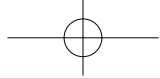


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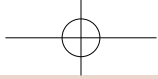
Unit 1

Describing a person



Learning objectives

- 1) Describe the appearance, actions and language of a person
- 2) Describe a person from other perspectives
- 3) Use specific words and different sentence patterns to describe a person



Samples and practice

A person can be described from different perspectives, such as appearance, character, actions, and dialogues. Some of them are illustrated in the three samples of this unit.



SAMPLE 1

describes a person's appearance. The person is an elegant and fine-looking lady. The author focuses on her shining beauty, which cannot be concealed by a hard life.



SAMPLE 2

describes a person's character. The author explicitly states in the topic sentence that this person is nervous, and then illustrates the distinctive points of his appearance and actions.



SAMPLE 3

describes a person's behavior. It reveals the peculiarity of a professor's manner by depicting what he does and says as well as one of his students' responses.

As a matter of fact, more than one perspective can be used to describe a person, though it is not required to use them all.

SAMPLE 1

Warm-up

1 Find the right person

Work in pairs to match the descriptions with the pictures below, and explain the reasons for your choices.

1)

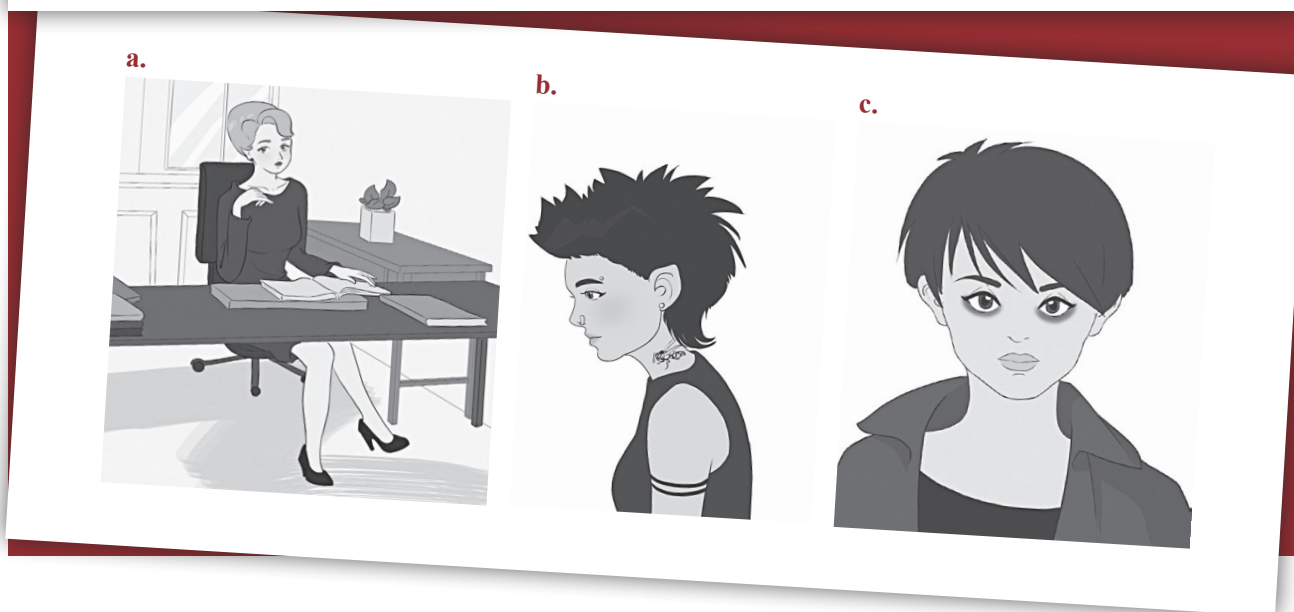
Armansky's star researcher was a pale, anorexic young woman who had hair as short as a fuse and a nose and an eyebrow pierced. She had a wasp tattoo about an inch long on her neck and a tattooed loop around the bicep of her left arm.

2)

The hand she held out was small-boned, feminine and soft. She had to turn her head upward to look me in the eyes, although she did not stand to greet me. While she did not smile, she did not appear particularly intimidating. She seemed rather gentle and somewhat shrunken behind her ominous black desk. She was watching me intently, mentally noting my attempts at grace and propriety with what seemed like amusement.

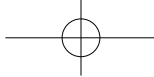
3)

The girl was pixie-like, thin in the extreme, with small features. Her hair was deep black, cropped short. She was chalky pale. She had dark circles under those dark eyes—purplish, bruise like shadows. All her features were straight, perfect and angular.



2 Guess who he/she is

Work in small groups. Each group should choose a movie star and give a detailed description of the star's appearance. Each group's work is to be presented to the class by a representative, and other groups are invited to figure out who the star is.



Reading & savoring

Sample 1 is an excerpt from *The Scarlet Letter* by Nathaniel Hawthorne. In this passage, Hester, the heroine, was taken out of the prison to admit her guilt in public. As you read the passage, please note how the author reveals Hester's beauty progressively from her hair, face to manner.

作者开篇即用 **on a large scale** 点出女主人公 Hester 的优美体态。此后，开始层层深入，用不同的细节展示她的美丽。

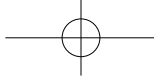
首先，作者聚焦于她的容貌之美。先刻画秀发之靓，再转向面部——端正的五官 (**regularity of feature**) 和富有光泽的皮肤 (**richness of complexion**)，衬托着清晰的眉宇 (**a marked brow**) 和漆黑的双目，更显得她楚楚动人 (**impressiveness**)。

然后，焦点转向她的风度。就算以那个时代女性举止优雅的风范为标准，她也不失为一名淑女。作者用了 **characterized by...rather than by...**, **indescribable** 等表述来突出 Hester 与众不同的端庄。

即使是以当年的概念而言 (**in the antique interpretation of the term**)，Hester 步出监狱的那一刻也显得尤其淑美。此处作者用了倒装句式 **never had...than as...** 来强调此刻的 Hester 美到极致。这一点在接下来写众人的反应时得到了进一步印证。

令人们感到震撼 (**astonished, and even startled**) 的是，她焕发出的神圣的美丽，在笼罩她的不幸和污名之上凝成了一轮光环。两个动词 **shine out** 和 **envelope** 用得很传神。

The young woman was tall, with a figure of perfect elegance **on a large scale**. She had dark and abundant hair, so glossy that it threw off the sunshine with a gleam, and a face which, besides being beautiful from **regularity of feature** and **richness of complexion**, had the **impressiveness** belonging to **a marked brow** and deep black eyes. She was ladylike, too, after the manner of the feminine gentility of those days; **characterized by** a certain state and dignity, **rather than by** the delicate, evanescent, and **indescribable** grace which is now recognized as its indication. And **never had** Hester Prynne appeared more ladylike, **in the antique interpretation of the term**, **than as** she issued from the prison. Those who had before known her, and had expected to behold her dimmed and obscured by a disastrous cloud, were **astonished, and even startled**, to perceive how her beauty **shone out**, and made a halo of the misfortune and ignominy in which she was **enveloped**.



Post-reading activities

1 Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe a beautiful woman.

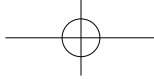
Appearance	Descriptions	
hair	_____ and _____; so _____ that it _____ the sunshine with a _____	
face	beautiful	_____ of feature; _____ of complexion
	impressive	_____ brow; _____ eyes
manner	ladylike	feminine _____; a certain state and _____
	more ladylike	Her beauty _____ and made a _____ of the misfortune and ignominy in which she was _____

2 Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the forms of the words if necessary.

1) abundant	a. smooth and shiny
2) glossy	b. present in great quantity
3) dim	c. make unclear, less visible or indistinct
4) obscure	d. a circle of light around the head of a holy figure
5) halo	e. cover or surround completely
6) envelop	f. dull in brightness

- With her _____ mane of dark hair, pouting lips and sparkling green eyes, it is true that she is strikingly beautiful and does, as boasted, bear an uncanny resemblance to the film star.
- He'd taken care to dye his hair back to its natural shade of brown and wore a pair of lavender-tinted sunglasses to _____ the new



shimmer to his eyes, but the face was the same.

- 3) Consistent with the _____ effect, students who saw the “warm” incarnation of the teacher rated him more attractive, even his accent more appealing.
- 4) He wore his _____ hair long and fastened over his brow with a red ribbon in Indian fashion.
- 5) In front of him, out on the rocky snow-swept ground, a single smiling, stocky 16-year-old was singing a song in her own incredibly ancient language, spinning and twirling while _____ in a softly hissing translucent tornado of light that spread farther and farther.
- 6) The voice had come from a man who, in the _____ light, appeared to be thin, balding at the temples, with a sharp face lined with wrinkles.

3 In-class quick writing

Look at the picture carefully and write a paragraph to describe the girl with the help of the words and expressions in the table below.



Appearance		Descriptions
general		beautiful, pretty, handsome, sexy, cute, good-looking
face shape		square, oval, round, triangular
skin		freckled, fair, tanned, wrinkled, silky, baby-soft, glowing, dry, callused, rough, dark-skinned, olive-skinned
eyes		almond-shaped, squinty
lips		thin, full, pouting
hair	color	dark, black, fair, blonde, golden, brown, chestnut, sandy, mousy, ginger, white, gray, silver
	condition	glossy/shiny, lustrous, dull, greasy, dry, thick, thin, receding, bald
	type	straight, curly, wavy, spiky
	style	pigtail, ponytail, braid/plait, bob, layered, cropped, permed, highlighted

SAMPLE 2

Warm-up

Describe a nervous person

- 1 STEP** Work in pairs to brainstorm descriptions of someone who is nervous. List as many details as possible, including the person's appearance and actions.
- 2 STEP** Write a short paragraph on your own to describe a nervous person based on the list you have worked out.

Reading & savoring

Sample 2 describes an elementary school principal who was crippled by nervousness. Read it carefully and examine how the author produces this central impression with vivid, concrete and effective language.



Mr. Elmo Norman, my elementary school principal, was the most nervous man I had ever met. He was a short, pudgy man, always over-dressed. In fact, he didn't just wear his clothes—he hid inside them. His uniform consisted of a neatly pressed

首句开门见山，点明主题：Norman 是“我”见过的最焦虑的人。然后，作者通过着装、外貌和动作三个方面来展示 Norman 的紧张。突出其着装过于正式（over-dressed），实则是为了表现其极度拘谨，就像要躲藏在衣服里面似的。



作者用了一系列形容词 + 形容词 (如 **thin black**) 或副词 + 形容词 (如 **brightly polished**) 的组合把他的衣着和相貌刻画得细致入微。接下来的描写由静转动, 写他与人打交道时各种下意识的形体躁动, 又把他那肥嘟嘟、布满褶子的脑袋比作雷达屏幕上跃动的光点 (**a radar blip**), 频繁地东张西望、左顾右盼, 这些都很传神地表现出这个人物总是处在高度紧张的状态。

随后, 作者巧妙地用一系列具体的动词动态地描写了 **Norman** 走路、说话的样子: 他踱来踱去, 抖动身体, 玩弄手指; 他说话慢吞吞, 眼望天花板, 不敢与人直视。作者通过对这些习惯性动作的细节描写和刻意戏谑, 活灵活现地展现了 **Norman** 拘谨局促、焦躁不安的性格特征。

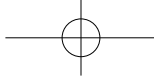
pinstriped suit, a **thin black** tie over a starched white shirt, and a pair of **brightly polished** brown Oxfords. His receding gray hair was always neatly trimmed, and his fat, wrinkled head always darted about like **a radar blip** on his neck. He paced the school hallways in a perpetual motion of twitching, fidgeting, and twiddling. In the space of a minute, he would wrinkle his little nose, scratch his plump chin, shrug his shoulders, straighten his tie, and glance at his watch, never once looking directly at the person he was with. As he spoke in his lackadaisical drawl, he would glance at the ceiling, inspect his knuckles, and check the floorboards for dust. When the conversation was over, he would dash back into his office like a frightened bunny, probably praying that he could lock himself in there forever.

Post-reading activities

1 Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe a nervous person.

Physical appearance	build	_____ , _____
	hair	_____ , always _____
	head	_____ , _____
	nose	_____
	chin	_____
Dressing style	uniform	a(n) _____ suit a(n) _____ tie a(n) _____ shirt
	shoes	a pair of _____ Oxfords
Manner of walking	He _____ the school hallways in a perpetual motion of _____ , _____ , and _____	
Way of talking	He spoke in his _____	



2 Build up your vocabulary

Match the verbs on the left with the phrases on the right to form proper collocations. Refer to the previous passage if necessary.

1) pace	a. the school hallways
2) wrinkle	b. at his watch
3) scratch	c. his tie
4) trim	d. back into his office
5) straighten	e. his plump chin
6) glance	f. his knuckles
7) inspect	g. his hair
8) dash	h. his little nose

3 Sharpen your writing skills

1 Learn to use specific verbs to make your description more effective.

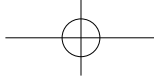
Rewrite the following paragraph describing Lucy's busy morning by replacing the underlined verbs with those given below. Change the forms of the verbs if necessary.

clang rush swallow grab
hurry race skid

Lucy got out of bed as soon as the alarm clock went off, walked to the bathroom, then ate her breakfast in one minute, took her bag, left the dorm, ran down the empty hall and went into the classroom right after the bell rang.

2 Learn to apply simile in your writing. Choose one simile from the four below to complete the sentences.

- A. like the gentle rain C. like a door
B. like a measuring worm D. like the Leaning Tower of Pisa



- 1) The very mystery of him excited her curiosity _____ that had neither a lock nor key.
- 2) An elderly American lady leaning on her cane in front of me _____.
- 3) Finally, tears rolled down her cheeks _____ replenishing the earth.
- 4) Kate inched along the balancing beam _____.

3 Complete the following sentences with a simile.

- 1) Life is like _____
- 2) Love is like _____
- 3) A library is like _____
- 4) A university is like _____
- 5) A good teacher is like _____

4 More suggested work

Compare the paragraph you have written about a nervous person during the warm-up time with the sample you have just read and then revise yours. Try to use some similes or collocations in your revision. Then read your story to your partner and ask him/her to give some comments.

SAMPLE 3

Warm-up

Role-play

Watch a video clip from the movie *Legally Blonde*. Suppose you are one of the students in the law class, and you are talking about your impressions of the professor after class. Work in groups to act out this scene. Designate each person in the group to play one of the roles listed below.

- 1) The guy who volunteered to answer the professor's question
- 2) The guy who was hit on the head by the professor
- 3) Elle Woods, who was asked to leave the classroom
- 4) The girl in blue who supported the professor's decision

Reading & savoring

Read the story below about the experience of a student whose desire to learn was dampened by a mean-spirited professor.



It was the first day of the class. I got up early, threw on a pair of jeans, a sweatshirt, and a ball cap with the bill turned backwards and hurried off to my eight a.m. class, *Introduction to Astronomy*. I have always been interested in astronomy, so I took a seat in the front row. But the lesson I learned that day was not on the syllabus. I discovered how quickly a mean-spirited professor could dampen my desire to learn.

作者先是描述自己上第一堂天文学概论课时的饱满兴致，接着巧妙运用 lesson 一词的双关语义，道出了自己的抱怨——他收获的不是课程大纲规定要学的内容，而是一个教训，由此引出对一位心胸狭窄的教授的生动刻画。



本段通过描写动作 (**thump, look around, snap**)、表情 (**not look pleased**)、对话 (**where are your manners**) 以及“我”的反应 (**a flush, embarrassment**)，为展示教授的性格作铺垫。

通过描写“我”的心理活动 **I had decided... That small courtesy**，表现“我”仍然很想修这门课、想和这位坏脾气的老师建立良好的关系，这些情节为下一段的师生交锋做了过渡。

本段有对话描写：“我”的解释和老师的斥责；有神态描写：**annoyed, speechless, stammer**；也有心理描写：**I wanted to..., but**。有了前文的铺垫，读者不难看出这位老师的偏执与狭隘。

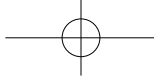
本段中 **petty** 和 **arrogant** 两个词呼应了首段中的 **mean-spirited**。最后一句用 **less trusting** 和 **more cynical** 点明了“我”眼中这位老师的不称职，以及对学生产生的负面影响。

When Dr. Laster walked in and **thumped** his books on the desk, the classroom was filled, and several students were standing along the walls. The professor **looked around** the room until his eyes stopped on me. He did **not look pleased**. “Young man,” he said, “**where are your manners?**” I looked around and saw female students standing as I sat. Embarrassed, I rose and gestured for one of them to take my seat. “Sit down,” **snapped** the professor. “I’m sure these liberated ladies can stand for a few more minutes. Do you and these other gentlemen always wear your hats indoors?” I felt **a flush** creeping slowly up my neck, and as I whipped my cap from my head, I saw stealthy movements as others quickly removed theirs. During the rest of the class, I hid my **embarrassment** by pretending to read the syllabus and take notes.

By the time the class was over, **I had decided** that one crusty old professor was not going to keep me from taking a class that genuinely interested me. I headed for the bookstore, but the astronomy books were sold out. That’s when I had an idea. I would drop by the professor’s office to let him know that the bookstore was out of books. **That small courtesy**, I reasoned, might help me to get back on the right track with him.

When I got to the professor’s office, the door was open and he was sitting at his desk reading. I knocked softly on the door frame and said, “Professor Laster? I just came by to let you know that the bookstore is out of astronomy textbooks.” Instead of being pleased that I had come by, he looked **annoyed**. “That’s not my problem,” he said. “It’s the bookstore’s problem, and it’s your problem. And it does not excuse you from reading the chapter or turning in the assignment.” I was **speechless**. “Will that be all?” said Professor Laster. **I wanted to** offer an explanation or stand up for myself in some way, **but** I was so astonished by his hostility that I could not think of a reply. “Yes, sir,” I finally **stammered**, and then turned to leave.

I dropped the class that afternoon. I will never know why Dr. Laster behaved as he did. I do know that his **petty, arrogant** behavior cheated me out of the class I wanted to take and cheated him out of a good student who wanted to learn. All Dr. Laster taught me was to be a bit **less trusting**, a bit **more cynical**, and next time, more willing to stand up for myself.



Post-reading activities

1 Align with the sample

- 1 Read the story carefully and then fill in the blanks in the table below. An example is provided.

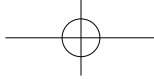
The professor's behavior	The narrator's response
"Young man," he said, "where are your manners?"	Embarrassed

- 2 In each of the following exercises, you are given a sentence from Sample 3, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

1 Instead of being pleased that I had come by, he looked annoyed.

- **Sentence pattern:**
Instead of being pleased that..., someone...
- **Function:**
To show that somebody's attitude is out of one's expectation
- **Example:**
Instead of being ashamed that she had been late three times in a week, Alice looked a bit proud, marching to her seat.
- **Your attempt:**

2 I wanted to offer an explanation or stand up for myself in some way, but I was so astonished by his hostility that I could not think of a reply.



- **Sentence pattern:**

I wanted to..., but I was so... that...

- **Function:**

To indicate that an intention is terminated because of something unexpected

- **Example:**

Mr. Smith wanted to explain to his wife why he came back home so late, but he was so irritated by her fury that he kept back all his words.

- **Your attempt:**

3

I will never know why Dr. Laster behaved as he did. I do know that his petty, arrogant behavior cheated me out of the class I wanted to take and cheated him out of a good student who wanted to learn.

- **Sentence pattern:**

I will never know...I do know...

- **Function:**

To emphasize a person's determination or understanding

- **Example:**

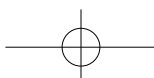
I will never know what field or position suits me best. I do know that I have to keep trying.

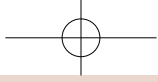
- **Your attempt:**

2 Sharpen your writing skills

Replace the italicized part in each sentence below with a synonymous word or phrase in Sample 3. Then use the word or phrase to make a sentence.

- 1) I *put on* my T-shirt *in a hurry*.
- 2) The young teacher *threw* his book on the desk.
- 3) Johnson *stood up* when he caught sight of his mother.
- 4) "Let go of the dog," the young father *said sharply* to his son.
- 5) Tom *quickly took off* his hat and ran away.
- 6) I *had nothing to say* in face of such an awkward situation.
- 7) He *spoke with pauses* when he was nervous.





Major assignment

You have two options for the assignment: essay continuation and essay writing. Your class can make a choice by voting. If the majority find neither is interesting, you can work together with your teacher to design an alternative task for your class and then complete it. It is strongly suggested that the topic of the task be closely related to the theme of the unit, “describing a person.”

Your writing should be no less than 300 words.

1) ESSAY CONTINUATION

Sample 3 depicts an odd professor of astronomy. In the last paragraph, the narrator said, “I will never know why Dr. Laster behaved as he did.” Reread the sample carefully and give it a continuation, in which the narrator happened to meet Dr. Laster (perhaps many years later) and found out the reasons for his seemingly unreasonable behavior.

Write the first draft of your continuation in your exercise book for peer-editing. After peer-editing and revision, type the final version of your essay and then email it to your teacher.

2) ESSAY WRITING

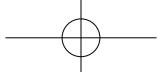
In Sample 3, the author wrote, “I do know that his petty, arrogant behavior cheated me out of the class I wanted to take and cheated him out of a good student who wanted to learn.” Have you had a similar experience? Or have you had an opposite experience of meeting a teacher who inspired you? Write an essay on your impression of a teacher based on your personal experiences. You may write by following the steps below:

1
STEP

Ask yourself: Why does the person impress me a lot? What important differences did he/she make in my life?

2
STEP

Decide on the dominant impression you wish to communicate to the readers. Think about what perspectives you would like to take to develop it.



3
STEP

List the details you would like to write to support the topic of your essay.

4
STEP

Write the first draft of your essay in your exercise book for peer-editing.

5
STEP

After peer-editing and revision, type the final version of your essay and then email it to your teacher.

Peer-editing

Read your peer's writing carefully. While reading, bear in mind the questions in the table. Answer the questions based on your peer's performance. Additional comments and suggestions can be given in the Remarks column.

	Peer-editing questions	Answers	Remarks
1	Do you have a clear overall impression of the person described in the essay after reading it?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2	Does the author describe the person's appearance with concrete adjectives or adverbs?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3	Does the author describe the person's behaviors with specific verbs?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
4	Are similes used in describing the person? If yes, what are they?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5	Is there any dialogue in the essay that shows the person's character?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6	Have you found any collocations employed in the writing? If yes, please list them.	Yes <input type="checkbox"/> No <input type="checkbox"/>	



指津台

下课后，有时三五同学会聚在一起，回顾一下这节课学到了什么；有的同学回到宿舍还会打开笔记本，把学过的知识作一番梳理。这些都是很好的学习活动。活动中使用第一语言还是第二语言其实关系不大，它们都被用作“元语言 (metalinguage)”，即“用来分析和描述语言规律的语言”。元语言意识是第二语言交际技能发展的一个重要环节。

基于这种认识，本教材在每个单元里都开辟了一个汉语栏目——“指津台”，帮助同学们完成课后对所学知识和技能的梳理和消化。栏目又细分为两个部分，分别从修辞和语言两个层面着眼，为同学们拓展视野、指点迷津。

“指津台”里的小文章，并不是孤立的“小豆腐块”，而是一个个话题的小引子，引导大家向某一个方面去努力。

修辞层面

让我们来读一段苏格兰著名诗人彭斯的名诗——《一朵红红的玫瑰》(A Red, Red Rose)：

(注：诗中 Luvè = Love; melodie = melody; play'd = played)

O my Luvè's like a red, red rose
That's newly sprung in June;
O my Luvè's like the melodie
That's sweetly play'd in tune.

呵，我的恋人象朵红红的玫瑰，
六月里迎风初开；
呵，我的恋人象支甜甜的曲子，
奏得和谐又合拍。

(王佐良原译)

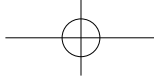
明喻与暗喻

诗人把恋人比作花朵、比作乐曲，都用了 like 一词，这种修辞手法叫做明喻 (simile)。明喻涉及两个因素——本体 (tenor) 和喻体 (vehicle)。如上面的第一句诗中 my Luvè 是本体，red rose 是喻体。

明喻的本体和喻体之间使用 like, as, as if 之类表示比喻的词。

还有一种修辞手法叫做暗喻 (metaphor)。暗喻不使用 like, as, as if 之类的喻词。暗喻若用得好，可以给文章增色不少，如：

You are my muse! 你是我灵感的源泉！



Ignorance is the mother of fear as well as of admiration. 无知是恐惧的根源，也是倾慕的根源。

For visitors, these corridors are good travel guides leading to various views of the garden. 对客人来说，这些走廊可谓是优秀的导游，引导他们去观赏园内的各处景观。

暗喻的喻体本身也可以隐去，只用动词表示喻义，如：

They sat there billing and cooing till after midnight! 他们坐在那儿情话绵绵，直到过了午夜方休！（billing and cooing 是鸽子的行为，所以这句话是把那对情侣比喻为一对鸽子）

Very soon he was surrounded by a crowd and was snowed under with questions. 一群人立刻把他围住了，向他提出一个又一个问题。（这里用动词词组 snow under 把众人的提问比喻为纷扬的大雪）

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. 书有可浅尝者，有可吞食者，少数则须咀嚼消化。

比喻讲究新颖（fresh）、有力（forceful）、生动（vivid）。最佳的比喻往往是作者自己创造的，但也有很多约定俗成的明喻和暗喻，如英语中就可举出下面的例子：

to spend money like water	挥金如土
as strong as a horse	体壮如牛
as nervous as a cat on a hot tin roof	急得像热锅上的蚂蚁
as plain as the nose on your face	显而易见
have a wolf by the ears	骑虎难下
between the devil and the deep blue sea	进退维谷
puppy love	早恋

在写作文的时候，不妨尝试着使用一两个明喻或暗喻。



语言层面

措辞的多样性使句子更加鲜明生动、更具感染力。同学们在修改作文时，可以尝试着用新近学到的比较有特色的词汇（specific words）来替代那些很容易想到的一般词汇（generic words）。

如果你写了这样一句话：After drinking too much, he walked slowly in the street. 意思虽然表达明白了，但文字上没有什么特色。其实，我们学过一个更形象的词，可以用来取代 walk slowly，那就是 stagger。这样一改，句子就漂亮了不少：

After drinking too much, he **staggered** in the street.

下面再举一些例子。每个例子先用汉语给出想表达的意思，再给出两个英文表达，第二句中的加粗部分是比较鲜明的措辞。

我喜欢吃蘑菇，可惜吃了不消化。

I like mushrooms but unfortunately they will make me ill if I eat them.

I like mushrooms but unfortunately they don't **agree with** me.

他喜欢炫耀自己的知识。

He likes to let others see how much he knows.

He likes to **air** his knowledge.

公共汽车未停稳时，乘客请勿下车。

Passengers should never get off when the bus is moving.

Passengers should never **alight from** a moving bus.

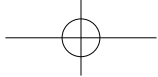
我绝不会把他的任何一本书称为是“可以一读的”。

I'd never call any of his books “readable.”

I'd never **apply** the word “readable” **to** any of his books.

下面，我们来欣赏一个游泳比赛报道中出现的句子，如果你对该例中加粗的词汇有理解上的困难，就请注意后面的汉语译文，其中画线的部分是对应的汉语用词。

独到措辞



In the heats he clocked one minute 0.60 seconds to slice 0.35 seconds from the world mark set by Hungary's Karoly Guttler, also in heats, in the 1993 European Championships in Sheffield, England. 在预赛中，他游出了1分0秒60的成绩，将匈牙利选手卡罗里·古特勒1993年在英国谢菲尔德举行的欧洲锦标赛上，同样是在预赛中创造的世界纪录减少了0.35秒。

先讨论一下该例中的两个独特的动词：clock 和 slice，本都是常见的名词，此处转用为动词，对描写竞赛过程而言，十分形象，尤其是 slice 表示“将……减少”，用的是隐喻手法，表述得十分利落。

再来讨论名词的使用，其独特性很大程度上寓于准确性之中。例中的 heat 用作名词，表示“预赛”，是很恰当的用词。只有平时阅读时注意积累，才能想到用这个词。

追求措辞得体，一定不要过度依赖汉英词典。汉英词典中的英语部分是对汉语词条的注释，便于外国人学汉语，但并不一定是对等用法。最好的办法还是多读英文原著，在阅读中学用词。

Persons vs. people

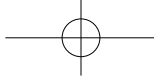
Person 是一个常见的可数名词，one person 表示“一个人”，那么表示“几个人”是不是用 persons？这要看情况。

一般情况下表示“人们”之意不用 persons 而用 people。如 Five people came to help him. 这里不说 five persons。

Persons 的使用场合比 person 要狭窄得多，其主要用于非常正式的场合，如法律文件。如 murder by a person or persons unknown（凶手不明的谋杀案）。

更要注意的是，person 是一个多义词，它有一个贬义——“家伙”。用此贬义时，复数不可由 people 替代，如 My holiday was spoiled by some persons.（我的假日让一些家伙给败了兴。）

所以，写作文时若写出 They are just the persons I want to see 这样的话，无意中就把你所指的人贬损了。因此要记住，慎用 persons，通常用 people。



My Recent Writing Companions



Congratulations! You've completed the study of this unit! You must have encountered many words, expressions and sentence structures which are useful in describing a person. Please write them down in the corresponding boxes below. Revisit them constantly and remember to use them in your own writing whenever possible.

Words & expressions

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Sentence structures

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