

# 英语短文写作

College English Creative Writing  
Essay Skills

学生用书

*Student's Book*

**Ian Smallwood**

**Li Po Lung**

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# Introduction

In Chinese universities and colleges there is an increasing emphasis on students' practical ability to write in English for both academic and general purposes. It is recognized that their writing skills in English also need to be linked to the development of a creative spirit, to cultural awareness and skills in intercultural communication, and to the active application of thinking and problem-solving skills.

The *College English Creative Writing* series of College English textbooks is aimed at helping students develop the writing skills and language competence necessary for their tertiary studies and other writing needs. The series systematically builds up students' writing skills from the foundation of sentence and paragraph structure, through different text types, and provides comprehensive notes about commonly used grammar and vocabulary items. The final two books help to develop the particular skills necessary for academic and business writing. The series also encourages students to be creative, to be aware of the intercultural aspects of using English, and to express their own thoughts and feelings when writing.

Although the *College English Creative Writing* series is particularly suitable for students who will study at tertiary institutions, other learners who need to develop basic writing skills and build up basic language competence necessary for written communication in daily life and/or the workplace will also find the books to be very useful.

This book provides training in essay writing. There are further books developing skills for academic and business writing.

## Special Features of *Essay Skills*

*Essay Skills* focuses on the analysis of English Texts in order to improve students' essay writing. The main features of the book are:

**C**arefully selecting grammar, punctuation, and vocabulary items to enable students to write on a variety of essay topics;

**R**aising students' awareness of foreign cultures, which helps them write with an appropriate style and tone;

**E**nhancing students' knowledge and understanding of how the English language works with well-constructed grammar, punctuation, and vocabulary exercises;

**A**nalyzing authentic written texts at the sentence, paragraph and text levels, which enables students to thoroughly understand the fundamental elements that facilitate text processing;

**T**raining students to proofread and edit their writing;

**I**n-depth grammar, vocabulary, and punctuation notes which help students understand the language system;

**V**ariety of extracts and passages on a wide range of topics to cater for students' interests and experience, and more importantly, to maximize their exposure to various text types;

Expanding students' creativity by providing them with contextualized tasks which require them to write on a wide range of topics for various authentic purposes.

## The Structure of *Essay Skills*

*Essay Skills* consists of sixteen units, each focusing on one particular genre such as “Descriptive Writing I: Places” (Unit 1) and “Narrative Writing” (Unit 16). In each unit, there are four parts:

- Part One: Looking at Texts
- Part Two: Advanced Grammar and Usage
- Part Three: Punctuation Review
- Part Four: Expanding Your Creativity

### Part One: Looking at Texts

The first part in each unit focuses on the analysis of English texts. Extracts on a wide range of topics are analyzed so as to enhance students' understanding about the:

- writing process;
- characteristics of different text types;
- components of different text types.

To reinforce what they have learnt in this part and to prepare them for the writing tasks in Part Four, students are encouraged to complete various tasks, including:

- sentence completion;
- sentence writing;
- blank filling;
- proofreading;
- editing;
- paragraph writing;
- identifying common signposting words;
- analyzing texts; etc.

In this part, there is a vocabulary section which is aimed at helping students to improve their vocabulary knowledge by:

- familiarizing them with commonly used prefixes and suffixes;
- explaining how to form nouns, adjectives, adverbs, and verbs;
- introducing them to commonly used signpost words and phrases;
- presenting words and phrases for particular purposes such as formal writing and writing instructions; and
- discussing words used for different purposes.

### Part Two: Advanced Grammar and Usage

The second part of each unit is aimed at helping students to understand how the English language works. This will enhance their comprehension of texts and, more importantly, with

such knowledge they can improve their own writing. To achieve this, there are detailed notes about commonly used grammar items, including:

- the gerund;
- defining and non-defining relative clauses;
- the suffix “-ish”;
- present time, past time, present continuous time, past continuous time;
- clauses of reason and result;
- reference;
- absolute adjectives and adjectives expressing degree;
- phrasal verbs;
- noun clauses;
- words and phrases which convey chronology; etc.

Extracts are referred to when illustrating and discussing the usage of these grammar items. To consolidate their grammar knowledge, a wide range of grammar activities and exercises are available.

### **Part Three: Punctuation Review**

Punctuation symbols, which play a significant role in writing, are sometimes neglected in English courses. In this part, emphasis is placed on punctuation marks which allow writers to tell their readers when to pause, which words should go where, and so on. Extracts are also referred to when illustrating the functions of the following punctuation marks:

- capital letters;
- colons;
- commas;
- semicolons;
- apostrophes;
- hyphens.

### **Part Four: Expanding Your Creativity**

To provide students with opportunities to put what they have learnt about writing from each unit into practice and, more importantly, to help them develop creativity, which is an important component of successful writing, short writing tasks are available in this part. The writing tasks provided are always:

- meaningful;
- purposeful;
- relevant to students’ interests and experience;
- covering a wide range of topics;
- related to the theme of the corresponding unit; and
- a suitable length (no less than 120 and no more than 180 words).

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# UNIT 1

## *Descriptive Writing I: Places*

### Unit Focus

This unit is the first on descriptive writing. In it we look at writing about places. As with any other type of writing, once we are clear what general type of writing we are considering, the questions to be asked are:

- Who are you writing for? The audience play a key role in determining the style of a text.
- Why are you writing? The purpose of writing is also very important in determining style.

Questions such as these will help us decide what kind of style and approach we must adopt in our writing, and we must keep our audience in mind all the time as we write.

### *Part I*

### Looking at Texts

There are many ways in which the audience we are writing the description for will influence our writing style. See the mind map on the next page for an illustration of the different aspects that need to be considered:



The following passage Woodbury Town Hall is adapted from the website of Council. There are several features which indicate where the passage is from, and who it was written for. Try and identify the information and words or phrases which indicate where it is taken from, who it was written for, and why it was written.

### Woodbury Town Hall

The home of the local government has been on this site since the 16th century. The original Guild Hall was replaced in 1772 by a new Town Hall, which burned down in 1894. This was replaced by the magnificent Municipal Building that still stands today, housing the council offices, court, police station, and public library. Originally, the town hall was actually a large meeting room within the Municipal Building; over time, the whole building came to be known as the Town Hall.

The Town Hall's wood-panelled chambers still play a key part in the life of the council today. Meetings take place there regularly, and it is recognized as one of Woodbury's most attractive and significant landmarks.

A variety of rooms in the Town Hall are available to hire for functions and events of up to 250 people, including conferences, training, concerts, and festivals. It is a popular and special venue for weddings, too, with the Purcell Suite licensed for civil ceremonies.

Woodbury Town Hall is situated in the centre of the town, a ten-minute stroll from the bus station and just five minutes' walk from the mainline railway station. Frequent and reliable services connect Woodbury to the West (via Didcot), Birmingham (for the Midlands), and London. There is also an hourly direct coach link to all Heathrow terminals.

The passage can be examined as follows:

Paragraph 1

- This paragraph describes the history of the building. This will be of interest to tourists and to a lesser extent to visitors with a practical or business purpose. The passage was therefore written with visitors and local citizens in mind.
- The fact that the passage includes some history of the Town Hall building suggests that the writer has some pride in the building, but this is not enough information to show that it was written for the town council.

Paragraph 2

- A number of phrases stress the importance of the building: “a key part,” “wood-panelled chambers,” “landmarks.” These show that either the writer places a high value on the building or that she or he is trying to “sell” the building to visitors.

Paragraph 3

- The information about functions for the public and rooms to rent for particular purposes indicates that the writer is offering a service to the public. There is clearly a selling aspect here.

Paragraph 4

- This paragraph describes the precise location of Woodbury Town Hall for visitors through phrases such as “a ten-minute stroll” and “five minutes’ walk” for bus and train travellers.

The passage describes the functions, location, and history of the building, and tries to “sell” the building.

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## Task A

Read the paragraph below about St Basil’s Cathedral in Moscow’s Red Square and pick out some of the phrases that show who it was written for and who the writer probably worked for.

### St Basil’s Cathedral

St Basil’s stands in Red Square. It has many varied colours and shapes, which make it very attractive. Its huge number of domes, arches, towers, and spires, each with a distinctive pattern and colour, have delighted the eyes of visitors since it was built around 1550. Although St Basil’s was built to commemorate Ivan the Terrible’s capture of the stronghold of Kazan from the Mongols, and although its real name is the Cathedral of the Intercession of the Most Holy Theotokos on the Moat, since as long as anyone can remember its popular name has associated it with a prophet who foretold the Moscow fire of 1547. You can best appreciate St Basil’s appeal by a walk around its outer walls, because the plain interior is a disappointing contrast to its wonderful exterior decoration.

## Task B

Read the passage below about the main historical bridge in the Czech Republic's capital city, Prague, and say who it was written for and who probably wrote it. Pick out some of the content and the phrases that show this.

### Charles Bridge

Charles Bridge is a stone bridge in the Gothic style that connects the Old Town of Prague with the area known as Malá Strana. It was actually called the Stone Bridge for the first several centuries of its life. It was built by the Czech king who was also the Holy Roman Emperor, Charles IV, and its construction began in 1357. The architect Peter Parler, whose other works include the St Vitus Cathedral at Prague Castle, was in charge of the construction work. People say that eggs were mixed into the cement to make the bridge stronger. Charles Bridge is one of the many monuments that were built during Charles' reign, but was not the first bridge that connected the two banks of the River Vltava. Another bridge used to stand in its place — the Judith Bridge, which was the first stone bridge over the river. It was built in 1172, but it collapsed in a flood in 1342. Unlike the Judith Bridge, Charles Bridge has survived many floods, most recently in August 2002 when the country experienced the worst flood in the past 500 years.

There is a tower at each end of the bridge, and both can be climbed to see a view of Prague and the bridge from above. Statues began to be placed on either side of Charles Bridge in the 17th century. Many of them are actually copies, the originals being in Prague Museum. The most popular statue is probably the one of St John of Nepomuk, a Czech saint who was thrown into



Charles Bridge and Prague Castle

the Vltava from the bridge. The plaque on the statue is shiny because it has been touched by so many people over the centuries. Touching the statue is supposed to bring good luck.

Charles Bridge is at the top of every Prague visitor's must-see list. One reason why it is such an attraction is that it is also popular with Czech artists, musicians, and souvenir sellers. A great time of day to come to the bridge is at sunset when you can enjoy a breathtaking view of the fully lit Prague Castle against the evening sky. The bridge is now a pedestrian zone (although both tram and car traffic were allowed there in the past) and is almost constantly filled with people. If you want to have it all to yourself, get there very late at night or early in the morning.

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## Task C

Read the following passage and decide whether it is “selling” Moscow. What sort of publication do you think it is from? Explain why you think so with examples from the text.

### Moscow

Moscow is the best place from which to witness the changes that are occurring in Russia. The contrasts that you can find everywhere in Russia are especially obvious here. There are ancient monasteries and very modern office blocks side by side, and New Russian millionaires and poverty-stricken pensioners pass each other in the streets.

Many people of Moscow prefer unofficial street markets to the great big department stores where you can buy anything you like, and the many beautiful churches are being lovingly restored. But the real flavour of this city is in the hidden corners and back streets, which are all unique.

Moscow has been a symbol of Russian power for over 850 years and it reflects the day-to-day changes in the life of the whole country. When things change, the first signs can always be seen in Moscow.

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## Task D

Read the passage below and decide what was the purpose of the writer in producing this descriptive passage. Who do you think he was writing for? Give evidence from the text.

### Pacific Ocean Park

Pacific Ocean Park in Santa Monica, California, was first opened in 1958 as a competitor to Disneyland. The entrance was painted sea-green and white and there were dozens of exciting activities and rides inside, many of which were sponsored by companies. There were fountains, sculptures, and a large seahorse. There were diving bells which took their passengers down under the surface of the sea where they could come close to the beautiful tropical fish and the great creatures of the sea, such as sharks. The park's best ride was the mystery island banana train ride, where passengers took a train through a copy of a tropical banana plantation and travelled through a bamboo jungle to the end of the pier. The train went round an active volcano and passed through tunnels that simulated an earthquake. Then it entered a spider-filled cave which opened out into a mountain full of steam jets, and passed through a rainstorm with thunder and lightning before finally going back to the station. It was twenty-eight acres in area. However, by 1972 the company had gone bankrupt and most of the rides had been removed to pay the firm's debts. The park's buildings were falling down and only they and the pier structure remained until it was completely destroyed by several fires in the winter of 1974–5.

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## Task E

Read the paragraphs in the two boxes below. One is a property surveyor's report, and the other is an advertisement from a real estate agency. Decide which is which and mark the words and phrases which show why your answer is correct.

### Paragraph 1

The house was first built in the early 20th century, around 1907. It is a brick building, solidly constructed as part of a row of two-storey houses. The whole row appears to be in generally good condition, though a full inspection was beyond the scope of this report. There were no obvious signs of wall damage and only occasional signs of damp. The front of the house faces onto the street and the main storm drain, which is located in the pavement itself, appears to be prone to blocking because of a faulty cover and the presence of substantial amounts of litter in the area. There is a small yard behind the house and evidence of a small brick building at the back of the house, which probably once housed a basic toilet. Access to the yard from behind is along a narrow street through a heavy gate, which is in a state of considerable disrepair. Exterior decoration is excellent, window frames and roof are sound, and the whole house is well protected from the weather. The condition of the interior of the house is similarly of good quality throughout.

### Paragraph 2

This well-planned residence is situated in a leafy, quiet, and generally very attractive area of the town. Internal and external decorations are excellent throughout and the house has a large, light, and airy feel to it, typical of town houses of its period. The reception room and lounge are roomy and comfortable, and the kitchen is similarly substantial and equipped with all modern appliances, most of which are brand new. There is more than adequate storage under the stairs. The three master bedrooms are all well lit and comfortable. The whole house is fully furnished in a modern style, fully carpeted, and newly decorated. The entrance is onto a quiet street, with no houses immediately opposite. Access at the back is through a quiet lane, and the rear of the house has the advantage of a small yard and outhouse, while remaining nonetheless protected by a seven-foot brick wall and a strong rear gate. Access to all main services — shopping, restaurants, and transport links — is extremely convenient, since the busy Wilmslow Road shopping area is only two blocks away, with numerous regular bus services into Manchester City Centre, three miles away.

## Vocabulary Practice

### Compound Adjectives

Often two English words are combined to produce a single adjective. Some examples from the passages and paragraphs above are:

*newly decorated*  
*seven-foot*

*sea-green*  
*well-planned*

*spider-filled*  
*fully furnished*

*wood-panelled*  
*poverty-stricken*

Notice that many of these consist of a noun or adverb joined to a past participle. It should be possible to explain the meaning by expanding the compound adjectives into a phrase.

*Examples:*

- poverty-stricken — stricken (burdened) with poverty, i.e. very poor
- wood-panelled — with flat panels of wood on the walls instead of paint or wallpaper

### Task

Read the following phrases and try to create compound adjectives from them.

1. filled with joy
2. having a left hand more skilful than the right
3. (a knife) with two edges
4. having a strong will
5. covered with sand
6. having a brass handle
7. having two legs
8. having a thin face
9. easy to lead
10. feeling as though one's heart is breaking

## Part II

## Advanced Grammar and Usage

### Defining and Non-Defining Relative Clauses

Some relative clauses provide information about a person, thing, or idea which is essential to understanding that person, thing, or idea. These are **defining relative clauses**.

*Example:*

- Everyone **who loves good music** likes Beethoven.



It would not be true to say that “everyone” loves Beethoven, because obviously many people do not. But if the group of people represented by “everyone” is narrowed down to a smaller group, then the statement may be considered true (even if some people in a larger group disagree with it). Thus “everyone who loves good music” is a single idea, and the relative clause “who loves good music” is essential to the idea. It does not simply add extra information about “everyone.” The relative clause defines the pronoun “everyone” and is therefore a defining relative clause.

Relative clauses which add information about something but do not give information which is essential to understanding it are known as **non-defining relative clauses**.

*Example:*

- The new doctor, **who lives next door to my uncle**, is from Liberia.

If we take away the information about where the new doctor lives, it does not change who he is. The information is not essential information about the doctor and the relative clause is therefore a non-defining relative clause.

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## Task

Say whether the following sentences contain defining or non-defining relative clauses.

1. Jack was the student who worked hardest.
2. Catherine, who has tried many times to give up coffee, is now down to one cup a day.
3. Our dog, who wakes us up every day at the same time, is as good as an alarm clock.
4. The dog which is the largest is my favourite.
5. He is the one that I would choose.
6. I was the lawyer who was involved in the accident.
7. The other lawyers, who were quite uninterested in the effects of the disaster, spent their time playing snooker in the Lawyers’ Club.
8. This is the house that Zhang built.
9. The house, which is surrounded by some of the richest land in the area, has a golf course on its extensive grounds.
10. Ralph, who always read the *Business News* before he went to bed, nonetheless slept like a baby.



## Part III

### Punctuation Review

#### Commas I

##### Commas to Mark Additional Information

Sometimes commas are used in a sentence to show where a piece of extra information has been added.

*Example:*

- Louise, **however**, chose to go her own way.

Here the word “however” is not essential to the sentence, which could function perfectly well without it:

- Louise chose to go her own way.

The word “however” can therefore be regarded as extra information, and because of this commas are added to mark it off from the rest of the sentence. The extra information may be a word, a phrase, or a clause.

Look at the examples in the following table:

Extra Information	Necessary, Essential Information
<b>Nonetheless</b> , the temperature in the swimming pool was very variable. (Word)	
Joanne, <b>hoping for a better salary and greater security</b> , applied for work at a vocational training centre. (Phrase)	People <b>hoping for a salary rise</b> should contact the Personnel Department.
Harry Blunden, <b>who used to work for China Petrol</b> , has moved to Shanghai. (Clause)	The people <b>who worked for China Petrol</b> were all given large bonuses.

#### Task

Read the following sentences and decide whether they need more commas to mark off extra information or whether they have commas where it is not necessary.

1. The Petronas Twin Towers once the tallest buildings in Asia have made Kuala Lumpur famous.
2. The job, that I applied for, has been given to someone with more experience.
3. Each athlete who enters the race must be sponsored by his or her national organization.
4. Dr Milton decided nevertheless to go ahead with the project.
5. The Danube River which once contained almost pure water now carries the pollution of much of central Europe.

6. The monkey still watching the angry tiger very carefully climbed along the branches to safety.
7. The advertisements often the most exciting part of the programme are designed to draw people back to the cinema.
8. The new highway which represents progress and prosperity for many of the top officials will cause the destruction of thousands of comfortable homes.
9. The first Chinese spaceman Yang Liwei visited many countries after returning from his epic voyage.
10. The Battle of Borodino which represented the beginning of the end for Napoleon's Army was fought with incredible ferocity.

## ***Part IV***

### **Expanding Your Creativity**

#### **A French Chateau**

##### **Task**

You spent a few weeks in France last year. While you were there, you visited the country house known as the Chateau de Chacenay, staying for two nights in a rented house next to the castle itself. The owners have asked you to write a brief description of the chateau so they can advertise it to potential visitors from Asia. Write 120–180 words, using the photograph and the information below:



Chateau has: Museum of manuscripts of famous people — Einstein, Salieri, Poincaré, Flamarion, de Gaulle, Nixon, J F Kennedy, Faraday, etc, a unique collection.

Location: On the road to Champagne; champagne-tasting sessions available.

House to let: 2 bedrooms, sitting room, kitchen, dining room, and bathroom. Situated in a courtyard opposite the chateau.

Address: 1, rue du Château 10110 Chacenay.

Entertainment/Activities in the area:  
Park, museum, horse-riding, water sports, and fishing.

## ***Proofreading and Editing***

In pairs, check your work and then rewrite your draft. Read the checklist below before you proofread.

- **Check common spelling mistakes and grammatical mistakes such as:**  
subject-verb agreement;  
singular/plural forms of nouns;  
tenses;  
passive/active voice;  
prepositions;  
adjectives/adverbs; and  
auxiliary verbs.
- **Check sentence patterns.**
- **Examine the connection among sentences.**

# UNIT 2

## *Descriptive Writing II: People*



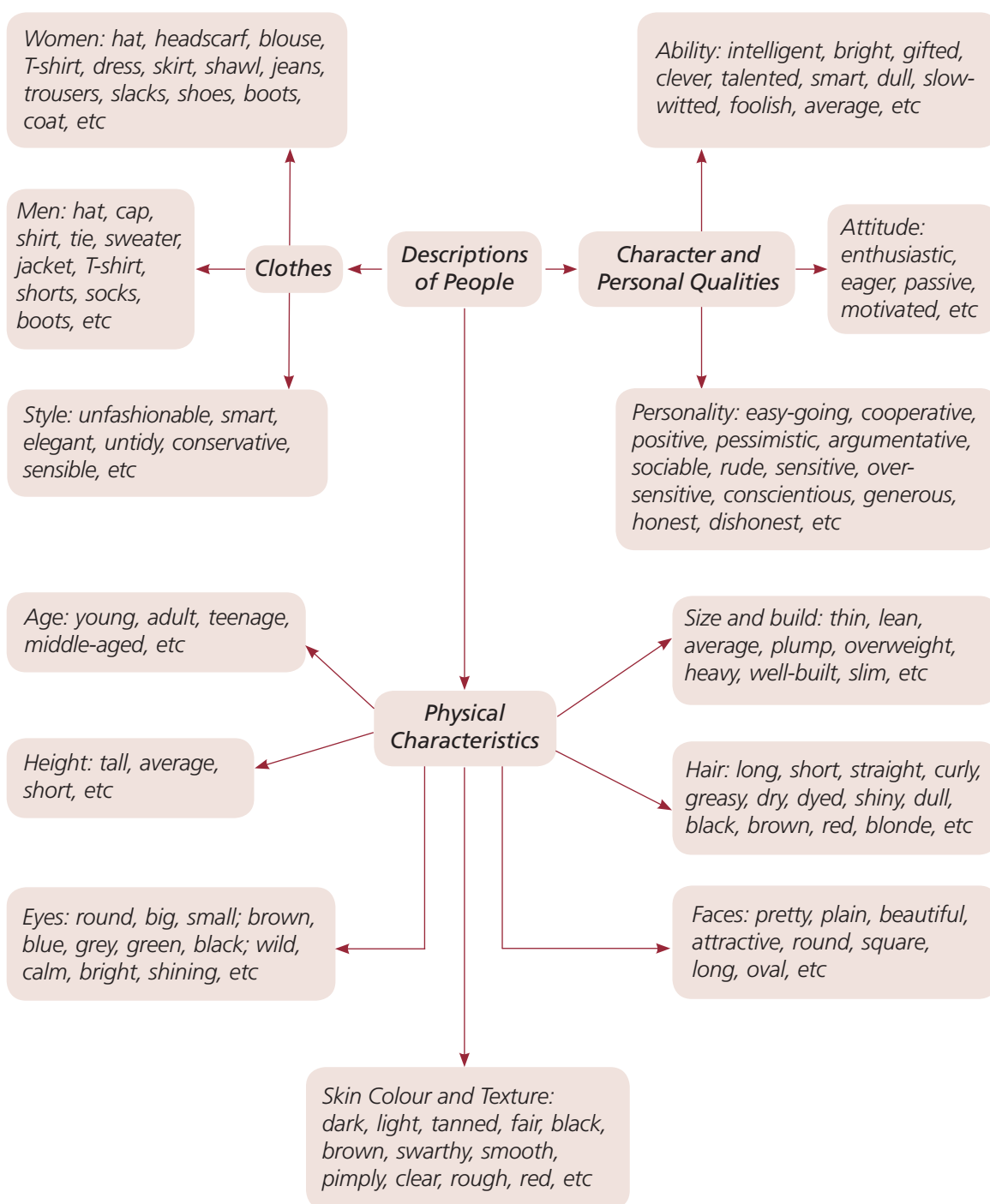
### Unit Focus

This unit looks at writing about people. A lot of the things that apply to writing about places are also true of writing about people; in particular, it is extremely important to keep in mind the readers for whom we are writing. In addition, there is specialized vocabulary which applies to descriptions of people.

### *Part I*

#### Looking at Texts

Descriptions of people may focus on various aspects — their physical appearance, the way they dress, their character and personality, their interests, and the things they do. Family background may also be mentioned, and perhaps the experiences that have shaped their lives. In all these areas, one of the crucial factors in producing convincing descriptions is vocabulary. On the next page is a mind map which could help you extend your vocabulary on the various aspects of personal descriptions.



The paragraph in the box on the next page describes a man from one of the poorest parts of Rio de Janeiro, Brazil, just on the edge of the fashionable beach area of Copacabana. Read the paragraph and note what sort of description it is, then try to decide who it was written for.

Antonio was in his late fifties, but he looked older. He had grey hair which was thinning at the front. His suntanned face had large features — heavy black eyebrows, large eyes magnified by a pair of blue glasses, a huge nose, and a wide white moustache with a wide smile underneath. He was thin but strong, with a hairy chest and thick hairy arms. Apart from his glasses and the spare pair of sunglasses that hung from his neck, he wore nothing at all except a smart pair of blue and white check shorts. Like all Brazilians he was very expressive, and I remember him best for the sign he made when I told him we were from Norway. He held up his large hands and raised two fat fingers in his right hand and one in his left, to indicate the football score in the Brazil–Norway match. From his cheerful, happy smile you would think that Brazil had won, but although Norway had beaten them this time Antonio didn't seem to be at all disappointed. Although he was a keen supporter of his national team, his good-natured, highly sociable approach to other people and the usual Brazilian tradition of hospitality meant that he just saw the defeat of his home side as an opportunity to bring him closer to his visitors.

This is quite a careful description: the details of his physical appearance could be used to describe him for identification purposes — for someone who was going to meet him for the first time, perhaps. But some details of the description at the beginning of the paragraph (such as the phrase “with a wide smile underneath”) are less neutral in nature, suggesting some personal interest in him. Soon it becomes clear (“like all Brazilians” and especially “I remember him best”) that it is in fact a personal description by someone who knows him and likes him.

What was the purpose of the written paragraph? Who was it written for? It seems to have been written for more than one person (because it does not address anyone directly). The tone is very positive about Brazil and about Antonio, but it does not seem like advertising material — what would it be selling? In fact, it was written as part of a travel blog, giving an account of a visit to Brazil.

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## Task A

Read the following extract from a soap opera script. The description of Mike's brother concentrates first on one aspect, then on another. Mark the spot in the text where the change of aspect occurs and name the two aspects of the description of Mike's brother.

Mike: Hi, John. Can I ask you a favour?  
 John: Sure.  
 Mike: Could you pick my brother up from the airport tomorrow at 11:00 a.m.? I have to work.  
 John: Sure. What does he look like?  
 Mike: Well, he's shortish with dark brown hair. He's got a thick moustache, he's usually quite suntanned, and he's in his mid-thirties.  
 John: And what's he like?  
 Mike: Well, he's pretty easy-going, and has a good sense of humour, but he's a bit shy with people at first. Oh yeah, one other thing: what are the best places to take him?  
 John: What does he like?  
 Mike: Well, he's a bit difficult to please.  
 John: You're in Madrid — there are loads of things you can do! Take him to see Real Madrid if they're playing at home, or take him to Casa Patas to see some flamenco dancing, or just go out in the city centre.  
 Mike: Good idea. Anyway, thanks. I owe you one.

## Task B

Read the following paragraph and decide (1) what type of description it concentrates on — physical characteristics or character, and (2) which of the following types of writing it is from:

- a police report;
- a film star's website;
- a letter to a friend;
- a novel; or
- a biographical account of a politician.

Give reasons for your answers.

He is more than six feet tall with a long body that is rather thin. His head is set forward on his shoulders and his neck is long, so that it seems to stick forward all the time when he is walking and talking. He has a full head of hair. His eyes and nose are small and his nose is regular in shape with slightly flaring nostrils. His mouth is well formed and his teeth are good; this gives him an expression of contentment and benevolence. He has rather a long chin, but it is not pointed. A distinctive feature is that his arms and legs are unusually long; his hands and feet, and especially his wrists, are very large. The length of his limbs has a strange effect — when he sits down, his body seems short in contrast to his long arms and legs. He walks in an easy, swinging way, with none of the stiffness of the army officer; this, too, gives him the appearance of being very relaxed. His general appearance suggests an extraordinary degree of health, vivacity, and spirit.

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### Task C

Read the following paragraph and identify what aspect of personal description it emphasizes. Decide why it was written and who it was written for. Justify your answers with information and examples from the text.

I worked with Harriet Jones for almost ten years. I found her quiet, serious, sensitive, and kind. She does not like conflict, always doing her best to avoid disagreements and to find compromises where possible. A loyal and faithful worker, she proved to be flexible and open-minded, and consistently capable of original and creative work. I have no hesitation in recommending her for any position to which she aspires.

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### Task D

Say where you might expect to find the following description of the famous American actress, Halle Berry. Identify the information and words or phrases from the text which helped you make your decision.

Halle Berry was born in Cleveland, Ohio, USA on 14 August, 1966. Her father was an African American named Jerome Berry, who worked as a hospital attendant, and her mother Judith Berry, a Caucasian, was a psychiatric nurse. She has an older sister named Heidi. Halle first became famous in 1985 when she won the Miss Teen All-American Pageant at the age of 17. A year later, she was the first runner-up in the Miss USA Contest. This helped her modelling career, which eventually led to her first acting role, when she was cast in the weekly TV series *Living Dolls* (1989). There she soon acquired a reputation for being very serious about her acting because she remained “in character” even when the cameras stopped filming. Her seriousness brought her breakthrough into film in Spike Lee’s *Jungle Fever* (1991) in which she played a drug addict, a role she prepared for by refusing to wash for several days. Her career continued to progress through highs and lows, and in 1999 she was cast in the title role in *Introducing Dorothy Dandridge*, for which she won a Golden Globe for Best Actress in a TV Movie/Mini-Series. Her next success was as Storm, a character who has the ability to control the weather, in the popular *X-Men* series. From Bond girl Jinx in *Die Another Day* (2002) to Catwoman in the film of the same name (2004), Berry has shown that she can play a variety of characters. As Catwoman she won an award for worst actress, but she impressed fans by appearing in person to collect it. Nor did it harm her career, as she had also already won an Academy Award for Best Actress for her role in *Monster’s Ball* (2001). Winning the award did not seem to cause the hard-working actress to slow down in any way: in 2014 she opened her own production company to launch her new career as a producer.



## Vocabulary Practice

### The Suffix “-ish”

The suffix “-ish” is used **informally** in descriptions to modify an adjective. For example, “shortish” in the description of Mike’s brother in Task A means “fairly short.” Similarly, we can add “-ish” to any adjective **which is not more than two syllables long**, and to which we could add “fairly”: “longish,” “lateish,” and “hungryish.”

However, we cannot normally say “beautifullish” since the adjective “beautiful” is too long. Also, we cannot normally add “-ish” to adjectives which are absolute in meaning, such as “perfect,” “unique,” or “dead,” since such adjectives would not normally be modified by the adverb “fairly,” nor to past participles (such as “interested,” or “beaten”), unless they are very common.

### Task

Add the suffix “-ish” to the words which will allow it in the following paragraph.

It was a cold, overcast day, and the sunlight had a grey tint from the clouds. I went into the café and sat down. The décor was faded, and there were yellow sheets of newspaper on a table near the wall. I had a long wait before I was served by the waitress, who was a large woman with an improbably cheerful manner. She brought me a scone with some green residue around the edges. I decided I wasn’t hungry after all, paid the bill, and, giving a small tip, left.

## Part II

## Advanced Grammar and Usage

### Reference

When writing descriptions of people, it is necessary to keep referring back to the person about whom you are writing. This is largely done simply through repeating a pronoun which identifies the subject of the description.

I worked with **Dolores** for seven years in the Quality Control Department of the Elite Paper Packaging Company’s factory in Pittsburgh, where I was Personnel Officer. **Dolores** was a model worker there. **She** always arrived on time and worked reliably for the whole of the period **she** was with us. **She** rarely if ever took time off sick and **she** never complained, even at the busiest periods when **her** workload was higher than usual, such as during the Christmas rush when both the amount and the difficulty of **her** work increased. I have no hesitation in recommending such a model worker.

In this description, Dolores is referred to mainly through the use of the pronoun “she.” This is the most common way of referring back to a person in a description, and it can be continued almost endlessly. However, a common way of avoiding monotony in descriptions is to repeat the person’s name at intervals. This not only gives the readers a sense of variety, but also serves to remind them of the name of the subject. In the case of descriptions for employment references such as the above, it also establishes a sense of a personal relationship between the writer of the description and the person being described. A third way of referring to the subject of the description is by using possessive adjectives such as “her,” which also identify the subject. In the last sentence there is another method of referring to the subject of the description. Can you identify the phrase which refers to Dolores in that sentence?

Not surprisingly, this process of referring to someone or something mentioned before is known as “reference”.

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### Task A

Look again at the description of Halle Berry and underline the words which identify her. Try to identify the one unusual method of referring to her which is similar to the phrase “such a model worker” in the paragraph about Dolores.

Halle Berry was born in Cleveland, Ohio, USA on August 14, 1966. Her father was an African American named Jerome Berry, who worked as a hospital attendant, and her mother Judith Berry, a Caucasian, was a psychiatric nurse. She has an older sister named Heidi. Halle first became famous in 1985 when she won the Miss Teen All-American Pageant at the age of 17. A year later, she was the first runner-up in the Miss USA Contest. This helped her modelling career, which eventually led to her first acting role, when she was cast in the weekly TV series *Living Dolls* (1989). There she soon acquired a reputation for being very serious about her acting because she remained “in character” even when the cameras stopped filming. Her seriousness brought her breakthrough into film in Spike Lee’s *Jungle Fever* (1991) in which she played a drug addict, a role she prepared for by refusing to wash for several days. Her career continued to progress through highs and lows, and in 1999 she was cast in the title role in *Introducing Dorothy Dandridge*, for which she won a Golden Globe for Best Actress in a TV Movie/Mini-Series. Her next success was as Storm, a character who has the ability to control the weather, in the popular *X-Men* series. From Bond girl Jinx in *Die Another Day* (2002) to Catwoman in the film of the same name (2004), Berry has shown that she can play a variety of characters. As Catwoman she won an award for worst actress, but she impressed fans by appearing in person to collect it. Nor did it harm her career, as she had also already won an Academy Award for Best Actress for her role in *Monster’s Ball* (2001). Winning the award did not seem to cause the hard-working actress to slow down in any way: in 2014 she opened her own production company to launch her new career as a producer.

## Task B

Read the following police report and underline the examples of reference relating to the person being described. Be careful to note those examples where a noun is used to refer to the person.

The suspect is believed to be Caucasian, of strong build, 1.75m in height, and about 45 years old, with bright blonde hair and blue eyes. He has a small scar under his left eye, but this may be hidden by make-up or sunglasses, and an identifying mark is believed to be a red and blue tattoo on his left forearm, reading either “HOME” or “HATE.” The individual in question was last seen near the Fairwood liquor store driving a white Mercedes and acting suspiciously, examining the shopping area as though with a view to committing a crime. He had previously spoken to a security officer outside the Medicare clinic, when he inquired as to the availability of alcoholic liquor in the area. The subject has a pronounced South Boston accent and should under no circumstances be approached as he is believed to be armed and dangerous.

## Part III

### Punctuation Review

#### Commas II

##### Using Commas to Mark Introductory Parts of a Sentence

Commas should be used to mark off words, phrases, or clauses which introduce the rest of the sentence.

*Examples:*

- **Well**, I’m not really sure.
- **Yes**, I agree.
- **If you like**, you can leave work early today.
- **Having finished the test**, he gave his answers to me.
- **If she arrives late**, tell her we’ve gone without her.

If a dependent clause like “while the snow was falling” **follows** the main clause, you **do not** normally need a comma.

*Examples:*

- We were watching the film, while the snow was falling. ✗
- We were watching the film while the snow was falling. ✓
- Tell her we’ve gone without her, if she arrives late. ✗
- Tell her we’ve gone without her if she arrives late. ✓

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## Task

Say whether the commas in the following sentences are correctly placed or not. If you think there is a comma missing, put one in.

1. Hoping to get a good seat he got there early.
2. If the case is proved, there should be millions of pounds in damage.
3. Dreamily, she said goodnight.
4. However she will never be able to dance again.
5. Even if we had the transport to deliver the aid the rains would start in November.
6. He asked her why she had come after he realized she had come specially.
7. He closed the door, after the thieves had departed.
8. To denounce the rumours he published the contents of the letter.
9. Nevertheless we all respect and admire her.
10. Since you treated me to a fabulous dinner in Moscow I will do the same for you when you come to Berlin.

## *Part IV*

### Expanding Your Creativity

#### Describing People

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#### Task A

Look at the two photographs below. Choose one of them and write a short physical description (120–180 words).



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## Task B

Now look at the other photograph and imagine what sort of person he/she is. Make some notes about what you think he/she might be like. Then, write a short account (120–180 words) of the person's character to include in the opening chapter of his/her biography.

## A Job Reference Form

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### Task C

You are the personnel officer of a business magazine. You have been asked to fill in a job reference form for an advertising company. The company is looking for a person to write material for their advertisements in magazines. Choose whether the person that you will include in the job reference form is a woman (called Martine) or a man (called Martin), then fill in the job reference form, using the notes in the box.

#### Martin/Martine Becker

- Quiet and thoughtful
- Strong values
- Extremely loyal
- Adaptable and relaxed unless a strongly held value is threatened
- A talented writer
- Mentally quick and able to see possibilities
- Interested in understanding and helping people

#### Job Reference Form

##### Section 1: PERSONAL DETAILS

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##### Section 2: POSITION APPLIED FOR

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##### Section 3: CHARACTER AND PERSONALITY (In this section please write what you know about the applicant's personal characteristics.)

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## ***Proofreading and Editing***

In pairs, check your work and then rewrite your draft. Read the checklist below before you proofread. Make sure your work

- contains appropriate introductory and concluding sentences;
- is free of errors in tense;
- uses singular and plural forms of nouns correctly;
- uses correct punctuation; and
- is free of spelling errors.