CHAPTER SIX

Teachers’ Guide

Warmer activity
The warmer activity sets the scene for the chapter on writing journalistic reviews. It could take place as a class discussion.

Supplementary activity:
Using the prompts in the warmer activity, students work in small groups and develop a questionnaire for the other students. Questionnaire writing is an excellent way of developing writing skills respecting Grice’s maxims of quality, quantity, relation and manner (that is, truth, succinctness, relevance and clarity) and will be used in other chapters as well. After asking the questionnaire, students can write up and briefly present their findings to the class.

Supplementary activity:
Using daily newspapers, magazines such as Espresso and publishers’ websites, such as www.feltrinelli.it, gather together a small collection of reviews ranging from highly positive to very negative. Ask the students to think about the reviews in terms of Gricean maxims: «Secondo voi, l’autore della recensione dice la verità? Che cosa pensate della lunghezza della recensione? La recensione è sempre rilevante al libro o parla anche di altri aspetti della vita dell’autore del libro? Com’è il lessico della recensione, usa sempre parole e frasi chiare?» This is a discussion activity directly linked to the writing outcomes of the chapter and will help students gain a better understanding how to write and indeed, how not to write.

Attività 1

This activity helps to build vocabulary and fluency and encourages students to think about their lexical choices at a word-level and a sentence-level. The reviews illustrate a spectrum of points of view: one very positive, one very negative and one that is balanced, presenting positive and negative aspects of the book. The guided writing activity, which follows the vocabulary building exercises, provides students with a structure that encourages them to think critically about their chosen novel and provide a balanced review.

Attività 2

This activity has many elements. To begin with the students should read the two reviews carefully and add adjectives to the Venn diagram they completed in activity 1. The sentences in the table in Attività 2 are taken from the two reviews, students should read them carefully and also read the suggested conjunctions provided. When combining the sentences to make one balanced sentence linked with at least one conjunction students can make changes to the order of the sentences, add words like e or ma, remove words, change tenses (but not the verbs used).

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Attività 3

This activity, in part, recalls the very first chapter of the book and it is helpful to take students back to Chapter 1 Attività 3 and the diagram to help with literary analysis. Students may even choose to write this review on the favourite book they described in Chapter 1.

The table from this activity has been reproduced here and can be enlarged and distributed to students.

<table>
<thead>
<tr>
<th>Autore</th>
<th>Titolo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tipo di libro</td>
<td>Posizione nelle classifiche</td>
</tr>
<tr>
<td>I personaggi principali</td>
<td>La trama</td>
</tr>
<tr>
<td>Lo stile dell’autore</td>
<td>La mia impressione</td>
</tr>
<tr>
<td>Recensioni</td>
<td>Commenti dell’autore</td>
</tr>
</tbody>
</table>

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Attività 4

In the first section the activities focused on writing for narrative purposes and considered the readership in those terms. In this section concerned with journalistic writing the focus is on a different kind of readership. Here the focus is on providing information in a clear, interesting and targeted way that conforms to the genre and to the requirements of the newspaper/magazine for which the students need to imagine they are writing for. To assist students in developing an appropriate style and register, encourage them to read Italian daily newspapers (on-line if necessary) and current affairs magazines.

The mind map assists the students in the planning stages and should be individual work.