

### TEACHER'S NOTES

#### Video 4 Worksheet: Influencing and Persuading

#### Using the worksheet

It may not be necessary or beneficial to go through every exercise on the worksheet, or to use every exercise in the same way. Exercises and points marked **B1 B1+** in these notes are recommended particularly for pre-intermediate and intermediate level learners. Exercises and points marked **B2 C1** are recommended for upper intermediate and advanced level learners. Exercises which are not marked in this way are recommended for all levels. However, as a teacher, you know your own students and should choose the most appropriate activities for them.

#### Synopsis

The aim of this video is to demonstrate how to influence or persuade others effectively. In the first part of the video, we see John asking Amanda for time off work, which she refuses. The life coach points out that John is badly prepared for the conversation, and the fact that he becomes aggressive only makes his situation worse. We then see a replay of the conversation in which John handles the conversation much more assertively. The life coach praises his use of body language and his proactive attitude. She says that his language is clear and concise, and she highlights his use of inclusive phrases.

#### Before you watch

The purpose of this section is to introduce the students to the idea that there are effective and ineffective ways of persuading or influencing others. As a warm-up, ask the students to tell you about a time when they have had to ask their boss or teacher for something such as an extension on a deadline or time off. Were they successful? Why? Why not?

#### **B1 B1+** Key language

The following is a list of key words, collocations and phrases that appear in the video. You may wish to pre-teach some or all of this language. In this case, you could have students guess their meanings and then confirm them by looking up the more difficult ones in their dictionary, or you could use L1, if you prefer.

**Adjectives:** *aggressive, assertive, awkward, feasible, up to speed*

**Nouns / Noun phrases:** *athletics finals, body language, breach of contract, clash (of schedules), collaborative approach, corridor, exceptional circumstance, for the record, social media campaign, stakeholder, work-life balance*

**Verbs / Phrasal verbs:** *brief, get to the point, implement*

#### **A**

- Ask the students to imagine that they are managers and that one of their staff is making these requests. Put the students in pairs and ask them to read both sets of requests and decide which request in each set they would be most likely to agree to and why.

#### ALTERNATIVE

Select confident students to read the requests aloud, and then discuss them with the whole class.

#### Suggested answers

Students' own answers, although a manager is more likely to agree to request B in each set. In the first set, request B is more polite, and it frames the request in a more positive light (i.e. the presentation is ready). In the second set, request B is preferable because it is more proactive and less self-oriented.

#### While you watch

In this section, the students watch a video in which John asks Amanda for time off during a busy work period. The students complete comprehension exercises and discuss the strategies that they think John could best use in order to persuade Amanda to give him the time off. Finally, they compare John's approach with their own ideas and identify good examples of inclusive phrases.



**B ▶**

- Tell the students they are going to watch a conversation between John and Amanda. Have them read the statements first so they know what to look out for.
- Stop the video before the life coach begins speaking at 02.11. Then go through the answers with the class.

**Answers**

- 1 True.
- 2 True.
- 3 False. (He says *Can you tell me if I have ever made a request like this before?* implying that he hasn't.)
- 4 False. (John says to Amanda *You always tell everyone about the work-life balance.*)

**C ▶**

**B1 B1+**

- Play the video of their conversation again, stopping at 02.11, and then elicit and discuss some examples of things that they think John did badly. Play the video again if necessary.

**B2 C1**

- Play the video of their conversation again, stopping at 02.11. Then put the students in pairs or small groups and have them discuss the question. Go round and monitor their discussions.
- Finally, have a brief class discussion. Elicit a few suggestions from the groups.

**Suggested answers**

Students' own answers. However, as the life coach will go on to point out, John chose a bad location for the conversation, as well as a bad time because Amanda said she was busy. He put his needs before her priorities and, when she refused his request, he became aggressive.

**D ▶**

- Have the students read the sentences, and then play the video of the life coach's comments from 02.11 to 02.53. Allow **B1 B1+** students to check their answers in pairs before you go through them with the class. Play the video again if necessary.

**Answers**

- 1 c 2 e 3 b 4 d 5 a 6 f

**E**

**B1 B1+**

- Remind the students of some of the things that John did badly, as you discussed in Ex. C. Encourage them to suggest alternative approaches that might have more success.
- Write *Influencing/Persuading Strategies* as a heading on the board. Elicit how their alternative approaches could apply in a general sense, and then write a few of the students' suggestions in the list on the board.

**B2 C1**

- Put the students in pairs to think of specific things that John could do in order to persuade Amanda to give him time off. Can they think of any useful phrases that would help him to make his request more effectively?
- After about five minutes, invite the pairs to share their suggestions with the rest of the class. Elicit and discuss how their suggestions could apply in a general sense, and then write five or six of the students' suggestions in a list on the board under the heading *Influencing/Persuading Strategies*.

**Suggested answers**

Students' own answers, although it may be beneficial to draw students towards the following strategies:  
 He should arrange a specific time and place for a meeting with Amanda.  
 He should be more proactive in trying to deal with the problem of finding someone else who could implement the social media campaigns.  
 He should make it clear that he understands that his request makes things difficult for Amanda.  
 He should be willing to find or suggest a compromise.

**F ▶**

- Have the students read the outcomes, and discuss with the class which they think is the most likely. Take a class vote.
- Tell the students they are now going to watch a different version of the conversation – this time one that will lead to a more positive outcome. Play the video from 02.53 to 05.04, stopping before the life coach begins her feedback. Go through the answer with the class.

**Answer**

Outcome 2

**G** ▶

- Draw the students' attention back to the list of *Influencing/Persuading Strategies* from Ex. E. Show the conversation replay again, from 02.53 to 05.04, and have a class discussion about John's strategies this time. Encourage the students to compare these strategies with the list on the board.
- Next, show the life coach's feedback from 05.04 to the end, and compare her comments with the points raised in your class discussion. Elicit which phrases the life coach highlights as good examples of inclusive language (see *Answers* below). Show the conversation replay again if necessary.
- Invite **B2 C1** students to identify other expressions from the video that they think show good examples of language for influencing or persuading others, e.g. *With your agreement, I would like ...*, *In that case, why don't I ...?*

**Answers**

The life coach states that John's body language was more relaxed and that he was more confident. He expressed himself in a concise way and acknowledged Amanda's priorities. She says that he used proactive language, often beginning sentences with 'I', and she cites the following phrases as good examples of inclusive language:

*I understand how critical these are to us.*

*How does that sound?*

*I understand your concerns completely.*

*Is there anything else we can do?*

He expressed his feeling assertively, being honest and open.

**After you watch**

The purpose of this section is to consolidate the students' awareness of strategies that can be used to influence or persuade others and to give them practice of using those strategies in a roleplay scenario (or alternatively, a class discussion). Students then reflect on the influencing/persuading strategies shown in the video and assess how they might be used in other situations.

**H**

- Draw the students' attention back to the *Influencing/Persuading Strategies* list on the board, and tell them that they are now going to practise using these strategies.
- Put them in pairs and give them time to read and prepare for their roles, emphasising that you want them to reach an agreement during their discussions. You could allow **B1 B1+** students to prepare for the roleplay in groups with classmates who have the same role.
- During the roleplay, go round monitoring and providing assistance where necessary.
- After the pairs have reached an agreement, invite them to report back to the class. Which strategies did their partners demonstrate?

**ALTERNATIVE**

Hold a general discussion about influencing or persuading others. Refer back to your students' own experiences that you discussed in the warm-up, and ask them if they find it easy or difficult to persuade other people to do the things they want. How might the students use the strategies shown by John in the replay in their own places of work or study? What happens when a compromise cannot be reached? What is the difference between being assertive and being aggressive?

**Reflect**

Encourage the students to think about the influencing/persuading strategies highlighted in this lesson and to reflect on how they could use them in other situations such as negotiations or disputes. This could take the form of a group or class discussion, or alternatively, it could be set as a written assignment for homework.