

# SHIVAJI UNIVERSITY KOLHAPUR

B. A. I (Semester II) (NEP 2.0) English (AEC-II)

Paper Name: English for Communication Skills

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## SEM-II

### UNIT-1: DESCRIPTION

#### 1.0 Objectives

After studying this **unit**, you will be able to:

- Explain the meaning of “description” and identify different types of descriptive writing.
- Describe persons by giving both physical and emotional/psychological details.
- Describe objects of daily use with clear, accurate, and minute details.
- Describe places and locations, highlighting their historical, aesthetic, and cultural significance.
- Describe your own and other people’s daily routines in an effective, orderly, and engaging manner.
- Use appropriate vocabulary, sentence structures, and tenses (especially the simple present and simple past) to produce descriptive paragraphs and short essays.

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#### 1.1 Introduction

Description is one of the most common and important functions of language. Whenever we talk about a person we know, a thing we use, a place we visit, or the activities we perform every day, we are, in some way, describing. In academic and professional contexts, clear description helps us to explain facts, present observations, and share experiences in a convincing way.

To **describe** means to give a clear and vivid picture of something using words. A good description answers questions such as: What does it look like? What does it feel like? Where is it? How big or small is it? How does it behave? What makes it special? The

more carefully we select and arrange our details, the more effective our description becomes.

Description is closely connected with observation. If we do not observe carefully, we cannot describe well. Therefore, this unit will train you not only to write descriptions but also to notice details around you—how people dress and behave, how objects are shaped and used, how places look and sound, and how daily routines are organized.

In this unit, you will study four main areas of description:

- Describing persons
- Describing objects
- Describing places
- Describing daily routines

For each area, you will find simple explanations, model paragraphs, vocabulary focus, and practice activities.

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## 1.2 Content

### 1.2.0 What is Description?

Description is a form of writing or speaking that focuses on the characteristics of a person, object, place, or activity. It can be:

- **Factual (objective):** We present accurate details without expressing many personal feelings.
- **Literary (subjective):** We include our impressions and emotions along with factual details.

At this level, you should first learn to write clear, factual descriptions and then gradually add suitable personal comments without losing clarity.

General principles of good description:

- Choose only relevant details; avoid unnecessary information.
- Arrange details logically (for example, top to bottom, outside to inside, morning to night).
- Use appropriate adjectives and adverbs.
- Use the simple present for general truths and daily routines, and the simple past for completed events.
- Avoid very long and confusing sentences.

The following sub-sections show how to describe:

1. Persons
2. Objects
3. Places
4. Daily routines

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### **1.2.1 Sub-content I: Describing Persons**

When you describe a person, you usually include both what you can see and what you can understand about his or her character. We can divide this into:

- Physical (external) description
- Emotional and psychological (internal) description

#### **1.2.1.1 Physical Description**

Physical description includes details such as:

- Age: child, young, middle-aged, elderly
- Height and build: short, tall, medium height, slim, plump, well-built, thin
- Face: round, oval, square, sharp features, fair, dark, wheat-coloured
- Hair: long, short, curly, straight, black, brown, grey, white

- Eyes: large, small, bright, dull, expressive, tired, sleepy
- Clothes and style: formal, casual, traditional, fashionable, simple
- General manner: active, slow, graceful, clumsy

### **Model Paragraph 1 (Teacher)**

“Ms. Deshpande is a middle-aged woman of medium height with a pleasant and friendly face. Her hair is short and black, with a few strands of grey near her temples. She usually wears simple cotton sarees in light colours and carries a neat handbag to college. Her eyes are bright and attentive, and she often smiles when she speaks to students. Her overall appearance gives an impression of neatness and quiet confidence.”

### **Model Paragraph 2 (Friend)**

“My best friend, Ramesh, is a tall and slim young man with broad shoulders and a quick, energetic walk. He has short, wavy hair and a small moustache that makes him look older than his age. He prefers to wear jeans and T-shirts, and he often sports a colourful wristband. His face is usually cheerful, and there is a lively sparkle in his dark brown eyes.”

#### **1.2.1.2 Emotional and Psychological Description**

This part of description focuses on the person’s inner nature:

- Qualities: honest, kind, hardworking, disciplined, generous, shy
- Habits: punctual, talkative, organized, lazy, helpful
- Attitude to life: optimistic, serious, humorous, calm, impatient
- Behaviour with others: friendly, respectful, cooperative, rude

### **Model Paragraph (Continuation of Model 1)**

“Students like Ms. Deshpande because she is patient and encouraging. She explains difficult topics slowly and clearly, and she never laughs at students’ mistakes. Although she is strict about attendance and assignments, she is also very supportive

when anyone faces personal problems. Her calm nature and positive attitude create a comfortable atmosphere in the classroom.”

### 1.2.1.3 Organizing a Person Description

A simple structure you can follow:

1. General introduction (who the person is, how you know him/her)
  2. Physical description (appearance)
  3. Emotional/psychological traits and behaviour
  4. Your personal impression or evaluation
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### Check Your Progress – I (Persons)

1. Write five adjectives for each of the following categories:
    - a) Build (for example: slim, ...)
    - b) Hair (for example: curly, ...)
    - c) Eyes (for example: bright, ...)
  2. Describe, in 6–8 sentences, any one of the following:
    - a) A favourite teacher
    - b) A close family member
  3. Observe a person in your class or neighbourhood for a few minutes. Note down at least ten physical and five emotional/behavioural details. Then write a short paragraph describing that person.
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### 1.2.2 Sub-content II: Describing Objects

We use many objects every day—pens, bags, mobiles, vehicles, furniture, utensils, machines, etc. A good description of an object helps someone who has never seen it to imagine it clearly.

### 1.2.2.1 Important Points in Describing Objects

Include the following:

- Name and type of object: ballpoint pen, wooden chair, smartphone, earthen pot
- Size and shape: small, large, medium; round, square, rectangular, cylindrical
- Colour and material: plastic, metal, wood, glass, cloth, steel, ceramic
- Parts and features: handle, lid, drawer, buttons, screen, pockets, wheels
- Function: what it is used for, who uses it, where it is usually kept
- Special qualities: strong, light, durable, eco-friendly, cheap/expensive, easy to use

### 1.2.2.2 Model Paragraph: A School Bag

“My school bag is a large, rectangular backpack made of dark blue cloth with black straps. It has three main compartments with strong zips and two small pockets on the sides for a water bottle and other small items. The back of the bag is padded, so it feels comfortable even when it is full of books. There is a small handle on the top and two adjustable shoulder straps. The bag is light in weight but strong enough to carry my textbooks, notebooks, and lunchbox every day. It is very useful and has been my daily companion for the last two years.”

### 1.2.2.3 Model Paragraph: A Smartphone

“My smartphone is a slim, rectangular device with a 6-inch touch screen. The back cover is made of black plastic with a matte finish, and there is a small camera lens in the top corner. On the side, there are buttons to control the volume and to switch the phone on or off. It has dual SIM slots, a headphone jack, and a charging port. I use it to make calls, send messages, browse the internet, take photos, and listen to music. It has become an essential part of my daily life, helping me stay connected and informed.”

### 1.2.2.4 Organizing an Object Description

Use this order:

1. Name and purpose
  2. General size and shape
  3. Material and colour
  4. Main parts and special features
  5. Usefulness or personal comment
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### Check Your Progress – II (Objects)

1. List any four objects you use daily. For each object, write at least three adjectives describing its size or shape, and two adjectives describing its material and colour.
  2. Write a descriptive paragraph (8–10 sentences) on any one of the following:
    - a) Your favourite pen
    - b) A piece of jewellery
    - c) A kitchen utensil (for example, pressure cooker, mixer, tiffin box)
  3. Imagine that you have to sell your old bicycle online. Write a short advertisement-style description of the bicycle, focusing on its features and condition.
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### 1.2.3 Sub-content III: Describing Places

Describing places allows you to combine observation with knowledge. A place can be a village, town, market, historical monument, tourist spot, river bank, hill station, or even your college campus.

### 1.2.3.1 Aspects of Place Description

#### 1. Physical appearance

- Location (where it is in the city/state/country)
- Natural features (rivers, hills, trees, gardens, climate)
- Man-made structures (buildings, roads, bridges, temples, schools, markets)
- Atmosphere (quiet, peaceful, crowded, noisy, polluted, clean)

#### 1. Historical significance

- When and why it was built or developed
- Important events that took place there
- Famous people associated with it

#### 1. Aesthetic and cultural significance

- Style of architecture (traditional, modern, mixed)
- Festivals, fairs, and cultural programmes
- Local foods, crafts, and customs
- Behaviour and lifestyle of people

### 1.2.3.2 Model Paragraph: A Local Market

“The main market in our town is a busy and colourful place located near the old bus stand. On both sides of the narrow road, small shops and stalls sell vegetables, fruits, clothes, stationery, and household items. The air is filled with the smell of fresh coriander, ripe bananas, and fried snacks from the food carts. People move in all directions, bargaining loudly with shopkeepers. Cycles, motorbikes, and handcarts add to the noise and confusion. Although the market is crowded and sometimes untidy, it has a lively energy that shows the day-to-day life of ordinary people.”

### 1.2.3.3 Model Paragraph: A Historical Temple

“On the outskirts of our village stands an ancient Shiva temple surrounded by tall, shady trees. The entrance has a high stone arch with intricate carvings of gods, animals, and floral patterns. Inside, the cool stone floor and the gentle sound of ringing bells create a peaceful atmosphere. According to local history, the temple was built nearly 300 years ago by a Maratha ruler. Every year during Mahashivratri, thousands of devotees visit the temple, and the entire area is decorated with colourful lights and stalls. The temple is not only a religious centre but also a symbol of our cultural heritage.”

### 1.2.3.4 Organizing a Place Description

You may follow this pattern:

1. General introduction and location
2. Physical features (what you see, hear, smell, feel)
3. Historical and cultural details
4. Your personal impression or conclusion

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### Check Your Progress – III (Places)

1. Make a list of ten words that describe sound (for example: noisy, quiet). Then make a list of ten words that describe sight and appearance (for example: bright, dusty).
2. Write a descriptive paragraph (10–12 sentences) on:
  - a) Your favourite place in your town or villageOR
  - b) Your college campus
3. Visit (or imagine) any religious or historical place near you. Note down key details under the headings: location, physical features, historical facts, cultural activities. Use these notes to write a short description.

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## 1.2.4 Sub-content IV: Describing Daily Routines

Daily routines tell us what a person generally does in the course of a day. Describing routines is a basic communicative skill and is also an excellent way to practise the simple present tense.

### 1.2.4.1 Features of Routine Description

- Mostly uses simple present tense (I get up at..., She goes to..., They have...)
- Follows time order (from morning to night)
- Includes main activities (study, work, meals, travel, hobbies, rest)
- Uses time expressions (every day, usually, often, sometimes, in the evening)

### 1.2.4.2 Model Paragraph: A Student's Routine

“On weekdays, I usually get up at 6.00 a.m. and spend a few minutes doing light exercises. After that, I take a bath, get dressed, and have breakfast with my family. I leave for college at 8.15 a.m. and reach the campus in about half an hour. My lectures continue till 1.30 p.m., after which I return home and have lunch. In the afternoon, I take a short rest and then study or complete assignments. In the evening, I help my parents with household work and spend some time with my younger brother. After dinner, I read for an hour or watch television. I usually go to bed around 11.00 p.m.”

### 1.2.4.3 Model Paragraph: A Shopkeeper's Routine

“Mr. Shah, a grocery shop owner in our area, leads a very busy life. He gets up at 5.00 a.m. and goes to the wholesale market to buy fresh vegetables and other supplies. By 8.00 a.m., he returns, arranges the goods in his shop, and opens it for customers. Throughout the day, he weighs grains, packs items, and talks to people in a polite and friendly manner. In the afternoon, his son manages the shop for an hour, and he goes home for lunch and a short rest. He keeps the shop open till 9.30 p.m., after which he counts the day's earnings, closes the shutters, and returns home. Even though his routine is tiring, he says he enjoys meeting different people every day.”

#### 1.2.4.4 Organizing a Routine Description

Use this framework:

1. Opening sentence (whose routine it is)
  2. Morning activities
  3. Afternoon activities
  4. Evening and night activities
  5. Closing sentence/comment
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#### Check Your Progress – IV (Routines)

1. Write five verbs that you commonly use to describe your daily routine (for example: wake up, brush, travel, study, cook). Use each verb in a simple present tense sentence.
  2. Write a paragraph (8–10 sentences) describing your daily routine on working days.
  3. Write another short paragraph describing your routine on Sunday or on a holiday. Compare how it is different from your weekday routine.
  4. Interview a family member about his or her daily routine and write a descriptive paragraph in the third person (he/she).
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#### 1.3 Key to Check Your Progress (Model Answers – Illustrative)

(Students' answers will vary. These are only sample models for guidance.)

#### Sample – Check Your Progress I (Persons)

1. Example adjectives:
  - a) Build: slim, athletic, plump, stocky, lean

b) Hair: curly, straight, wavy, shoulder-length, cropped

c) Eyes: bright, sleepy, sharp, kind, piercing

## 2. Model paragraph (Favourite teacher):

“My favourite teacher is our English lecturer, Mr. Kulkarni. He is a tall, thin man in his early forties, with short black hair and spectacles. He usually wears light-coloured shirts and dark trousers. When he enters the classroom, he greets us with a warm smile. He teaches in a clear and lively manner, using many examples from daily life. He is strict about discipline but also very understanding when students face difficulties. Because of his friendly nature and dedication, most students enjoy his lectures and feel motivated to study English seriously.”

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### 1.4 Summary

In this unit, you learned the basic principles and techniques of **description** in English. You studied how to observe and describe:

- Persons, using both physical and emotional/psychological details.
- Objects, focusing on size, shape, material, parts, and function.
- Places, highlighting physical, historical, aesthetic, and cultural aspects.
- Daily routines, using time order and appropriate verb forms, mainly the simple present tense.

You also practised organizing descriptive paragraphs in a logical way and using suitable vocabulary. These skills will help you communicate more effectively in academic, professional, and everyday situations.

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### 1.5 Exercises

These exercises provide extended practice and can be spread over several textbook pages.

### **A. Describing Persons**

1. Write a descriptive paragraph (about 150 words) on any one of the following:
  - a) A famous national leader
  - b) Your best friend
  - c) A character from a film or novel you like
2. Prepare a short descriptive profile of your college principal, to be printed in the college magazine. Include personal qualities, achievements, and contributions to the institution.

### **B. Describing Objects**

1. Describe your mobile phone in about 120–150 words for someone who has never used a smartphone.
2. Describe any traditional object used in your culture (for example, an earthen pot, a traditional lamp, a musical instrument). Mention its appearance, material, and purpose.

### **C. Describing Places**

1. Write a description of your village or locality. Focus on the people, roads, buildings, markets, and general atmosphere.
2. You are guiding a tourist who is visiting a famous place in your district. Write what you would say to describe that place in simple but vivid language.

### **D. Describing Daily Routines**

1. Write a diary-style description of your activities on a special day (for example, a festival day, examination day, picnic day).
2. Describe the daily routine of any one of the following in about 150 words:
  - a) A nurse in a hospital
  - b) A farmer in your region
  - c) A bus driver

## E. Integrated Task

Observe a busy street or public place for at least 15 minutes. Note down:

- Types of people
- Types of objects and vehicles
- Sounds, colours, and smells
- Any interesting activity

Then write a descriptive paragraph combining all these elements.

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### 1.6 Fieldwork

Fieldwork activities connect classroom learning with real-life observation and practice. They can be done individually or in small groups.

1. Visit a nearby market, park, or temple. Take a small notebook and write down your observations under the headings: people, objects, sounds, colours, and atmosphere. Later, use your notes to write a detailed description.
2. Interview any elderly person (grandparent, neighbour, retired teacher) about their daily routine now and how it was when they were young. Write two short descriptions and compare the changes.
3. Choose any single object at home (for example, a fan, television, refrigerator, bicycle). Carefully observe it from all sides and note its parts. Then write a description that would help a mechanic identify all its features.
4. In pairs, choose one person from your surroundings (a shopkeeper, security guard, librarian, bus conductor). Observe the person's work and behaviour for a short period, with permission where necessary. Discuss your observations and write a joint description of that person's appearance, nature, and daily routine.

These activities will deepen your understanding of description and will gradually improve your confidence in using English for real-life communication.