CHAPTER EIGHTEEN

Teachers’ Guide

Recommended Grammar Link:
Hedging
Modals
Impersonal constructions
Focus on style: how to praise and criticise in an appropriate register.

Warmer activity
The purpose of this activity is to increase vocabulary for criticising and commenting on the opinions of others. The verbs are all given in the infinitive, however students should bear in mind that in use they would be used actively, [name of writer] verb (+ che), for example: «Brunetta si lamenta di»; «Brunetta accenna a»; «Brunetta conferma che».
These verbs will form an important part of the lexical activities in this chapter.

Attività 1
Students are asked firstly to read and then to dissect Brunetta’s text, analysing the text critically to discover whether Brunetta is in agreement with the other personalities he is referring to and looking at how he goes about implying his opinion without referring to it directly. The writing activity consists of rewriting the opinions presented in the text from the perspective of a different writer who comments both on the writer cited by Brunetta and on Brunetta’s opinion of the point of view that he is quoting. Students should use the verbs in the warmer activity for completing this. If this activity is completed in class time, students can work in groups preparing one of the sections and can discuss the findings as a class.

Attività 2
This activity follows on from Attività 1. It is a text analysis that will help students understand the conventions of academic writing. It is also aimed at highlighting the use of hedging in academic style particularly with the use of quotations within quotations in the text.

Attività 3
The review presented in this activity is intended to highlight the contrast with the balanced text of Brunetta. Students should notice and comment on the use of personal opinion, the exaggeration and aggressive standpoint of the author and the lack of any substantiation of her points. Discovering the elements that make this an unacceptable review and thinking of ways to hedge the viewpoint or to rephrase the sentences will enable students to think carefully about their own word choices when writing in an academic style.

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Attività 4

Students are provided with a structure in order to write a cohesive and coherent review that is balanced and impartial. Students can rewrite the review in the previous activity or can write their own review on the film if they have seen it. Teachers may decide to allow students to write a review on a different film as long as students respect the structure described in this activity.

Supplementary activity
Attività 4: Un film speciale nel panorama cinematografico italiano
Students can be asked to complete their own review following a scheme that can be proposed as a pre-writing activity to complete individually with the support of the following scheme.

Scegli un film italiano che ti abbia appassionato oppure che hai già studiato. Trova due o tre testi di critica specialistica che si riferiscano a questo film (sia recensioni o saggi di specialisti).

Scrivi una breve recensione di 400 parole di questo film. Per presentare la tua opinione, puoi scegliere la struttura adottata da Brunetta come ti mostra l’illustrazione seguente.

![Diagram](image-url)