



语类—过程 英语写作 教程

*Genre-based Process
English Writing Course*

◎语类—过程写作教学法以学生为中心，强调学生的认知和体验，突出了相互连贯的行为过程，每一个课堂环节均有明确的教学要求和目的，很好地处理了写作任务必须解决的三大问题：对某个语类语义框架的确定，对语言表达方式的选择以及用一定的修辞方法组织语义和语言表达方式。

◇主编 蔡慧萍 ◇顾问 方琰
◇主审 方琰 Ada Mae Wilson



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Genre-based Process English Writing Course

主编：蔡慧萍

顾问：方 琰

主审：方 琰 Ada Mae Wilson

内容提要

本教材以系统功能语言学的语类理论和过程写作教学法为理论依据,融“怎么写”、“写什么”于一体,融“过程”、“内容”、“语言”于一体,充分体现了教学理念、教学内容与教学模式的创新。该教学方法以学生为中心,强调学生的认知和体验,突出了相互连贯的行为过程。教材具体介绍了 20 种常用体裁的规范写作。每个单元共由七个教学环节组成,每一个课堂环节均有明确的教学要求和目的,很好地处理了写作任务必须解决的三大问题:对某个语类语义框架的确定,对语言表达方式的选择以及用一定的修辞方法组织语义和语言表达方式。

本教程比较适合省属普通高等院校英语专业的学生,也可作为非英语专业的学生学习英语写作的参考教程。

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语类—过程英语写作教程

编委会

主 编：蔡慧萍

顾 问：方 琰

主 审：方 琰 Ada Mae Wilson

编写者：（按姓氏笔画排序）

马妮娜 王 金 卢慧霞 刘晓丹

李红英 罗 毅 原伟亮 蔡慧萍

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We are also grateful to Professor Yang Yonglin of Tsinghua University. We have followed his suggestions to make use of the computer for the corrections of the students' writings on three levels: corrections between the lines, comments within the text and overall comments at the end. Besides, we have got great inspirations from his ideas on teaching English writing from his text book.

Our thanks go to our students too, who are the authors of the drafts and providers of the examples in the textbook. Last but not least, we must thank our provincial education department and Zhejiang Ocean University for their financial support for the publication of this book.

Cai Huiping
School of Foreign Languages
Zhejiang Ocean University
April, 2012

Preface

前言

早在 2005 年我们就对在我国出版的英语写作教材做过一些分析,对写作教学法做了一些探讨,并在一些普通院校的英语专业的学生中做了几次调查研究。我们的教学实践和调研表明,普通高校学习英语的学生在英语写作时主要存在两大困难:一是不知道写什么,即不知道写什么内容,不知道所写的内容应当包括哪些语义成分;二是不知道怎么写,即在语言的表达、语法的概念和修辞手段的应用方面存在很多问题。为了探索解决这两个问题的路子,我们采用了语类—过程的教学方法,在浙江海洋学院英语专业二年级的学生中做了六个回合比较扎实的教学实验。这本教材就是通过学习、研究和教学实验,在经过多次修改的教案的基础上编撰而成的。

我们的教学实践证明,恰当应用系统功能语言学和过程教学理论,可以比较有效地帮助学生克服这两个方面的困难。这本教材的理论基础是系统功能语言学的语类理论和过程写作教学法。

我们在写作教学过程中主要思考以下五个问题:

1. 从语篇入手,还是从句子入手?

要回答这个问题,就必须考虑中国大学生英语学习的背景。中国的大学生在中小学时期已经学了 6~10 年英语,已经比较系统地学习过各种句型。虽然不少学生对句子的认识还是一知半解,但是如果还是从句子开始训练他们的写作能力,一般激发不起他们的学习积极性。缺乏新鲜感的学习过程不容易取得成功。相反,语篇写作教学不但能使学生一开始就建立起整体的观念,而且通过学会一个个语篇的写作还会使他们获得成就感,从而激发他们自主学习的渴望。我们的教学实践一开始就学习语篇写作,取得了比较好的效果。我们认为大学英语写作教学应当从语篇层次入手。

2. 如果从语篇教学入手,那么应当从什么样的语篇开始?

根据高等学校英语专业教学大纲的要求,中国学生应当“能写各类体裁的文章”(体裁即系统功能语言学中的“语类”)。我们参阅了在中国出版的十几本写作教材,几乎都是从学术语类开始,应用文往往是一带而过,或者放到学术语类之后,只教授几个有限的应用文语类。一般而言,学术语类比大多数的应用文难写,它不仅对学生的思维能力要求较高,而且所包含的内容或语义成分的结构要复杂得多,还往往会碰到互文性的问题,而大多数的应用文不仅内容或语义成分清晰,易于掌握,而且实用性强。我们的教学实验证明,学生学习应用文的积极性很高。英语写作教学,尤其是省属普通高校的英语写作教学应当从应用文开始。

3. 如果从应用文入手, 那么从哪些应用文开始?

我们认为应当遵循“循序渐进、从易到难”的原则, 从写作目的明确、语义结构简单、表达方式和语法现象比较容易掌握的应用文开始比较合适, 比如通知、便条、信函等。一节课就可以学会一种语类的写法, 学生容易获得成就感, 从而激发学习的积极性。

4. 用什么样的理论作为写作的理论基础? 各种教学路子有什么异同?

我们认为, 任何教学实践都应当在一定的理论或理念指导之下。没有明确的理论基础的教学活动往往会有很大的盲目性, 很难取得实效, 或者需要摸索很长时间才能找到合适的路子。目前有三种比较流行的写作教学理念: 成果教学法、过程教学法和语类教学法。

成果教学法重视写作结果, 重视语言知识的运用。其极端的思想是只要英语基础好, 英语写作就没有问题。既不注意对学生写作整体规划能力的培养, 也不重视对写作技巧, 诸如起草、编辑的训练。

过程教学法认为在写作过程中, 语言知识的运用是次要的, 写作的整体规划则是关注的焦点, 但不很重视对不同类型的语篇的写作训练, 认为所有类型的写作过程都是一样的。

近 20 年来, 很多英语教师开始认识到前两个教学路子都有不全面的地方。随着语言学家对语类研究的深入, 人们开始转向以语类为基础的教学路子。语类教学法认为“语类”是教授英语写作的有影响的因素, 应尽可能多地让学生接触英语社会里不同的语类, 强调学生需要有机会读、写他们在日常、在学校生活中碰到的各种语类, 从而帮助他们提高语类意识。而语类意识的形成对写作至关重要。语类教学法注重语境和写作目的的关系, 旨在提高学生对不同语类的语义框架以及与语类密切相关的修辞结构和语言特征的认识, 学会写作不同的语类语篇, 从而提高学生的整体写作能力。但这个教学路子由于强调每个语类语义结构的统一性, 在教学过程中有可能使学生习作的语篇存在趋同性。

语类—过程教学法将语类教学法和过程教学法结合起来。过程教学法的优点是能逐步训练和提高学生的思维能力, 通过几个环节的体验和实际操作的全过程学会作文写作。我们的教学实验通过目的明确的七个过程的训练(预写—课堂评析—范文评析—指导性写作—自我修改—小组评析—课外练习及教师批改), 使学生逐步学会分析语篇的语义结构成分和语言特点, 学会与老师和同学的互动, 学会起草、修改作文, 从而形成良好的写作习惯。在学习每个语类写作的过程中, 不仅提高了语类意识, 还能通过让学生参与、体验整个写作过程, 培养起他们的写作兴趣和自主写作的能力。也就是说, 这个教学法能比较好地处理写作任务必须解决的三个问题: 对由某个语类限定的内容(即语义框架)的确定; 对语言表达方式的选择; 用一定的修辞方法组织已选择好的内容和语言表达方式。

5. 把重点放在“怎么写”还是“写什么”?

“写什么”主要涉及写作的内容或者语义的选择, “怎么写”则涉及如何应用词汇和语法来表达语义。根据系统功能语言学理论, 内容或语义与词汇和语法表达属于两个层次, 它们之间的关系是实现的关系, 即每一个属于一定语类的语篇内容都要通过一定的词汇和语法表达出来。教学中要有针对性地融入相关的词汇和语法现象, 引导学生学会选择比较准确的词汇和语法来写出想要表达的内容或语义。在本教程中我们没有系统地教授语法和词汇项目, 各个单元只教授与该单元语类相关的语法和词汇项目。当然语言的掌握是一个长期的过程,

要通过长期的练习才能学会根据不同的语类、不同的语言环境选择恰当的词汇、语法和修辞手段表达写作者的思想。

本教程有以下六个特点：1) 从语篇层次入手教授英语写作，使学生一开始就建立起整体的观念，通过学会一个个语篇的写作使他们获得成就感，从而激发他们自主学习的渴望。2) 重视应用文的写作训练，应用文的教学安排了一个学期。这也是这本教程与国内许多教材的区别之一。这样的安排有利于培养和提高学生的语类意识。3) 遵循循序渐进、从易到难的原则，安排应用类型和学术类型语类的写作。4) 以系统功能语言学和过程教学法作为教学的理论基础，有明确的理论指导思想。5) 不仅重视训练学生“怎么写”，还根据中国学生的情况，更加重视“写什么”的训练。6) 对“写什么”即内容或语义与“怎么写”即词汇和语法表达之间的关系有着清醒的认识，教学中每个单元讲授相关的词汇和语法现象，使学生逐渐能学会选择比较准确的词汇和语法写出想要表达的内容或语义。

本书共有 20 单元，可供两个学期使用，建议每个学期安排 32 学时，第一学期学习应用文的写作，第二学期学习学术文体的写作。每一个单元的练习参考答案可以在浙江大学出版社的网站 (<http://www.zjupress.com/>) 上下载。

本书由蔡慧萍、罗毅、李红英、王金、马妮娜、卢慧霞、原伟亮和刘晓丹编写。蔡慧萍负责制定编写原则和全书的整体设计，编写了第 1、第 2、第 3、第 8、第 18 单元，通读并多次修改了全书。原伟亮编写了第 5 和第 6 单元，罗毅编写了第 9、第 10、第 20 单元，李红英编写了第 4 和第 19 单元，王金编写了 16 和 17 单元，马妮娜编写了第 7 和 11 单元，卢慧霞编写了 12 和 13 单元，刘晓丹编写了 14 和 15 单元。清华大学方琰教授和加拿大 Wilson 女士通读并详细修改了全书。本书的出版，我要特别感谢方琰教授自始至终的尽心指导，感谢杨永材教授，感谢浙江大学出版社和责任编辑樊晓燕女士。同时我还要感谢浙江省教育厅和浙江海洋学院在出版经费方面的大力支持。

本教材是浙江省重点建设教材，是省精品课程建设和新世纪教学改革项目的成果。本教程比较适合省属普通高等院校英语专业的学生，也可作为非英语专业的学生学习英语写作的参考教程。

由于编者的水平有限，书中的欠妥之处，欢迎读者和同行批评指正。

蔡慧萍

2012 年 4 月于浙江海洋学院

A General Introduction to Our Writing Class

Our writing teaching reform is based on the theory of process-oriented approach from social cognitive psychology and the theories of genre analysis from the angle of functional linguistics and social-linguistics. Tribble defines the “process approach” as “an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models” (Tribble, 1996). According to Hasan’s Generic Structural Potential (GSP) theory, genre is defined as a type of discourse, which is determined by the contextual variables, namely, field, tenor and mode. Discourses of the same genre will have a similar semantic structure, or they will share the same obligatory elements, the same sequence, etc (Halliday & Hasan, 1985).

Our writing class has the following three features:

1. Computer-assisted Teaching Environment

We conduct our writing classes in a computer room. In the teacher’s computer we have installed teaching software which has the functions of broadcasting, monitoring, group discussion and electronic document distributing. The teachers display teaching notes or power-points to the class for discussion and analysis through the computer and the students write their drafts and revisions on their computers also.

2. Genre-based Discourse as a Teaching Unit

Unlike the traditional writing classes which start from sentence writing to paragraph writing, our writing classes take different genre-based discourses as the basic teaching units. Twenty kinds of genre-based discourses are covered in our writing classes. They are card, notice, note, personal letter, business letter, job application letter, resume, recommendation letter, news report, summary and abstract, book report, description of a person, description of a place, narration of an event, exemplification exposition, cause and effect exposition, process-analysis exposition, division and classification exposition, comparison and contrast exposition and argumentative essay.

3. Genre-based Process Teaching Approach

Our computer-assisted genre-based process approach is composed of seven teaching procedures. They are pre-writing, classroom discussion, sample commentary, guided writing, self-revision, group interaction, after class practice and teacher’s evaluation. Elaborations of the seven steps are as follows:

1) Pre-writing

This is our first teaching step. Students are given a proposition or a situation including the field, tenor and mode and are required to write the genre which they are going to learn on computer in any way they think appropriate in class within 10 to 15 minutes. The purpose for this teaching procedure is to let the students think about the organization, the content and the developing patterns. We insert the pre-writing procedure to Bager

and White's process-genre approach in order that students can build a knowledge gap and later they can find their strong and weak points so as to be able to close the gap by learning from the provided samples in the textbook.

2) Classroom Discussion

After the students finish their drafts in class, the teacher can choose one of the students' drafts and show it to the class for the classroom discussion. The main purpose of this teaching procedure is to let students see that any written discourses have their own communicative purposes and that different genres have their different semantic structures and language features because of their different writing purposes. In other words, we should consider what we write as well as how we should write it. Therefore, teachers should guide the students to discuss the drafts by considering the following five questions:

- a) Why does the writer write this? Is the writing purpose clear?
- b) What is the relationship between the writer and reader?
- c) What semantic elements are necessary according to the writing purpose? Is the sequence of the content appropriate?
- d) What is the mode? Is it to be read or to be spoken in public?
- e) What are the language features for this genre?

After the discussion, the students have to be clear: to write for a particular purpose, for a particular reader(s), and in what form.

3) Sample Commentary

This is our third teaching procedure. We show the students a few samples and ask them to analyze them again by asking the above five questions. The purpose for this teaching procedure is to make the students have a better understanding of what is good writing, what necessary semantic elements a good writing should have, and why.

4) Guided Writing

This is a very important procedure which will tell the students what to write as well as how to write grammatically and idiomatically. Teachers should summarize the writing principles including the writing purposes, the necessary elements, the semantic structures and the language features.

5) Self-revision

After commenting on the sample and the writing principles, the students should have found the problems in their draft. Ask them to revise their drafts again in class.

6) Group Interaction

Teachers can divide the class into groups and ask the students to share their revised copies within the group so that the group members can improve them. Teachers can join in the students' group discussion. There are two purposes for this procedure. One of the purposes is to train the students' ability to edit their own writing and the other purpose is to train student's ability to interact with their peers and to evaluate their peers' work according to the guidelines.

7) After-class Practice and Teacher's Evaluation

As the proverb says "Practice makes perfect", improving the students' writing competence definitely needs much writing practice. Teachers should assign writing tasks to the students just before the class is over every week. Students should finish the writing tasks within three or four days and complete the group comments by

means of computer before handing them into the teacher within a week for further correction and revision. The teacher can evaluate the students' writing assignments in the following three ways: detailed correction and revision with comments and suggestions by means of computer; face-to-face correction and evaluation; overall evaluation focusing on error detection and correction.

First of all, the teacher should read through all of the students' writings and underline the erroneous expressions and sentences so that the students can see that there is something wrong with these sentences and that they should try to correct them by themselves. Meanwhile, teachers should copy some of the seriously erroneous sentences in a separate portfolio so that teachers can analyze them before moving on the next genre. Teachers can then pick up three to five typical writings for detailed correction and revision in computer. Teachers should analyze the students' writings not only in language use but also in content, organization and appropriateness. The teacher should not only detect and correct specific grammatical errors of any kind, but also should write some comments both positive and negative within the text so that the students can see their good points and problems. In addition, at the end of the students' writings the teacher should write detailed overall comments on the writing as well as suggestions. How the teacher evaluates is good feedback not only for the student authors but also for the whole class. Apart from this individual evaluation, teachers are required to pick five to eight students in each class every week to do a face-to-face comment and evaluation in the teacher's office or student's dormitory. Though it takes time and energy for teachers to correct students' writing exercises every week like this, the students can benefit a great deal. Finally, the students are required to read through their revised writings again by clicking on their class public email box. This feature is one of the distinctive characteristics of our computer-based process-genre approach.

The writing textbook is compiled based on these seven teaching procedures. There are ten parts in each unit. They are warming-up activities, pre-writing, classroom discussion, sample analysis, writing principles, self-revision and group interaction, after-class practice and teacher's evaluation, writing assignment, language tips and practice, after-class reading for writing. Teachers can either follow all of the activities in each part or select some of them.

This textbook is written for the English majored sophomores for two semesters, about 64 teaching hours. The first semester (32 teaching hours) should focus on the first ten units, ten practical genres. The second semester (32 teaching hours) should focus on the four types of essays and book report writing. It is also suitable for non-English majored university students for their writing course.

The authors
April, 2012



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Card Writing

Learning Tasks of This Unit

1. To learn to write Christmas cards and postcards
2. To learn to address envelopes

ReadMe *Task One*

Christmas Card and Postcard Writing

1. Warming-up Activities

1) Broad questions:

- a) Have you ever sent a Christmas card or a postcard to your teachers or friends? Why do you write these cards?
- b) What kind of information should be mentioned in a blank Christmas card or a postcard? Why?
- c) What do you think of the following quotation stated by Francis Bacon?
Reading makes a full man, conference a ready man, and writing an exact man.

2) Read the following passages and then give the answers to the following questions:**The Origin and History of Christmas Cards**

A Christmas card is a greeting card sent as part of the traditional celebration of Christmas in order to convey between people a range of sentiments related to the Christmas season. Christmas cards are usually exchanged during the weeks before Christmas Day on December 25 by many people (including non-Christians) in Western society and in Asia. The traditional greeting reads “wishing you a Merry Christmas and a Happy New Year”. There are innumerable variations on this greeting, many cards expressing more religious sentiment, or containing a poem, prayer or Biblical verse; others stay away from religion with an all-inclusive “season’s greetings”.

A Christmas card is generally commercially designed and purchased for the occasion. The content of the design might relate directly to the Christmas narrative with depictions of the Nativity of Jesus, or have Christian symbols such as the Star of Bethlehem or a white dove representing both the Holy Spirit and Peace. Many Christmas cards are secular and show Christmas traditions such as Santa Claus, objects associated with Christmas such as candles, holly and baubles, and Christmas time activities such as shopping and partying, or other aspects of the season such as the snow and wildlife of the northern winter. Some secular cards depict nostalgic scenes of the past such as crinoline shoppers in 19th century streetscapes; others are humorous, depicting the antics of Santa and his retinue.

The first commercial Christmas cards were commissioned by Sir Henry Cole in London in 1843 and featured an illustration by John Callcott Horsley. The picture of a family with a small child drinking wine together proved controversial, but the idea was shrewd.

Early English cards rarely showed winter or religious themes, instead favoring flowers, fairies and other fanciful designs that reminded the recipient of the approach of spring. Humorous and sentimental images of children and animals were popular, as were increasingly elaborate shapes, decorations and materials. In 1875 Louis Prang became the first printer to offer cards in America, though the popularity of his cards led to cheap imitations that eventually drove him from the market.

The History of Postcards

The first postcard was issued by the United States Post Office Department on May 13, 1873. The marks for mailing on the card depicted the bust of Liberty and a circle with the postage amount of one cent. Most cards were used widely as advertisement in the U.S. until they were in general use after the World Columbian Exposition in 1893. Colored cards of the Exposition went on sale and they became extremely popular. On May 19, 1898, an Act of Congress was passed so that privately published postcards were given the same message privileges and rates as government issued cards. All those privately published had to be labeled as such. This marked the start of the Golden Age of postcards in the U.S., which lasted until about 1920, when popular use of the telephone began.

The reason why postcards became so popular is because of the price. Postcards cost less to send in the mail than a sealed envelope. When first issued and all through the Golden Age, postcards could be sent for one cent. Postcards were also popular because they were an easy way to keep in touch while someone was away from home or on vacation. Many postcards took the place of family albums with pictures of families on vacations.

Postcards show the interesting areas of a certain place; however, they are also interesting

in themselves. Pictures can be sent from all over the world to those who have never actually been there. During the Golden Age, postcards were popular because people could send a quick “hello” or show a friend or relative where they were staying for a small amount of money. Today postcards are still sent and collected for the same reasons. Postcards are interesting to view because they show the social history of the town.

Questions:

- a) What is the main function of a Christmas card and what are the traditional greetings for a Christmas card?
- b) What is the main function of a postcard and what do you know about the origin and history of postcards?

2. Pre-writing

Write in English a Christmas card and a postcard in any way you think appropriate within 10 minutes.

3. Classroom Discussion



Activity 1

Read through the following Christmas card which is written by your peer student and try to comment on it in one or two sentences.

Dear Teacher Li:

How times flies! I have not seen you for nearly half a year. How is everything going on with you and your family? I do hope you are fine. You know the Christmas day is coming, so I am wishing you and your family Merry Christmas.

Your student, Li hong
Dec. 23, 2011



Activity 2

Discuss the above card within your group and try to find its good points and problems by considering the following questions:

- a) What is the purpose of writing this card? Is the writing purpose clear? Which sentence has realized the writer's writing purpose?
- b) What is the relationship between the writer and the reader? Is it close or distant?
- c) Is it to be read or to be spoken? What is the mode of the writing?
- d) What are the necessary semantic elements and optional elements? Why do you think so?
- e) What are the common language features in Christmas card writing? What expressions do we usually use in a blank Christmas card? What social functions do they realize? Why?



Activity 3

Read through the teacher's commentary of the above card carefully and compare it with your answers to the above questions.

Teacher's commentary

- 1) The card has realized its communication function. The last sentence indicates the writer's writing purpose — expressing greetings for the Christmas Day although it's much better and appropriate to put the writing purpose at the very beginning according to the Westerner's thinking and expressing pattern.
- 2) The two participants of communication in the card are a teacher and a student whose name is Li Hong. Their social distance is not very close. The student has evaluated the politeness principles according to our Chinese tradition when she is addressing the receiver and writing the closing form of the card. However, the salutation "Dear Teacher Li" and the closing form "Your student" are rarely used by the natives. Westerners would be likely to use "Dear Mr./Mrs./Miss /Ms. Li" and "Yours," for the salutation and the closing form respectively when the social distance between the two participants is not close.
- 3) The student has realized that the card is to be read like a letter instead of being spoken in public. The card has the salutation, a short message, a closing form, the signature of the card sender and the date. Native speakers are used to putting the date or the year, say 2012, on the right top corner and using a comma after the salutation rather than a colon.
- 4) The card has included all of the necessary semantic elements such as the date, the salutation, a short message with special greetings, the closing form and the signature although the sequences of the elements need to be reorganized. However, the student has also mentioned quite a few optional elements such as "How time flies!" "I do hope you are fine."
- 5) As for the language features, the writer has used sentences expressing concern and greetings grammatically and idiomatically except for the improper tense of the verb "wish". Verbs used to express good wishes and greetings such as "wish", "may" and "hope" are rarely used in the continuous tense, for their semantic function is to express good wishes only instead of focusing on the continuity of an action. In addition, it's better to use the word "therefore" to replace "so" in the card, for "so" sounds a bit too colloquial although their function is similar.



Activity 4

Read through the following Christmas card which is also written by your peer student and try to find out its good points and problems by considering the five questions mentioned above.

Hello, Fang,

How are you? I am missing you very much. As next Tuesday is the Christmas day, so I sincerely say to you "Merry Christmas and Happy New Year!"

Your friend, Zhang
Dec.20, 2011



Activity 5

Discuss with your partner the above Christmas card and try to write your commentary on it as detailed as possible.



Activity 6

Read through the teacher's commentary below carefully and compare it with yours to see whose analysis is more comprehensive.

Teacher's commentary

- 1) The writing purpose is clearly stated and the student has used the most common greeting expression "Merry Christmas and Happy New Year" to realize his or her writing purpose. That's a good point.
- 2) The relationship between the writer and reader is that between good friends so their social distance is close. The writing style is appropriate for the whole Christmas card sounds informal. Yet, the student should have used the given names instead of the family names.
- 3) The student did not realize that a Christmas card is to be read rather than to be spoken. Consequently, a common salutation, whose structure is "Dear + given name", say, "Dear Fang Da," should be used to take the place of "Hello, Fang," which only functions as a daily greeting and is to be spoken out when two friends meet.
- 4) The student has mentioned most of the necessary semantic elements according to the writing purpose such as the date ^ the receiver ^ the special greeting for the Christmas or the writing purpose ^ the closing form ^ the writer. There are three problems in this card. Firstly, the element of the date should be placed on the right top corner. Secondly, the salutation "Hello, Fang," is not frequently used except on very informal occasions. Finally the closing form "Your friend," is optional. We should use "Yours," to indicate the close social relationship between two good friends.
- 5) The wording sounds acceptable but there exist grammar mistakes such as the improper tense of the word "miss" and incorrect use of the transitional words "As...so" in one complete sentence.



Activity 7

Read through the following postcard written by your peer student and discuss it in groups to find out its good points and problems by considering the five aspects including the writing purpose, the mode, the necessary semantic elements, the style and the language use. Then read through the teacher's commentary on it carefully.

Postcard (1)

Mr. Li: Happy Teacher's Day! You are one of my favorite teachers in my life. Thanks for teaching me.	Foreign Languages School Zhejiang Ocean University Haiyuan Road 18 Dinghai, Zhoushan, Zhejiang
Tom	Mr. Li Ming Hua

Teacher's commentary

- 1) The student wrote this postcard in order to express his thanks and good wishes for Teacher's Day. The first noun group "Happy Teacher's Day" has realized the writing purpose. The purpose of writing this postcard is clear.
- 2) As the card is written by a student and sent to his teacher, the social relationship between them is unlikely to be very close. Thus the style should be neutral or even formal as it is instead of being informal.
- 3) The postcard is to be read like a Christmas card. Therefore, the postcard has a salutation and a signature together with a short greeting for the Teachers' Day. Yet, the student is probably influenced by the Chinese way to address the receiver. Instead of addressing the receiver "Mr. Li", the Westerners will write "Dear Mr. Li". In addition, the writer has omitted the necessary element of the writing date which tells the receiver when it is written.