



## Assignment

Look up the following in your course handbook glossary:

CONCORD, DETERMINER, DISCOURSE, FUNCTION WORDS, ILLOCUTIONARY FORCE, MORPHOLOGY, NOTIONS, PERFORMANCE

## Chapter 18 — Writing

Please read the chapter through, then attempt the self-assessment questions and exercises.



### SAQ 16

Suggest three differences (or comparisons) between written and spoken English.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_



[Pre-reading]

### SAE 17

Read the following statements and decide if they are true or false, then read the relevant section of the chapter to confirm your answers.

	<b>TRUE</b>	<b>FALSE</b>
1. E-mails represent a genre all of their own where linguistic accuracy is not so formally important.	<input type="checkbox"/>	<input type="checkbox"/>
2. We should not draw students' attention to dictionary entries which show spelling differences.	<input type="checkbox"/>	<input type="checkbox"/>
3. There is always a danger that students may find writing imaginatively difficult. Having nothing to say they may find creative writing a painful and de-motivating experience.	<input type="checkbox"/>	<input type="checkbox"/>
4. Bad spelling is perceived as a lack of education or care.	<input type="checkbox"/>	<input type="checkbox"/>
5. Different genres of writing are laid out differently; business and personal letters are different from each other, and e-mails have conventions all of their own.	<input type="checkbox"/>	<input type="checkbox"/>
6. Since most people write on their own they find little benefit in writing as a cooperative activity.	<input type="checkbox"/>	<input type="checkbox"/>
7. We want students to focus more on the process of writing than its product.	<input type="checkbox"/>	<input type="checkbox"/>
8. Different writing communities (both between and within cultures) obey the same punctuation and layout conventions in letters, reports and publicity.	<input type="checkbox"/>	<input type="checkbox"/>
9. A single phoneme may have different spellings.	<input type="checkbox"/>	<input type="checkbox"/>
10. In order to bolster the 'product pride' that students may feel when they have written creatively, we need to provide an appropriate reader audience.	<input type="checkbox"/>	<input type="checkbox"/>