CHAPTER ONE

Teachers’ Guide

Warmer activity
Students should read the quotation from Calvino and think about the best book they have ever read. This does not have to be a book written in Italian, but in any language. Students can discuss their favourite books in pairs or small groups before presenting their choice to the class. Encourage the students to talk about character development, imagery, and literary genre. This activity will be very helpful when students come to Attività 3 and 4.

Attività 1

This activity should take place during class time.
To break away from the idea that writing in a second language is something that is only done for academic purposes, the first activities focus on writing as an everyday activity. When brainstorming the uses of writing in daily life, encourage the students to give examples of when they write in their own language and when they write in Italian, to explain the type of things they write in the various contexts, whether they write in complete sentences, if there are any formulaic expressions that they use (greetings cards, postcards, sms, letters), and how often they write. The concept map from the text book is reproduced here and can be photocopied and enlarged.

![Concept Map]

The word-search consolidates the brain-storming activity and is a useful class activity as it can be completed in pairs. The matching activity asks students to think about the motivations that professional writers may have for writing.

Attività 2

The short writing activities are to be completed in a class environment and can even be written collaboratively in small groups. The students have been provided with two models to follow, the original Calvino quotation and the multiple choice version that

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serves to bridge the gap between reading and understanding the original and creating their own short pieces of writing.

Attività 3

This activity focuses on the styles of narrative writing and asks the students to think about literary commonplaces in fiction. The mood will have been set by the warmer activity and the third part of Attività 1. Students can use their favourite book as discussed in the warmer activity to complete the flow-diagram on literary techniques. The diagram is reproduced here and can be photocopied and enlarged for class use. Students should be encouraged to add to the diagram with their own thoughts.

Attività 4

The heuristic activity that helps students to think through their ideas and plan the first lines of their own novel should be done in a class environment, as students will be able to bounce ideas off each other and gain confidence in their own choices.