

Speaking: The hidden persuaders

3.6 Vocabulary for speaking Selling a product

A Understanding new vocabulary in context

1. Study the assignment. How can you sell a new car in a magazine advertisement?
2. 3.20 Listen to a group of students doing the first choice in the assignment. Complete the advertising brief.

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Group task 3: Selling a product

You are advertising account executives. Design a magazine advertisement for EITHER a new car, the Hitoshi ZX Drive, OR a new yoghurt, YoGo.

Advertising brief: 343/79

Product	the ZX Drive
	value for money
	Elliot Horn
Endorsement	
Slogan	
	young men, sporty women
	Buy before 31 st July and we pay the VAT.
	test drive to enter; win a brand new ZX
	1 st August



B Recognizing vowel sounds and stress within words

1. Say the first word in each row. Tick other words in the row with the same stressed vowel sound.
2. 3.21 Listen and check.

a. endorse	order <input checked="" type="checkbox"/>	audience	August	money	sports
b. appeal	release	litre	competition	e-mail	need
c. slogan	show	product	offer	suppose	economical
d. exaggerate	catchy	value	star	personality	address

C Practising new vocabulary in context

1. Complete the suggestions from the discussion in Exercise A.
2. 3.22 Listen and check.
3. Practise the extracts in pairs.

A: So, how are we going to sell this product?

B: We use a star from the movies.

A: we ask him to present the advert?

B: No, just to endorse it.

A: We something catchy for the slogan.

B: Yes, something which will appeal to the target market.

A: we have a special offer of some sort?

B: There's one already.

A: We have a competition, too.

B: What's the prize?

A: What's the main selling point?

B: I it's 'value for money'.

audience (n) [= target market]

billboard (n)

BOGOF (n)

bribe (n and v)

buddy (n)

catchy (adj)

CGI

competition (n)

disgusting (adj)

endorse (v)

endorsement (n)

episode (n) [= part of a series]

exaggerate (v)

eye-catching (adj)

franchise (n)

[= successful series]

genre (n)

intriguing (adj)

jingle (n)

joke (n)

live action

loss-leader

narrative (n)

one-off

personality (n) [= star]

prequel (n)

punchline (n)

release (v and n)

[= a film]

review (v and n)

[= of a film, book]

sequel (n)

slogan (n)

spread (v)

tag line (n)

trailer (n)

uncertainty (adj)

unknown (adj)

value for money

viral (adj)

D Producing new vocabulary

Work in groups. Do the second choice in the assignment. Complete an advertising brief during your discussion.

3.7 Real-time speaking Jingles, tag lines, punchlines and other tricks

A Reviewing vocabulary

What is the noun from each verb? Where is the main stress in each case?

advertise appeal compete endorse
exaggerate present produce release register

B Gathering information

1. Study the assignment. Answer the question.
2. Study Table 1. What does the Youth4U advertisement probably contain?
3. 🎧 3.23 Listen to some students and complete the information about the second method.

Table 1: Common TV advertising methods

method	contents of the ad	science behind the ad	current TV example
the big lie (= not true)	exaggerated claims, e.g., this product will make you richer, more attractive, etc.	people believe big promises more than little ones; people believe what they want to believe	Youth4U – anti-ageing cream
BOGOF (= _____)			

C Studying a model

1. Study extracts from the discussion below. Find expressions which:
 - introduce the presentation
 - ask for clarification
 - clarify
 - introduce research
 - ask people to wait
 - explain that you are lost
 - help the speaker
2. 🎧 3.24 Listen to some expressions from the extracts. Repeat, copying the stress and intonation.
3. Practise the extracts.

S1: I worked with Sarah on this research. We chose BOGOF, which means Buy One, Get One Free.
 S2: Sorry. I don't understand. Is it a word?
 S1: No, it's the initial letters.
 S2: I still don't get what you mean.
 S1: What I'm saying is, it's the first letter of each word. Buy One, Get One Free.
 S2: Oh, I see.
 S2: So what's the science behind this method?
 S1: I'm just coming to that. Apparently, people don't want cheap products. They want expensive products cheaply.
 S2: Did you find any good examples of BOGOF on TV at the moment? We couldn't find any.
 S1: Sorry. Can I deal with that in a second? So they pay full price for one product and get the second one free. And, um, ah. I've forgotten what I was going to say.
 S2: You were going to give us examples on TV at the moment.

D Producing a model

1. Research an advertising method – see pages 164–176. Think of current TV examples.
2. Work in groups. Make sure people have researched different methods. Discuss your research and examples.

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Tutorial assignment

How do advertisers try to sell their products?

Research the methods, then choose one and find an example of a current TV advertisement which uses the method.

Be prepared to talk about the method and the ad at the tutorial.

Everyday English **Complaining**

A **Activating ideas**

Look at the photographs. Have you ever complained in any of these places? What was the result of your complaint?

B **Studying the models**

1. 3.25 Listen to the conversations below. What is the complaint in each case?
2. Write one word in each space.
3. Practise the conversations.

1 A: Hello, reception.
 B: Ah, yes. This is Mr Adams in Room 306.
 A: Yes, Mr Adams. How _____ I help you?
 B: I'm afraid the air conditioning _____ working.
 A: Have you _____ changing the thermostat?
 B: Yes, it _____ do anything.
 A: OK. _____ send someone up.
 B: Thank you.

2 A: Excuse me.
 B: Yes, madam?
 A: Well, we have _____ waiting a long time.
 B: I'm sorry. _____ you ordered yet?
 A: No. We haven't even _____ the menu.
 B: OK. Sorry. Here you _____.
 A: Thanks.
 B: Now, what _____ you like?
 A: _____ you give us a moment?
 B: Oh, yes. Sorry.

3 A: Can I help you?
 B: I hope so. I _____ this iPod here a few days ago but when I unpacked it, I found the screen _____ cracked. See?
 A: Oh, dear. OK, so have you _____ the receipt?
 B: No, I _____ I've lost it.
 A: Well, we _____ replace the item but I'm afraid we _____ give you a refund.
 B: No, that's OK. I _____ a replacement.
 A: Right. Just, _____ me a moment. I'll get the form.
 B: Thanks.



C **Building vocabulary**

What could each word apply to, in a hotel or a restaurant, or with a product?

- | | | | |
|------------|------------|--------------------------|----------------|
| a. broken | d. damaged | g. missing | j. scratched |
| b. blocked | e. dirty | h. overcooked | k. wrong |
| c. cold | f. faulty | i. past its sell-by date | l. not working |

D **Practising the model**

Role-play a conversation about a problem in each of the locations in the photographs.

3.8 Learning new speaking skills

Linking to a previous speaker

A Saying vowels

1. Read the **Pronunciation Check**.
2. Mark the sentences below with intrusive sounds.
 - a. BOGOF products are often loss-leaders.
 - b. I worked with Sarah on this research.
 - c. It's on TV at the moment.
 - d. So I did a bit more research.
 - e. The word *free* is very powerful.
 - f. You get two of them.
3. 🎧 3.26 Listen, check and practise.

B Identifying a key skill

1. Read the **Skills Check**.
2. Study the extracts from the tutorial in 3.7. Mark the pauses and the stressed words in the sentences in *italics*.
3. Practise the extracts.

Joe: Customers who buy a packet of biscuits get another packet free.

Sarah: Superbuys is using BOGOF at the moment.

Mark: *But going back to Joe's point, BOGOF is the same as half price, isn't it?*

Mark: So BOGOF sells more than half price?

Joe: Yes. Apparently, it does.

Mark: That's weird.

Joe: Not really. *As Sarah has said, people want something for nothing.*

Debbie: *I don't know if this is relevant, but I read that BOGOF products are often loss-leaders.*

Tutor: Yes, that's a good point.

Pierre: Sorry, I'm late.

Tutor: That's OK. We're talking about BOGOF.

Pierre: Right. *Has anyone mentioned that BOGOF products are often loss-leaders?*

Tutor: Yes, we've just talked about that.

C Practising the new skill

🎧 3.27 Listen to some sentences about information in this course so far. Repeat the information, beginning with a phrase from the **Skills Check**.

Example: Visual learners don't like noise.

As Joe has said,
Going back to
Sarah's point,
Has anyone
mentioned that

visual learners don't
like noise(?).

Pronunciation Check

Intrusive sounds

What do we do when two vowels occur next to each other?

Examples:

They are all in the promotion.

Have you all looked at the examples?

🎧 3.28 Listen and copy the intrusive sounds /r/, /j/ and /w/.

Skills Check

Linking to a previous speaker

In a tutorial or discussion, we often need to link to a previous speaker.

Agreeing with a previous speaker

As [Joe] has said, ...

Taking up [Sarah's] point ...

Referring to a previous point

Going back to [Joe's] point, ...

Returning to [Sarah's] point, ...

Expressing uncertainty about relevance

I don't know if this is relevant but ...

I'm not sure if this is related but ...

Expressing uncertainty about previous contributions

Has anyone mentioned that ...?

When you make long sentences, you must divide them into **sense groups**, pause between each sense group and stress the key words.

Example:

As Sarah has said, / people / want expensive products / cheaply.

🎧 3.29 Listen to some sentences with linking expressions.

Which words are **stressed**?

Where are the **pauses**?

3.9 Grammar for speaking

Noun phrases with relative clauses

We can add extra information about the **object / complement** with a **relative clause**. 12

S	V	object			
		N	relative	V	O/C
We	are talking about	adverts	which	use	BOGOF.
Adverts	are targeted at	people	who	might buy	the product.

When do we use *who*? When do we use *which*?

What is the basic SVO sentence in each case in the table above?

3.30 Listen to the sentences. Where do the speakers pause?

A Adding extra information about objects and complements

- Underline the object / complement in each basic sentence (left column). Then find the extra information about it (right column).
- Write the complete sentences and mark where the pause should be in each.
- 3.31 Listen and check.

Example: There are many ads / which use BOGOF.

- | | | |
|--|--------------------------|--|
| a. There are many ads. | <input type="checkbox"/> | He or she endorses the product. |
| b. A jingle is a tune. | <input type="checkbox"/> | He or she is famous for movies, sport or television. |
| c. A tag line is a slogan. | <input type="checkbox"/> | It contains the name of the product. |
| d. A big name is a person. | <input type="checkbox"/> | It encourages someone to do something. |
| e. A big name ad contains a personality. | <input type="checkbox"/> | It is funny and it makes people laugh. |
| f. A bribe is money. | <input type="checkbox"/> | It is memorable. |
| g. A punchline is an ending. | <input type="checkbox"/> | It is usually in many episodes. |
| h. Ads with punchlines have a set-up. | <input type="checkbox"/> | It prepares people for a particular ending. |
| i. A narrative is a story. | <input type="checkbox"/> | They appear in narrative ads. |
| j. People may like the characters. | <input type="checkbox"/> | They use BOGOF. |

We can add extra information about the **subject** with a **relative clause**. 13

subject			O/C	V	extra information
N	relative	V			
Customers	who	buy	a packet of biscuits	get	another packet free.
Twenty products	which	are	basics	are	in the promotion.

3.32 Listen to the sentences. Where does the speaker pause?

B Adding extra information about subjects

Each sentence below contains a subject with extra information in a relative clause.

- Divide each sentence into sense groups with /. Underline the stressed word(s) in each sense group.
- 3.33 Listen and check your ideas.
- Practise saying each sentence.
 - Advertisers who use BOGOF / start the advert / with the normal price.
 - People who are aural learners need to hear new information.
 - Farmers in the States who use irrigation are worried about the future.
 - A third of the water which is used for irrigation comes from the Ogallala Aquifer.
 - People who apologize a lot often give a reason for their actions.

3.10 Applying new speaking skills **Selling movies**

A Previewing vocabulary

You are going to need the words in the box in this lesson.

cartoon delicious disgusting dull eye-catching
famous intriguing live action obvious one-off
series unknown

1. Find pairs of words.
2. What part of speech is each pair?
3. Where is the stress in each word?

B Researching information

1. Study the assignment and the dictionary definition.
2. Research one of the sets of methods, 1, 2 or 3. Decide which of the three methods is most effective.
3. Prepare sentences to explain your research to other students.

Example: *Advertisers use reviews which praise the movie.*

C Taking part in a discussion

Work in groups. There should be students in each group who have researched all three sets of methods.

1. Report your findings to the group. Other students should clarify information. Make notes of the methods you hear about.
2. Discuss the effectiveness of each method. Remember, you are a focus group, so you can give your personal opinion. Try to reach a consensus.

Example:

We think reviews that praise a movie are the most effective method. Number 2 is ...

3. How useful are focus groups in helping companies to decide if a product will be effective?

D Taking part in a discussion

1. Prepare a presentation on EITHER the most effective OR the least effective method of selling a film.
2. Give your presentation.

E Developing critical thinking

Choose a billboard from a film's website or magazine. Which methods have the advertisers used to sell the film?



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Focus group assignment

How do film studios try to sell their films? Which are the most successful methods?

1. Research ONE group of methods below.
2. Have a focus group meeting with fellow students. Rank the methods in order of effectiveness with the focus group.

Methods:

1

- the CGI page 173
- the trailer page 182
- the tag line page 174

2

- the billboard page 169
- the franchise page 178
- the review page 167

3

- the megastar page 176
- the genre page 180
- viral page 164

focus group (n) /'fəʊkəs grʊ:p/ a term from marketing; a small number of people, typically between six and nine, brought together to focus on a specific product or topic. Focus groups discuss rather than answer formal questions. They produce data on preferences and beliefs.