

# Describing a Person

## My favourite sportsman

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**Write a short description of a famous sports personality in your country. Say who she\he is and why she\he is famous. Give some more details of the person's appearance, background, family and hobbies. Say where the person lives now and what her\his ambitions are.**

**Discussion**      **Who are the most popular athletes of the planet? What sport do they do?  
Who is your favourite sportsman?**

**Ex. 1**      **Read the text about a famous person and label the parts of the text.**

- a) Introduction
- b) Conclusion.
- c) Character.
- d) Appearance.
- e) Achievements.

I'm fond of music, especially rock music. That's why I want to write about my favorite rock musician, Steve Eagle.(1)

His appearance is remarkable, from my point of view. He is a tall, brown-eyed man, with dark hair falling over his forehead and eagle features in his hair.(2)

Steve played first with a folk group called 'The Wanderers' in his spare time at school. Later they played eaglerock in Sheffield pubs and clubs. In 1982 the group released its first record, 'Golden Eagle'.(3)

Steve is very industrious and hardworking. He always wanted to appear at Las Vegas.(4)

I admire him and buy CDs, posters, everything connected with his name and carrier.(5)

**Writing descriptions**      ***L earning to write.*** *Descriptions need to be structured, like other types of writing, so that they have **an introduction, a middle and an end.** In the introduction you should briefly set the scene, perhaps saying why you have chosen the person or the place you are going to describe. After that you should deal with the different main aspects of the subject in separate paragraphs. Use the final paragraph to sum up*

*your feelings.*

**Describing people** Possible aspects: your relationship with the person / how you met, his/her appearance and style of clothing, character, and your personal feelings about him/her.

**Ex. 2 Look through the text again and say where is there the introduction, the middle and the end. Read them, please.**

**Learning new words** **Ex. 3 Descriptions give you a golden opportunity to show off your vocabulary. What do we usually describe while speaking about one's appearance? Match the parts of the body with the appropriate adjectives.**

Parts of the Body	Adjectives
Head, forehead, eyes, lashes, brows, face complexion, nose, cheeks, mouth, lips, Teeth, hair	High, low, broad, long, short, curly, strait, thin, thick, bushy, pretty, handsome, good-looking, oval, bold, round, fresh, rosy, pale, long, small, plump, big, black, red, brown, grey, fair, chestnut, wavy, blond, brunette

**Make up a list**

head -oval, bold, round, small, big  
forehead \_\_\_\_\_  
eyes \_\_\_\_\_  
lashes \_\_\_\_\_  
brows \_\_\_\_\_  
face \_\_\_\_\_  
complexion \_\_\_\_\_  
nose \_\_\_\_\_  
cheeks \_\_\_\_\_  
mouth \_\_\_\_\_  
lips \_\_\_\_\_  
teeth \_\_\_\_\_  
hair \_\_\_\_\_

**Working with adjectives** **Ex. 4 Describing the appearance we use different sorts of adjectives. They refer to size, shape and colour. Work with the partner and sort the adjectives into the right columns.**

size	shape	colour	Part of the body
big	oval		head

**Ex. 5. Describe a person from your group, do not say who is he\she.**

**Let your classmates guess. To make your description more interesting and enjoyable use different structures.**

He looks\seems\appears...

He's got...

His (eyes) are...

The first thing you notice is...

Another characteristic is...

**Ex. 6 What is more attractive than appearance is people's character. Classify the adjectives according to the headings given in the chart.**

Gifted	talented	intelligent	clever	erudite	industrious	accurate	careful
attentive	distracted	high-skilled		skillful	sensitive	quite	
nervous	lucky	cheerful	optimistic	pessimistic	angry	noble	
honest	fair	friendly	polite	reserved	strict	reliable	

Abilities and skills	Emotions, feelings and mood	Behaviour and attitude to people

**Modal verbs Ex. 7 What do you think a good sportsman should\ shouldn't be? What kind of character should a sportsman have to achieve something in his life? Answer these questions. Compare your opinion with this of your partner.**

A good sportsman should be\_\_\_\_\_. He should have a\_\_\_\_\_character to achieve\_\_\_\_\_. He shouldn't be\_\_\_\_\_. He should never\_\_\_\_\_.

**Organising your writing Ex. 8 This is some of the information we expect to find in the description of a person. Put together the headings and the questions.**

Place of birth	What sort of family do you come from?
Date of birth	Where were you born?
Education	What do you do and what do you want to do?
Training	When were you born?
Family background	Where do\did you go to school?
Career	What sort of training did you\will you have?

**Make up a list of questions**

Place of Birth\_\_\_\_\_

Date of Birth \_\_\_\_\_  
 Family Background \_\_\_\_\_  
 Education \_\_\_\_\_  
 Training \_\_\_\_\_  
 Career \_\_\_\_\_

**Ex. 9 You are going to write a description. Interview a friend. Use the questions above. Make notes, like this:**

Information about	Notes
Place of Birth Date of Birth Family Background Education Training Career	

**Ex. 10 Now complete these sentences.**

\_\_\_\_\_ was born on \_\_\_\_\_ in \_\_\_\_\_. He\She lives with \_\_\_\_\_ his\her \_\_\_\_\_. His\her mother is a \_\_\_\_\_ and his\her father \_\_\_\_\_. He\she has \_\_\_\_\_, too. They are \_\_\_\_\_. My friend studies at \_\_\_\_\_ school in the \_\_\_\_\_ th Form. He\she likes \_\_\_\_\_. He\she visits \_\_\_\_\_ three times a week and trained hard. That's why he\she won \_\_\_\_\_ competition and got \_\_\_\_\_ medal (prize, award).

**Ex. 11 Write some sentences about somebody's past life. Use the notes below to help you.**

He left junior\secondary\high school at the age of...  
 Then he went to...  
 He left... in...  
 From 19... to 19..., he...  
 He is now...  
 He lives in...

**Ex.12 Now write a paragraph to link the sentences. Use the words in the box.**

After then after that (two) years later after that during the... eventually finally
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**Write it yourself**

**Write a short description of a famous sports personality in your country.**

1. - Say who she\he is and why she\he is famous.  
 - Give some more details of the person's appearance, character, background and family.  
 - Say where the person lives now and what are her\his ambitions.
2. Then improve your letter using 'Improving your writing' Checklist and "Questionnaire for self-evaluation"

3. Exchange your works with those of your classmates. Are there any improvements you wish to make to your peer's writing? Use the "Questionnaire for peers' evaluation".
3. Now you have feedback about your letter from several classmates. You can use what you learnt about your writing to improve your work.

## APPENDIX

### To the Student studying in class

If you are working with this book in a class follow these general instructions. They will help you improve your writing:

- When you are asked to 'work in pairs' or 'with a partner' try to follow the instructions carefully. You can often learn more quickly through discussion than by doing exercises silently.
- Do not worry about making mistakes. The most important thing to pay attention to in your writing is the extent to which it communicates. Spelling, punctuation and matters of handwriting are important but subordinate to this purpose.

### To the self-study Student

If you are not in class follow these general instructions:

- go through the unit carefully, because it is logically structured and is aimed to help you to make a good piece of writing
- when you are doing exercises it is not enough to "fill in" the text. Write the whole text to develop your writing skills.
- as you go through a unit, check your work with the key. The keys are to help you-use them.
- Write the first version and use the **Improving Your Writing Checklist** and **Questionnaire for self-evaluation**. Then improve your writing.
- When you think your writing is as good as it can be, give it to someone else to read. Another person can see things that are invisible for you.

### Improving your writing. Using the checklist

This list of things to check in a first version of a piece of writing is very important. You will be asked to use it in many of the units and it should help you produce clearer, more effective writing.

#### FIRST CHECK

##### **Check that your writing makes sense**

- Is it correctly organised on the page?  
(Writing models in each unit will help you check this.)
- Is the information presented in a clear, logical order?
- Have you put in all the information your reader needs?
- Have you put in unnecessary information?

## SECOND CHECK

### **Check that you have used the right words**

- Have you used any words that are too formal or informal?
- Can you replace any of the words in your writing with more precise vocabulary?

### **Check spelling and punctuation**

- Have you made any spelling mistakes?
- Have you punctuated your writing correctly?

### **Check the grammar**

- Have you made any grammatical mistakes?

#### **ESPECIALLY**

- Subject/Verb agreement
- Correct article
- Word order

## **Questionnaire for self-evaluation**

1. Am I sharing my impressions clearly enough with my reader?
2. Have I missed out any important points of information?
3. Are there any points in the writing where my reader has to make a “jump” because I’ve omitted a line of argument or I’ve forgotten to explain something?
4. Does the vocabulary need to be made stronger at any point?
5. Are there some sentences which don’t say much or which are too repetitive and can be missed out?
6. Can I rearrange any sets of sentences to make the writing clearer or more interesting?
7. Do I need to rearrange any paragraphs?
8. Are the links between sections clear? Do they guide my reader through the writing?

(After Hedge, Tricia (1988) Writing OUP.)

## **Questions for peers’ evaluation (after the 1<sup>st</sup> draft)**

1. What do you like most about the writing?
2. What is the main idea?
3. Who is the audience, and what is the purpose?
4. What convincing details does the writer use?
5. Where could the writer add details to make the piece more convincing?
6. What areas in the writing seem unclear?
7. How could the writer make the piece clearer?

## **To the Teacher**

## **Writing profile. Evaluation tools.**

Your second draft will be evaluated after these criteria.

### **Communicative quality**

5. Communicates what is intended clearly and effectively.
4. Communicates intentions quite well.
3. Communicates intentions adequately.
2. Does not communicate intentions adequately.
1. Fails completely to communicate intentions.

<b>Logical organization</b>	<ol style="list-style-type: none"> <li>5. Information and ideas extremely well-organised.</li> <li>4. Good organisational structure.</li> <li>3. Organisational structure evident with some breakdowns.</li> <li>2. Difficult to identify logical structure.</li> <li>1. No logical structure evident.</li> </ol>
<b>Layout and presentation</b>	<ol style="list-style-type: none"> <li>5. Extremely well-presented. Shows complete familiarity with conventions.</li> <li>4. Reasonably well-presented; a few minor problems with conventions.</li> <li>3. Acceptably presented but needs more familiarisation with conventions.</li> <li>2. Some serious gaps in familiarity with conventions.</li> <li>1. Fundamental lack of familiarity with conventions.</li> </ol>
<b>Grammar</b>	<ol style="list-style-type: none"> <li>5. Wide range and excellent control of appropriate grammatical structures.</li> <li>4. Effective use of a good range of grammatical structures.</li> <li>3. Adequate range and control of grammatical structures.</li> <li>2. Limited range and poor control of grammatical structures.</li> <li>1. Extremely limited range and control of grammatical structures.</li> </ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>5. Wide range and excellent control of appropriate vocabulary.</li> <li>4. Effective use of a good range of vocabulary.</li> <li>3. Adequate range of fairly appropriate vocabulary.</li> <li>2. Limited range of vocabulary.</li> <li>1. Extremely limited range of vocabulary.</li> </ol>
<b>Handwriting, punctuation, spelling</b>	<ol style="list-style-type: none"> <li>5. No faults.</li> <li>4. Occasional faults.</li> <li>3. Adequate but needs improvement.</li> <li>2. Significant weaknesses.</li> <li>1. Little knowledge of or ability to handle the basic conventions.</li> </ol>

(Adopted from Hopkins, Andy (1995). *"Perspectives"*, p. 9.- Longman)

## **Scoring**

31-35 points –“5”

26-30 points -“4”

21-25 points -“3”

## **Marking Code.**

You should know the marking code to improve your work.

Symbol	Error	Example
<b>WF</b>	wrong form	the <u>best</u> will be its achievements
<b>WW</b>	wrong word	patient, funny and <u>kindly</u>
<b>T</b>	wrong tense	In the last two weeks you <u>didn't have</u> much fun.
<b>Om\^</b>	something is missing	You arrived in London ^ the 1 <sup>st</sup>
<b>Sp.</b>	wrong spelling	<u>confortable</u>
<b>WO</b>	wrong word order	You havn't seen <u>yet</u> London.
<b>P</b>	wrong punctuation	Sincerely yours <u>Kate.</u>
<b>V</b>	wrong verb form	The Titanic <u>sunk</u> very quickly.
//	new paragraph needed	
<b>O</b>	not necessary	John came in and <u>he</u> sat down.
<b>?</b>	I don't understand what you are trying to say.	
<b>Sence</b>	This isn't quite right: it needs clearer expression	
<b>!!</b>	You really should know what's wrong here because -we've just done it in class	
<b>Agr.</b>	agreement(subject-verb, adj.-noun)	In Moscow there <u>is</u> many museums.
<b>Art.</b>	wrong or omitted article	<u>a</u> climate
<b>F</b>	untruth	
<b>Log.</b>	illogical	
<b>Rep.</b>	repetition	I took part in the singing competition. I won this <u>competition.</u>
<b>Prep.</b>	preposition	I'm interested <u>for</u> music.
<b>Style</b>	the task is not compiled	

### Keys:

Ex. 1. 1 a, 2 d, 3 t, 4 c, 5 b.

Ex. 3

head -oval, bold, round, small, big, bold, round, big

forehead- high, low, broad, big

eyes -big, black, brown, grey

lashes -long

brows-bushy

face-good-looking, fresh, rosy, pale, pretty, handsome

complexion-fresh, rosy, pale

nose- long, strait, thin, thick small, big

cheeks -thin, thick

mouth -big , small, beautiful

lips -red, pretty

teeth -big, beautiful

hair-long, short, curly, fair, chestnut, wavy, blond, brunette red

Ex. 6

Abilities and skills	Emotions, feelings and mood	Behaviour and attitude to people
Gifted talented intelligent clever erudite high-skilled skillful accurate	sensitive quite nervous lucky cheerful optimistic pessimistic angry	Industrious careful attentive noble honest fair friendly polite reserved

distracted		strict	reliable
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Ex. 8

Place of Birth: Where were you born?

Date of Birth: When were you born?

Family Background: What sort of family do you come from?

Education: Where do\did you go to school?

Training: What sort of training did you\will you have?

Career: What do you do and what do you want to do?

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