

Habits, processes & genres: that's writing for you!

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TASK 1

Where do the following extracts come from? What kind of writing are they? How do you know?

Extract 1

'Absolutely! (perhaps)'

Ensemble piece written by Luigi Pirandello and directed by Franco Zeffirelli, with Joan Plowright, Oliver Ford Davies, and Lisa Tarbuck.

Wyndham's Theatre, Charing Cross Road, WC2 (020-7639-1736) Mon-Sat 7.30 pm, mats Wed & Sat 2.30 pm to Aug 23, £15-£40.

Extract 2

Alarm for PM as union crown falls to left-winger.

Extract 3

Memory
whether you knock on it, split it
eat it, can't bear to eat it
there it sits on your table
thump-ripe
already spoiling

Extract 4

Thank you so much for a lovely Sunday. It was excellent to see you again and very relaxing. I hope you had a good time the rest of the holiday. We're back in Seville now but have been to lots of cute Andalucian towns – this one (Ronda) was amazing especially the Semana Santa processions. Glad to be going back though. Hope to see you in May. Lots of love.

Extract 5

The bodies were discovered at eight forty-five in the morning of Wednesday 18th September by Miss Emily Wharton, a 65-year-old spinster of the parish of St Matthew's in Paddington, London, and Darren Wilkes, aged 10, of no particular parish as far as he knew or cared.

Extract 6

Although other viruses may infect the liver as part of a wider infection, certain viruses attack the liver as their primary target. These include five named viruses, hepatitis viruses A, B, C, D, and E, in addition to some others that have not yet been identified. The hepatitis A and E viruses are transmitted mostly by the contamination of drinking water by infected faeces. The E virus is found mostly in developing countries, whereas the A virus is common throughout the world.

Extract 7

The ABS brake system makes itself noticeable through the pulsating of the brake pedal and the noise of the regulation process. Your vehicle is now in a critical situation; the ABS allows you to keep control of the vehicle and reminds you to match your speed to the road conditions.

To achieve maximum braking, keep the brake pedal fully depressed throughout the braking process, despite the fact that the pedal is pulsating. Do not reduce pressure on the pedal.

Extract 8

The most obvious face of **tango** in Buenos Aires is that of the large tango *espectáculos* offered by places such as *El Viejo Almacén*. Often referred to by the Porteños as 'tango for export', these generally rather expensive shows are performed by professionals who put on a highly skilled and choreographed display. The shows can be dazzling, but if you want to dance yourself – or would prefer to see the tango as a social phenomenon – you'd be better off heading to one of the city's dancehalls to experience the popular *Milongas* (for more on these, see the box on p. 140).

TASK 2

What cohesion features can you spot in the following newspaper article?

Grandparents 'juggle career and caring'

People in 50s and 60s feel pressure to work on

John Carvel
Social affairs editor

Growing pressure on people in their 50s and 60s to stay in paid work is set to divert grandparents from helping their working daughters and sons with childcare, according to a report today from the Joseph Rowntree Foundation.

It found a shortage of young people in the population – confirmed by the national census on Monday – would make employers do their utmost to retain older staff.

This would shrink the number of retired people who were able to care for their grandchildren or frail older

relatives, said researchers from the Institute of Education in London.

After a survey of more than 1,000 employees over 50 and recently retired local authority staff, they identified a 'pivot generation' of people combining work and care roles.

Two-thirds of people between 50 and retirement were in paid employment, one-third had grandchildren by the age of 50, and 60% had living parents.

Nearly half the local authority staff had some caring responsibility. One in three looked after an elderly relative or friend, one in six provided care for a grandchild and one in 10 did both.

From *The Guardian* newspaper – 2.10.02

TASK 3

What is the difference between some or all of the following reading tasks – if any?

Exercise 1

You have gone on a group holiday to a place that you have never been to before. You have just landed at the place. Write an e-mail to an English-speaking friend. Describe:

- the place
- the journey there
- what you think of the other people you are with
- how you feel at the moment.

Exercise 2

Imagine that you are planning a party to celebrate an event such as the end of a course, New Year's Eve, or an important birthday. You have unlimited money for your party.

- a Decide where the party should be, when it should start, what music you want, what food and drink you want, and what will make your party one that people will remember.
- b Write an invitation for the party you have decided to hold.

Exercise 3

Write six sentences about what you do every day using the present simple.

Exercise 4

You have been asked to write an article for your school magazine on the following question: 'What would your dream home be like?' Write your article in 120–180 words.

Exercise 5

Do you like shopping? Write four sentences about shopping using the following expressions.

- comfort shopping
- shopping spree
- supermarket shopping
- window-shopping

Task 4

Complete the following table

	Correcting	Responding
1 At the 'draft' stage, the teacher suggests changes in both content and (grammatical and lexical) form.		
2 The teacher asks a student to explain why he has written something in a certain way.		
3 The teacher tells a student to check a particular issue in a grammar book.		
4 The teacher is chiefly concerned with accuracy.		
5 The teacher is interested in content more than in accuracy.		
6 The teacher is performing the role of an examiner.		
7 The teacher is performing the role of an audience.		
8 The teacher marks the mistakes in a piece of 'writing-for-learning'.		
9 The teacher selects the kind of problems that are going to be highlighted when the students' work is handed back.		
10 The teacher tells a student how much she enjoyed their piece.		
11 The teacher uses symbols on a piece of homework to show where things have gone wrong.		
12 The teacher gives students advice to help them avoid the same mistakes in the future.		