CHAPTER FOURTEEN

Teachers’ Guide

Recommended Grammar Link:
Sentence structure
Use of gerund
Use of infinitives
Focus on style: writing to a tight word limit, using appropriate language, planning, editing and redrafting written work.

Warmer activity
The warmer activity serves to initiate a discussion on bureaucratic language, the occasions when it is used and whether it is generally clear or not.

Using the Emilio Romagna website link below, ask students to guess at the meanings of some of the bureaucratic words.
http://www.regione.emilia-romagna.it/urp/semplificazione/asperiti/linguaggio1.htm

Attività 1
Students read the memo from the marketing manager and make brief notes about the key points of the memo. For the re-writing activity students should refer to the informal section of their phrase-book for writing business emails.

Attività 2
This is a guided reply writing activity in which students use the model memo and the memo in Attività 2 along with the prompts in Attività 2 to create a brief memo to the marketing manager. This activity should be done individually but can be discussed afterwards in pairs or small groups.

Attività 3
The 4Ps of marketing is a well-known strategy and will help students to structure their project plan. Working individually or in small groups, students should work with the concept maps provided in the course book and enlarge them, using the prompts for stimuli. This activity is aimed at encouraging students to redraft and revisit their ideas in the editing process; the stages in which students are asked to rank their ideas in terms of importance and decide on the overall structure of their 400-word proposal need to be carried out individually. It is also important that students carry out individually the stage in which they reassess their concept maps and decide whether or not to reorder their structure, this drafting and editing process furthers learner autonomy. The various drafts should be written up into a good copy of no more than 200 words.

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Supplementary activity
The first draft that evolves from this activity can be used for peer assessment in the form of a role-play as a marketing-style focus group. In small groups, students present their ideas for the first draft with a whiteboard or flip chart near by and one student working as note-taker. The other students ask questions and comment on the good and bad points of the ideas. Note that this activity does not involve language correction by peers.

Attività 4

The final activity in the sequence focuses on the introduction and the conclusion to the proposal. The conclusion should be on the promotion of the «Tessera» and students write the conclusion following the same procedure as they did for the other 3 Ps.

When students have their 4 sections completed and have only to write the introduction, suggest that they return once more to their concept maps and to any ideas that they abandoned because of word limit restrictions in the body of the proposal or in the section on «Promozione». Students can redraft and reassess the importance of their previous arguments once more and may decide to move some points into the introduction and introduce previously rejected points into the body of the proposal.