing out
4	That's true, but we [] to recognize the shortcomings.	concerned about
5	We [] to miss a valuable opportunity like this.	said before
6	Please [] consideration to what has been said.	said that
7	I know that you are [] the future of our company.	can't afford
8	Having [], it's important to remember the disadvantages.	give serious
9	As I [], we need to move the business forward.	soon become
10	I very [] that you will agree with me.	comes across

Selling an idea: Categorize the phrases

Categorize the phrases according to whether they are used for reinforcing the message, acknowledging different points of view, establishing the need for change, asking for commitment, or building the argument.

1 *Not only that. It's also essential that we ...*

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

2 *...having said that, it's important to remember...*

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

5 *We could be missing out on a great opportunity if ...*

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

3 *We're committed, we're motivated, and ...*

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

6 *OK, that's the first benefit. Now, the second point ...*

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

4 *I know that, like me, you're concerned about...*

Establishing the need for change

7 *You could argue that... but on balance ...*

Establishing the need for change
Acknowledging different points of view

Reinforcing the message
Building the argument
Asking for commitment

8 ... is achievable. No question.

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

9 Please give serious consideration to ...

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

10 I'm calling on you to ...

Establishing the need for change
Acknowledging different points of view
Reinforcing the message
Building the argument
Asking for commitment

Unit 10 – Persuasion – Grammar: Discourse markers

Truthfulness

1 *honestly* and *frankly* are used to claim that the speaker is telling the truth. Often they introduce criticism or negative remarks. *Quite* adds emphasis to both words.

Frankly, I didn't like the venue.

Quite honestly, I thought your comments were ill-judged.

2 *to tell you the truth* and *to be honest* have a similar function.

To tell you the truth, I didn't enjoy the conference.

To be honest, the meeting was a complete waste of time.

Strengthening arguments

All of the following discourse markers stress the importance of the point that follows.

1 We can use *in fact*, *as a matter of fact* and *after all* to suggest that an opinion is not personal, but is based on evidence.

As a matter of fact, house prices fell by 2.5% last month.

2 We can use *if you ask me* and *I must say* to suggest that it is personal.

If you ask me, the government is to blame for ruining the economy.

3 We can use *clearly*, *of course*, *naturally*, *obviously*, *undoubtedly*, and *after all* to suggest that what will follow is not controversial or will not be questioned.

Clearly, the next two years will be critical for the future of the economy.

Concession

1 We can use *admittedly*, *to be sure*, *it's true that*, to acknowledge that someone has made a good point before disagreeing with them or to concede a negative point before making a different point. The sentence that follows the sentence containing these phrases often begins with *but* or *however*.

Admittedly, the result could have been better. However, we retained our position as market leader.

2 We can concede that someone else has a point before making our own point, to make our own point sound stronger or more carefully thought out. To do this, *admittedly*, *to be sure*, and *it's true that ... but / however* are possible.

A We're in danger of missing the deadline.

B It's true that we are dealing with an incredibly large workload at the moment, but I know that we can meet this deadline.

Discourse patterns

Some discourse markers draw attention to the discourse itself – the pattern of what is said.

1 We can use the following to rephrase or paraphrase an argument: *as I was saying, as it were, I mean, if you like, so to speak, that's to say, to put it another way, well.*

Your holiday could cause a real problem for ... well, I mean, we need to amend the schedules, really.

2 We can use the following to link to a new topic: *now, anyway, mind you, moving on, actually, indeed.*

So, that's the plan for the next two months. Anyway, didn't you want to ask me about the sales figures?

3 We can use the following to return to a previous topic: *anyway, as I was saying.*

The contract was signed yesterday and ... oh, David, you've decided to join us! Anyway, as I was saying, the contract has just been signed and ...

4 We can use the following to introduce a conclusion: *so, anyway, basically, in conclusion, to sum up.*

That was what my report uncovered, so basically, we have to consolidate our products list over the next year.

Acknowledging non-literal meanings

Some discourse markers show that language is being used in a way that is different from its usual, literal meaning: *so to speak, as it were, if you will, if you like.*

A George seems quite volatile.

B Yeah, he's a bomb waiting to go off, so to speak.

If you start speaking too quickly, you must put the brakes on, as it were, so that the audience can understand you clearly.

Successful marketing depends on a number of complex factors. It's a science, if you like.

There has been, as it were, a rebellion among the staff over the reduction in holidays.

Discourse markers: Categorize the discourse markers

Decide if the discourse markers in CAPITALS are used for saying **how open the speaker is going to be, for referencing information from before, for emphasizing the importance of the point that follows, for conceding a point, for saying that the words used don't have their normal meaning, or changing the topic.**

TO TELL YOU THE TRUTH, I'm excited.

OBVIOUSLY, this information should ring alarm bells for us.

ADMITTEDLY, things are going well now, but...

QUITE HONESTLY, I'm not happy with that.

OF COURSE, this won't be cheap and it won't be easy.

He's going to be our guru, SO TO SPEAK.

BASICALLY, studies show that most companies...

Now, AS I WAS SAYING before, we've secured...

AS A MATTER OF FACT, most of our customers want agencies that...

ANYWAY, he's on our side.

Discourse markers: Practice

Choose the best discourse markers to complete the sentences.

1 Now, _____ (as I was saying/if you like/so to speak), it is important to reach a large audience with this campaign.

2 The CEO is very strict -a real dictator, _____ (so to speak/after all/to put it in another way).

3 The word is that he will resign, though _____ (after all/quite honestly/so to speak), I don't believe it.

4 Our sales are falling rapidly and, _____ (mind you/obviously/if you like), that is not good news.

5 _____ (anyway/to tell you the truth/admittedly), maybe we should move on to the next item on the agenda now.

6 _____ (as it were/if you will/to tell you the truth), it was a waste of time.

7 _____ (if you ask me/moving on/so to speak), we should have had the meeting in a bigger room.

8 _____ (to put it another way/it's true that/that's to say) the sales figures are disappointing. However, they are moving in the right direction.

9 _____ (to put it another way/as it were/so to speak), this is our problem not theirs.

10 _____ (now/naturally/frankly) let's look at the next point.