

Neuro-Linguistic Programming

Advanced Language
Patterns
Mastery

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Business and Personal Transformation
Influence, Persuasion and Communication
Leadership and Human Interaction

Designing In Personal, Interpersonal and Business Success

Advanced Language Patterns Mastery

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I especially thank Richard Bandler whose genius continues to develop new and effective concepts, techniques, patterns, and distinctions that have made NLP even more powerful.

I also want to give credit and recognition to the many other NLP trainers and authors whose work has influenced my life and the way that I have integrated and interpreted the material that appears in this workshop manual. I have drawn from the work and ideas expressed by Steve and Connirae Andreas, Robert Dilts, Tad James, Walt Woodsmall, the late Milton H. Erickson M.D., Donald Moine, John Herd, Kenneth Lloyd and Kendrick Cleveland.

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Last but not least, I thank my wife, Joan, for her support and encouragement while I assembled this workshop material and my son, Robb, for his many hours of proofreading, which greatly improved this manual.

Preface To the Second Edition

My purpose of putting together the material for this workshop is to provide, in one source, the majority of the hypnotic and NLP language patterns that have been codified to date. I have presupposed that the majority of the people using this manual will have some basic training and therefore have not attempted to duplicate what others have so ably provided already in the NLP literature. Those who do not have this background will still find the powerful ideas and techniques included here extremely useful although it will require some personal reading and self study or NLP training to take full advantage of it.

I have not developed new patterns here, but rather I have collected together the existing patterns and provided my interpretation and examples of how these patterns can be used. I have done so in a way that will allow participants of my workshops and users of this workbook to enhance their professional and communication skills.

As I state in the introduction, "One of the surest and quickest ways to improve your professional and communication skill is to increase your knowledge and skill in the use of language and language patterns." It has worked for me and many others and I know it will work for you. Good luck and enjoy your journey on the way to greater skills in the use of language.

Calgary, Alberta, Canada
May 1993

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Advanced Language Patterns Mastery

One of the surest and quickest ways to improve your professional and communication skill is to increase your knowledge and skill in the use of language and language patterns. Whether you want to increase your language ability to improve your daily relationships, increase your success with interventions, be more persuasive and influential in your occupation or just increase your everyday effectiveness; you can and will have to do it through the use of language.

It does not matter what you want to accomplish or avoid today; it is likely that you will use language in accomplishing it. So, no matter what you want to achieve or avoid, learning and making the language patterns, outlined in this workshop, available both at a conscious and an unconscious level will help you immensely. In fact, you may begin to make extensive changes through the use of only language patterns.

One side effect you will notice is that you will automatically begin to hear and change the language that has been limiting you and begin to use language to create new possibilities in all areas of your life.

Language patterns are one of the most pervasively useful areas of communication, because anytime you are speaking - the words you are saying, and how you say them, makes a tremendous difference. You will find that as you consciously incorporate the language patterns in this workshop into your daily life you will be able to make changes in all areas of your life.

Being in the business world, I have found language and language patterns extremely useful. There is one caution, I wish to address: when you use these powerful techniques, in business or other areas, you must keep in mind that both/all parties must benefit. Being concerned only about what you want and not what the other person wants is a sure way to end what could be a long-term relationship.

Anytime you are talking to someone, including yourself; it is relevant what words you use. Use language patterns to move yourself and others in a direction that results in a win-in situation.

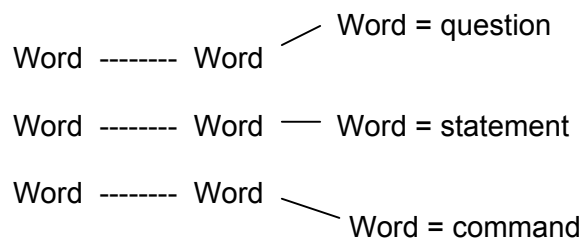
Language Is Much More Than Just Words

Please remember that language patterns are not only auditory they are also visual and kinesthetic. We really are talking about a full verbal and nonverbal experience. As we move our own experiences in the direction we want to move, we can notice how what we say and do matches the experience we want to have and make whatever changes are necessary to positively affect ourselves and others.

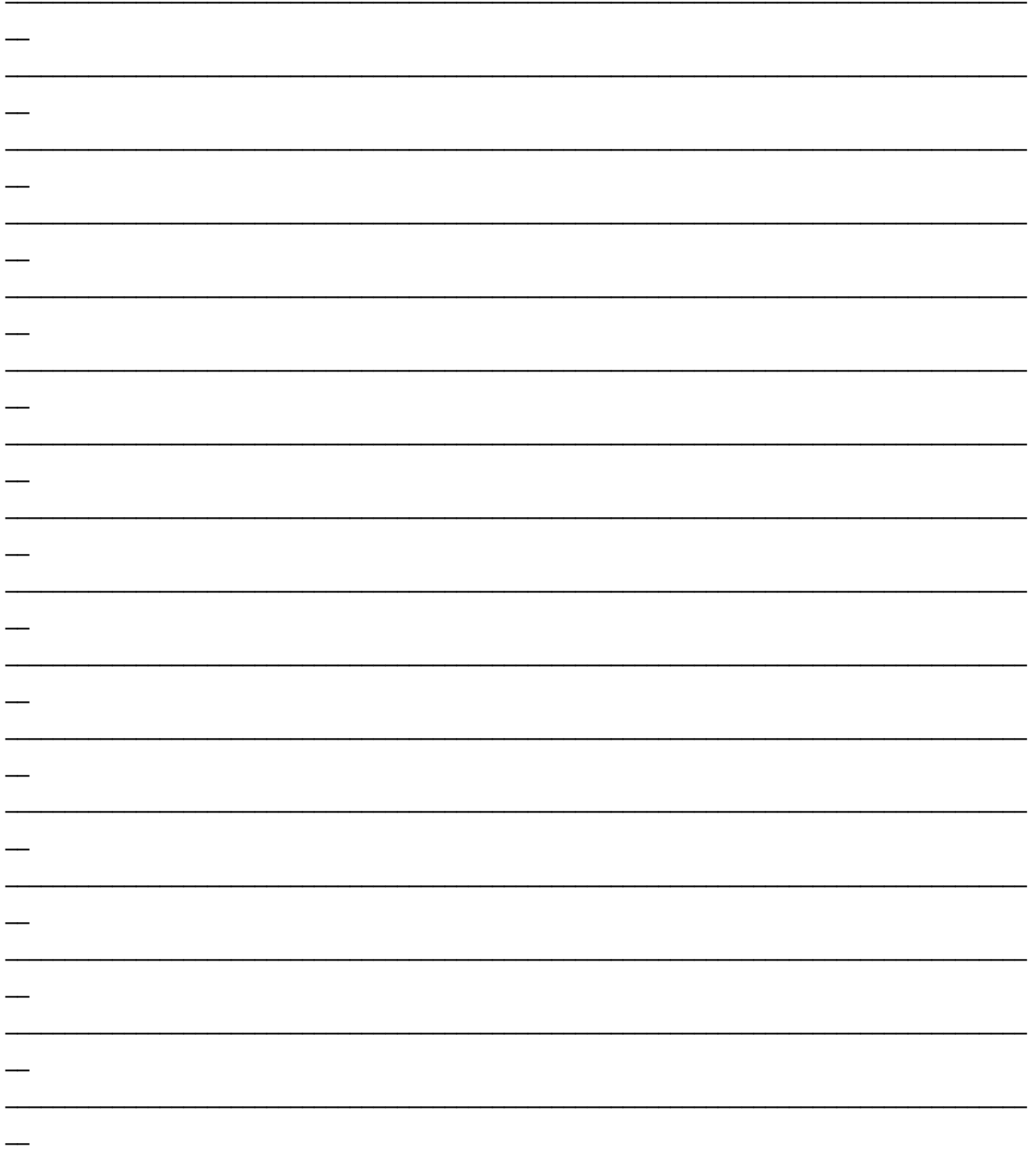
Intonation Patterns

Language patterns are made more effective through the use of total communication: both verbal and nonverbal. Studies show that communication is made up of 7% word content, 38% voice intonation (tone, tempo, speed, and timbre) and 55% physiological gestures. Therefore, the proper use of language patterns requires not only that the word syntax be perfect but that the language patterns be spoken with the appropriate nonverbal gestures and analog marking (marking some of the **words** in the communication by tonal shifts, tempo shift, body shifts, small gestures, spatial location, etc.).

The following diagram shows the intonation patterns of a question, statement, and command.



One of the easiest ways to understand the use of intonation is through the practice and use of tag questions. Tag questions are questions that are used to turn the uncertainty of a question into the certainty of a statement or a command. Tag questions use words like: can you not?, isn't it?, hasn't it?, wasn't it?, aren't you?, aren't they?, can't you?, couldn't you?, doesn't it? don't you agree?, don't we?, shouldn't it?, wouldn't it?, won't it?, hasn't it?, isn't that right?, didn't it?, can you not think that? We use tag questions to invite people to share our certainty by using an intonation of a command or a statement.



PAST, PRESENT AND FUTURE VERB TENSES

Time distinctions of actions are primarily expressed in our language by verb tenses. Tense may denote time as present, time as completed actions, time as continuous action. Just as there are divisions of time; past, present, and future, there is verb tenses of past, present and future. Verb tenses change our subjective experience.

Notice how your subjective experience changes with the following verb tense changes.

1. I talked to him. (past)
2. I talk to him. (present)
3. I will talk to him. (future)

Notice how your experience changes with the present participle "talking", in each of the three verb forms.

4. I was talking to him.
5. I am talking to him.
6. I will be talking to him.

Notice how your experience changes with the following three perfect verb forms:

7. I had talked to him. (past perfect)

The past perfect tense indicates action or condition as perfected or completed at some definite past time, usually in relation to some past act. Two past acts are, therefore, indicated, one being "past past" or more past than the other.

8. I have talked to him. (present perfect)

The present perfect tense indicates action or condition as completed or perfected in the present or having started in the past and continuing only to the present.

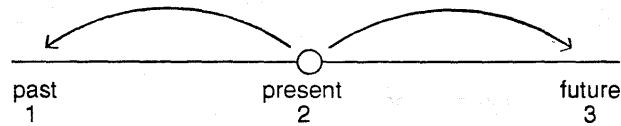
9. I will have talked to him. (future perfect)

The future perfect tense indicates action or condition as perfected or completed at some specified future time or as taking place before some other future action. Two future acts are therefore indicated, one being further into the future than the other.

-

Past, Present and Future

The person talking is in the present.

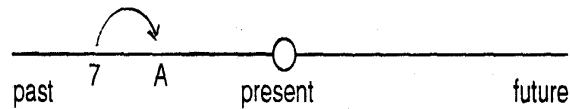


1. I talked to Richard 2. I talk to Richard 3. I will talk to Richard

Present Participle

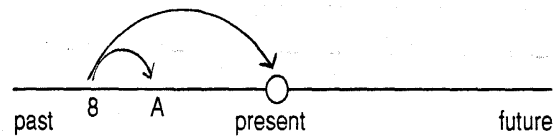
4. I was talking to Richard 5. I am talking to Richard 6. I will be talking to Richard

Past Perfect



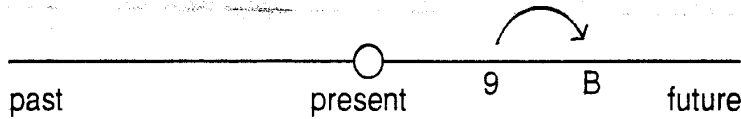
7. I had talked to Richard before I made the decision.
Event 7 was completed before event A.

Present Perfect



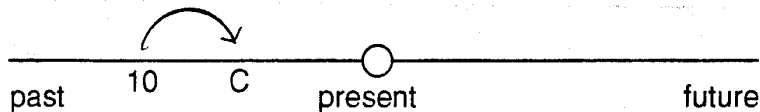
8. I have talked to Richard.
Event 8 may or may not continue into the present.
Grammar books say it must continue forward to touch the present.

Future Perfect



9. I will have talked to Richard before I actually practice this technique.
Event 9 will have happened before event B.

Other



10. Having talked to Richard, I did what I needed to do.
Event 10 was complete before event C.
11. Using had as an auxiliary to had.
You had had a problem, hadn't you?
You had had trouble speaking in public, hadn't you?
12. Using present tense with past tense tag question.
That is a terrible problem, wasn't it?
You want to improve that, haven't you?

Exercises:

1. In groups of 3 experiment with using verb tenses to shift limitations into the past.
- A states a limitation of self or other.
"My friend is getting on my nerves."
 - B and C each "reflect back" the limitation in a way that states it as being in the past.
"Your friend has been getting on your nerves, lately."

2. Write out statements which presuppose that a common limitation you hear often is now in the past.

3. In groups of 3 experiment with how verb tense forms affect experience, and notice the external nonverbal shifts that indicate a change has taken place in the person's experience.

- A states a limitation and a resource or a desired resource.
(B and C may quickly gather information to specify the limitation and the desired outcome.)
"I have trouble getting things done, I need time management skills."
- B and C experiment with different verb shifts, and watch for nonverbal shifts in A. A gives feedback of their experience, particularly those which move them towards their outcome.
"So, it has been your experience that you have had trouble doing things in the time frame you would like, is that right?"
"Most people have found that they have had the skills necessary to manage their time in the future and just need to apply them on a more conscious level now."
- A, B and C switch positions.
- Group reports back what worked well and what did not.

4. In groups of 3 experiment with putting the limitation in the past and resources in the present and/or future.

- A states a limitation.
"I procrastinate when I'm at work."
- B "reflects back" the limitation putting it into the past,
"So, you have been procrastinating at work."
- B asks for an outcome.
"How do you want to respond at work?"
- A responds
"I would like to feel energetic."
- B places the outcome into the present or future.
"So, you will be feeling energetic at work when you have what you want now"
- C acts as a meta-person (observer) and helps A and B carry out their roles.
(Note: Check ecology before leaving the outcome in the future)

In groups of 3:

- A states a limitation and a resource.
Loosing temper, want to be more in control
- B chooses from the matrix below where the limitation and where the resource are located (past, present or future) and when the resource will be used (present or future).
For example: Using the limitations in the past, the resource in the present, and applying the resource into the future; as show above.

	PAST	PRESENT	FUTURE
Limitation	X		
Resource		X	
Resource Used	XXXXXXXXXXXXXX		X

- C makes the appropriate response using the required verb tenses.
"So, up until now (**limitation in the past**), you have lost your temper and now you know that you can control it (**resource in the present**) and will to do just that, if something bothers you in the future, isn't that right." (**applying the resource in the future**)

Presuppositions:

"We agree (with Milton Erickson) and believe furthermore that the creative and mindful use of language is perhaps the most single influential indirect method for creating contexts in which change is perceived to be inevitable." - William Hudson O'Hanlon & Michele Weiner Davis in "in Search of Solutions"

Presuppositions are the linguistic equivalent of what most people call assumptions. They are what must already be assumed to be true for the statement being made to be true or make sense. Presuppositions are what must be assumed rather than what is directly stated.

Whenever we are communicating we use presuppositions that assume something is already true; every sentence we speak in our everyday life has presuppositions in it. In the majority of cases we tend not to consciously recognize what we have presupposed, and concentrate on what is directly stated. Thus, the presuppositions are unconsciously accepted as being true and the listener will act as if they were true. Sometimes we presuppose what we want but a large part of the time we presuppose what we do not want. We can greatly increase the results we get by consciously presupposing what we want and avoiding presupposing what we do not want.

For example, we can presuppose that changes can be made quickly and automatically or that changes will be slow and painful. In NLP we always prefer to presuppose the former change process.

The following words and phrases presuppose that something happens automatically or unconsciously:

automatically
continuously
spontaneously
even without thinking

second nature
steadily
instinctively
almost magically

constantly
involuntarily
unconsciously

We can also presuppose that something is true, actual or factual.

actual, actually
absolute
genuine
self evident
unimpeachable

real, really
true, truly
obviously
fact, factual
certified

factual
proven
authentic
unquestionable
verified

valid
clearly
sure thing

substantiated
certainly
undeniably

positively
definite
irrefutable

In working through this workbook it will be helpful to choose specific context or themes to use in all the exercises.

For example: Theme: Taking this seminar will make pervasive changes in your life.

- After taking this language patterns workshop, you may not notice, at first, how automatically you begin to use these patterns.
- Many people who have taken this seminar believe that these proven techniques have made a pervasive change in their lives.

EXERCISE:

(a) Write 3 sentences that presuppose something desired as happening automatically, consistently, etc.

(b) Write 3 sentences presupposing a desired fact or actuality.

Using Language Which Presupposes Permanence:

lasting
remaining
persisting
long standing
unending
year after year
timeless
without end
non-stop
continually
fixed
goes on and on
stay with it

enduring
staying
persistent
long term
forever
everlasting
endless
constant
perpetual
always
indestructible
never ceases

continuing
stable
long lasting
extended
day after day
eternal
never ending
ceaseless
in perpetuity
secure
staying power
keeps on

The above language presupposes permanence. When talking to someone you may wish to presuppose something as being permanent.

Examples of using the language of permanence:

When you stop and think about the changes that you have made, you'll realize how these lasting changes will dramatically make your life different and in many ways better than before.

Now that you have realized that you have always had access to these resources, you just had not yet made the connection to how these resources could be used in many situations. You can now begin to discover day by day all the other resources that you already have.

Exercise:

Choose 5 or 6 of the above words that presuppose permanence and write out statements that you will find useful in your area of interest.

Using Temporary Presuppositions:

The following list of words are examples of words that can be used whenever you want to presuppose that a limitation will be temporary.

impermanence	transient	changeable
fleeting	brief	no time for
for a little while	in an instant	fade away
fade like a shadow	vanish like a dream	burst like a bubble
go up in smoke	melt like snow	temporal
flitting	fading	terminate
short term	short lived	for a short time
suddenly stop in a second	suddenly gone	abruptly gone
in a blink of an eye	in two shakes	momentarily
immediately changes	in an instant	in no time
in nothing flat	in short order	like a shot
at the speed of light	vanishes	evaporates
replaced by	put in place of	make way for
changes with the times	change one's mind	halt
here today gone tomorrow	final	stop

Examples of the use of temporary presuppositions:

Many people, just like you Jill, find that this condition is short lived. You may already have noticed how the temporary belief you had in this limitation has already changed. You may already be aware how in an instant something you thought you believed with all your heart can vanish like a dream and be replaced by something totally different and wonderful and lasting.

Exercise:

Choose 5 or 6 of the above words that presuppose something being temporary and write out statements that you will find useful in your area of interest.

REMEMBERING AND FORGETTING

Just as there is language that presupposes something as being permanent or temporary, there is language that can be used to presuppose people will remember or forget something. Using a similar process to the one just completed on permanent and temporary presuppositions, complete the exercises on remembering and forgetting.

REMEMBER

bring back to memory
refresh your memory
recall
put in one's mind
prompt to remember
lasting impression
retain
bearing in mind
never be forgotten
indelibly impressed on your mind
fixed in mind
keep in mind
persist with you

FORGET

dismiss
put out of mind
think nothing of
think no more of
forget about it
let it go
don't give a second thought to
turn away from
turn your attention from
put/set/lay aside
forget to remember
unable to recollect
unable to recall
lose sight of
erase from **memory**
slip one's mind
drop from your thoughts

Exercise:

Choose 5 or 6 of the above words which presuppose something being remembered and write out statements that you will find useful in your area of interest.

The Structure of Magic Presuppositions

In working through the following twenty nine presuppositions from "The Structure of Magic" (see the bibliography) it will be helpful to choose specific context or themes which will allow you to gain proficiency while developing useful presuppositions.

The theme I will use is a) Our language creates our reality. Write your themes in b) and c) below and write your presuppositions in the space provided under each of the twenty-nine presuppositions below.

b) _____

c) _____

1. Some Quantifiers

(ALL, EACH, EVERY, SOME, FEW, MANY, NONE) Each of us has talent that others don't have and each of us could learn from one another, don't you agree.

a) There are a few people who have really improved their organization once they discovered that they could create future possibilities through language distinctions.

b) _____

c) _____

2. Generic Noun Phrases

(Noun arguments standing for a whole class) I sometimes ask myself, "If great companies use this stuff. Why don't we use it here? And I don't really know why we don't use it, do you?"

a) Sometimes I think about the great organizations that have already learned to create the distinctions that they need to begin to invent their own reality.

b) _____

c) _____

3. Relative Clauses

(Complex noun arguments, statements that have a noun followed by a phrase beginning with WHO, WHICH, or THAT) I've noticed that teams who use the meeting framework achieve more because they know what results they will have at the end of the meeting.

a) I have noticed people and companies who consciously use language to create new distinctions and new meanings begin to create a new future for themselves, have you noticed that also?

b) _____

c) _____

4. Subordinate Clause of Time

(BEFORE, AFTER, DURING, AS, SINCE, PRIOR, WHILE, YET, NOW, AGAIN) After you begin to use these skills, you will notice that you are able to develop rapport with anyone with total ease.

a) After we had developed the distinction "Paradigms", we were able to begin to create new possibilities for the company.

b) _____

c) _____

5. Cleft Sentences

(Sentences starting with IT IS or IT WAS) It is probably your intelligence that enables you to learn quickly.

a) It is energizing to see how as we sit and dialogue about "Paradigms" how we actually begin to open up a whole new world of possibilities we never had before.

b) _____

c) _____

6. Pseudo Cleft Sentences

(Identified by the form of "What [sentence] is [sentence]").) What we can learn is it is good to use presuppositions.

a) What is so important about creating a compelling future for our company is that we are able to create new distinctions through language, and new meanings, which open up many more possibilities for us.

b) _____

c) _____

7. Stressed Sentences

(Voice stress) I am especially interested in the OUTSTANDING results that NLP has gotten.

a) It is FANTASTIC how we can use our language to create "reality".

b) _____

c) _____

8. Complex Adjectives

(NEW, OLD, FORMER, PRESENT, PREVIOUS) Are you happy with you present language pattern level?

a) Once we have created new distinctions, we can never return to the old way of thinking about our future.

b) _____

c) _____

9. Ordinal Numerals

(FIRST, SECOND, THIRD, FOURTH, ANOTHER, NEXT)

The tenth belief I changed was about

a) I'm not sure whether we had consciously created another distinction before "Paradigms" which also had changed our reality.

b) _____

c) _____

10. Comparative

(ER, MORE, LESS) Do you know anyone who learns even faster than you do?

a) The more we use language to create new possibilities for the future, the more changes we can make that will actually move us toward our goal.

b) _____

c) _____

11. Comparative As

(AS.....AS)

What else gets as many results as NLP does?

a) I don't know if anything else can make as dramatic -changes as the use of language to create our own future.

b) _____

c) _____

12. Repetitive Cue Words

(TOO, ALSO, EITHER, AGAIN, BACK) And you really have done well again.

a) Again and again I have seen people and organizations create linguistic distinctions which totally changed their future.

b) _____

c) _____

13. Repetitive Verbs and Adverbs

(Verbs and adverbs beginning with "re" for example REPEATEDLY, RETURN, RESTORE, REPLACE, RENEW) If Richard Bandler returns before I leave I want to talk to him.

a) We can repeatedly improve what we are and where we are by speaking about new possibilities.

b) _____

c) _____

14. Quantifiers

(ONLY, EVEN, EXCEPT, JUST) It's not just about smoking, is it?

a) It is not just about dialogue; it's about developing common language and **now** language that opens up new possibilities.

b) _____

c) _____

15. Change of Time Verbs and Adverbs

(BEGIN, END, STOP, START, CONTINUE, PROCEED, ALREADY, YET, STILL, ANYMORE)

When you begin to use my material, you will start to get superior results.

a) Once we have created a new compelling future by developing new distinctions and new opportunities, we need to continue to improve our ability to do that at even a faster rate.

b) _____

c) _____

16. Change of State Verbs

(CHANGE, TRANSFORM, TURN INTO, BECOME) It would be quite a transformation if we set up a permanent re-engineering team now, wouldn't it?

a) Have you noticed how understanding the distinction "Paradigms" has already begun to transform what we do?

b) _____

c) _____

17. Factive Verbs and Adjectives

(ODD, AWARE, KNOW, REALIZE, REGRET, BELIEVE, PLEASED) Are you aware of how quickly you have been learning to use presuppositions?

a) Are you aware of how quickly the creation of "Paradigms" has opened up new possibilities we didn't have with "Continuous Improvement".

b) _____

c) _____

18. Commentary Adjectives and Adverbs

(LUCKY, FORTUNATELY, FAR OUT, OUT OF SIGHT, GROOVY, HAPPILY, NECESSARILY, REMARKABLE, INNOCENTLY) Don't you think that your language ability is remarkable?

a) Some people find it surprising that language and linguistic distinctions can make such a difference to our future.

b) _____

c) _____

19. Counterfactual Conditional Clauses

(Verbs having subjective tense) If you had used language patterns well, you could have achieved even better results.

a) If we had used language to create new distinctions during our transformation we could have made many more changes.

b) _____

c) _____

20. Contrary to Expectation

(SHOULD) If you should happen to not understand, I can explain this to you.

a) If you should happen to not understand how language creates our reality, I can explain it to you.

b) _____

c) _____

21. Selection Restriction

If my professor gets pregnant, I'll be very happy. When you begin to use presuppositions, then you will be a much better communicator.

a) When people in our company begin to realize how important it is to use language to create their reality, then I'll be happy.

b) _____

c) _____

22. Questions What are the stacks and stacks of results that NLP has gotten?

a) How does knowing that we create our own reality through our language make you feel that you are more in control of your life?

b) _____

c) _____

23. Negative Questions

Are you not the top management consultant company in Calgary?

a) Are you not creating your own possibilities through what you say and think?

b) _____

c) _____

24. Rhetorical Questions

Who cares if we show up or not? What difference does it make if we solve the problem?

- a) Who cares what we did in the past? We can now
- b) _____

- c) _____

25. Spurious Not

I wonder if you are not already more confident than most?

- a) I wonder if you are not already certain that the distinctions we create determine what we believe is possible
- b) _____

- c) _____

26. Proper Names

Mary is coming for supper. (Mary exists)

- a) Jim Selman is excellent at creating clear distinctions.
- b) _____

- c) _____

27. Pronouns

I saw her in town. (A female exists)

- a) It would be great if she could create rapport as well.
- b) _____

- c) _____

28. Definite Descriptions

I liked the man with the red Honda. (A man with a red Honda exists).

a) I like the way he makes such clear distinctions between opinions, options and objectives.

b) _____

c) _____

29. Change of Place Verbs

(COME, GO, LEAVE, ARRIVE, DEPART, ENTER) If you arrive after I leave, go to the motel.

a) When you arrive at the conclusion that we do create our future by the language we speak then I will have done my job.

b) _____

c) _____

Exercise:

1) In groups of 3 practice the use of the 29 Structure of Magic Presuppositions.

- A chooses a theme that they would like to have for themselves or persuade others is the case.
- B and C each presuppose this is the case using any of the 29 presuppositions - one at a time.
- A, B and C switch positions.
- Example themes: My communication program gets results.
I can learn to speak in public very easily.
I have the resources I need to solve this problem.

Speaking About Presuppositions

Every sentence that you speak contains a noun and a verb, so, with each sentence you speak you actually presuppose that something exists (noun) in the past, present or future: you also presuppose that some action did or did not take place, is or is not taking place, or will or will not take place. Great communicators know how to use this to their advantage. You may already have noticed that people who understand and use presuppositions are more effective than those who do not use them. It is likely this fact that makes Richard Bandler as powerful a communicator as he is. What we can learn from this is the more we understand, practice and use presuppositions, including verb tense shifts, the better our results will be. And we are interested in achieving OUTSTANDING results, are we not?

Are you happy with your present understanding of language patterns? If you are not, the first step you need to take is to take each language pattern and practice it over and over until it happens at an unconscious level. The more you practice the more success you will have had. I don't know what gets you as many results as practicing does. When you have repeatedly completed what I have suggested, you will know exactly what I mean. We are not just talking about improving your language skills we are talking about totally changing your effectiveness in everything that you do. When you begin to use the material included in this workshop, you will start to get superior results. It may be even more transformative than you think. You may already be aware of how quickly this transformation has taken place. Fortunately, learning to use language patterns is remarkably easy. It is surprising how many people say, "If you had used language patterns well, you could have achieved even better results" and yet so few take the time to do that. If you should not believe that, I would be surprised.

When you begin to use presuppositions, then you will be a much better communicator. When could be a better time to begin extra practice than right now? Are you not already doing just that? If you are or if you are not, who is to say whether that is appropriate or not? I wonder if you are not already more proficient than you know you are? John Grinder always said we know much more than we think we know, you know. In fact he actually emphasized unconscious learning over conscious learning. Other people who have studied with Milton Erickson say the same thing. If you arrive at this conclusion, then you are in good company.

Submodalities

We take external information in through our five senses. In NLP this is referred to as representation systems or modalities; visual (see), auditory (hear), kinesthetic (feel), olfactory (smell), and gustatory (taste). Later, Richard Bandler discovered that the meaning of a subjective experience was directly related to submodalities. Submodalities are the different components of modalities or representation systems. For example, in the visual modality the component elements include: whether the picture is black and white or color, how close the image is, the brightness, the location of the picture, the size, the contrast, the focus etc.. See the bibliography for books containing a more complete explanation of submodalities and how they are used to change subjective experience.

The principle is that if a person varies some of the submodalities, their experience will also change. For example, a generalization for most people is that as the person makes the visual image closer and brighter, the intensity of the feeling about the imagined situation increases. Changing some submodalities, called drivers, will make major changes in experience. Changing other submodalities will have very little or no effect. Which submodalities make major changes and which do not varies with each individual. Therefore, each individual must be "calibrated" to find the driving submodalities.

The next section of the workshop, provides language that may be used and "calibrated" to determine what changes are created in another's (or your own) subjective experience.

The following language shifts the submodalities of space:

above all, that
across
add more
against
along side
along, with
amidst, among
apart, from, of
around
ascending

aside, from, of
back, to, of
become panoramic
behind, all
below, all, that
beside
between
beyond
bigger
blow over

bottom
bring together
clear, of, out
close down
closer
come up to
compress
condense
continue forward
cramp

disappear, from, to
dissolve
distance
double, up
down, to
draw in
drop
duplicate
dwindle
expand your horizons
extend
fade away
fall off
flicker, off, out
from above
from behind
from beneath
from between
front
get clear
go back
go behind
go by
go over top of
gone by
half, halfway
halt
horizontal
identical
immense

in place of
increase
indistinguishable
inside, that, of
instead of
into
keep abreast
keep away
keep going forward
keep off
leave it and go on
lessen
let everything drop
lookout over
make absent
middle
missing
move forward
move right ahead
on to
open up
opposite, to, of
out of reach
out of the way
out, of, to
outside of
overlap
overcome
overhead
overlay

past
peak
pick up
pop up
putting aside
rear
reduce, in size, the size
remote
repeat, that
replace, that
run over
set at rest
shrink it down
shrivel it up
side by side
smaller
somewhere to the side
split
spread out
stop
stretch
terminal point
terminate
too big
turn inside out
turn into

Examples of Using Presuppositions of Space:

As you look at that, now, and begin to rise above all that, how is it automatically different from before?

As you think about that, now. What is the solution that moves you across the problem to a new way of seeing it?

When you look at yourself as a little girl, how is it different when you add the resources that you have, now, to her?

You may feel as if you are against the wall. What would that be like to have that disappear, now?

What if you could sense that along side of every problem is a solution, in fact, many solutions, wouldn't that be all right?

Amidst all your problems are the solutions you require to solve them, now.

Among all the solutions to your problem, which do you think will work best, now?

Apart from that one objection, what is it about the product that you like?

As you see yourself doing that now, you may begin to see your friends all around you, ready to help you, now, achieve what you want.

Putting that aside for a while and noticing how you can replace it with something so much better, doesn't that feel good?

Are you able to sense what is back of all that now?

Exercise:

In groups of 3 develop sentences that use words/presuppositions to shift submodalities of space. Develop your presuppositions in response to common limitations and/or responses that occur in your everyday concerns.

- A states a limitation or a concern.
"I'd like to let you take on this project but we already have too much work for you to do."
- B and C each develop presuppositions that challenge the statement in a way that moves in the desired direction.
"I'm only asking for the opportunity to stop and set aside what we are currently doing long enough to consider how doing this extra work will actually reduce the large workload down to something that can be easily handled."
- A notes how/if this changes their experience.
- A, B and C switch positions.
- Groups report back what worked well and what did not.

Words that affect submodalities of time:

abruptly	from now on	sequel
accelerate	halt	sequence
after	here, now	short term
ageless	here today gone tomorrow	since
all day long	in due time	soon
already	in the future	span
anytime now	in the meantime	speed up
as, as long as	in the past	stand still
as often as	instantaneously	still
as soon as	keep time	stop
as soon as you like	last, lately	successive
as surely as	latter end	suddenly
at the same time	like new	terminate
automatically	live through	the day that
before	long awaited	the entire time
beginning	look ahead,	the hour that
beginning of the end	look back	the month that
briefly	make time fly	the time that
by the time that	mark time	then
carry through	meanwhile	thereafter
cease	moment by moment	time out
closure	near future	time up
come/draw to a close	never	until
conclude	never-ending	wait
consecutive	newness	want to
continuing	next time	when,
whenever		
continuous	no sooner than	where
delay	not now	while
die out	now	would be
dissolution	often	yet
drag on	over and done with	
during	pass away	
elapse	past	
end	periodic	
end of the matter	perpetually	
endless	peter out	
every time	progressive	
final stage	prolong	
finale	quickly	
finally	reoccurrence	
finish	repeating	
for the present	restart	
frequent	round the clock	
from day to day	run its course	

Exercise:

In groups of 3 develop sentences that use words/presuppositions to shift submodalities of time. Develop your presuppositions in response to common limitations and/or responses that occur in your everyday concerns.

- A states a limitation or a concern.
- B and C each develop presuppositions that challenge the statement in a way that moves in the desired direction.
"You may notice how abruptly your thinking about this changes to something that has happened which is much more pleasant."
- A notes how/if this changes their experience.
- A, B and C switch positions.
- Groups report back what worked well and what did not.

Alternative Exercise:

Using some or all of the above words and phrases, experiment to determine which of the words have the most effect on changing yours and others subjective experience.

Example: Think of something that is mildly unpleasant. "You may notice how abruptly your thinking about this changes to something that has happened which is much more pleasant."

Examples Using Presupposition of Time:

Sooner or later it is always successful.

After you have taken a deep breath, you become much, much calmer.

And you may continue to feel this relaxed all day long, today and everyday.

Are you beginning to see how you can use your mind to make changes yet, or is it something you can expect in the near future.

You may already have made the changes and before you allow those changes to become permanent, what is one more resource that you can add to all your other resources that will make the changes absolutely perfect?

You may, in the past, have thought that things tended to drag on but now the time between when you think of an idea and when you put that idea into action become almost simultaneous, if not simultaneous. That is all right isn't it?

The speed at which you run that movie backwards accelerates each time you do it, so as you do that 5 or 6 times; notice how that happens automatically.

Exercise:

In the space below write out some presuppositions that affect submodalities of time for an important theme in your life.

Other words and phrases that affect submodalities:

- | | | |
|-----------------------|-------------------|-------------------------|
| act out | canceled | easy come easy go |
| add to the pile of | clear up | edge |
| at the speed of light | close | enduring |
| bad taste | close at hand | fade |
| become extinct | close down | faster |
| belongs to the past | concave, convex | feel yourself |
| blow over | crack | fine tune |
| boundary | crowning | flicker |
| break up | don't be confused | foggy |
| bring together | double, duplicate | for better or for worse |
| brink | drop | foresee |

give weight to
go by
gradual
grinding to a halt
hang-up
hear yourself say
identical
immense
in the same breath
increase the tempo
just around the corner
keep in mind
keep in the back of your
mind
lapse
last but one
leave it and go on
lies ahead
limitless
lingering
look forward
look over, lookout
lump everything
together
make an exception
make it equal
make it the same
make no distinction
multiply
never ending
next on the list
now or never
outlook
overlook
pass by
pick out
play back
play out
quicker
release
remain
repetition
replay
restart
return to

revert to
review
roll into one
same for everyone
see it out
see no difference
see the difference
see yourself
select
set at rest
settled
single
slip away
slow down
slower
sort out
sort what's important
from what's not
sounds the same
speed up
spinning
split
standing still
switch off
take a turn for the
the last word
tie you in knots
too coarse
touch and go
turn a blind eye to
turn into, turn up
twinkle
two faced
two-fold
ultimate
un-measurable
indistinguishable
vagueness
vanish
verge
wind-up
without limit
above and beyond
working through
at once

back and forth
back away
black out
break up
bring before
bring out
bring to mind
carry away
cast away
close in
come together
come to mind
come up against
standing at the edge
abreast
at any rate
at random
background
turn it around
blow up
bring up
bring changes
bring around
brush aside
carry out
center
close of
come through
come to nothing
come upon
slow down and create
the space
to ...
advance
at a stand still
at the same time
foreground
bit by bit
breakthrough
bring down
bring forward
bring to pass
collapse
come to light
come to pass

LEVELS OF ABSTRACTION

Much of people's miscommunication is a result of individuals communicating at different levels of abstraction. Some people think in terms of the "big picture" or very abstract ideas and thoughts while others prefer to think in "concrete terms" and pay attention to details and specifics.

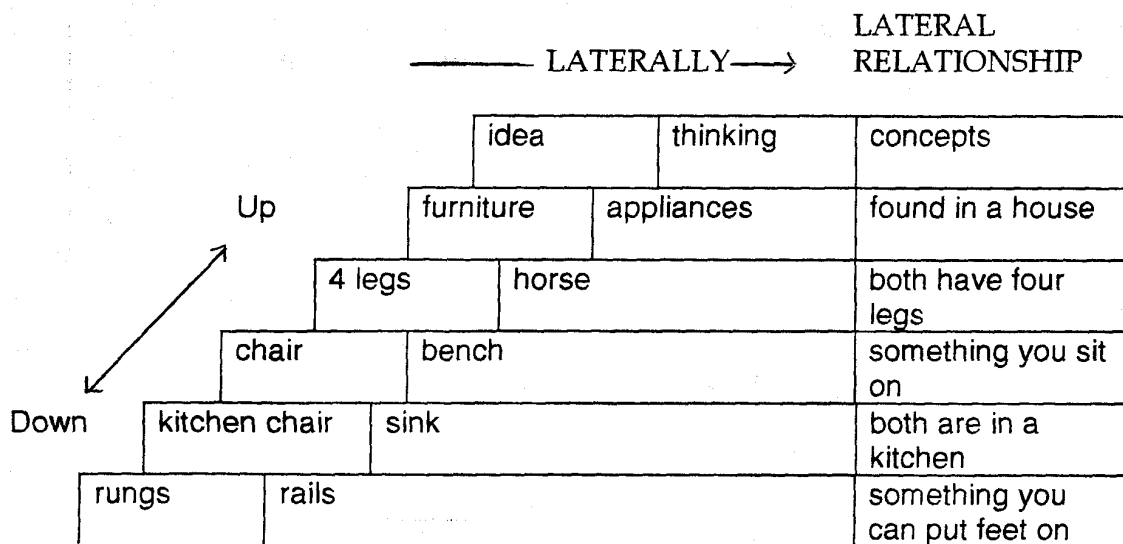
Being able to recognize the level of abstraction where others are talking and being able to match or pace that level of abstraction will result in improved communication. After reaching agreement on that level of abstraction, mutual outcomes can then be achieved by leading the conversation laterally, to the more concrete or by staying at the present level.

Communication may continue to move quickly from the abstract to the concrete or from the concrete to the abstract. However, recognizing and utilizing the level of abstraction on which the conversation is taking place will greatly improve communication. The Milton Model or hypnotic language, which is addressed in this workshop, moves the conversation towards the abstract. The Meta Model, also covered in this workshop, moves the conversation towards the more specific or concrete.

One way to use the levels of abstraction is to move to the more abstract to obtain agreement among parties and then gradually move down to more specifics once agreement has been reached. Some people actually will not require that more concrete details be provided because they are comfortable with the ambiguity. Other people will require great detail. Therefore, reach agreement on the larger abstract idea and then provide only the details required.

In NLP we change levels of abstraction by chunking up, chunking down or chunking laterally.

The following diagram is an example of how to use chunking up, chunking down, or moving laterally.



EXERCISE:

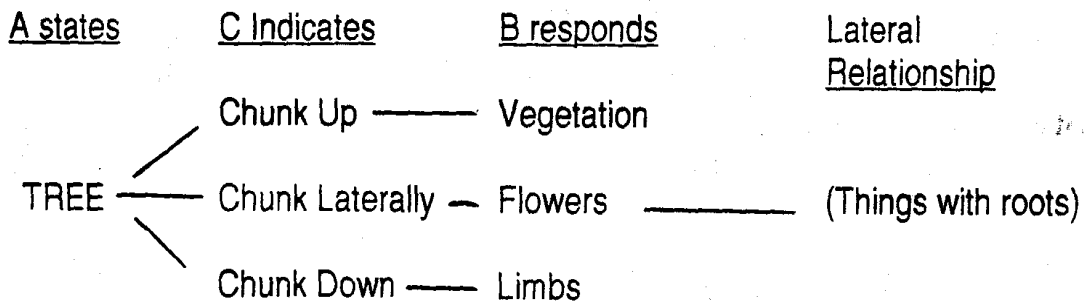
This exercise provides practice recognizing and changing levels of abstraction. The exercise is completed in groups of 3 (A, B & C). Alternately the exercise can be practiced individually.

A - thinks of or points to an object (noun) such as "tree"

C - points up "Chunk Up", points down "Chunk Down", or points laterally "Chunk Laterally"

B - responds by giving an example of the appropriate level of abstraction.

For Example:

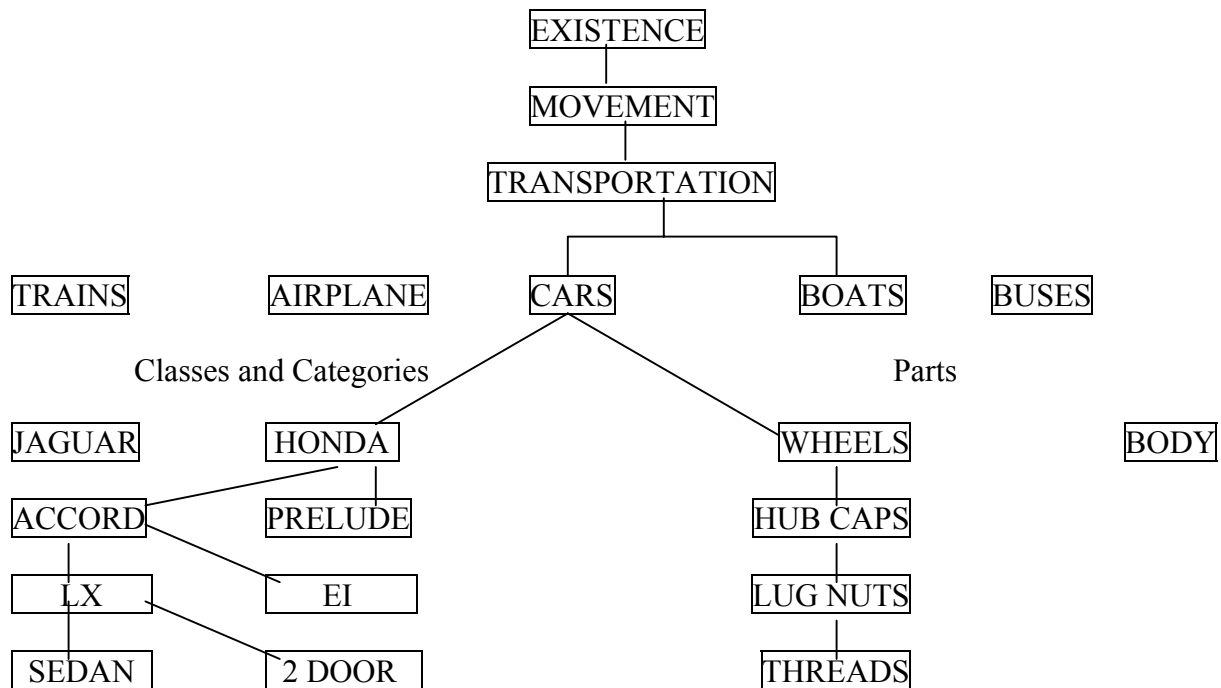


Levels of Abstraction

BIG PICTURE THINKING OR ABSTRACT THINKING

ABSTRACTION CONTROLS THE SPECIFIC
 AMBIGUOUS INCLUDES THE SPECIFIC
 OVERWHELM MEANS TAKING TOO BIG OF CHUNKS
 INTUITION

What is this an example of?
 Why?
 For what purpose ... ?



DETAILED OR SPECIFICS THINKING

MAKING DISTINCTIONS
 NIT PICKING MEANS TOO SMALL CHUNKS AND POLARITY THINKING
 SENSING

What are examples of this?
 What specifically? How specifically?
 What is a part of this?
 How do you know that?
 What stops you from _____ ?

LOGICAL LEVELS OF SYSTEMS

The use of logical levels of systems in NLP Interventions is beyond the scope of this language workshop. What will be covered is the use of language to recognize the level as well as the use of language to raise a person's experience one or more logical levels.

The following chart shows the logical level, the language that can be used to recognize which logical level is being discussed and the questions that correspond to that level.

<u>Logical level</u>	<u>Language</u>	<u>Question</u>
Universal System or Spiritual	"Oneness"	Who Else?
Identity	"I am"	Who?
Values Beliefs Principles	I believe and value and will act upon"	Why?
Capabilities	"I can	How?
Behaviors	"I do"	What?
Environment	"My world"	Where? When?

The following is an example of how the logical levels of systems can be used in the context of work.

First ask - "What is the context I am considering?" The context here of course is work.

Ask: "In your work what is the **environment** that you would like to have that would empower you to obtain your work goals?"

When a person responds they will use language that reflects the level of environment. It will include words like: lighting, computers, fax, telephone, furniture, access to what information, access to what resources."¹

Credit has been given to Gregory Bateson for developing the logical levels of systems. In NLP, Robert Dilts has been the number one proponent and developer for the use of "Neurological Levels". See the Bibliography for books by Robert Dilts.¹

Ask: "What is the **behavior** that you will be physically doing or what actions will you be taking to achieve your work goals. What internal kinesthetic feelings will you be having?"

The response here will be language that reflects the levels of behavior. It will be similar to "I will be relaxed and comfortable as I move about my office working on my computer to access information and to send information to my clients. I notice the comfort by a feeling of relaxation right here in my chest."

Ask: "What **capability** will you need in order to do these behaviors?"

The response here will be language that reflects the level of capability. Words such as "computer skills, organizational effectiveness knowledge, ability to find information, interpersonal skills, NLP skills, etc." will be used.

Ask: "What **beliefs and values** do you need to support these capabilities?"

The response will include language that reflects beliefs and values. Language will be similar to "I can learn what I need to know. NLP is valuable and will help me in doing my business. Relationships are important to me." Etc.

Ask: "What is your **identity** in relationship to work?"

The language used will reflect identity and will be similar to "I am an excellent communicator. I am a learner. I am a NLP'er, etc.". (A metaphor may be given as a powerful way to identify all aspects of identity)

Ask: "What is the whole **unifying system** in which you work? Think systemically. Who else? What are all the external relationships you need to consider?"

The response will be language that reflects the unifying system. It will be similar to "What is the mutual relationship between the other individuals, teams, departments, units, divisions, business units, corporate headquarters, customers, customers' customer, the industry, other industries, nationally, internationally, and globally', etc.

The following examples show how to use language to recognize and then move between logical levels of systems. This first example shows the use of logical levels in a conversation about a limitation.

	Statements	Level
Client Limitation	I cannot talk in front of groups	Capability
Response :	So it has been your experience that you have had difficulty talking to groups.	Put limitation in the past. Open up possibility for change.
Response :	What would it take for you to believe that you are able to talk in front of groups.	Move to the belief level. What beliefs are limiting.
Client	I don't think I will ever be able to talk to a large group.	Limiting belief.
Response	Use a technique to change the belief or to identify the imprinting experience, etc.	Intervention at the belief, identity or spiritual level.

This next example shows the use of logical levels in a conversation about resources.

	Statements	Level
Resource:	I am able to relate to people	Capability
Response:	So you are a "relator"	Install the resource at the identity level.

In using language to move up to a higher logical level do the following:

- A. Identify the logical system level
- B. What could you say
 - i) to begin to work on the limit at a higher logical level? Or
 - ii) to presuppose a resource being at a higher level or to make the resource a part of the person's identity?

The Milton Model and Other Hypnotic Language Patterns

The Milton Model allows you to use language that is artfully vague so that clients can give it a meaning that is appropriate for them. The Milton Model can be used to pace and lead a person's reality, distract and utilize the conscious mind and to access the unconscious and the person's resources. Patterns of Hypnotic Techniques of Milton H. Erickson M.D., Volumes 1 and 2 and Taproots are three excellent books explaining Milton Erickson's language patterns.

The first three examples of each of the following language patterns will illustrate the use of that pattern on each of these three themes:

- a) Taking this seminar will make pervasive changes in your life.
- b) You should hire my communications firm.
- c) NLP is the world's greatest communication model.

As in the previous exercises write your theme in d) and e) and write an appropriate hypnotic statement for each of the following language patterns.

- d) _____

- e) _____

1. Mind Reading

(Statements that claim to have the ability to know what someone else is thinking or feeling) a) I know that you are the type of person who wants to be really successful. I also know that this seminar will make the comprehensive changes you want to make. b) You realize that you need to improve you communication. All of my other clients were just at this point when they were able to see that it was in their own best interest to hire me. c) So many people just like you feel that NLP is the world's greatest communication model.

- d) _____

e) _____

I know that you are thinking

You think that

You realize that

You have seen (visual)

You have heard that (auditory)

You feel that(kinesthetic)

2. Lost Performative

(Statements of judgment, beliefs, or standards which are expressed in such a way that the individual who is making the judgment or setting the standard is not identified.)

a) It is going to make pervasive changes in your life.

b) It has been proven that once you hire a communication firm like mine, Jim, that productivity goes up. What help do you need personally?

c) One thing we know is that people who have studied NLP in depth think that it is the world's greatest communication model in the world.

d) _____

e) _____

You're too serious about life.

It is easy to

Many people think that

It's been proven that

All the best companies

3. Cause and Effect

(Statements that claim that there is a cause and effect relationship between one thing and another thing)

a) Coming to this seminar will cause you to begin to understand communication and begin to make changes in all areas of your life.

b) Now that we have realized that you have a communications problem we can begin the work to solve it.

c) Studying the world's greatest communicators has led to a model that can be easily transferred to others, NLP.

d) _____

e) _____

Being on this task force will help you learn all about communication.

Your being here means that you really want to learn.

Your completing this assignment allows you to feel exceptionally good.

4. Complex Equivalent

(Statements that say that one thing is or means the same as another thing)

a) Taking this seminar is one of the best ways to make sweeping changes.

b) Since both of us have found that communication is success, how can we begin to work together to make you successful.

c) NLP is the greatest communication model in the world.

d) _____

e) _____

You're doing good work. You must be happy at your job.

The reason you feel this way is

Our involvement with this means

Happiness is

Being in love means

5. Presuppositions

(What must already be assumed to be true for the statement being made to be true.)

Presuppositions are covered extensively earlier in this workshop and will not be repeated in detail here.

- a) One of the more important facts about this pervasive change seminar is that it is totally tax deductible.
- b) Being excellent communicators, allows us to get more of what we want; how can we help you get what you want?
- c) The greatest communicators in the world use NLP techniques, some know it while others do not.

d) _____

e) _____

Everyone here already knows more about making changes than they think they know. After you finish this seminar, you too will have the skills to be able to influence, persuade and communicate at a much higher level.

6. Universal Quantifiers

(Words that imply or state absolute conditions as being true)

- a) Every time someone who has taken this seminar talks to me about the pervasive changes they have made, I feel all the work that I have done has been worth while.
- b) All of what I have said about my communication firm can benefit you in everything that you are going to do by starting now.
- c) NLP, the greatest communications model in the world today, says always put yourself in a state of excellence before giving a presentation.

d) _____

e) _____

Everyone can begin to feel totally relaxed, now.

Every time you begin to feel this way you can remember all the ways you can change your feelings,
now.

Winston Churchill said, "Never, never, never, never give up." And he was right, wasn't he?

7. Modal Operators

(Words that suggest that something is necessary or possible and which define the boundaries of a person's model of the world.)

(must, can, may, try, intend to, have to, should, able to, pretend to, ought to, possible to, have to, suppose to, decide to, wish to, got to, need to, let, allow, want to, could, permit, choose to, would, will, won't,)

Match your use of modal operators to the client's modal operators.

- a) One thing we know is that we must develop the capability to be an excellent communicator; this seminar will help you make many changes.
- b) When you give yourself permission to hire my firm, Jim, we can begin to work on getting results right now.
- c) From what I have been able to discover, NLP could be the greatest communication model in the world.

d) _____

e) _____

8. Nominallizations

(Words that change a process or verb into a static event or noun)

- a) When you have completed this seminar and made comprehensive changes, you'll agree that this was an excellent decision.
- b) Many organizations like yours; Jim, make the decision to use our company to improve their communication.
- c) NLP is the greatest communication model in the world. d)

d) _____

e) _____

We stand for love, peace and liberty, don't you?

Confusion is just the beginning of understanding.

So, you're not stubborn, you're just persistent.

9. Unspecified Verbs

(Verbs that do not have phrases that specify how or on what an action is performed)

- a) At this seminar you can begin to make many changes, now.
- b) For all those reasons, you should hire our communications firm.
- c) NLP can create changes in your life because it is the greatest communication model in the world today.

- d) _____

- e) _____

Can you move through that into a more happier time?

With teams we can do things differently.

10.Tag Questions

(Questions that are used to turn the uncertainty of a question into the certainty of a statement)

(can you not?, isn't it?, hasn't it?, wasn't it?, aren't you?, aren't they?, can't you?, couldn't you?, doesn't it? don't you agree?, don't we?, shouldn't it?, wouldn't it?, won't it?, hasn't it?, isn't that right?, didn't it?, can you not think that?)

Use tag questions to invite people to share your certainty. Use an intonation of a command or a statement.

- a) Some people say this seminar is the best they have taken and have made pervasive changes, haven't they?
- b) People who hire our communications firm have learned how to create rapport with anyone, that would be very useful don't you agree?
- c) Many people think that NLP is the greatest communication model in the world, don't they?

- d) _____

- e) _____

You have learned a lot here, haven't you?
It's worth every penny, isn't it?

You all agree, don't you?

Language patterns are very powerful, don't you agree?

11. Lack of Referential Index

(The use of a noun or pronoun to refer to a non specific group or category. The person doing or receiving the action is deleted.)

- a) One can, you know, make many changes and this seminar shows you how.
- b) It is a good thing for all employees to be able to master communication skills and my company is an expert in getting those results.
- c) It has been said that NLP is the greatest communication model in the world today.

- d) _____

- e) _____

This is one of the most important subjects we can discuss.

One can take this learning and have fun with it.

12. Comparative Deletions

(Statements that do not specifically state what or how a comparison is being made)

- a) This seminar makes more pervasive changes than any other seminar given today.
- b) Most of the people that I have worked with want me to return time and time again and they use my firm over and over.
- c) The best communicators in the world are able to build rapport with ease and they use NLP technology whether they know it or not.

- d) _____

- e) _____

The sooner we understand this the better will be our results.

All the best communicators have studied the material we are looking at now.

And this is more or less the right thing to do

13. Pacing Current Experience

(Statements that describe ongoing experience)

- a) You received my brochure in the mail and when you read it something that you saw led you to phone and talk to me and when you enroll and attend you will be even more delighted at the many changes you can make in your life.
- b) You are having communication problems in your organization and you called me after seeing my ad in the yellow pages; we've talked about some of your concerns and what it will take to begin to make changes and we can continue to get the results you want when we get together to determine what service my company can provide.
- c) We have talked about building rapport and we have also talked about the proper use of language and these are two of the methods used by NLP, which is the greatest communication model in the world today.
- d) _____

- e) _____

We have talked about what stress is, how it can be positive or negative. We have done some exercises and written some group ideas on the board and this means that we are now able to easily identify and deal with stressful situations.

14. Double Binds

(Statements that offer two or more choices that are in fact the same choice)

- a) Would you like to come to my seminar to learn how to make generalized changes or are you interested in learning the techniques for rapport, both are important aren't they?
- b) I'm confident that before you leave today you will either hire my firm or make a decision to go ahead in a day or two; either way, the most important thing is that you become thoroughly aware of what we can do for you. Does that sound right to you?
- c) NLP has the most powerful rapport building skills and many people think that it's relationship building skills are second to none.
- d) _____

e) _____

You may begin to feel terrific immediately or it may take several minutes before you begin to feel great.

Would you like to go ahead and set up an appointment or should we just jot down a time when we can meet?

It's important to keep people happy and producing at a maximum, so perhaps you could manage your section by example or you could consistently demonstrate what you expect others to do.

15. Conversational Postulate (A statement in the form of a question which when asked and taken literally would require a yes or no answer. This statement is normally taken as a command to perform the requested action) (Use a voice intonation of a command.)

a) Do you have Visa or Master card to pay for our change program?

b) This is the contract; do you have a pen to sign it?

c) Can you hand me that book that says that NLP is the greatest communication model in the world?

d) _____

e) _____

Do you feel that this is something you can understand? Can you close the door? Can you set that aside, now? Can you think about enrolling, now?

16. Extend Quotes (A statement that contains one or more quotes that are intertwined with each other and with the story so that it becomes ambiguous as to what is quote and what is story)

a) A student of mine said that she had talked to another participant at one of my workshops who said she had made extensive changes in her life and that she wasn't the only one who had because others had told her the same thing.

- b) One of my clients in a firm that I worked with said that he told two people in another organization, and he told them directly Jim, you should hire my firm and that each of them said that they had been telling others to consider it seriously and he knew I could only work with a few companies right now.
- c) I was talking to a communications expert who said one of the most respected communicators told her that NLP is the greatest communication model in the world today and that she used it always.
- d) _____

- e) _____

One of the coordinators I worked for in the past said that he had an engineer who worked for him tell him that the way to become really good at your job is to develop personal initiative to be able to be proactive rather than reactive when necessary and that he agreed with that and I think so too. An expert in the field of communication told me she had heard Albert Einstein say that the best way to solve a problem was to think at a higher level of abstraction than before and also to look at the problem from multiple perspectives and that seems to be an excellent method.

17. Selection Restriction Violation

(Statements that are violations of well-formed meaning as understood by native speakers of English.) a) This seminar has pervasive change written all over it.

- b) When money talks you should hire my firm to make more of it for you.
NLP, the eighth wonder of the world, feels like the greatest communication model in the world.
- d) _____

- e) _____

A chair can have feelings

My friend who is pregnant is hoping it is a boy.

(Metaphor) And the clock said "It's time to change now."

18. Embedded Commands

(Statements that include indirect commands embedded within the statement itself)

a) When people like yourself, **Jim, attend my seminar they get excited** about how they can **make many changes** in their lives.

b) When clients **hire my firm, Jim**, all the work we do is to **get results** right **now**.

c) All the experts who study NLP in depth **agree with me** that it's the **world's greatest communication model**.

d) _____

e) _____

Before we start our interview I'd like to let you know up front that there are some things you may not **want to tell me**, now and I'd like you not to **tell me those things** until **you are ready to tell me, Now**, we can **start**.

I'll be glad to help **when you want to talk to me again**.

(Put commands behind modal operators) If you **will use commands** you will **be amazed** at how you'll be able to **persuade** more rapidly and if you **want to accomplish** this, you will **become driven to learn these now**.

19. Embedded Questions (Questions that include commands embedded within the question itself)

a) I'm not sure if you want to **make comprehensive changes** enough to **come to my seminar**.

b) Can you **think of all the reasons** that you **want to hire** my firm to **get the results you want, now**.

c) Do you **think that NLP is the greatest communication model** in the world or do you need to know more about it before you **reach that conclusion**.

d) _____

e) _____

I'm curious, can you **see the value** in this product

I'm wondering if you would **prefer this**.

I'm not sure if you will want to **buy today** while the sale is on, or not.

20. Covering All Ranges of Possibilities

(Statements which cover all ranges of what is possible)

a) When you decide to take my pervasive change seminar, you can write a cheque, use your credit card or pay cash which ever is more convenient for you. I prefer to write a cheque, which do you prefer?

b) When you decide to write a contract with me, I can work with my associates, work with some of your internal resource people or I can come in and do the work by myself.

a) c) At the conference the communication experts from Canada, those from the U.S., as well as those from abroad consider NLP to be the world's greatest communication model.

d) _____

e) _____

Form groups of two, or three if you like or perhaps even do this exercise by yourself. We could look at how it was done in the past, just make it as we want in the future or continue to do what we are already doing.

21. Utilization (Statements that use everything as though you control it, as though you planned it and thought of it)

a) (I'm not sold on this seminar.) Of course you're not sold on this seminar because I haven't told about the extensive changes that it makes as well as the one piece of information that you need to know about before you are completely sold.

b) (My company is not like all those others you have worked with.) Yes, you're right, every company is different and that's exactly the reason you need to hire my firm, we tailor our services to fit your company exactly

c) (There are many other great communication models.) You're right, there are many other great communication models; that is actually how NLP was able to take the best of the best to make an even better model.

d) _____

e) _____

22. Context and Meaning Reframing (Statements that reframe the meaning in the same context or change the meaning by changing the context)

See Pages 72 to 74 for a detailed explanation on context and meaning reframing.

Context reframing - Same behavior different context.

Meaning reframing - Different meaning for the same context.

d) _____

e) _____

23. Building Excitement and Expectations (Statements used to create excitement and expectation) a)

You'll be surprised and delighted when you hear about the extensive change techniques you'll learn in this seminar.

b) In a few minutes, I'm going to tell you how you can double your income with no extra work by hiring my firm.

c) In the next hour you're going to learn how to use the techniques of the greatest communication model in the world to triple your income.

d) _____

e) _____

In a few minutes we will explain what everyone says is the most life changing technique available today.

24. Truisms About Sensations and Time. (Universal statements about sensations and time)

- a) Most people have experienced a feeling of being totally relaxed and that's what you'll experience in one part of this comprehensive change seminar.
- b) Most people know that it takes a long time to develop expertise on communication all by yourself; that's why they hire a firm like mine.
- c) Sooner or later people discover that NLP is the greatest communication model in the world. d)
- d) _____

- e) _____

Some people blush easily when they recognize certain feeling about themselves. Most people enjoy the refreshing coolness of a light breeze on a hot day. Sooner or later you will be asked to participate in the team's activities.

25. Open Ended Suggestions (Statements that do not place boundaries on what is possible or not possible in the future)

- a) We all are capable of making pervasive changes in any area of our lives. My seminar is one way to do this.
- b) All companies have the ability to become totally successful, and it is much more easily achieved by getting guidance from a firm like mine.
- c) NLP is the greatest communication model in the world and its getting even better every day. d)
- d) _____

- e) _____

We all have potentials that we are not aware of, and we usually don't know how they will be expressed.

26. Single Binds

(Statements that link one cause to one effect as the only possibility)

(more less; better worse; bigger smaller; harder easier; faster slower; longer shorter)

(x,y; x not y; not x, y; not x, not y)

- a) The more people practice these techniques which make broad changes, that they learned in my seminar, the more beneficial changes they are able to make.
- b) The greater the need to improve communication, the less time you should waste before you hire a communications firm like mine.
- c) The longer you delay in studying NLP, the greatest communication model in the world, the slower you'll be able to develop enriching relationships.
- d) _____

- e) _____

The more you practice these language patterns the more you'll will be able to use them at an unconscious level.

The more you practice these language patterns the less trouble you will have communicating with others.

The less you practice these language patterns the more trouble you will have communicating with others.

The less you practice these language patterns the less success you will have communicating with others.

As you continue to learn to use these tools you'll find that the more you use them they become easier and easier to use and the more you use them; the more you understand them at a deeper level.

27. I'm Not Going to Tell You (A statement used to covertly or indirectly make an assertion)

- a) I'm not going to tell you that my seminar is the only seminar that makes pervasive change, there are others which cost twice as much given in the States.
- b) I'm not going to tell you that you should hire my firm, I would be silly to tell you to hire my firm when we haven't even discussed the services you need yet.
- c) I'm not going to tell you that NLP is the greatest communication model, I'm going to let you find that out for yourself.

- d) _____

- e) _____

I'm not going to tell you that Power Affirmations are the only product available of this kind; it might not be wise for you to think about stocking only Power Affirmations, at least until after we have discussed it, today.

28. Compound Suggestions

(A statement that makes a suggestion that one would like to be accepted and covertly covers this up by making a second statement of fact)

(1st suggestion) <then> (2nd suggestion of a fact).

- a) After you have enrolled in my seminar to make changes in all areas of you life, you'll be delighted at the changes in your life. Everyone wants to make the most of their potential, don't you think?
- b) It is to your company's advantage to hire me. How we communicate is important, isn't it?
- c) NLP is the world's greatest communication model. It is important to be able to communicate.
- d) _____

- e) _____

Please note: From this point on the three themes previously used to illustrate each language pattern will not be utilized as the following hypnotic language patterns are not easily used for that purpose. These patterns are very effective and should be learned and practiced as much as the previous patterns.

29. Phonological Ambiguity (Words that sound the same but have different meanings are used to cause ambiguity when spoken)

(you ewe, there their, our hour, sea see, four for, bee be, mine mine, know no, knows nose, I eye, hear here, by buy, hair hare, pray prey, a part apart, right write rite,

insecurity in security, still (motion) still (time) weight wait, sight site, just us justice, I rate irate)

Buy Now! you know you can use Power Affirmations for self improvement.

You may hear, here but can you hear, there? d)

d) _____

e) _____

30. Syntactic Ambiguity (Statements where the syntactic function of a word cannot uniquely be determined from the immediate context.)

They are visiting relatives.

Fascinating people can be difficult.

Selling salesmen can be tricky.

Speaking to you as a child

d) _____

e) _____

31. Scope Ambiguity

(Statements where ambiguity exists as to how the modifier(s) apply to other words in the sentence)

And the smiling men and women.

The disturbing thoughts and noises.

Even being an exceptionally strong reservoir engineer and communicator

d) _____

e) _____

32. Punctuation Ambiguity

(Two well-formed statements are combined into a singular ill formed statement)

(I notice that you are wearing a [Watch) carefully what I am doing.]

Use stress management techniques they will work in some cases you may notice dramatic improvement.

How are you able to go into a deep trance now.

As you continue to breathe deeply down in your diaphragm d)

d) _____

e) _____

Sleight of Mouth

Sleight of mouth is used when reframing a statement that is in the form of a cause and effect or complex equivalence statement; such as A causes B, A is B, A means B, or A equals B. If the statement is not in this form then rephrase it into this form.

- Themes:
- a) Your price is too high means I cannot afford your product.
 - b) Your not listening to me means you don't care about me.

Individually determine what are common themes/objections that continually reoccur in your life and write them in c) and d) below. Phrase these themes in the form of X equals Y, X means Y, or X causes Y.

- c) _____

- d) _____

Write out sleight of mouth statements that reframe this objection using each of the following patterns.

The following sleight of mouth questions are from the work of Tad James.

1. Meta-Frame

(How is it possible that they could believe that?)

- a) You're only saying this because you haven't yet considered the value you will add to your family when you purchase my product.
- b) You're only saying this because you are not considering our total relationship.
- c) _____

- d) _____

2. Change Frame Size

(What is something they haven't noticed? Use a different frame for the same behavior. Chunk up to a universal quantifier) a) Have you noticed that you only get what you pay for? b) Sorry I was thinking about how much I love you, what did you say?

- c) _____

d) _____

3. Apply to Self (Apply A to A)

(Use the criteria A on itself) a) The price you are going to pay for thinking that is too high a price to pay. b) Listening to what I am hearing doesn't make me want to listen any closer.

c) _____

d) _____

4. Apply to Self (Apply B to B)

(Use the criteria B on itself) a) You can't afford not to afford it because your family's safety is at stake. b) I wonder how caring it is to say that?

c) _____

d) _____

5. Reality Strategy

(How do they represent this belief? How do they know if it is true?) a) How do you determine the difference between price and value? b) Where did you learn that?

c) _____

d) _____

6. Model of the World

(Switch referential index. Is this true of everyone's model of the world?)

a) Up until now it's been your experience that having bought lower value products has always been totally satisfying?

b) Does everyone think the only way to care is to listen.

c) _____

d) _____

7. Intent

(Why are they saying this? What is the secondary gain?)

a) So your intent is to save money in the long run?

b) You're only saying that because you are feeling unloved at this moment.

c) _____

d) _____

8. Redefine A not equal to B

(What other meanings could this have? A is not equal to B. A is equal to C and that's D.)

a) Price is not value. Price is only the initial cost and that's small in comparison to the benefits you'll receive over time.

b) Listening is not caring. Listening is gathering information and that's something even enemies can do.

c) _____

d) _____

9. Redefine B not equal to A

(What other meanings could this have? B is not equal to A. A is equal to C and that's D.)

- a) Value is not price. Value is your family's safety and that's all that's important.
- b) Caring is not listening. Caring is comforting someone and that's part of love.
- c) _____

- d) _____

10. Counter Example

(invert the belief. Make it into a universal statement or question. Was there ever a time when A was not equal to B?)

- a) Have you ever bought something that was priced low but was not a good value?
- b) Have you always listened to everything someone you cared for said?
- c) _____

- d) _____

11. Chunk up (More Abstract)

(For what purpose? What is important to them about this? Exaggerate.)

- a) Having something that lasts is what is important, is it not?
- b) What is really important about listening? (Asking this question will cause the person to chunk up.)
- c) _____

- d) _____

12. Chunk Down (More Specific)

(What or who specifically? What are examples or parts of this?)

- a) What is the price you are willing to put on your family's safety?
- b) How specifically does listening mean that I care for you?
- c) _____

- d) _____

13. Metaphor or Analogy

(Tell a metaphor or make an analogy for the opposite of A is B.)

- a) Tell them a story about how Japanese goods used to be inexpensive but junk.
- b) My heart speaks so loudly, can you hear it?

c) _____

d) _____

14. Another Outcome

(What is another outcome that you could shift to? "Whether I am B or not is not the real issue but rather.....)

- a) Whether the price is high or not is not the issue but how safe your family will be with our product.
- b) Whether I'm listening or not is not the real issue but rather how much I love you.

c) _____

d) _____

15. Consequences

(What will happen if they continue to think this way?)

- a) If you continue to think this way you will only be able to put dollar values on everything.
- b) If you continue to think that way you are going to find that everyone doesn't care for you because sooner or later everyone around you will not have listened to you.

c) _____

d) _____

16. Hierarchy of Criteria/Value

(What are higher criteria? Apply the higher criteria to the current statement.)

- a) Isn't safety what's really important here?
- b) Having a satisfying relationship is what's really important, isn't it?
- c) _____

- d) _____

17. Take It to Threshold

(Stretch the belief so far to the ridiculous that it can never come back.)

- a) I know someone who would pay a million dollars for these.
- b) Boy if you ever get into a relationship with a deaf person, she's never going to be able to care for you.
- c) _____

- d) _____

18. Reversing Presuppositions

(This pattern was developed by Connirae Andreas)

(How is the opposite of what you thought actually true or helpful?)

In what way	(is, does)	(make)	more/better of Y	(opposite)
	(can, could) X actually	(cause)		(of)
	(has, would)	(mean)		(X)
	(might)	(equal)		

In what way, now that you think about it could not having work experience actually mean you are more suitable for that position?

- a) How could the price actually mean that you cannot afford to buy now?
- b) How does my not listening actually mean that I care more than if I hear every word you say.
- c) _____

- d) _____

CONTEXT AND MEANING REFRAMING

Working Theory:

- Use reframing when a person or group of people think that they only have one choice of behavior or meaning for an external event or stimulus. Reframing will make additional alternatives available to them and give them more flexibility.
- An external event or sensory experience elicits a response to which a meaning is attached.
- Reframing is the ability to attach a new meaning to an external event or sensory experience which in turn causes a new response to it.
- All meaning is context dependent.
- If the context or frame is changed then the meaning and the response to the meaning will change.
- People tend to attach only one meaning to each sensory experience.
- Different people can attach different meanings to the very same external event or sensory experience.
- Every sensory experience in the world and every behavior is appropriate in some context or frame.
- As a communicator you have the ability to shift the meaning or frame people put around something/anything.
- Broadening a person's view through reframing doesn't actually make them do anything else. It will only allow them to consider making a change 1) if the new view makes more sense to them than what they have been thinking and 2) if it is an undeniably valid way of looking at the world.
- Thinking about something in many different ways is an important part of understanding.
- Specific content must be known in order to make a reframe.
- Sequencing and delivery are important, therefore the reframer needs to find a way to reframe and deliver the reframe with impact.
- The reframer must be congruent in nonverbal analogs (words and all nonverbal communication match) when delivering a reframe in order to have the reframe be considered.
- After delivering the reframe, the reframer must observe sensory based nonverbal changes that occur in the person, as the person's experience changes to the behavior, or the reframe has not been effective.
- A reframe must change the response to the sensory experience or it is not an appropriate reframe.
- An external event elicits a response to which a meaning is attached. A reframe essentially says that if you looked at it this way then you would have a different response.

THE MEANING REFRAME

When people have a sensory experience that they do not like, it is not the experience they do not like, but their actual response to it. It is important to understand that the response itself is not based on what is happening (in sensory experience) but rather to the meaning that has been attached to it. What can be done is to reframe or change the meaning of the experience that will then change the response to that experience.

Meaning reframing is used when the "problem" behavior is appropriate but the meaning attached to it may be limiting (i.e. there is nothing actually inherently bad about the "problem")

Leave the content the same and change the meaning of the behavior in that same context.

A equals B, A is B, or A means B - - - - requires a meaning reframe
--

How To Do A Meaning Reframe

1) Listen for the linguistic form of A equals B, A is B or A means B.

2) Ask yourself:

- Is there a different or larger frame in which this behavior would be of value?
- What other aspects of this situation that do not appear obvious to the person could provide a different meaning?
- What else could this behavior mean?
- How else could I describe this situation?

3) Think of the reframe.

4) Deliver the reframe congruently and observe sensory based nonverbal changes that occur in the person as their experience changes.

EXAMPLES:

Statement: Keeping the same management means that it will be impossible to transform the company.

Reframe: I thought that way too until I saw what the average person could do to bring down the Berlin wall or change Russia forever. Even though I believe that management is developing the skills needed to change, the employees have the critical mass to make the change, if you start now.

THE CONTEXT REFRAME

A context reframe leaves the meaning of an experience the same and shows how it is a proper response in another context.

A context reframe is used on an experience that appears as a comparative generalization about oneself or someone else and has deleted the context

Examples are: "I am too X." or "He is too X."

"(Subject) is too ", I am too X." ---- requires a context reframe

HOW TO DO A CONTEXT REFRAME

- 1) Listen for the linguistic form of "I am too X." or "(Subject) is too X."
- 2) Ask yourself:
 - In what context would this particular behavior be of value?
 - (Think of different contexts until you find one that changes the evaluation of the behavior.)
- 3) Think of the reframe.
- 4) Deliver the reframe congruently and observe sensory based nonverbal changes that occur in the person as their experience changes.

EXAMPLES:

Statement: The company is too slow in deciding whom to keep and whom to lay off

Reframe: You know I'm really glad that when it comes time for them to consider you and I that they will take all the time they need to make the right decision, aren't you?

Statement: He's much too stubborn to see things from our point of view.

Reframe: That's just the kind of person we need around here to take hold of a project and stick with it until it's completed.

Other Patterns

Chaining Modal Operators

(Use statements to chain modal operators together. Start from the modal operators of necessity and progress to modal operators of possibility.) I know that you think you can't do this; of course, perhaps you shouldn't have to, but could you realize that it's something that you can do? Some people feel it's impossible to change because they think that they don't need to and then when they discover that changing opens up new opportunities; they find themselves quite willing to change, now; can *you see that happening*. You don't have to, should you have to, you will find it's possible.

Exercise

Write your own statements for chaining modal operators.

Cartesian Logic

Theorem: What would happen if you did?
Inverse: What would happen if you didn't?
Converse: What wouldn't happen if you did?
Non mirror image reverse: What wouldn't happen if you didn't?

The above relates Cartesian Logic only to A and B, the logic can be taken further to A, B and C for example:

- What would happen if you did A and B and C?
- What would happen if you didn't do A, B or C?
- What wouldn't happen if you did do A and B and C?
- What wouldn't happen if you didn't do A, B or C?
- What would happen if you didn't do A and B and did C?
- What wouldn't happen if you didn't do A and did B and C? etc. etc. etc.

Exercise:

Write your own statements using Cartesian logic.

Negative Suggestions

(The unconscious mind does not understand a negative. Use negative suggestions to presuppose a positive want or internal representation.)

I'm not going to tell you that you are going to totally want this program; I'd be foolish to tell you that you totally want this program. How could I when we haven't even discussed it yet?

For the most part people use negative suggestion in inappropriate ways. We tend to say, "Don't drop the glass." instead of "Hold the glass tightly." "Don't worry." instead of "Take time to relax." These phrases sound as if we are requesting the same things but we are not! Use language that will make representations of what is wanted when the person processes it through their mind and do not use language that makes representations of what is not wanted.

Exercise:

Write your own statements using negative suggestions.

Inductive Language Patterns

(Use language that moves the representation from a specific to the total, or from one to all.)

What's the one thing you can do that will get you totally engaged in starting your own business?

It's not just about smoking is it?

It's not only about (the opposite of the limitation), is it?

It's not only about improving your relationships, is it?

Anything less than total X is not Y.

Anything less than total congruency is not perfection.

Exercise:

Write your own statements using inductive language patterns.

Stack Representations of What is Wanted

(Use language that builds many positive internal representations, one upon the other.) Imagine what it would be like to have enough money that every desire you ever had can be fulfilled, being able to do all the things you want to do because you have the time to do exactly that. And having the respect and admiration of all your friends as well as that of the people that you respect. That feels wonderful, doesn't it? Etc. Etc.

Exercise:

Write your own statements using stacking representations.

Elicitation of Universal Experiences

(Some experiences have happened to almost everyone. Use language to re-anchor people back into that experience in a way that enhances their understanding of your communication or puts them in a useful state.)

Stop and go lights.

Shopping for something you just had to have.

Food compulsions.

Christmas - the curiosity you felt wanting to know what you had gotten.

A belief no longer true.

Something absolutely true - like the sun comes up every morning.

Learning to ride a bicycle.

Learning to print, write and spell.

Exercise:

Write out other universals you could use.

Time Released Suggestions

(Statements that make suggestions of what is to be believed and at some later time fulfilling that suggestion so that the belief is confirmed at an unconscious level.) First, make a suggestive statement that the person(s) you are persuading will not take issue. Next, fulfill the suggestion you made earlier by demonstrating your suggestion. The key is to wait until some time has passed. For example say, "Expert NLP trainers always ensure that their clients understand by allowing them to ask questions after every presentation." After you give your presentation say, "I need to know that you understand what I just presented, do any of you have any questions?"

Exercise:

Write your own time released suggestions.

Semantically Charged Words

There are some words in the English language that are semantically charged. This means the words increase the intensity of the sentences that they appear in. Some of these charged words are shown below.

Exercise: Add to the list below words that you find increase the intensity of your communication.

totally
honestly
utterly
driven

fully
intensely
powerfully

completely
absolutely
charged

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

As you experience that fully, notice how the feeling automatically becomes much more intense, doesn't that feel good, now.
Immerse yourself completely into the wonderful feeling of self confidence.

Exercise:

Now write out some statements using semantically charged words.

Using Quotes as Experts

(Quote generalized experts or authorities in a way that leads to the acceptance of the suggestion.)

One thing the experts say is that you cannot develop a high performance team unless you give everyone legitimacy.

People who understand team building say you cannot appoint a leader; you need to allow the team to decide who the leader will be.

At the conference in Dallas, the system thinkers were saying that companies who are building computer simulations based on system thinking are going to be way ahead of their competition.

Exercise:

Write your own statements using quotes as experts.

Stop

(Use the universal experience of STOP to stop people's internal processing and create an opening to suggest new action or a new belief.)

Just for a moment stop and imagine

Stop and picture.....

Stop and realize.....

Stop and visualize

Stop and observe

Stop and get a sense of

Stop and listen to

If you stop and think about

If you were to stop and say to yourself

Stop and get a feeling about

When they stop, make a suggestion which when followed will create the desired action or belief.

Exercise:

Write your own statements using STOP to provide an opening for the suggestion that will follow.

Use Future Pacing Statements

(Use language that develops a positive [toward] or a negative [away from] internal experience so that someone is compelled towards the future and has an experience of what is possible [it is now in their comfort zone] or else they are so appalled at what the future holds they will make the necessary changes to avoid that possible future.)

Can you see yourself doing this in the future?

Just suppose you could

Imagine what it would be like to

Pretend that you could/can

Imagine having completed

Imagine it's a year from now; what will you have had to accomplish to get you here, now?

Exercise:

Write your own future pace statements.

Using Language to Create a Desired Direction

(Use statements that create an internal experience that allows the person to progress in the desired direction)

Notice the different experience created by the order of these statements.

I want it. I can't afford it.

I can't afford it. I want it.

I would like to learn to speak in public. I can't speak in public.

I can't speak in public. I would like to learn to speak in public.

I really want to talk to her. I am afraid to talk to her.

I am afraid to talk to her. I really want to talk to her.

Exercise:

Write your own statements that create the desired direction.

Miscellaneous Patterns

Have you noticed that

Would it be fair to say

Don't (your outcome) unless you really want to (your benefit). Don't buy Power Affirmations unless you really want to change your life.

(Phrase) because (Phrase) therefore (benefit). You can do anything you put your mind to because we have both seen others do it; therefore you should make up your mind and get what you want, now.

Using "but" to negate thoughts. You may have not thought you could afford this in the past but at these new prices you cannot not purchase it today.

Using "try" to presuppose failure. Now matter how hard you try, you can't

Will today be the day that

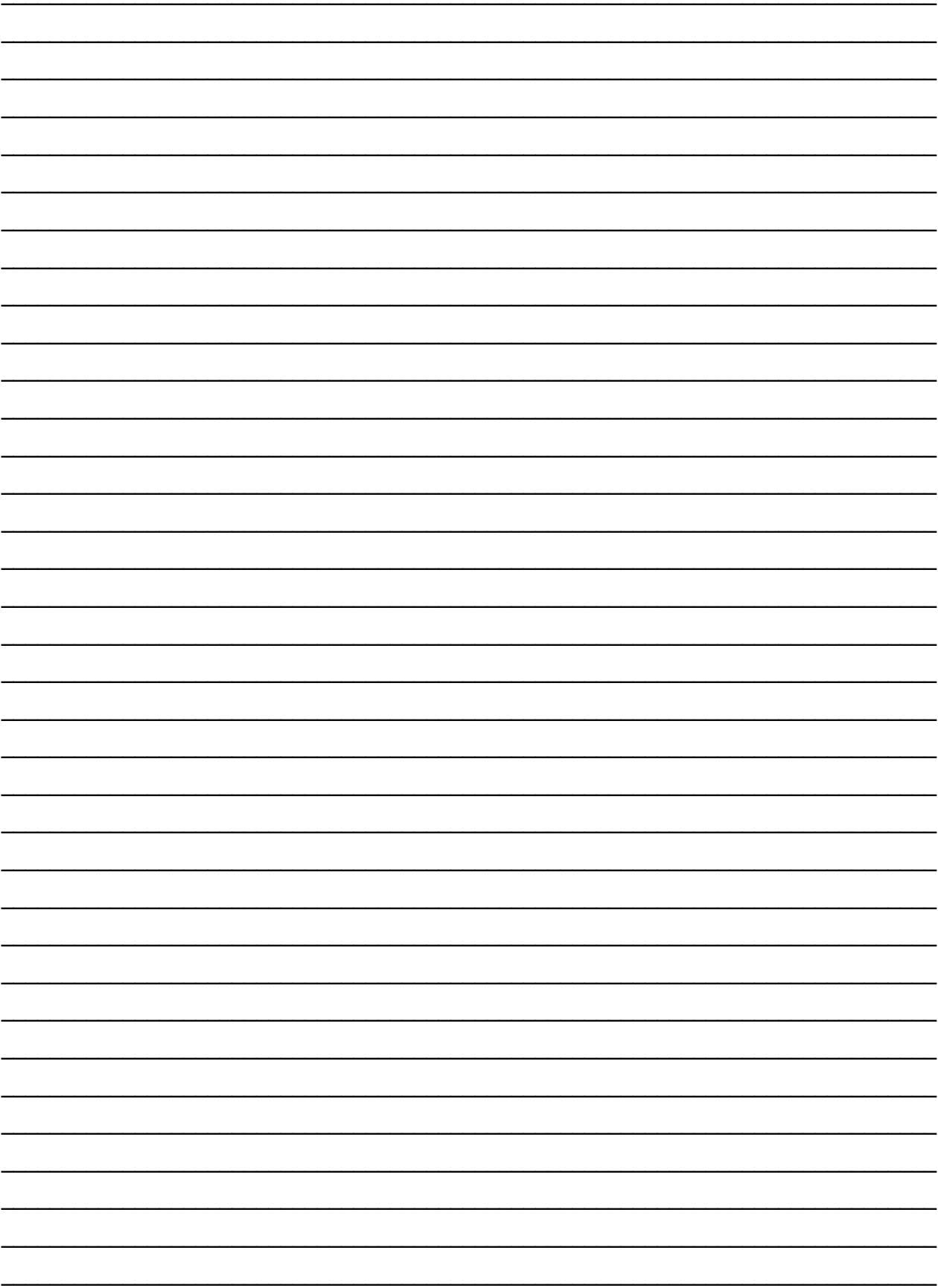
Create for yourself

Just because doesn't mean

When you have already decided that now is the time for Call us.

Exercise:

Write your own statements using these miscellaneous patterns.



SOME POWERFUL SUGGESTIONS FOR WRITING, SPEAKING AND BROCHURES

1. Please (do what you would likely do) before you (what I want you to do).

Please read this entire letter before you call to reserve your spot at the seminar.

2. Maybe its not X. But (powerful description of what you want the client to believe).

Maybe it's not the easiest thing you have ever done. But you'll learn the most powerful, enduring, effective and masterful techniques of the conscious persuasion and influence ever taught.

3. Use words that build desire and use the "not yet" philosophy.

In a moment I'll tell you what others have paid me thousands of dollars to learn.

4. Many people have paid (a large amount of money they will save). But you can learn these techniques for an unbelievably low cost.

Many people have paid thousands of dollars for this. But you can learn these techniques for an unbelievably low cost.

5. Can you recall your most (negative experience i.e. frustrating, conversation) in the past few years. Was it with a friend? Your spouse? A co-worker? [Future pace positive experience they will have as a result of doing what you want them to do, i.e. turn a negative internal representation into a positive future internal representation]

Stop for a moment and recall a time when you were trying to communicate with someone, perhaps it was your boss, your child or your spouse, but no matter how hard you tried you were unable to communicate in a way that achieved what you wanted. Now, consider that same event, but this time, because of this workshop, you actually have the ability to totally communicate with just the right language to achieve what you want. Now, that would be ideal wouldn't it!

6. When (you begin to do what I want you to do) you'll find yourself quickly and easily (becoming what you want to be).

When you arrive at the seminar you'll find yourself quickly and easily becoming one of the top sales people in Canada.

7. (What I want you to do) is an easily learned habit/skill or technique.

Learning how to use language patterns the way Larry presents them is an easily learned skill.

8. If (general description which likely fits most people you are targeting) then (what you want them to do).

If your day to day activities include dealing with other people, such as clients or customers, co-workers or bosses, teachers or students, a spouse or child, doctors or attorneys or bankers this seminar is for you.

9. So if you're (something that wouldn't be of value to you); (implied then and what you want them to do) is not for you.

So if you're looking for a 3 day vacation; this weekend in the Rockies is not for you.

10. When (what you want), (some minor benefit to them or something they should do).

When you call for reservations, mention you are with the McLauchlin Group and you'll get 15% off a preferential rate.

11. I don't know about you but I (embedded command) when...

I don't know about you but I **get really excited** when ...

I don't know about you but I really **begin to learn** when....

12. Maybe I'm not (minor problem). But (very powerful description of what you want believed).

Maybe I not a pretty face. But I do know a lot about what I consider to be the most powerful process for persuasion, influence and communication.

13. In a moment I'll tell you (what you want to build interest in).

In a moment I'll tell you how you can increase your sales by 100% when you attend the language skills sales course.

14. I watched/talked/saw/noticed you (something that presupposes what they are doing relates to what you want them to do). And I know (characteristic that would presuppose they would be interested in your product/information/what you want).

I've seen your interest in management by the number of books you read. And I know that you have a desire to learn to communicate extremely well. (i.e. selling a communication course)

15. As you (what I want), you'll truly (description).

As you explore your communication ability, you'll truly appreciate the nonverbal sensory acuity process.

16. So the question is: are you serious about (what I want you to commit to)?

So the question is are you serious about achieving a tremendous ability to communicate?

17. You can (what they might want to do), but there's no guarantee you'll use it. Expect to be busy (doing what they'll need to be doing to get what you want).

You can bring along your golf clubs, but there is no guarantee that you'll use them. Expect to be busy learning and practicing the powerful techniques we'll be teaching you.

18. Please realize Larry is (what you want them to think about Larry) and he requires the same attitude from you.

Please realize that Larry is very serious about learning these skills and he requires the same attitude from you.

19. Many people feel (what you want them to feel) from this personal contact with Larry.

Many people feel that they gain as much value and insight from this personal contact with Larry as they do from his seminar audio and video tapes.

20. And boy did (someone they know) get excited!

And boy did **Larry get excited when** he found out he was going to have the opportunity to pass on these incredible techniques to you!

21. Here's (an offer). (Which I seriously doubt will ever be repeated.) creates scarcity.

Here is a bonus offer. (Which I seriously doubt will ever be repeated.)

22. Here's an offer X. And here's some (minor concessions on your part and which if they accept this offer means they bought what I'm selling). Of course if you (something that isn't quite as good for me). You'll have to give up (something that they feel is a BONUS because of it).

You'll only pay \$995 for a 4 day seminar! And even more, Larry has generously agreed that you may pay over time if you want: \$495 down and

\$250 a month for two months, automatically charged to your credit card. Of course, if you pay over time, you'll have to give up your FREE BONUS! note use of ! the unconscious reads that something exciting has just been read. pay only - only \$995! and even more - as if previous offer was of great deal already generously - aren't you lucky pay over time - make the cost look smaller, easier to pay automatically - no trouble to you, you don't have to do anything! of course - it therefore follows that (cause and effect relationship) if you pay over time - the easy way costs you you'll have to give up - people don't like to give up something FREE BONUS - bonus! creates excitement what is it?

23. As soon as you call, you'll get (something of value, a bonus, etc.). Just (do what would mean they already are enrolled) and send it in. When (you arrive at the seminar or do what I want) your bonus will be waiting for you.

As soon as you call, you'll get a powerful script on how you can get more customers into your office. You'll also get a marketing profile. Just fill it out and send it in. When you arrive at the seminar, your profile will be waiting for you.

24. Once you've used (some minor part of your product), you'll swear by it.

Once you've used even a particle of this information, you'll swear by it. (Cause and effect - a particle of this information is worth the cost of the whole seminar!)

25. (Something that suggests great credibility) has (made you an expert in what they want).

Larry's thousands and thousands of hours in studying how excellent communicators do communicate has taught him the very form of communication

26. (Statement). Even when (opposite)!

Word patterns that are automatically accepted as logical, no matter what the substance. Even when the idea is illogical!

27. (Statement you want believed.) That's where 99% of us go wrong. (What may be their feeling about the statement.) The truth is (what you want them to believe or feel).

Persuasion is an easily learned verbal skill. That's where 99% of us go wrong. The truth is we feel that these powerful techniques are difficult to learn; in reality, Larry makes them so easy to understand.

28. The bottom line is (future pace a move away or move towards reward for them).

The bottom line is the time, money and-frustration it'll save you - day in and day out.

29. That's how strongly I believe in (what you want them to buy or believe). And that's how much I know you'll value it too.

That's how strongly I believe in the persuasive power of language. And" that's how much I know you will value it too.

30. So (do what I want) or perish! Sometimes it seems that critical. (Compares your minor want with survival and says if you don't do what I want you will not survive!)

So communicate or perish! Sometimes it seems that critical.

31. So simply do this: (what you want.) Then ask yourself a question, isn't it possible that (future pace the total value in one minor piece of what you want).

So simply do this: listen to the enclosed tape, then ask yourself a question. Isn't it possible that out of the dozens of techniques Larry teaches, just one will be worth more than the cost of this seminar?

32. If you agree with me then you definitely need this information and this seminar may be the way you want to go.
33. Perhaps you thought that what I'm saying to you would be directed at why you should enroll.
34. I intend to give you only enough to get you even more excited and cause you to enroll now.
35. (What I want you to do.) So keep that in mind as you (do something that leads you to what I want).

Once you have made the decision to increase your results by improving your use of language and enrolled. So keep that in mind as you talk to others about this powerful seminar and it's incredible value.

36. The purpose of (this offer) is to get you (what results you want them to have at the end of the offer). (This presupposes that the offer will get these results.)

The purpose of this training is to get you specific, concrete and usable skills in the field of influence and persuasion.

37. To the degree that you are skilled at this, you'll be enlisting the assistance of others or having a difficult time getting others to do anything at all. (presupposes that without this you'll be having a difficult time.)

To the degree that you are skilled at this, you'll be able to make pervasive changes to the results you get. Whether it is with your clients, your family and friends, in business or whatever you are trying to do. You are either enlisting the help of others or having difficulty getting others to do anything at all.

38. Therefore, your ability to influence others may mean the difference between success and failure. (Another presupposition -- your successes depend on taking this course.)

Therefore your ability to communicate with others in just the right way means the difference between success and failure in whatever you do.

39. I'm not talking about (what they don't like or believe). I'm talking about (what you want them to believe).

I'm not talking about improving your skills slightly. I'm talking about a quantum leap in your abilities.

40. If you agree with me then (what you want in the form of a benefit - future paced).

If you agree with me then this information could make the difference between where you are now and that next quantum leap to where you want to go.

41. Now I don't know about you but years ago when I first discovered (whatever you are selling, etc.). It made me get extremely excited realizing that I could have these skills for myself and I have found that true for others as well.

Now I don't know about you but many years ago when I first found that irresistible communication is really possible. It made me get extremely excited realizing that I could have all these skills for myself and I have found that true for others as well.

42. (Long description or examples of others who have succeeded in a great way.) Perhaps you see yourself in these examples.

43. Perhaps you can (embedded command).

Perhaps you can see yourself becoming so successful at sales that you only need to work six months of the year or even less.

44. I get excited when I think about (name) and I'm so impressed with (something about the person) and what (name) has done and so impressed at what I have learned from working and listening to (name) for such a short time.

I get so excited when I think about Larry's ability and I'm so impressed with his language abilities and what Larry has done and so impressed at what I have learned from working and listening to Larry for such a short time.

45. Some embedded commands:

really look forward to
listen to this information
excitement, anticipation and conviction
accomplish your goals
agree with me
you want to learn
see this clearly
believe what I say

you should enroll
get excited
think about
see yourself
want to come
achieve your dreams
feel loved
make changes

46. Hundreds of people have (something that makes what you are doing seem like a real bargain). And it was money well spent.

Hundreds of people have paid \$1000 to \$1500 for a three day training to learn these techniques. And it was money well spent.

47. Don't get caught up in the herd doing Moo-Cow thinking. I know that you have a personal desire to challenge your own personal limits and to follow your own dreams. Of course that's unusual. Most people are just content to be one of the herd. (Presupposition that they are "above the ordinary" and only the "above the ordinary" take this course or buy this product.)

48. I am absolutely convinced that you have already made that important step and broken from the herd and that you will be one of the best students I have ever had. (Another presupposition that they are above the ordinary.)
49. I get extremely excited to find someone like you who can take my material and master it; someone who will make it tough for me to stay ahead of them. (Yet another presupposition that they are above the ordinary.)
50. Buy now, you already understand some of what you'd like to receive as a result of attending. So keep that in mind, as you (listen to this tape, read this brochure, or watch this video).
51. I don't know about you but years ago when I found that this was possible. It made me get extremely excited realizing that I could have these skills and I found that to be true for others as well.
52. (Name) is considered to be (an expert in the field of your product or seminar). (Then continue on with a statement.)

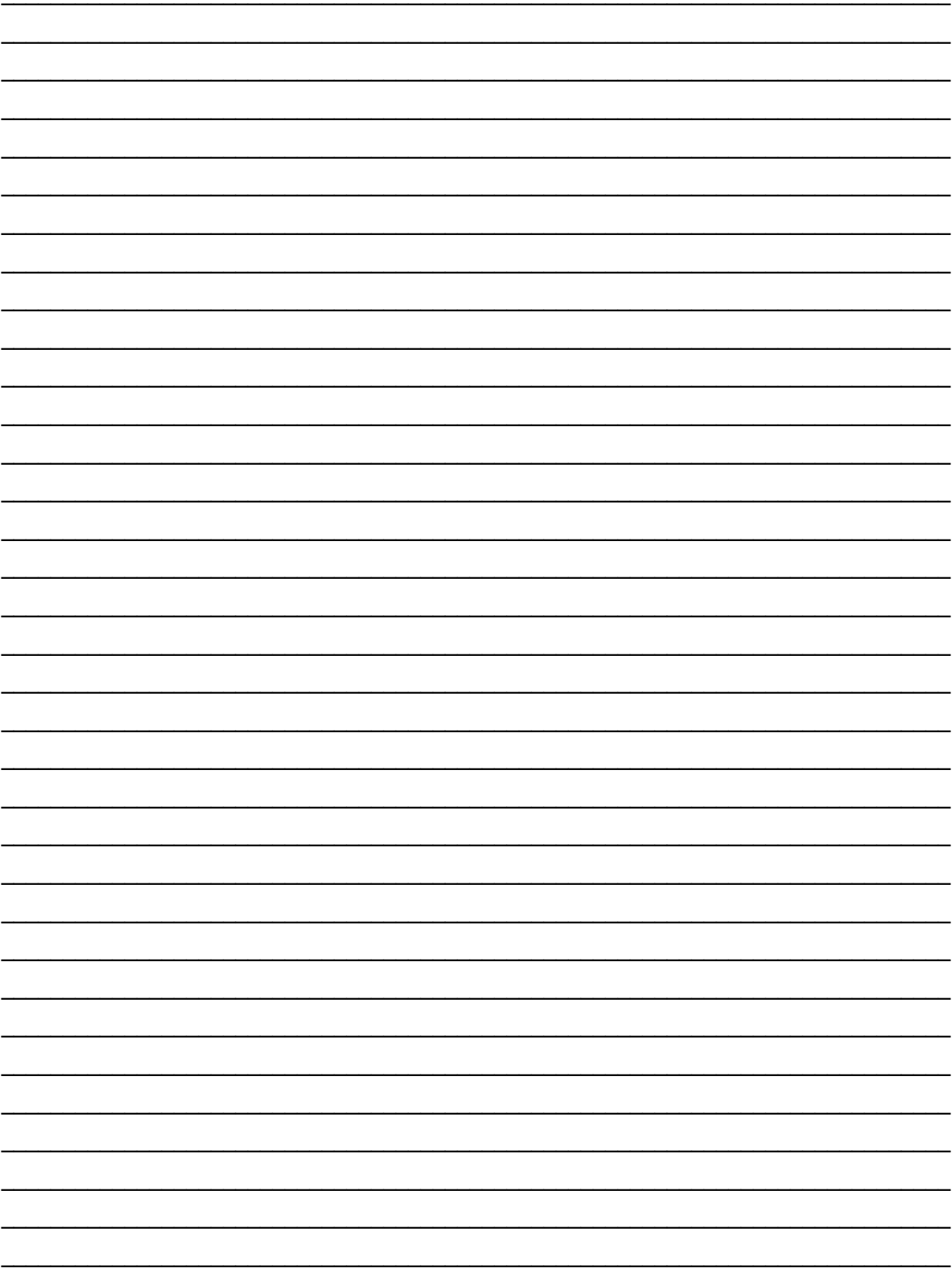
Larry is considered to be one of the few leading experts in total verbal and nonverbal communication. This seminar is unbelievably priced.

53. (Statements which tie you in with experts).

Larry has one of those unique minds that allow him to take difficult material and make it easy to learn. Like Albert Einstein he has learned how to look at any subject through many different lenses.

54. (Use future pacing statements and excitement building statement together).

Now when you leave this seminar on Sunday night and you're really excited and you're walking on air and you are so enthusiastic and say to yourself, "My God. I can do this. I got this stuff down pat. Look out world."



Examples of Using Embedded Commands in Brochures.

(Please read **this entire notice** before you for this day of
fun with advanced language patterns!)

WARNING!!

This language workshop may be the most fun you'll **experience this** year. In fact, there may be so many who **want to attend** that there may not be enough **room for everyone**. People are already saying, "Don't wait, **register now!** Reserve a **spot** for yourself, **Don't be left out!**" Some **say it silently** to themselves - others want to tell all their friends. And they may **be right**.

A POWERFUL WORKSHOP

ADVANCED LANGUAGE PATTERNS

MAY 7, 8 AND 9, 1993

9:30 TO 4:30

LEADING EDGE COMMUNICATIONS

3107 - 45 STREET S.W.

CALGARY, ALBERTA T3E 3T7

CANADA

PHONE OR FAX (403) 246-3718 TO REGISTER

I don't know about you, but I **get excited** when I get a notice in the mail and think about what it is like to **come together** with other **NLP** enthusiasts at a workshop. And I **look forward to registering** and I **get even more excited** about it when it is so reasonably priced as this workshop is!

Maybe it's not going to cost you thousands of dollars. But you'll **practice and learn** the most **powerful, enduring, effective and masterful techniques** for using language known to exist today.

When you **stop, and think** about, how someone who is able to **use language patterns skillfully** and is able to **achieve goals easily and quickly**. Doesn't it make you **want to be even better** than that. **NOW**, is your chance, to **do that!**

Imagine yourself being like that! **NOW**, how wonderful that would that feel, to **be like that now** and in the future.

What might it look like to **be in the future, now**, looking back at how you used to be and notice how much more you were able to **move forward** as you **set aside and overcome your difficulties and improve your ability to use language patterns**. How good does it feel to be there now!

You'll learn:

- hundreds of words and phrases to shift submodalities of space!
- hundreds of words and phrases to shift submodalities of time!
- loads of words and phrases that shift subjective experience!
- words that create permanence!
- words that make things appear temporary!
- sleight of mouth!
- how to move between the past, present and future!
- which words actually put you on your timeline! analog marking!
- How to move up, down and laterally between the levels of abstraction!
- How to recognize and move between the Logical Levels of Systems!
- The expanded Meta Model! Over 32 hypnotic language patterns!
- How to chain Modal operators!
- Cartesian Logic, Negative Suggestions and Stacking Representations!
- How to elicit universal experiences and states!
- The Power of inductive language patterns!
- Powerful suggestions to use verbally or in your writing!
- Using semantically charged words!
- And much, much more.

You can't afford not to **attend this workshop!** Can You?

This is a one time offer made only to people **like yourself**, so, **plan to attend**.

CALL NOW, TO REGISTER

The Meta Model

When anyone is speaking, the language that they use provides the listener an indication of how the speaker makes sense of the world. People generalize, distort, and delete information from what they say. The Meta Model allows us to recover information that was not stated.

How the Meta Model is used to determine how a person deletes, distorts, and builds generalizations which result in behaviors and how this information can be used to make lasting changes is beyond the scope of this manual. The following table is provided to allow the user to recover information that was generalized, distorted, and deleted. Because every sentence has these generalizations, distortions, and deletions, use the Meta Model only when the response/challenge will recover information for a specific purpose.

Pattern	Response	Prediction
DISTORTIONS 1. Mind Reading: (knowing someone's internal state) "He thinks we can't work as a team."	How do you know?	Recover source of information
2. Lost Performative: (Value judgments where the person doing the judging is left out) "It's wrong to do it this way."	Who says it's wrong? According to whom? How do you know it's wrong?	Recover source of belief, performative and belief strategy
3. Cause and Effect (A causes B) (Where cause of wrong is put outside of self) "Management make me angry."	How does what they do cause you to feel angry? Give counter example. How specifically?	Recover choice.
4. Complex Equivalence (A=B) (Two experiences are interpreted to be the same) "He ignores me, he doesn't like me."	How does his ignoring mean he Have you ever ignored someone you liked?	Recover complex equivalence or counter example.

<p>5. Presuppositions "If they knew how hard we work they wouldn't treat us this badly." - they don't know - we work hard - they treat us badly</p>	<p>How do you know they don't know? How do you know we work hard? Who says they treat us badly? Who says we have to work hard?</p>	<p>Eliminate mind read Get comparison Recover performative Specify choice</p>
<p>GENERALIZATIONS 6. Universal Quantifiers (all, every, never, always everyone etc.) "They never listen to us."</p>	<p>Find counter examples Never? What would happen if you did?</p>	<p>Recover counter example, effects and outcome.</p>
<p>7. Modal Operators a. of necessity (Required) (should, must, have to, ought, need to) "I have to do it all myself." b. of possibility or impossibility (can/can't, will/won't, may/may not) "I can't understand this."</p>	<p>What would happen if you did/didn't? "or" b. What stops you? What prevents you? What would happen if you did/didn't</p>	<p>Recover effects, outcome and causes.</p>
<p>DELETIONS 8. Nominalizations (verbs that have been turned into nouns) "We need to improve our decisions."</p>	<p>Who's deciding? How can you re-decide? How would you like to decide?</p>	<p>Return to a process. Recover deletion and referential index.</p>
<p>9. Unspecified Verbs" "She embarrassed me."</p>	<p>How do you know? How specifically did she embarrass you?</p>	<p>Specify the verb</p>

10. Deletions

- a. simple deletions
"I am very stressed."
- b. lack referential index
"They don't listen."
- c. Comparative deletions
"He is a better manager."
- d. Unspecified nouns
"He said they were late."
- e. Unspecified adjectives
Ivan inconvenient time."
"certain people"

Miscellaneous Others

- 11. Either - Or Phrases
"If I don't get promoted, I'm leaving."

- 12. Static Words
(One value words)
Science says that

- 13. Characterizations
(assume enduring characteristics)
(aggressive, weak, lazy, domineering, unassertive, disrespectful)

- 14. **Attribution** Of Emotions
"feel guilty."
"He feels guilty."

- 15. Predictions
(claims to know future happenings)

- a. About what, by whom?
- b. Who specifically doesn't listen to you?
- c. Better than whom, in what way?
Compared to whom?
- d. Who said whom was late?
- e. Who would be inconvenienced? or in what way?

Is this truly an either or situation? Are there any in-betweens or other considerations?

What science? Is there only one science that speaks for all sciences?

What does he actually being aggressive?

How do you know?

How can you possibly

--

- a. Recover deletion
- b. Recover referential index.
- c. Recover comparison deletion.
- d. Recover nouns
- e. Recover adjective meaning

Recover middle ground

Recover specificity

Recover specificity say or do that you call and eliminate enduring characterization.

Recover descriptions

Eliminates the past know the future? equals the future predictions

Additional Useful Patterns That Are Not in The Original Meta Model

1

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16 Conjectures and Conclusions
(claims without evidence)

How do you know
that that's the correct
conclusion?

How do you know? Recover evidence
and sensory based
description

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Larry McLaughlin

State Elicitation Patterns

1. Speak about your own experience/Self reference

I remember a time I X. It was so Y. Do you remember the last time you felt that way?

Do you remember the last time you _____ that made you feel that way?

I can't remember the last time I felt _____. It feels just like yesterday. It's just like you can **feel it now**

I just don't remember the last time I saw something like that.

I can't remember the last time I saw _____ that was so _____.

2. How do you know when to X?

When you **feel that now** what would it be like? And when you feel that like now.

Have you ever **feel good** (Note the shift in tense)

Have you ever X .

Remember when (use shared experiences)

It's like you can feel it not (I/you shift)

Concluding Remarks:

So, there it is, a quick tour through the NLP language patterns. Now, I'm going

to ask you to begin to make your learnings even more permanent. You are able to do this by taking the time each day to notice the different patterns and to practice using one or two of them in your area of interest. It is only in this way that you can truly master and benefit to the fullest from what you already have and are going to learn from this workshop.

By continually practicing the different patterns, you will internalize them so that you can use them in an unconscious manner. You will find yourself responding to objections, reframing limitations and bringing forward resources in ways you have not dreamed of. And it only takes a little practice every day.

Thank you for putting your energy into this workshop. I look forward to hearing from you about your success in applying this material. Good luck in your continued use of this material.

Larry McLauchlin

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About the Author

Larry McLauchlin is a specialist in communication, and individual and corporate transformations. He is a Certified Practitioner and Master Practitioner of NeuroLinguistic Programming. Larry has spent the last 20 years researching and understanding the structure of communication, persuasion, influence, leadership and human **interaction**. From this work and training with other recognized experts, Larry has developed and perfected many frameworks and mental models for improving and changing, thinking, planning, problem solving and behavior. Larry has supported a large independent oil company in its transformation over the past two years.

Larry has spent hundreds of hour compiling, understanding, internalizing and training in advanced language patterns.

Larry is co-founder and Past President of the Calgary Association of NeuroLinguistic Programming, Vice-President of the Hypnosis Society of Alberta, and President of Leading Edge Communications.

Testimonials for "Advanced Language Patterns
Mastery"

THE WORKSHOP

"Superb content, illuminating and elevating language as one of the great change agents for our use today. This course is only for all the people who either want to become great communicators or those who can speak with anyone." **Ron Johnson - Information Technology**

*"It was extremely user friendly and allowed us to capture a **great** deal of knowledge. Best part of the course was the practical information I could take home and start using immediately, "* **Paul Winter -Government Manager**

*"This was an outstanding hands-on workshop in which I could **see and feel** an improvement in my use of language patterns. This is exciting to me. I know it will improve my teaching and the rapport I have with students. Thanks for a really fun weekend. "* **Kathleen Van Doeren - Music Teacher**

"What a wonderful opportunity to re-enforce powerful patterns for change -- both professionally and personally!! Thank You." **Diane Nass - Professional Recovery Assistance**

"Found this material provoking, enjoyable and of high intellectual impact.

Jim Driscoll - Administrator

"The practice sessions helped internalize NLP patterns that I will be able to utilize in my private and professional life. The non-verbals, anchoring etc. were very exciting and useable. " **Patricia Sorensen - Psychologist**

"Larry is interested in improving your languaging skills through practice which is systematically laid out throughout the entire course." **Eric Lundin - Psychologist**

"Larry gave a laid-back and non-threatening presentation that is extremely effective. The exercises (practice in small groups) in using language patterns were fun and great learnings. " **Richard Van Doeren - Acoustics Engineer**

"Larry McLauchlin presents Language Patterns in a low-key and easy to understand manner, the numerous hands on activities ensured that we practiced and understood the patterns each step of the way." **Jerry Wellik - College Professor**

"Good information --Cookbook like -_ and I can use these tools in my life." "I like your sense of humor and natural relaxed manner. **Jay Wolterstor**

**Testimonials for "Advanced Language Patterns
Mastery"
THE BOOK**

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