

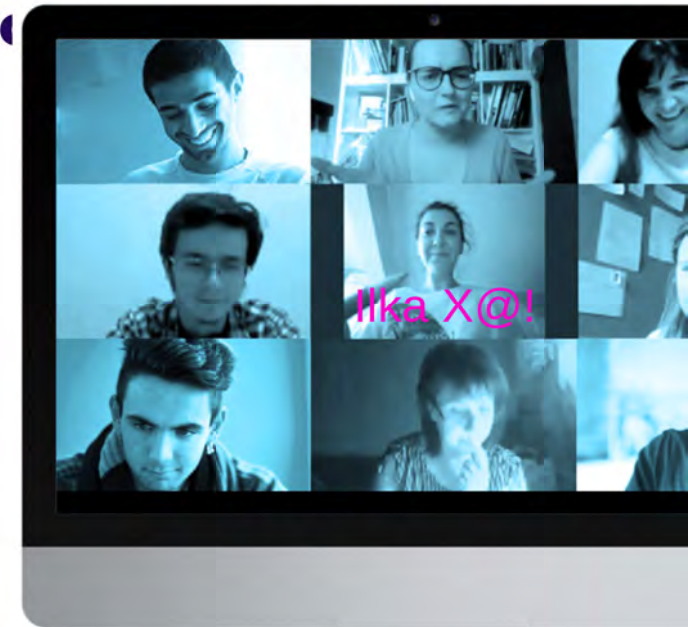
Narrative writing to influence others

Professional Skills

Theme:
Masterful Workplace Writing

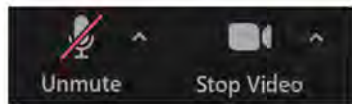
Before we start, please make sure...

- ✓ **your name on Zoom is clear (use Latin letters)**
- ✓ **your camera is on and mic is off (unmute when needed)**
- ✓ **you are in a quiet area that helps you focus**
- ✓ **you have a notebook or a note app ready to take notes**

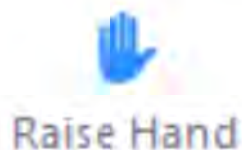


Virtual learning tools

1



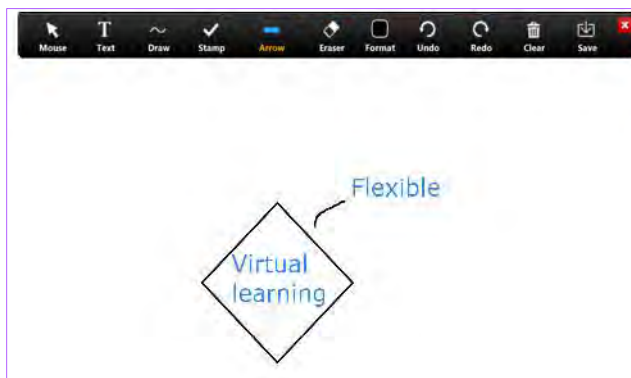
Unmute and share your response if you are instructed to (run the audio setup to check your mic).



Raise your virtual **hand** to participate.

2

Participate in whiteboard and on-screen activities using **annotation tools**.

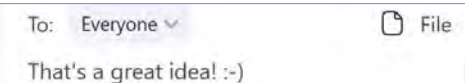


3

Follow instructions and use specific **annotation tools** from the dropdown menus.

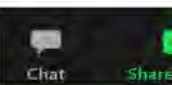
4

Use the **chat** to share ideas and answers.



Send your message to **everyone**.

Use **reactions** to give feedback and signal you understand.



How does it work?



You need to complete all three parts to get the most out of your course.

Prepare before class



Live class
+
After-class speaking session
(optional)



Practise after class

After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

This extra speaking practice will help you...

- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community



Pre-class activities

Prepare before class



Rhetorical devices



Narrative writing elements

Your learning journey

As a result of this lesson, you should be better able to...

- **use an appropriate narrative structure and word choice to communicate meaningful and memorable messages and influence readers to take action**

You will find out about...

- **identifying the features of narrative writing and then describe why they are useful in influencing readers**
- **practising selecting the appropriate structure when writing for different types of readers and contexts**
- **analysing the impact of words as rhetorical devices to make content meaningful and memorable**

You will practise...

- **presenting a plan of a business story that requires the use of narrative writing**



Lead-in

Look at the elements of narrative writing on the right. With your partner, discuss the following:

1. What is your definition of 'narrative writing'?
2. What are some advantages of using narrative writing in business communication?

Setting - The context of your communication

Character
people
writing

Conflict - The problem that was / is being / will be solved. The goal. The challenge

Theme
message
to com

Some definitions:

1. It's a form of writing that **tells a story** using a setting, characters, conflict and a theme. In business writing, use the suggestions on the lead in slide to guide you in each of the following areas.
2. Three advantages are:
 - a. **Memorable** – People will remember the key messages in a story.
 - b. **Meaningful** – Stories provide context and detail that help people make sense of what you're communicating.
 - c. **Emotional and personal** – People connect with emotions, which then drives them to act.

Skills focus 1: rhetorical devices

Can you remember the names of the 6 rhetorical devices (from the pre-lesson activities)? Read examples of each below. You have the first letter of each to give you a hint!

Metaphor _____ _____	To buy time.
Alliteration	Coloured caterpillars can change their colour
Onomatopoeia _____ _____	Buzz. Pow! What! Tick tock
Anadiplosis	She opened a café; a café that ruined her financially.
Personification	The wind howled. The story jumped off the page.
Anaphora	It's a cost-effective solution. It is customer friendly.

Skills focus 2: tools to persuade and influence

Read the definitions and examples of **ethos**, **pathos** and **logos**.

Ethos /'i:θɒs/	Trustworthiness & reputation / Establishing credibility through shared knowledge. Achieved by using credible sources, personal branding, confident tone and style. For example: “ As a doctor , I’m qualified....”
Pathos /'pæθɒs/	Emotional or imaginative impact / Ability to connect with the reader and sway them emotionally. Achieved by using stories, persuasive/inspirational language. “ We’ve made memories. ”
Logos /'lɒɡɒs/	Reasoning / Logical argument. Achieved by using the structure of your argument, references and comparisons. For example: “ This year’s sales figures show...”

Skills focus 2: tools to persuade and influence

Look at the list of documents commonly produced in business.

Discuss which tool(s) are used in the documents to persuade and influence reader.

- **Emails**
- **Reports**
- **Proposals**
- **Digital content**
- **Social media posts**



Share your thoughts in the main session later.

Task



Task: putting it all together

You will be given one of the scenarios in the blue box.

Work in a group to plan a business story.

- What is the situation?
- Who are the people involved?
- What is your purpose for writing?
- What is your key message?
- What rhetorical devices could you use?
- Which persuasion tool would be predominant? Pathos, ethos, or logos?

- A marketing email or blog post.
- A team email to share a useful idea/t
- A proposal to be submitted for a new contract.
- A report to showcase work that was successfully completed.
- An email from a leader to communicate how organisational change will be beneficial to everyone.

Task: presenting your ideas

Now, tell the class some of the key details of your business story.



Task: feedback

Excellent use of linguistic devices/tools in the task.

Good interaction in the BORs

Your learning journey: assess your progress

Now you are better able to...

- use an appropriate narrative structure and word choice to communicate meaningful and memorable messages and influence readers to take action

You have found out about...

- the features of narrative writing and described why they are useful in influencing readers
- selecting the appropriate structure when writing for different types of readers and contexts
- analysing the impact of words as rhetorical devices to make content meaningful and memorable

You have practised...

- presenting a plan of a business story that requires the use of narrative writing



What's next?

For some extra reading on creative writing and good business writing, read the following (2 links):

1. <https://www.huffpost.com/entry/why-creative-writing-belo-b-2481184>
2. <https://www.enchantingmarketing.com/good-business-writing/>

Complete your *Practise after class* activities on structures for your business story.

Practice after class



Narrative structures

How can you get feedback on your writing?

1

**Draft your
email/report etc**

2

**Type it up (in
Microsoft Word or
Google Docs)**

3

Book a private class

4

**Get feedback and
correction from
one of our expert
teachers**

Action planning

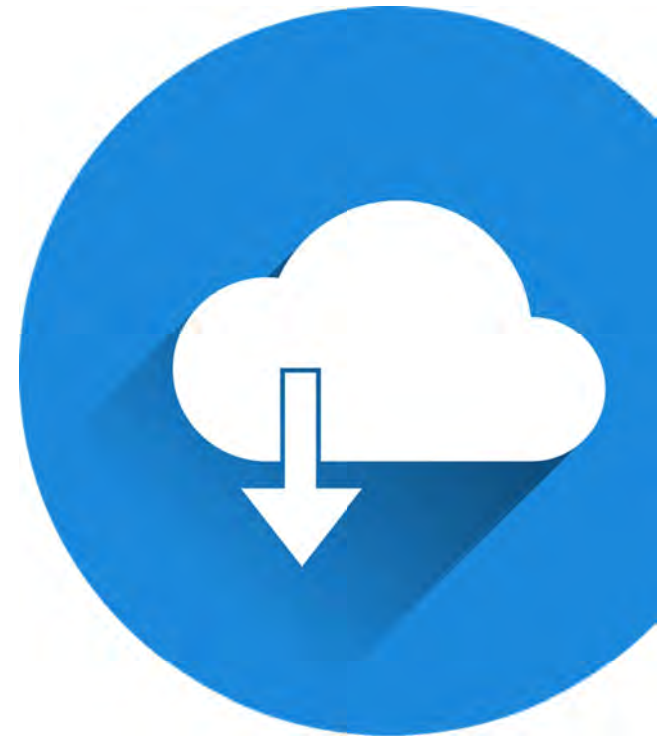
What will be most useful for you in your workplace from this lesson?



Materials

Make sure you have

- downloaded the materials shared by the teacher
- saved the Zoom Chat



After-class speaking session

You can talk about any topic that interests you!

Use these questions as a guide, if needed.

- Do you agree that stories help you connect emotionally?
- What are your favourite stories (books, TV, movies?)
- Which has the most impact on you: trustworthiness, emotional impact or logical arguments? Why?
- Which types of business communications are most likely to use a narrative?
- Do you think storytelling is important in business? When? Why?

Dos

- ✓ Treat everyone with respect
- ✓ Keep your camera on to participate
- ✓ Let others share ideas
- ✓ Listen to everyone
- ✓ Click 'Leave' if you can't stay

Don'ts

- ✗ Don't take pictures or record
- ✗ Don't share personal information
- ✗ Don't let your children be onscreen

What do you think?

Do you like our new Professional Skills themes?

What did you think of the online activities?

What further information do you need?

For more information, write to

support.englishonline@britishcouncil.org



Teacher's Notes

This slide deck was adapted by Jane Warren.

Notes

Share your thoughts about the lesson with the next teacher