

基础英语 写作

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教师用书

北京师范大学出版社

北京师范大学外语系 王星 武尊民 编著

基础英语写作 教师用书

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教材使用说明

一、教学思想和方法

基础阶段的英语写作教学为学生将来学习写正式文体的文章、学术性文章和论文打基础。为了这个目的,《基础英语写作》以分类方式编排内容,使学生初步掌握描述,叙述,分类,比较,定义等常用的写作技能,为进一步深造做好准备。按照这样的方式编排教材并不因为我们特别重视形式,这样做使教师能够比较容易地控制教学活动。

我们认为写作中思想表达的连贯性,完整性(fluency)是第一位的,强调内容的连贯性并不意味着轻视语言表达的准确性(accuracy)。在教学中经常可以看到两个极端,一个过于强调准确性,花费大量的时间和精力纠正学生的词汇和语法错误;另一个则完全忽视语言方面的错误,只要句子意思能读懂或猜懂就可以。产生第一个极端的原因是教师没有认识到在学生的英语水平尚低的情况下,许多错误是不可避免的或难以纠正的;第二个极端常见于外籍教师中,原因是他们没有看到改正错误和有意识的记住正确的句型是学习外语的必须的方法之一。因此合理的强调和处理学生作文内容的连贯性和语言的准确性是写作教学中应该体现的思想。

多年来在我国写作教学中最有影响的教学方法一直是以教师为中心的方法:教师讲解写作知识,布置作文题,批改作文中的错误;教师与学生之间呈放射形纵向联系,每个学生都面向教师,接受指导,永远是受力的对象。近年来虽然有些教师在教学中使用了新的方法,但是传统的教学法仍然是普遍使用的方法。在听说读写四项基本技能中写作赋予学生以更大的自由去表达个人的思想。学生做为写作行为的承担者应该在写作过程中承担更积极的责任,而不是完全依赖教师,好坏只听教师一人评说。要让学生积极地参与教学活动,实现课堂中心的转移,我们认为在重视写作结果的同时还要强调写作的过程,把写作过程作为课堂教学活动的一个重点,在这个过程的各个阶段加入丰富多样的小组活动,在教师与学生的纵向联系中织进学生与学生间的横向联系。下面我们就我们所建议的教学方法从几个方面作出具体的说明。

1. 写作过程

写作过程可以分为:讨论题目→写出第一稿→修改第一稿→写出完成稿几个阶段。

(1) 讨论题目(brainstorming)

这个活动对基础阶段的学生很重要。在大题目确定以后把学生分成小组讨论这个题目可以从哪几个角度写。通过讨论,学生相互切磋、启发、交换意见;对自己想谈什么,以及如何谈形成一个大致的框架。由于谈论是用英语进行的,谈论过程中也就随之用上了相应词汇,对将来成文有很大帮助。讨论可以先在小组进行,然后扩展到全班范围。全班讨论通常可以给学生更多的机会听取其他同学的意见,教师也可利用此机会给学生以提示或向学生提出建议性指导。但教师的指导不应以绝对权威的方式提出,要让学生认识到他们自己是决策人,教师只是提出建议。

(2) 写第一稿(writing the first draft)

在第一阶段讨论的基础上学生写出第一稿。第一稿可以在课堂上完成,也可以课后完成。鼓励学生首先把自己要表达的思想一鼓作气地写下来,不必太多地考虑拼写、标点及其他技术上的问题。在写短文(essay)阶段,可以鼓励学生先写出提纲(outline),然后写第一稿。

(3) 相互修改(peer revision/editing)

学生的第一稿写完之后让他们阅读相互的草稿,然后展开讨论,就草稿的内容和组织向作者提出修改意见,并指出语法方面的错误。学生交换第一稿的方式会导致不同的效果。如果只让同座位的学生交换第一稿,讨论的对象每次都不变,久而久之学生会感到厌烦。最好把稿子任意发给学生,避免邻坐位的学生拿到彼此的第一稿,使学生A阅读学生B的第一稿,学生B阅读学生C的,学生C阅读学生D的等等。每一个学生在讨论中都与两个不同的同学相遇。这样不但每次讨论学生都会碰到一个新的对象,而且在讨论时他们必须离开自己的座位,在教室里走动,这样就使每一次讨论变得新鲜而有趣。以讨论的方式互相修改第一稿的活动赋予学生双重的角色:作者和读者。在讨论中一个学生既要以读者的身份评论另一个学生的作文,又要以作者的身份听取别人的评论。在这个双重身份中读者的身份使学生承担起积极的责任;同时,经常评论别人的作文也会使他们对写作中的许多问题变得敏感起来。在学生讨论他们的第一稿时教师最好不要参与,即使学生之间发生争执也鼓励他们自己做出决断。

教师虽然不直接干涉学生的讨论,但是应当给予适当的指导。教师可以先把学生的第一稿收上来看一遍,不做批改,只把具有典型意义的错误用词、用语、句子,写得较好的和有代表性问题的整篇作文抄录下来,在下次课上学生做相互修改活动时拿到全班讨论。这个讨论可以在学生相互修改第一稿之前进行,也可在之后进行;这种有教师参与的全班范围内的讨论可以起到引导学生拓展思路和相互学习的作用。

(4) 定稿(writing the final draft)

定稿是写作过程的最后一个阶段,学生在听取别人意见的基础上再进一步修改自己的第一稿,最后完成一篇作文。我们的教学实践表明,经过学生间相互修改的作文往往比一个学生完全独立完成的作文质量高。

2. 英语日记(随笔)(journal)

首先我们应当说明这一写作形式更像随笔,我们在写作课程中借用journal这一用语来要求学生进行无一定题目、无限定时间的自由写作练习。学生每周写一至两篇。虽然我们的课堂教学方法旨在尽可能的激发学生的学习主动性和参与意识,但是每一项活动都是在教师的宏观控制下,学生的发挥不是绝对自由的,比如有的题目他可能不喜欢,有的题目他可能不愿意按照书上要求的方式去处理,此外为了得到好的成绩他要考虑许多方面的问题,如段落的结构组织,词语的用法,标点符号的规范使用等等;有时为了少犯错误他会避免使用新学的词汇或句型,或没有把握的表达方式。这些在基础阶段都或多或少地妨碍了学生更大胆,更广泛的练习用英语写出自己的真情实感。作为课堂教学的补充,用英语写随笔可以有效地加强写作流畅性的训练。

教师在阅读学生日记时不需去改正里面的语法错误,更不要给成绩。教师应对日记中谈论的问题以书写的方式作出反应,日记成了学生与教师之间的对话和思想与情感的交流。学生在没有分数压力的状态下更自由地表达自己的思想。有的学生担心如果教师不及时更正他们日记中的语言错误,这些错误如果被多次重复便很难改正了。其实这种担心是不必要的,因为教师在书写反馈

意见时,比较有意识地对学生表达有困难的地方做出示范。此外,教师一方面要不断指出他们作文中的每一个错误,并要求他们改正;另一方面他们每天都要在其他课程上阅读,通过阅读,正确的语言信息不断地输入他们的头脑。他们在这些活动中学习到正确的表达法,发现自己的错误,并以正确的语言代替之。

3. 修改符号的使用 (correction symbols)

课本后附录的修改符号有的是大家常用的,有的是教材编写者自己使用的,事实上许多教师都有自己习惯用的修改符号,这套书提供的符号仅供参考。

使用修改符号批改学生的作文可以促进学生改错的能力,但是有的错误即使用符号指出学生仍然不知道如何改正,这类错误需要教师具体的指点。

二、教材的使用

1. 时间分配:

第一册书共十七课,周学时为每周 2 课时,可供一学年使用。每一课根据内容的不同所需不同的课时。下面的课时分配表可为教学计划作参考。

HOURS	UNITS	CONTENTS
2	Unit 1	Writing a Note/Letter of Thanks, Capitalization and Punctuation
2-4	Unit 2	Writing a Note/Letter of Invitation and Reply, Punctuation (continued)
2	Unit 3	Writing a Note/Letter of Arrangements, Punctuation Review
2-4	Unit 4	Writing a Note/Letter of Inquiry and Request, Review
2	Unit 5	Writing a Note/Letter of Apology and Explanation, Review
2	Unit 6	Paragraph Development, Subject-Verb Agreement
4	Unit 7	Describing a Routine or a Day, Run-on Sentence
4	Unit 8	Writing a Narrative, Fragmented Sentence
4	Unit 9	Describing People, Dangling Modifier
6	Unit 10	Describing Objects, Faulty Parallelism
6	Unit 11	Describing Places, Sentence Combining (1)

HOURS	UNITS	CONTENTS
6 – 8	Unit 12	Classification, Sentence Combining (2)
6 – 8	Unit 13	Cause and Effect, Sentence Combining (3)
6 – 8	Unit 14	Comparison and Contrast, Sentence Combining (4)
6 – 8	Unit 15	Exposition, Review
6 – 8	Unit 16	Definition, Review
6 – 8	Unit 17	Persuasion, Review

第二册共有九个单元,周学时 2 课时可使用一学年。教学时间分配建议如下:

HOURS	UNIT	CONTENTS	
6	Unit 1	Essay Development	①Theme, Focus ②Rewriting sentences ③Editing a paragraph
6	Unit 2	Comparison and Contrast	①Faulty comparisons ②Error corrections ③Editing an essay
6	Unit 3	Cause and Effect	①Cause and effect relations ②Error correction exercises ③Editing an essay
8	Unit 4	Expository essays	①Use of EVER ②Position of ONLY in a sentence ③Editing an essay
8	Unit 5	Narrative essays	①Use of the word EVEN ②Sentence paraphrasing ③Sentence rewriting ④Editing an essay
8	Unit 6	Descriptive essays	①Dangling problems ②Error correction exercises ③Editing an essay

HOURS	UNIT	CONTENTS	
8	Unit 7	Argumentative essays	①Connecting devices ②Repeating for clarity ③Emphatic statements, ④Editing an essay
8	Unit 8	Writing a Summary	①Style ②Editing an essay
8	Unit 9	More (Formal) Letters and Notes	①Formal and informal ②Rewrite sentences paying attention to style changes ③Sentence combining ④Editing a letter

2. 课文的处理

(1) 写作技巧的讲解部分: 每一课书的开头都有一部分关于某一类型段落或文章的性质与组织技巧的介绍, 并配有范文。教师不必在课堂上机械重复这些内容, 因为课本本身的叙述已经十分清楚。中国学生在进入大学之前已经有多年中文写作的经验。虽然中英文写作有许多方面不同, 但实际的写作过程, 如选题、组织内容等都很相似。只要学生课前认真预习便可对某一类型段落或文章的写法有一个基本的了解。课上以提问讨论或学生做口头综述(oral presentation)的方式处理这部分内容, 并重点讨论分析一些要点或难点, 或范文, 或学生有疑问的内容。

(2) 课堂练习: 每课书都围绕着该书的写作重点设计了多种练习, 练习可以在第一部分活动完成后再做, 也可以与第一部分的活动穿插进行。有的练习可以小组为单位完成, 如根据所给的句子写出一段话, 可以一个小组写一段, 而不必每人写一段。

(3) 作文: 作文写作的操作过程可参考前边提到的方法。在题目讨论(brainstorming)的活动中, 如果学生的程度较差, 教师应多组织全班范围的讨论, 以加大指导的力度。书上的作文题目尽量选择了学生可能比较熟悉的, 但是教师仍可根据自己学生的情况更改题目。

(4) 语言练习: 每课书后的语法练习是为了加强学生写作中句法准确性的训练。所涉及到的语法现象也只限于学生写作中常见的问题, 这部分内容以学生自学为主, 教师课上检查习题, 不应占去课上太多的时间。但是应该让学生认识到这些练习是重要的, 必须认真完成。

3. 由于教材编写结构上的需要, 第一册信笺全部放在第一部分。但是在教材试用时发现连续几个星期练习写信学生会感到乏味, 而把一部分信笺放到第二学期练习效果好得多。因此, 教师可根据自己学生的情况灵活安排教学内容。

三、评分

1. 作业评分

作文的评分受教师的主观印象和经验的影响较大, 因此为了尽量客观地评分, 教师事先制定自己的评分标准和方法是必要的。下面介绍两种方法共参考。

假设一次作业满分定为 10 分。

方法一:把需要评估的项目列出

语法 G (grammar)	内容 C (content & Language)
句子结构, 句型, 词汇, 介词, 短语 标点符号	主题思想: 是否健康, 清楚, 符合题目要求 结构组织: 开头, 中间, 结尾是否清楚 逻辑: 意思表达是否连贯 句子: 句子是否有一定的多样性和适当难度 词汇: 用词是否多样, 有一定难度

按比例把总分分开, 比如语法部分占 5 分, 内容部分占 5 分, 或语法 3 分, 内容 7 分。如何分配比例要看学生哪方面的问题多。如果学生语法错误特别多, 语法和内容可各占 5 分; 如果学生语法问题不多, 内容部分可多占分数。比例的分配可以根据学生学习情况的变化进行调整。

方法二: 把 10 分分成几档

一类文: 10 - 9	中心思想突出, 思路清楚, 段落组织层次清楚、连贯。语句通顺, 能写出复杂的句子; 用词恰当, 词汇较丰富。没有大的语法错误。
二类文: 8 - 7	中心思想突出, 段落组织清楚、连贯。语句基本通顺, 但句子比较简单; 语言表达比较清楚, 但用词较简单。有一些较大的语法错误, 或较多的小错。
三类文: 6 - 5	中心思想和段落组织有些地方不清楚, 连贯性不够好(比如有些句子之间缺乏连接词)。语言中大、小错误较多, 影响意思的表达。

先把一篇作文分类, 再以 0.1 为最小单位减去语法错误, 小错如拼写可减去 0.1, 大错如句子不完整, 可减去 0.2 或更多。

2. 考试评分

考试内容应该反映平时教学的内容, 因此试卷应包括作文和修改作文两部分。作文的评分可与平时作文评分一样, 修改作文部分的评分由教师设计的错误数量来确定。下面是两套样题及作文部分(10 分/50 分)评分标准, 供参考。

Marking Scheme for Writing Examination

Scores	Descriptions		
	Communicative Quality	Organization	Language
10	Communication is achieved as ideas are well expressed and easily understood. Relevant arguments are presented in an interesting way, with main ideas prominently and clearly stated.	Logical organization with a well-composed thesis statement, good supporting paragraphs and a well-organized conclusion.	There are no errors of vocabulary, spelling, punctuation or grammar. Skillful use of cohesive devices and good choice of words enable smooth reading and perfect understanding.
7	Communication is achieved as ideas are pretty well expressed although there exists difficulty for the reader.	Logical organization with a thesis statement indicating the purpose of writing. Supporting paragraphs give adequate support to the thesis but there is ineffective arrangement of facts, examples or statistics. The conclusion is a little weak.	Sentences are satisfactorily constructed but there is lack of variety in sentence pattern or length. There is some difficulty in connecting ideas between paragraphs or sentences due to ineffective use of cohesive devices. Some words or phrases are used inappropriately.
5	Communication is basically achieved but the understanding of the writer's ideas may be quite difficult.	The writing is composed of the essential parts although the thesis statement is rather weak. But there is considerable confusion in the arrangement of ideas and supporting details.	There is obvious difficulty in handling the cohesive devices. There are apparent grammatical errors and word use is often awkward. There are also spelling and punctuation problems.
3	Little or no communication is achieved because there is a general confusion of ideas and arguments.	Poor thesis or no thesis at all. The body paragraph(s) does/do a poor job to support the purpose of writing. The conclusion is very weak.	The writing is very difficult for the reader to understand because of constant errors in grammar, word choice and spelling and punctuation.

FIRST YEAR FINAL EXAMINATION (Part A)

(First Semester)

January 1996

INSTRUCTIONS: You have one hour to write on the following topic. Your teacher will tell you when to stop writing and your paper will be collected before you start to work on part B.

TOPIC: Students at universities have both pleasant and unpleasant experiences.
Write a 150-word paragraph describing one experience you had at your university.

ORGANIZATION: The paragraph should have a clear topic sentence, specific supporting details and a concluding sentence.

Revision and Editing (Part B)

I. INSTRUCTIONS: The following paragraph is the first draft of a student's composition. Revise the paragraph and take the following points into your consideration:

1. Does the paragraph have a good topic sentence?
2. Are there any irrelevant supporting details?
3. Does the paragraph have a good concluding sentence?

My little brother is a naughty boy. He is curious, so he often asks questions. He always stays in my room when I am doing my homework. He stands behind me, looking over my shoulder and at the same time making comments on my handwriting. Sometimes, he sits beside me and tell a story from his picture book aloud, which makes it impossible for me to concentrate on my homework. My brother has a good voice and he sings very well. But he often takes out the beautiful presents my friend gave me without my permission. He even hides some of them and return them to me only when I am really angry. Once he "helped" my mother cook dinner. When my mother asked him to put sugar on the tomato slices, he put salt instead. Although my brother is naughty, he is very clever.

II. Correct the errors of punctuation, spelling, sentence structure and the choice of word in the following passages:

Computers affect almost everyone in a modern world but most people either despise them or afraid of them. Some think they are just enormous adding machines. While other regard them as superhuman electronic brains that will eventually dominate the human species. Either of these ideas is correct.

A computer has the power to calculate at superhuman speed, it can quickly solve problems that would take any human mathematician years of work. It has a memory for store information that is far more reliable a human memory. But what matter most in a computer is it's program.

Programming a computer for use in a factory. For example, may mean working out all the problems that may coming up in running it and the way to solve it. The programmer must foresee every imagining combination of circumstances and give machine apropriate instructions.

Key to the sample test (part B):

I.

My little brother is a naughty boy. He always stays in my room when I am doing my homework. He stands behind me, looking over my shoulder and at the same time making comments on my handwriting. Sometimes, he sits beside me and tell a story from his picture book aloud, which makes it impossible for me to concentrate on my homework. . My brother often takes out the beautiful presents my friend gave me without my permission. He even hides some of them and return them to me only when I am really angry. Once he "helped" my mother cook dinner. When my mother asked him to put sugar on the tomato slices, he put salt instead. My brother is indeed very naughty.

II.

Computers affect almost everyone in the modern world but most people either despise them or are afraid of them. Some think they are just enormous adding machines while others regard them as superhuman electronic brains that will eventually dominate the human species. Neither of these ideas is correct.

A computer has the power to calculate at superhuman speed ; it can quickly solve problems that would take any human mathematician years of work. It has a memory for storing information that is far more reliable than a human memory. But what matters most in a computer is its program.

Programming a computer for use in a factory, for example, may mean working out all the problems that may come up in running it and the way to solve them. The programmer must foresee every imaginable combination of circumstances and give machine appropriate instructions.

FINAL EXAMINATION ('96)

SECOND - YEAR WRITING COURSE

I. Read the following essay carefully. Your tasks are:

- (1) identify problems in the following essay and indicate, by using correction symbols, what the problems are; (5%)**
- (2) make necessary changes; (5%)**
- (3) make a few comments on the essay in the space provided. (5%)**

College Life And Study Of Freshmen's

Maybe, you doubt this viewpoint, that freshmen's inability to cope with college life and study. But there are two causes to support this viewpoint that is true in my essay.

The freshmen can't take care of themselves very well in some respects because most of them are the first time away from home and lack experience in being independence. Naturally, the feeling of loneliness, homesickness. be lost would appear frequently in their mind. There's really need long long time to adapt themselves to life in a new environment.

The other reason, study methods and purposes are very different between high school and college. In high school, students act in accordance with teacher's requirement. And also, high school students only have one purpose that is to go to college. They are able to do those things well if they try their best. However, study by oneself and extracurricular activities are more suitable to college student's arrangement every day. Accumulating richful social experiences and holding high abilities are the most important purpose for college students, therefore, we would think about inevitably, it's very difficult for freshmen to become such a kind of college students and adapt themselves to a new environment in this suddenly change. In fact, this is a course of adaptation and exploration.

From all about those, I think the viewpoint that freshmen's inability to cope with college life and study is really tenable.

Comments:

1.

2.

3.

II. Write a narrative on one of the following topics on separate paper. Write at least three paragraphs in about 240 words. (35%)

Quarrelling with a friend and then making up

OR

Some emergency that you or a family member faced. Was it a positive or negative experience? Explain.

Marking Scheme

I. Editing: 15%

- 1) 5% — finding out 10 or more real problems and identifying correctly
- 2) 5% — making appropriate corrections
- 3) 5% — making sensible comments on the content, organisation or use of words

II. Composition: 35%

- 1) 2% — **Good title**
 - 2) 10% — **Organization**

{	3 paragraphs (4%)
	introduction — clear thesis (6%)
	conclusion (6%)
 - 3) 10% — **Content:** Logic, coherence
 - 4) 10% — **Use of Language:** sentence structure, choice of words
 - 5) 3% — **Mechanics:** punctuation, capital letters
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3. 学期成绩总评

由于考试环境与平时写作的实际情景有极大的差别,一份写作考卷不能全面地反映一个学生的写作水平。因此,学期写作成绩的评分应以结构分方式进行,平时作业所占比例不应低于总分的50%。另外也可以对学生整个学期的英语日记情况给予一定的成绩评定,如10%。但是建议主要以检验完成次数为主。

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Book I

Unit One

Writing a Note/Letter of Thanks

Writing Focus

1. Learn the correct layout of a friendly letter.
2. Learn the proper expressions for a letter of thanks.

Suggested Teaching Activities

I. Pre-writing Activities

A. Introduction to Notes and Letters

A.1 It is important to give students a clear idea of the differences between notes and letters in style and content, including the style of layout and language, and the kind of message to be transmitted. Apart from the obvious differences between the layouts of a note and a letter, friendly notes tend to be loose in sentence structure (incomplete) while friendly letters are always composed with standard sentences (complete). It is necessary to let students know that not any message can be put into a note. For example, we cannot simply leave a note to a friend, borrowing money, a new ten-speed bicycle, or an expensive tape recorder. Usually, we talk face to face with a friend if we need to borrow such “big” things.

Even though what we are talking about are personal notes and letters (in contrast to business letters), there is still the need to consider how familiar our expressions should be. The degree of formality is determined by the degree of familiarity between the writer and the addressee. The models in the texts are designed to show the differences between very informal notes/letters and less informal ones. Some of the models are rather formal, for example Model 8 in Unit One and Model 6 in Unit five; students in their first and second year are not expected to be able to write in such formal style and those models only provide the comparison between informal, more formal and quite formal styles so that students may pay more attention to their style in writing.

A.2 In a friendly letter, return address can be omitted if the letter is written to a close friend or family members.

A.3 Date is not always necessary for a note, especially when the writer is familiar with the addressee's schedule. For example, when we know the person we want to talk to will come to the office at ten

(everyday) but we cannot wait till then. We may leave a message without notifying the person of the date. However, when students write tests, for instance, Graded Test for English Majors (TEM 4), they are expected to include the date in note-writing. Therefore, students should be reminded of the difference between examination requirements and actual situation.

A.4 For a friendly letter, the common expressions in the closing are:

Sincerely, (also used in formal letters)
Sincerely yours, (also used in formal letters)
Affectionately,
With love,
Your friend,
Very truly yours, (also used in formal letters)
Fondly,
With best wishes,
Love,
Yours,
etc.

A.5 The common errors among Chinese students in writing a letter is wrong punctuation in the heading, greeting and closing, and capitalization problem at closing. If there is more than one word in the closing, only the first word is capitalized.

B. Introduction to Notes/Letters of Thanks

B.1 A note/letter of thanks usually includes:

1. thanking (Thank you for...)
2. describing reason (... for making my stay in Edinburgh so pleasant...)
3. expressing pleasure (I enjoyed myself enormously...)

Let students identify the differences between a model thank-you note and a thank-you letter; discuss how the format and style differ.

B.2 To be sincere, avoid using over-flowery or empty language. Short, simple and direct language is always the most effective.

B.3 Though at this level of learning students are not expected to be able to write formal thank-you letters, they should be aware of the differences between an informal letter and a formal letter.

Identify the differences between an informal note/letter and a formal note/letter. Compare Model 3 and Model 8 (the most formal one) with other model notes or letters, examining the greeting,