



MACMILLAN

普通高中课程标准实验教学用书

NEW STANDARD ENGLISH

新标准

# 写作教程 Functional Writing

(供高中阶段选修)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: Mark Ellis (英) Deborah Friedland (英)  
Simon Greenall (英)

教师用书

Teacher's Book



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS





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## 英语 (新标准)写作教程

### 教师用书

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# 前言

## Preface

《写作教程》是根据国家《普通高中英语课程标准》对高中学生英文写作水准的描述和要求所开发的任意选修教材，符合我国中学生语言能力和语用发展的需要，由中英专家、学者合作编写而成。

本教材的编写突出功能性、实用性、真实性和语言的时代感，旨在帮助学生掌握常见的应用文的基本格式，并运用恰当的语言来表达，培养学生运用英语进行日常书面交流，为今后进入高等学校继续深造和走向社会打下良好的基础。因此，我们将该写作教材的英文名定为 *Functional Writing*。内容包括现代英语书面交际常用的各种写作任务和文体，如：一般社会交往和友人来往电子邮件、信函、明信片；日常短信和便条；个人简历和介绍；指令、警示说明；注释、总结以及图表与统计等。教材单元设计采用任务型教学思路，强调观察和模仿的体验学习方式，通过六个环节的教学安排来完成整个教学单元的学习流程：

- (1) Introduction —— 基本文体知识介绍；
- (2) Writing Conventions —— 各种文体对应格式及用语规范的展示与讲解；
- (3) Guided Writing —— 范文、例句展示及情景交流任务与写作训练；
- (4) Language Function —— 不同文体中特有语言的功能介绍；
- (5) Information Transfer —— 解读不同信息并进行信息转换训练；
- (6) Module Tasks —— 拓展性“真实”写作任务实践。

本教材提供了大量英语实用的例句和范例，设计了各种情景和任务，给同学们充分的练习和运用语言的机会，帮助大家在语境和完成任务中提高实用写作能力。教材中选取的文本不论从形式还是从内容上都选自真正的英语交流样本，包括不同人际关系和语用场合的相应正式和非正式文体，并且在版式设计上尽可能提供真实的文本格式，使大家在设计的“真实语境”中，产生交流需要，学会使用规范语言，达到书面交流目的。

针对广大教师对写作教材的授课需要，我们特别组织编写了信息量大、实用性强的教师用书；针对各个授课环节的重点和需要注意的问题，都有对应的内容分析和教学步骤建议，从教学指导、教学目标、文体知识扩展等方面为广大教师提供最直接有效的支持：每个模块从该模块的教学目标写起，对应于学生用书模块各部分的各个活动均有针对性的按步骤教学建议，为教师提供教学指导；关于文体、语言、教学目标、文化背景等方面的补充信息则融合在各个教学步骤指导中，全方位、随时随地提供流畅、丰富的信息；并采用交际法教学，语言的展示、练习和产出均在语境中完成，在功能性写作训练的同时注重写作的准确性和流畅性。

教师用书是为教师的教学服务的，但最终目的是为学生的学习服务。本书提供了多种课堂活动方式，但用意绝不是代替教师的自我思考和发展，而是通过实例达到教学理论和教学实践的有意义的结合，从而最终提高教师课前和课堂的决定能力。这种能力的提高标志着以下三者的有机结合：理论的融会贯通、以学生需求为出发点和灵活适用的课堂技巧。我们希望教师们在课堂教学中发挥自己的优势，积极创新，通过本教材的教学不断提高自己的教学能力，高标准地完成教学任务。

《英语》（新标准）系列教材  
高中阶段编委会



## Introduction

*Functional Writing* is a course for students who need to develop their skill of writing in English for a real-life purpose. It is designed to be used by those Senior High students who require this skill for a variety of simple and predictable circumstances in their personal and professional life beyond the classroom. The course helps the students to recognise, analyse, adapt and borrow from different genres of writing, or types of writing, and to create unique, fluent and accurate pieces of writing which are relevant for their own particular requirements.

Furthermore, the systematic coverage in *Functional Writing* of the different skills required for effective writing will have an important washback effect on the students' preparation for the written papers of testing and assessment. By practising the skill of writing in the classroom, but using real-life contexts, they will find that they are better prepared for their exams.

*Functional Writing* contains sufficient teaching materials to be covered within a school term. There are nine modules, each one taking approximately one week to complete. However, writing practice can obviously take more or less time according to the interest and the relevance of the practice activity. So teachers should use their experience and training to decide how much time to spend on each section.

## Principle of *Functional Writing*

*Functional Writing* is a course using the underlying teaching principles of **guided writing**, **information transfer** and **task-based writing**. Students start with exposure to examples of different writing *genres*. Attention is drawn to the typographical conventions and layout of the given genre, typical language and discourse devices, and the organisation of the ideas. Awareness of both the reasons for writing and the target reader are analysed and developed. Finally, the students use all this information in a process moving from controlled input, through the development of a cognitive awareness of the features of the genre, and finally to creative output.

## Organisation and features of *Functional Writing*

**Each module focuses on the following genres:**

- Module 1 Social Emails
- Module 2 Social Letters
- Module 3 Notes, Messages and Memos
- Module 4 Pen Pal Letters and Cards
- Module 5 Résumés and Information About People
- Module 6 Notices, Warnings and Instructions
- Module 7 Articles and Compositions
- Module 8 Summaries
- Module 9 Charts and Statistics

All the activities in the Student's Book are covered by advice, answers and model answers, in the corresponding section in the Teacher's Book.

**Each module contains the following sections:**

- Introduction
- Writing Conventions
- Guided Writing
- Language Function
- Information Transfer
- Module Tasks

In each module there are also Language Focus boxes and Cultural notes.

Each section is a communicative activity sequence, in which each activity leads naturally into the next. In this way the communicative context is established, meanings can best be understood, and the circumstances for realistic communication can be created. For this reason, it may not be advisable to leave out activities within a section. However, the teacher should always consider the textbook as a resource and a guide to his or her teaching, and will be able to judge best which activities are more or less relevant to his or her particular group of students.

At the beginning of each module of the Teacher's Book there is a section which describes the purpose of that module. All questions and activities in the Student's Book are addressed in the Teacher's Book. There is a step-by-step guide on how to teach each activity, and further information about the genre, the language, the teaching purpose and cultural matters is supplied.

Each module of the Student's Book is designed to reflect the different stages of the teaching / learning process, moving from teacher control to student creativity, and alternating between the micro- and macro skills and features of writing. It contains six sections, all of which are linked to the module theme: Introduction, Writing Conventions, Guided Writing, Language Focus, Information Transfer and Module Tasks.

The process begins with an **Introduction**. This section explains the main features of the writing genre in a descriptive passage. The student's attention to the genre is engaged and maintained by asking both questions about the passage and questions about the student's personal experiences, such as "Do you send or receive emails?" The technique of this opening section is a form of *loop input*, in which cognitive information about, for example, writing is presented and discussed through reading and speaking practice.

**Writing Conventions** focuses on different features which are likely to be used in the genre of the theme. For example, punctuation is a typical writing convention, and so is the layout of letters and emails. The objective of the section is to help students become aware of these conventions and to use them in their own examples of writing. The presentation of these features is inductive: examples of the writing convention are given,



and the students are encouraged to formulate rules which will allow them to answer practice activities. The precise use of these writing conventions demonstrates not only the students' language ability but also their competence in writing for a particular purpose.

**Guided Writing** is the third section of each module. Students are given some examples of the genre, and questions which get them to focus on these examples, and to use them as models for their own writing. At the end of this section there is a gap filling, or other structured activity, in which the students can use the language they have seen earlier. The technique is called guided writing because it uses a model for writing combined with new information. It ensures that the student is well-acquainted with the genre, and can produce his or her own example of it in relatively controlled conditions. The focus of the activity will tend more towards accuracy than fluency, and attention is given to the way the piece of writing is organised, either implicitly through logical meaning, or explicitly through discourse markers.

**Language Function** has the objective of grouping together those specific language functions which most often occur in the genre of the module. For example, in Module 1, Social emails, the focus is on Inviting / Making suggestions, accepting, apologising, thanking and requesting information. The question of formality is also included in this section, as it is an important element in language use. There is a box called Language Focus which contains the most important and common set expressions used in the module. During this section, the learning focus is on language knowledge rather than language skill. Much of the language will already have been covered both in Junior High and Senior High School, so the activities allow for effective revision of items which should already be familiar to the students.

**Information Transfer** requires a more direct participation by the students. For example in Module 1, we are asking them to respond to specific given situations. This calls on the students to recognise the situation, recognise the tone, and respond appropriately. The methodology in this section is less controlled than that in Guided Writing, as it involves the reformulation by the students of information in a way that fulfils an explicit task. The focus will tend more towards fluency than accuracy, and care is given to the effective organisation of ideas.

In **Module Tasks**, the objective of the section is to provide the students with several opportunities to express themselves creatively and uniquely. A series of the tasks are suggested, and the required language, genre and purpose relate directly to the practice provided in the preceding sections of the module. The tasks are more open, the teacher's control is minimal until the correction stage, and the students are finally allowed to express their own creativity in writing. Quite frequently, there is a chance to compare these tasks with how things are in the Chinese language and culture, and so provides a significant opportunity to develop inter-cultural awareness.

## Methodology

The approach of *Functional Writing* is broadly communicative. It creates a meaningful context for the presentation, practice and production of language, and gives balanced attention to accuracy and fluency.

### Key aspects of the communicative approach will include:

- motivation, which is at the core of successful learning in general, and language learning in particular. Care is taken to choose subject matter that stimulates them intellectually and linguistically. Much of the material and the tasks have been chosen to reflect not just the needs of Chinese learners of English, but those of the international community of English users, as native and non-native speakers.
- personalisation, which allows the students to relate the material to their personal circumstances. Every activity in *Functional Writing* is designed to create the maximum opportunity for personalisation, and to adapt the language used for the students' own purposes.
- accuracy and fluency, which need to be carefully balanced. Teachers may wish to correct errors and so provide the students with informed feedback on the accuracy of the language they use, but not at the expense of opportunities to develop fluency. It's a good idea for the teacher to think about what and when to correct before the lesson begins, and possibly as part of the lesson plan. It may be best to avoid correction during activities, especially group work, and less confident students will always need more encouragement than others, so correction may compromise their motivation. Before the lesson begins, teachers should check each activity in turn, decide if the focus is on accuracy or fluency, and finally decide if it's better to correct an error, or simply to indicate that an error has been made without specifying what it is.
- creativity, which is at the heart of communicative language teaching. Our aim as teachers is to help the students become independent learners and users of English, with a gradual decrease in help from us, until they can create unique acts of spoken or written language. There are many simple practice activities, the guidance for which comes only from the preceding sections of the module and not from the immediate context of the activity. One technique which teachers may wish to try with these and other more guided activities is *process writing*. The students are asked to write down as much as they can without worrying about accuracy. They are then asked to re-read what they have written, and perhaps even show it to another student. They should be encouraged to be critical and even ask questions about their partner's version, or suggest extra information. They then revise or even rewrite their own first versions. This continues through several versions until they have written a final version which includes any relevant extra ideas and avoids all the earlier errors.



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# Social Emails

## INTRODUCTION

- Email, or email, stands for electronic mail, and has changed the way people communicate around the world since it first became widely used in the early 1990s. Ordinary postal mail in Britain, although still very common, is often made up of advertising literature and official documents or bills. People do not write as many letters as they did in the past — and they don't need to. It is now possible, from almost any point in the world, to communicate very quickly through email. Ordinary post is known as “snail mail” because it is so slow compared with email.
- Emails are often quite short and because you can receive them so quickly, they can take the form of a kind of conversation using your computer. The language and style people use to write social emails is usually quite informal and much closer to the spoken language than other forms of personal writing like letters. To save time, people often use more abbreviations and are less strict about punctuation and capital letters when they write emails.

## OBJECTIVES

At the end of the module, students should:

- know how emails are set out
- be aware of the written conventions of emails such as writing and pronouncing email addresses
- be able to write both formal and informal social emails

## STEP-BY-STEP GUIDE

### Introduction

Ask students when they would write ordinary letters, and how these are different to emails. Check that students understand the differences between informal and formal language:

Formal language is usually longer and uses indirect phrases such as *I'm afraid ...*, *Would you mind ...?*, and *Could I possibly ...?*, whereas informal language is shorter and uses more direct phrases such as *Sorry but ...*, *Will you ...?*, and *Can I ...?*

You can make some comparisons with Chinese here if it is useful.



## 1 Work in pairs and answer the questions.

- Ask the students to work in pairs and answer the questions.
- Check their use of question forms and the replies. Some of the replies could be collected and displayed on a board. For example:

1 *Yes, I do.*

4 *Yes.*

2 *To my friends.*

5 *My emails are always informal.*

3 *I use the word "Dear" to begin my emails.*

- Discuss some of the questions and answers with the whole class. You may want to ask a few extra questions, for example: *Where do you write emails — do you use a home computer, or do you use an Internet café?*

## 2 Read the passage and check your answers to Activity 1.

- Ask students to read the passage and check their answers to Activity 1. Go through any queries they have.
- Point out that they need to write the email address of the person they are writing to in the *To* box. In the *Subject* box they write a title in just a few words. This gives enough information for the reader to understand what the email is about.
- Explain how the closing greetings all mean more or less the same thing although *Kind / Best regards* is more formal than *Best wishes* which they can use in most situations.
- Look at the information given in the passage about how to pronounce the email address: *Gaofei at sina dot com*. This will be practised further in the next section.

## Writing Conventions

### 1 Read these parts of email addresses out loud. Use the words in the box to help you.

- Check the meanings of the words in the box. Write the terms and symbols on the board.

underscore = \_

at = @ (used after a name in an email address)

hyphen = -

upper case = capital letters

lower case = small letters

dot = .

- Ask students to read the parts of email addresses out loud.
- Point out that it does not usually make any difference in an email address whether a letter is upper case or lower case, although sometimes it is necessary to check this so students should be familiar with these terms.

### Answer Key

1 John underscore Jones

4 aol dot com

2 Barry hyphen Miles

5 ROBERT — all upper case

3 at aol

6 Robert — capital R, lower case o-b-e-r-t

- Check the answers around the class.

- The English term “at” for @ is specific. Other languages use other expressions, such as “snail” (because it looks like one).

## 2 Work in pairs. Read out the following addresses.

- Ask students to work in pairs and read the email addresses aloud. Go around the class and give help if necessary. Make sure that they understand the conventions of reading things aloud. Tell students that sometimes it is necessary to mention if a word is upper or lower case.
- Explain the abbreviations in the email addresses. **co** is short for company so we know it is a business. The full stop is always pronounced **dot** and is followed by the type of organisation the email address is part of. **.co.uk** means it is a company in the UK. Other common abbreviations for different types of organisations are: **com**, **net**, **org** and **ac**.
- If a phrase is written with no space or punctuation between the words or letters we say it is “all one word”.
- After the @ symbol is the first part of the address. This may be the name of the company someone works for or a business which they pay to provide them with an email service. Other common addresses are **yahoo** and **aol**.
- At the end of an address there is often an abbreviation for the country or area it comes from. The abbreviation for the United Kingdom is **uk**. Other examples are: **cn** for China, **hk** for Hong Kong, **de** for Germany.
- Some names are followed by the @ symbol followed by the domain (=a name that someone uses as their identity on the Internet) and then .com (dot com). For example, Sylvie@pyne.com.

### Answer Key

- 1 Liu-r seventy-eight at a-o-l dot com
- 2 Pollyanna dot seventy-six at pipex dot com
- 3 wangfang (all one word, all lower case) at n-s-e dot net
- 4 Jones dot Barnabyfamily (all one word) at t hyphen online dot d-e
- 5 Dina underscore bright at a-c dot u-s
- 6 Ivanl at bookline (all one word) dot net
- 7 Choufanny at ghbooks dot com dot h-k
- 8 elliewang (all lower case, all one word) at one-two-six dot com
- 9 minlibao (all lower case, all one word) at yahoo dot com dot c-n
- 10 barbiezhao (all lower case, all one word) at sohu dot com

## 3 Look at the beginning and end of the emails. Answer the questions.

- Ask students to look at the beginnings and ends of the emails, then answer the questions. There are examples of more formal endings such as *Regards*, and no ending as well as an informal ending such as *Cheers* which is a greeting said between friends. Forms of address differ from country to country and this could lead to discussion and comparison.
- Point out to students that in Britain today language is becoming more informal, as it is in the United States. If people address each other by their first names it shows they know each



other or are friends.

- If no name is used at the beginning of the message, this is often because people are writing quickly and they only want to write essential information.
- If no name is used at the beginning, and the writer signs their name without a friendly signing off greeting like *Best wishes*, then the person receiving the message might feel that the writer is annoyed.
- Make comparisons with the ways in which people are addressed in Chinese.

## Guided Writing

### 1 Read the emails below and choose a subject for each one.

- Ask the students to read the model emails closely, and decide what the subject of each message is.
- Make sure the students take notice of the register that is used. Expressions such as *I haven't heard from you for weeks* and *It was great to hear from you* are informal and show friendship in contrast with *I was very pleased to receive your letter* which shows a much greater level of formality.

#### Answer Key

1 (b)      2 (c)      3 (d)

### 2 Answer the questions.

Discuss the answers to the questions with the whole class.

#### Answer Key

1&2

- In the first email the two people know each other well because the language is informal. Expressions such as *anyway*, *how about* and *please get in touch* all point to a close relationship. Also the direct question *What have you been doing* shows that these people know each other well.
- In the second email the two people know each other well. The expressions are intimate and friendly, for example *It was great to hear from you* and *Yes, I'd really like to see you*.
- In the third email the two people are also friends. Note that English people often use the expression *I would love to ...* to mean that they want to do something. You often hear people say *I'd love to do that*, or *I'd love to have some of that*. It simply means *I want* or sometimes just *Yes*.

3

Li Ming has examinations next week. Gao Fei has had visitors for a couple of weeks and also has exams. Ma Li also has exams and is worried about them. They are all friends.

### 3 Look at the sentences and match them with their functions.

Ask students to read the sentences and match them with the correct functions.

#### Answer Key

1 (c)      2 (b)      3 (a)      4 (a)

### 4 Complete the email in your own words.

Ask students to complete the email in their own words. They should read the whole email and the expressions in the Language Focus box before deciding on the best expressions to complete the sentences.

#### Answer Key

The text should include these expressions:

Dear (Students should choose a name.)

I'm afraid I can't / Sorry, I can't ...

how about ...

We could meet ...

## Language Function

Ask the students to think about context in this section. *Why has this been written? What is the purpose?* In these emails we are looking at apologising, suggesting, thanking and enquiring. Make sure the students recognise these purposes and can identify the language that expresses them.

### 1 Complete the following emails, using some of the sentence patterns from the Language Focus box on this page.

- Tell students they are going to complete the emails, using some of the sentence patterns in the Language Focus box at the bottom of the page.
- Ask students to quickly read through the emails and suggest a word or phrase for the *Subject* line. This is the title of the email and tells the reader what it is about. The first could be *Party*, the second *Apology*, and the third *Alternative arrangement*. Students can do this alone or in pairs.
- Tell students to read the emails again and complete the sentences with suitable expressions.

#### Answer Key

- |   |   |
|---|---|
| 1 It was very kind of you to invite me  | Could you tell me at ...?                           |
| 2 I apologise for not being able to ... | what about meeting on ...?                          |
| 3 I'd like to thank you very much       | I'm afraid I can't come / won't be able to come ... |

- Check the answers with the whole class or ask students to check the answers in pairs.

**2 Complete the table by putting the sentences from the Language Focus box on Page 6 in the correct column.**

Ask students to complete the table with the sentences in the Language Focus box. By this stage they should have a good understanding of which phrases are informal and which are formal.

	Formal	Informal
Inviting / Making suggestions		What about meeting on ... ? I'd really like to see you.
Accepting	It was very kind of you to invite me ... I am very grateful for your invitation.	
Apologising	I apologise for not being able to ... I'm afraid I ...	I'm sorry about this.
Thanking	I am very grateful for your invitation. I'd like to thank you very much ...	I really enjoyed the party.
Requesting information	Could you tell me at ...?	

**3 Change this informal email into a formal email. Use the phrases in this section.**

Ask students to change the email from informal to formal.

**Suggested Answers**

*Dear Mr Jenkins,*  
*I'd like to thank you very much for asking me to come to your house on Wednesday. I apologise for not being able to be there as I am going to be visiting my aunt and uncle for a few days.*  
*Kind regards*  
*John Palmer*

*Dear Mr Jenkins,*  
*It was very kind of you to invite me to your house next Wednesday. However, my aunt and uncle have already invited me for a few days during that period and I'm afraid, therefore, that I will not be able to come.*  
*Kind regards*  
*John Palmer*



#### 4 Change this formal email into an informal email. Use the phrases in this section.

Ask the students to change the second email from formal to informal. They can check the phrases in the table and the Language Focus box.

##### *Suggested Answers*

*Dear Brian,*

*I'm sorry I couldn't see you when you were here last week. Thanks very much for your invitation to go out to the cinema that day, but I'm afraid I couldn't meet you.*

*Best wishes*

*Pat*

*Dear Brian,*

*I really did want to go with you to the cinema that day, but I think you understand what happened. I just couldn't make it. I'm so sorry.*

*Pat*

## Information Transfer

### 1 Answer the emails. Include the information below.

- Explain to students that in this section they have to read and understand an email and then write an appropriate reply in response to a particular situation or new piece of information which is written under each email.
- Go through the following instructions before telling students to start writing. Go around the class and check students' progress, answering any queries they have.
  - 1 Read the email and make sure you understand what it is about. Then read the extra information and think about how you are going to answer it.
  - 2 Decide what the relationship between the writer and reader is. What is it in the language that gives you this opinion?
  - 3 Decide if the message is written in a formal or informal style and make sure that your reply is written in a similar and appropriate style.
  - 4 Think about the response you need to make and put each idea into a logical sequence. Then decide on the appropriate language you need to express it.
  - 5 Write the replies to the four emails.

### Suggested Answers

- 1 Show you appreciate the invitation. Apologise for not being able to go. Suggest another time. Sign off with your name.

*I'd really like to be with you next Friday, but I'm afraid I've already got a lot of things to do that day. Please ask me another time.*

- 2 Acknowledge the thanks. Explain that it was not difficult. Make a suggestion to meet another time. Sign off.

*It was a pleasure. I was going that way, anyway. Why don't we meet for a chat and a coffee next week after work?*

- 3 Appreciate the invitation. Explain that you've just had a bicycle accident. The result is you can't walk far. Thank her again. Show appreciation again of the colours. Sign off.

*Oh, I'd like that, but you won't believe that I've just had an accident. I mean, I came off my bike and really hurt myself. I'm not going to be walking very far at the moment. Thanks, anyway. Yes, I know the colours are great.*

- 4 You're really pleased about this. Show it. Invite Anna to stay at your house. Ask about the arrival time at the airport because you want to meet her. Add any other information you wish. Sign off.

*Fantastic! I'm so pleased. You must come and stay with us. Please email me details of your arrival time so we can meet you at the airport. Hey, my cousins are coming down and they just love to go and ...*

## 2 Work in pairs and compare the emails you wrote in Activity 1. Answer the questions.

- Ask students to work in pairs and compare the emails they have written in Activity 1. Encourage them to discuss the questions.
- Check the language of the emails for accuracy, and make comparisons with the different reasons and explanations students have written.
- Write some of the phrases they have used on the board, so that students can see how many times they have been used. There may be some phrases that are unfamiliar to some of the students, and so in this way they learn from comparing their answers.
- Draw students' attention to the Cultural note and discuss how language can show politeness or rudeness in English. For example, in English, people like to say *Please* and *Thank you* a lot whereas this is not always necessary in other languages.