

Literature Review

Year 10 English- PL

For this task, you should select an extended written text (novel, autobiography etc.) or a visual text (film, graphic novel, TV series etc.) that you have read or watched this term.

The purpose of this review is to write a report that recommends or deters your classmates from reading or watching your selected text. You need to form opinions about several aspects of your text and use evidence to support these opinions.

To add an additional “spin” to this task, you should attempt to write as though you were going to be published in an online journal or blog site. Who knows, maybe one day you will be!

The Process

1. Decide what text you want to focus on in your review. Remember, this can be a film, book, TV program, graphic novel, non-fiction text etc.
2. Brainstorm interesting things about your text: characters, settings, ideas, events, language features. Make note of any evidence (quotes, descriptions of how a director has used language features) that you might want to use.
3. From your brainstorm, select three aspects you will comment on in your review. Consider what your target audience will want to know about, what you know the most about or feel the most confident writing about.
4. Begin drafting your report. You should look to follow a recognizable structure: introduction, body, conclusion. Some of the things to include in your review in each part are:
 - a. Introduction: introduce the text in a way that means your reader will want to keep reading your report. How can you make YOUR writing seem engaging and entertaining? Also ensure that you outline what your selected text was about (don't give away the ending!). You should establish your overall opinion of the text through your language choices (if you feel it was a terrible text, you'll use language with negative connotations and vice versa. Don't explicitly state your opinion.)
 - b. The Body: this is the section where you can address your three aspects. For each, you should describe what they are

- (give context). Provide at least one example or piece of evidence from the text that allows you to express a justified opinion about that aspect (was it happy, sad, did you like it, hate it etc.). There should be approximately three paragraphs in your body section.
- c. Conclusion: This is where you really drive your overall ideas home. Would you recommend this text to your classmates- why/why not. How can you finish your review in a creative manner? Leave your reader waiting for your next review!
5. Think about the creativity of your review. Non-fiction writing can be really creative and you should aim to entertain your reader! Consider using some of the following devices:
- i. Metaphor *is a great way to be indirect when you are trying to explain something. "Reading this is a journey across the ocean. Your emotions will be waves rolling, up and down, up and down.*
 - ii. Simile *is similar to metaphor and can make your reader appreciate your text without actually having read it themselves as they can compare the experience to something familiar. "Reading this is **like** a journey across the ocean. Your emotions will crash **like** waves on the shore."*
 - iii. Rhetorical question *allows you to get your reader to develop an opinion without really giving them an option. Think of it like a loaded question!*
 - iv. Emotive language *allows you to develop a mood in your writing without being overt.*
 - v.

Your Final Piece

- Your final review should be between 700-900 words. This is not a word limit, only a recommendation.
- You should complete your review on your English blog.
- You may work on this review both in and out of class time (you shouldn't need much, if any, out of class time!). You will need to hand in your review on Wednesday, Week 1, Term 4.
- Make sure you leave time to edit your work. Read it out loud to find any grammar or punctuation errors.

Exemplar

The new Christopher Robin is a little too Eeyore...

This is a review taken from Noted, a New Zealand website that collates reviews and articles for a range of New Zealand media publications.

<p>The new Christopher Robin movie is a little too <u>Eeyore...</u></p> <p>More than 20 years ago, Toy Story pondered what happened when you left your childhood playthings alone for a day: they had a rare old time. But what happens when you leave them alone for good? Christopher Robin, a sort of sequel to AA Milne's famous Winnie-the-Pooh books, not to be confused with biographical drama Goodbye Christopher Robin of late last year, opens with this very question. And the results are rather distressing.</p> <p>Taking its cue from Milne's 1928 story The House at Pooh Corner, it begins with young Christopher (Orton O'Brien) and his pals sharing a farewell feast in the Hundred Acre Wood. He is about to leave for school, and later, World War II. In his absence, a gloomy fog descends over his toy friends: Tigger loses his bounce, Piglet grows more cowardly, Eeyore goes from glum to outright depressive and poor Pooh wanders aimlessly, all hunny gone, pining for his old friend in a tone (provided by longtime Pooh vocalist Jim Cummings) that can only be described as deeply pained.</p> <p><u>We all know there's nothing more pitiful than an abandoned teddy bear, but the first act of Christopher Robin feels like taking a beloved pet to the vet one last time.</u></p> <p>The moroseness doesn't stop with Pooh and the other toys; Christopher himself grows up (played by Ewan McGregor) to become a desk-bound "efficiency manager" at a luggage</p>	<p>The title gives a lot away through its use of allusion. The author of this piece found the film to be like Eeyore's personality- a little bit glum.</p> <p>The introduction not only names the text but it introduces the main idea of the review: this film was disappointing and did not live up to previous expectations set by past films.</p> <p>The review then gives an overview of the plot of the film.</p> <p>They then go on to discuss how the film or aspects of it made them feel. They use a simile to allow their reader to align the</p>
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company, of all things. His wife, Evelyn (Hayley Atwell), is left to stew at home, while their daughter Madeleine (Bronte Carmichael) is threatened with banishment to boarding school.

It's set in a real-world, suitably nostalgic mid-century London. Milne's adored characters are digitally rendered with their fluffy fur faded and frayed. Their grubby state only adds to the sombre tone. And this is supposed to be a family film?

Director Marc Forster has taken a children's story and added a degree of maturity seen before in Finding Neverland, about Peter Pan author JM Barrie. But here, the maturity becomes a slog of neglect and despair. Young viewers have to wait a long while before any fun kicks in and, by the end, adults may feel they've been subjected to a 90-minute guilt trip.

Remember that manky penguin toy you now keep at the back of the closet? Or the buzzy bee boxed up in the garage? You'd best go home right now and give them a big hug or else you'll be left to ponder the decades of torment they've been subjected to.

Goodbye Christopher Robin had its share of darkness, too. It didn't shy away from Christopher's rejection of his father's creations or their troubled relationship. However, it was a delicate and charming film, unlike this dastardly Woozle of a movie, which trudges along in Christopher's grown-up footprints but takes us nowhere new.

feeling the text created with a experience they may be familiar with. The simile is also very emotive- losing a favoured pet is distressing for most of us.

More emotive language is used to describe the mood of the film.

The reader is drawn into the review through the use of the personal pronoun 'you' and the rhetorical questions. In this case, these allow the reader to imagine the emotions that the writer felt while watching the film.

The final line really nails home the writers overall opinion of the film.

The final paragraph (conclusion) also compares the text to one that it was expected to "live up to" or follow on from.

