CHAPTER SEVENTEEN

Teachers’ Guide

Recommended Grammar Link:
Relative clauses
Conjunctions
Focus on style: creating cohesion in a piece of written work.

Warmer activity
The warmer activity should be used for discussion and allows student to focus on the main purpose of this chapter, to develop cohesive and coherent writing skills.

Attività 1

Students are asked to search for specific information in the text and then to sequence the information they have found. This level of textual analysis will help students by providing a model structure for their own work. Students should work through the activity individually or in pairs and should compare findings in a class feedback session. The second part of the activity, in which the students are asked to find and name the different ways in which the author refers to Flaiano without giving his name, is a useful skills building activity so that students become aware of repetition and concentrates on how to avoid it. This activity is directly linked to Attività 2 in which they will employ the various techniques they have highlighted in this activity in recreating Meneghello’s biography.

Attività 2

This activity mirrors the activities on Flaiano. Students are asked to transform information on Meneghello presented as repetitive bullet points in a cohesive way using the techniques highlighted in the last part of Attività 1. The follow-on activity asks students to identify the same key elements of the text, as they did for Flaiano; students should write up a rough version of Meneghello’s biography under the headings.

Attività 3

This activity introduces the idea of structuring comparative writing on a small scale. The students are presented with two schematic structures that could be adopted when writing a comparative essay on the lives of and literary influences on Flaiano and Meneghello. There should be a class discussion in which students list the advantages and disadvantages of the two structures. Students should comment that in a short piece of writing the second structure would be bitty and would lack cohesion and that the first structure would be better for a short comparative piece of writing. Encourage students to focus on the signposting and conjunctions that they would need to use to create a cohesive structure.

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Group activity
Students work in groups of around 4. Provide each group with a large sheet of flip-chart paper. Students discuss the structure that they would like to adopt and write in the discourse markers and signposting they would use. For this activity students do not need to write the entire essay but write in the discourse markers that would shape the essay providing cohesion. They should label the various headings that they have worked with in Attività 1 and 2 and the outline should follow one of the plans in Attività 3.

Example:

<table>
<thead>
<tr>
<th>Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inanzitutto [Flaiano, 1] poi è importante ricordare che [Flaiano 2]. Per quanto riguarda [Flaiano 3] invece, …</td>
</tr>
</tbody>
</table>

When the groups have finished their outlines, the sheets can be stuck to the wall and other groups can view and comment on the cohesiveness of the structures of other groups. A class round-up should follow in which the key elements are highlighted.

Attività 4

When writing the final draft of the comparative writing piece, students should work individually and should follow the checklist of questions in the activity.