

Describing Things

STUDENT WORKBOOK FOR INTERMEDIATE



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for every e-slides



EXTRA! QR codes for
activities answer key

NIK INTAN BAIZURA BINTI RAMSA

Describing Things

STUDENT WORKBOOK FOR INTERMEDIATE



NIK INTAN BAIZURA BINTI RAMSA

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Nik Intan Baizura binti Ramsa

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Preface

This e-book is specially designed for intermediate students as the supplementary sources of reference and enrichment activities. The author has started this initiative as an alternative from using physical workbook. The use of e-book is more feasible nowadays as students prefer to browse notes through their smartphones rather than using physical workbook. Accessibility of e-book through smartphone has made it *on-the-go* as the user can do exercises even while waiting for bus or taxi.

The inputs given are carefully designed to help them to understand deeper and able to apply the skills in daily use. The activities are carefully arranged and presented in attractive graphics. The user just need to scan the QR code for slides as well as answer key for some activities.

CONTENTS

Preface

iii

DESCRIBING THINGS

1-3

DESCRIBING SHAPES

4-7

Activity 1	4
Activity 2	5
Activity 3	6
Activity 4	7

DESCRIBING OBJECTS

8-16

Activity 5	16
------------	----

DESCRIBING PRODUCTS & SERVICES

17-33

Activity 6	18
Activity 7	19
Activity 8	20
Activity 9	21
Activity 10	22
Activity 11	23
Activity 12	24 - 25
Activity 13	26
Activity 14	27
Activity 15	33

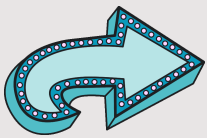
DESCRIBING POSSESSIONS

34-36

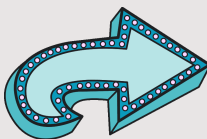
Activity 16	35
Activity 17	36
References	37



Skills:



Identifying features,
characteristics and functions



Constructing questions and
paraphrasing

I want all of you to think of a product

There are two things you should find out about the product. First, its **features or characteristics**. Second, its **functions**

Features or characteristics are physical descriptions of a product. For instance, its shape, colour, price and dimensions.

What do you mean by features and characteristics?

What do you want us to find out about the functions?

You have to tell why the product is created and who is the target user



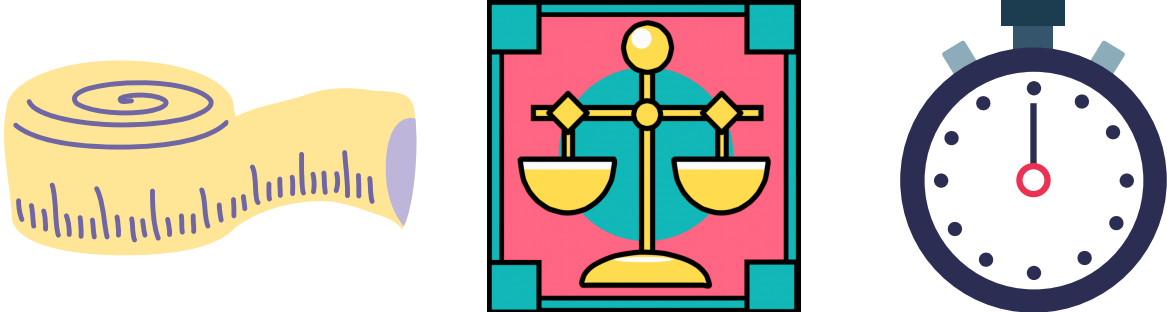
How to describe objects?

1. You can describe its **main characteristics**:

a. shapes



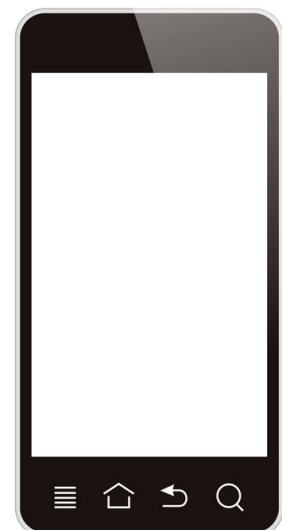
b. measurement




c. material



2. You can explain **what it is used for.**



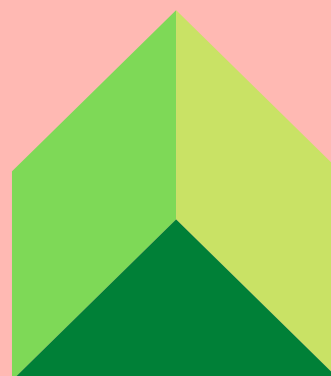
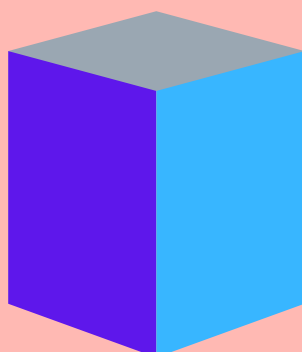
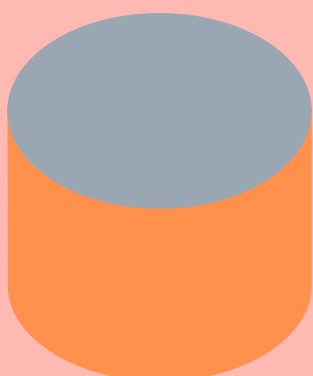
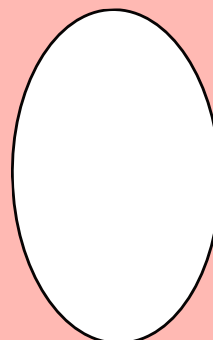
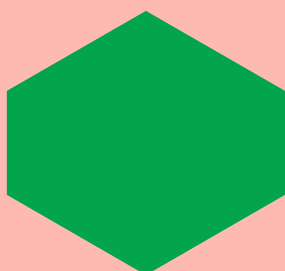
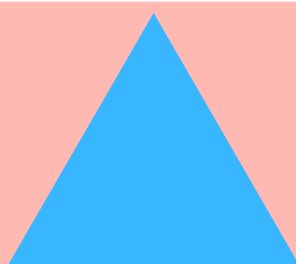
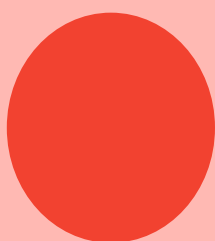
A collection of various transparent, colorful geometric shapes scattered on a light blue surface. The shapes include cubes in orange, blue, and purple; a green cone; a green cylinder; a yellow cylinder; a green sphere; a red pyramid; and a blue pyramid. The shapes are arranged in a way that they overlap and reflect light, creating a vibrant and three-dimensional effect.

Describing Shapes

Describing Shapes

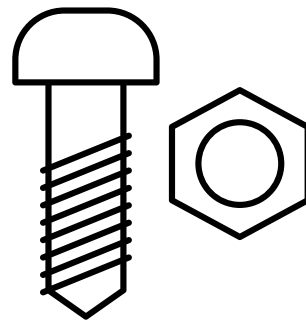
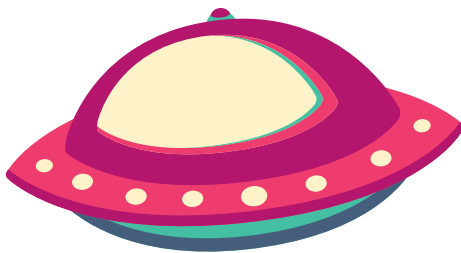


ACTIVITY 1- Name these shapes.





ACTIVITY 2- How would you describe the shape of each of the pictures?





ACTIVITY 3- Identify the adjectives for the nouns given.

Nouns	Adjectives
Rectangle	rectangular
Triangle	
Cylinder	
Circle	
Cone	
Deep	depth
Wide	
High	
Broad	
Long	

Scan for
Answer Key





ACTIVITY 4 - Construct TWO sentences using nouns and adjectives in your description.

E.g: **Deep - depth**

a. *The tank is ten metres deep.*

b. *The swimming pool is four metres in depth*

1. **High-**

a.....

b.....

2. **Long -**

a.....

b.....

3. **Broad -**

a.....

b.....

4. **Wide -**

a.....

b.....

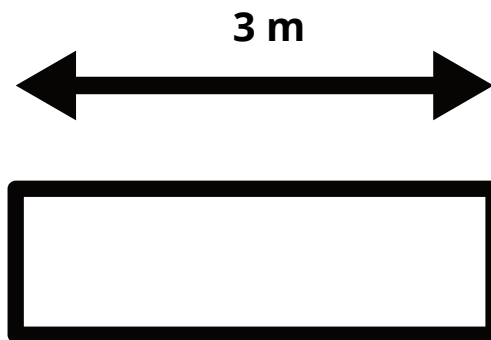


Describing Objects

Describing Objects

A linear dimension is one which we can measure in a straight line. Study the diagram below and see how an object is described in a linear dimension.

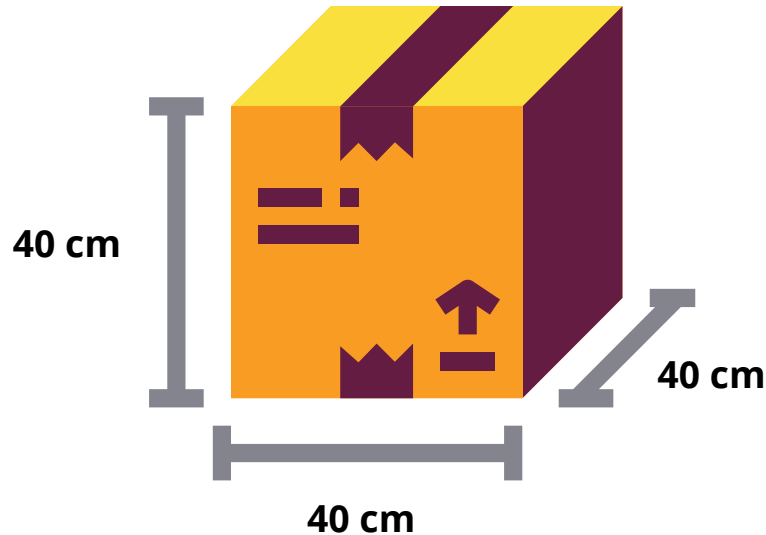
1. Length



We can describe length of this table in 4 different ways:

1. The table is three metres long.
2. The table is three metres in length.
3. The table has a length of three metres.
4. The length of the table is three metres.

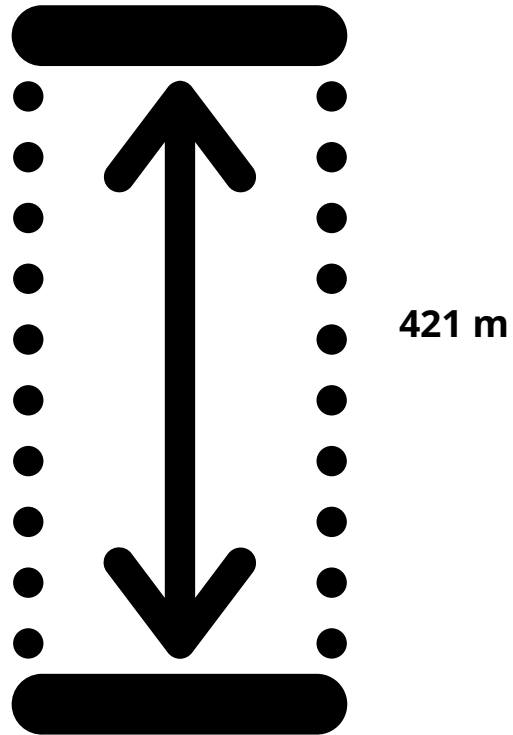
2. Width or breadth



We can describe the width or breadth of this box in 4 different ways:

1. The box is forty centimetres wide/broad.
2. The box is forty centimetres in width/ breadth.
3. The box has a width/ breadth of forty centimetres.
4. The width/breadth of the box is forty centimetres.

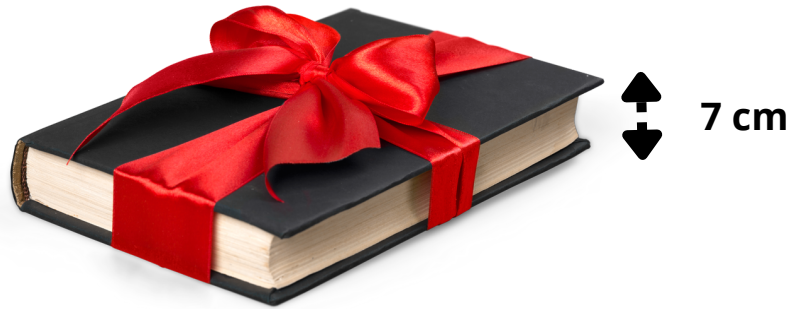
3. Height



We can describe the height of this Kuala Lumpur Tower in 4 different ways:

1. The Kuala Lumpur Tower is four hundred and twenty one metres high.
2. The Kuala Lumpur Tower is four hundred and twenty one metres in height.
3. The Kuala Lumpur Tower has a height of four hundred and twenty one metres.
4. The height of the Kuala Lumpur Tower is four hundred and twenty one metres.

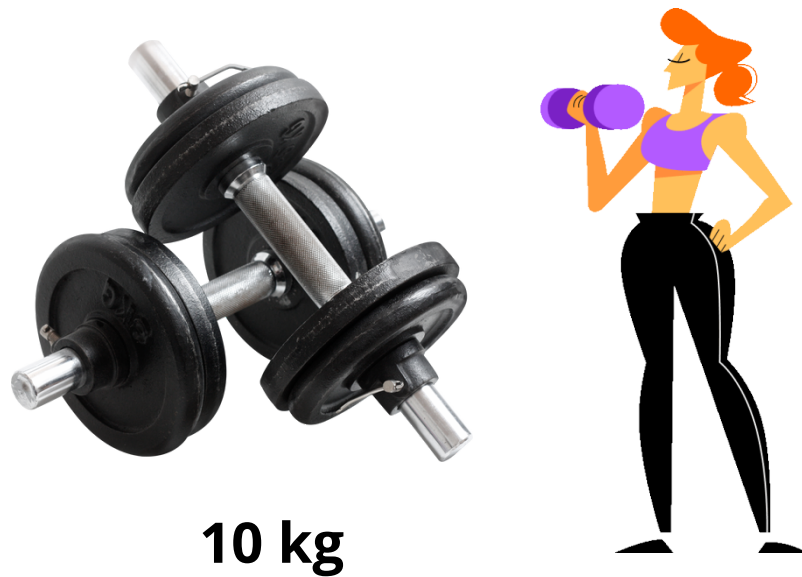
4. Thickness



We can describe the thickness of the book in different 3 ways:

1. The book is seven centimetres thick.
2. The book has the thickness of seven centimetres.
3. The thickness of the book is seven centimetres.

5. Weight

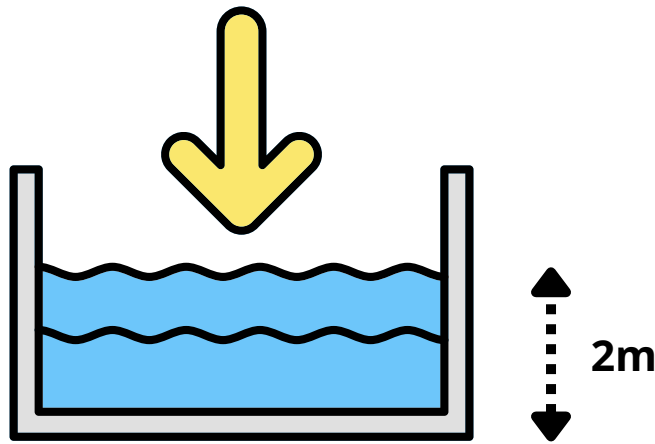


We can describe the weight of the dumbbell set in 3 ways:

1. The dumbbell set has a weight of ten kilogrammes.
2. The dumbbell set is of weight ten kilogrammes.
3. The weight of the dumbbell set is ten kilogrammes.

6. Depth

Depth is usually measured **vertically downwards** from a surface. This surface is usually known as **ground level of the surface of a liquid.**



We can describe the depth of the pool in 4 different ways:

1. The pool is two metres deep.
2. The pool is two metres in depth.
3. The pool has a depth of two metres.
4. The depth of the pool is two metres.

7. Area

Area is measured in **square units** such as **square centimetres, square feet, square inches.**

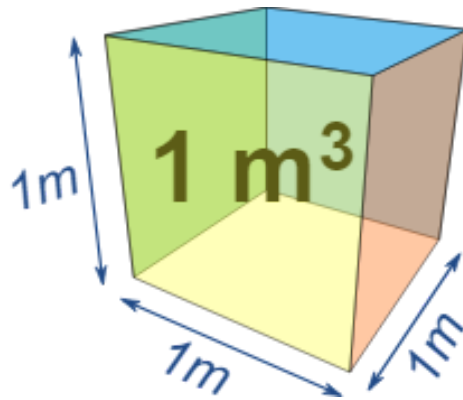


We can describe the area of the steel plate in 3 ways:

1. The steel plate has an area of four squared metres.
2. The steel plate is four squared metres in area.
3. The area of the steel plate is four squared metres.

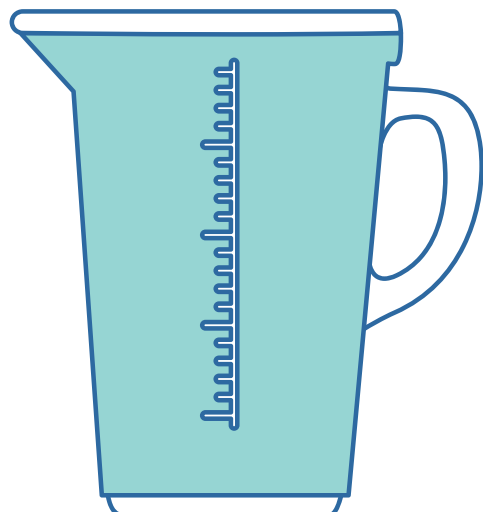
8. Volume (Cubic metre)

A volume that is made by a **cube** that is **1 metre on each side**. Its **symbol** is **m³**. It is equal to **1000 (one thousand) liters**



9. Volume (liter/litre)

A volume of **one kilogram of water** under standard conditions, now **equal to 1,000 cubic centimetres** (about 1.75 pints)





ACTIVITY 5- Describe these objects. Refer to the example given.



*This is a hacksaw.
It has 15cm long steel blade.
The shape is rectangular.
It is used to saw steel pipes.*



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Describing Products & Services

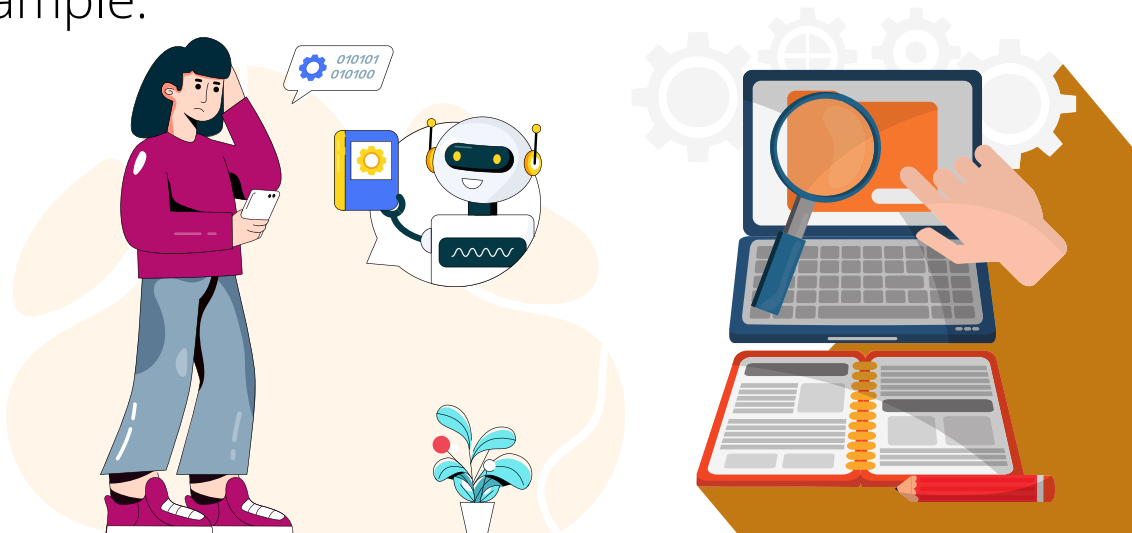


**SCAN FOR
SLIDES**



Describing Products & Services

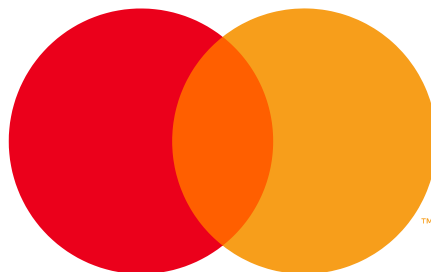
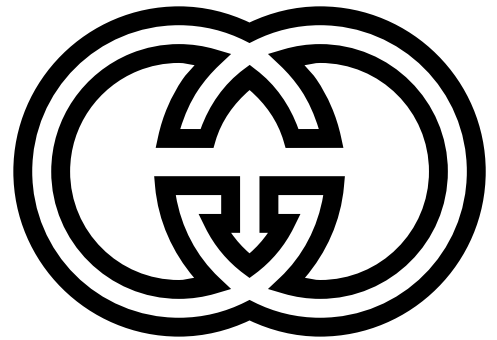
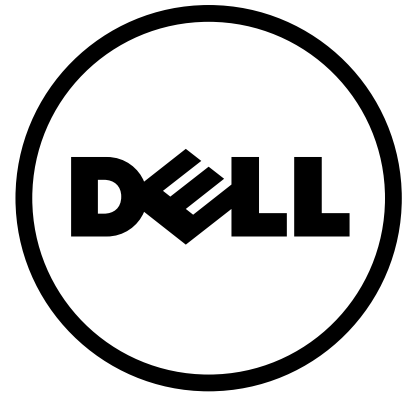
Everything that we produce, from the smallest to the largest product, begin with an idea. However, there are many stages in the **development process** involved between the initial idea and the finished product. You can start designing the **specification** by asking a series of questions, for example:



1. How does it work?
2. How big is the product going to be?
3. What materials will be needed to make it?
4. What does it look like?
5. What is the function?
6. How much will it cost?
7. What is/are the benefit/s of the product?
8. What are the special features offered to the user?



ACTIVITY 6- Product or service?





ACTIVITY 7- What features would you like your smartphone to have? Why?

Diagram illustrating the activity structure: A central image of a smartphone is surrounded by six empty rounded rectangular boxes (dotted lines) for writing answers. Orange arrows point from the smartphone to each box, indicating the flow of information.



ACTIVITY 8- Based on the words given, draw and write down the function of each product.

1. Torchlight

2. Hat

3. Stopwatch

4. Headphones

5. Trolley bag

6. First aid kit



ACTIVITY 9- Describe these objects.



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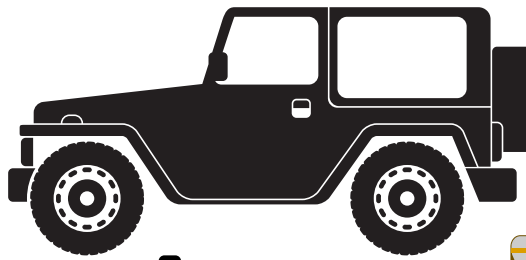
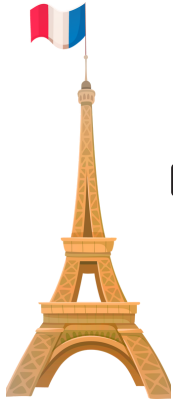
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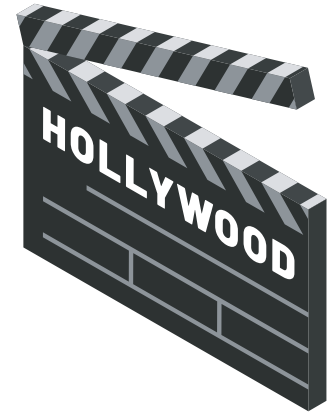


ACTIVITY 10- Use the following verbs and nouns below to construct sentences.



Jeep

Coca-Cola



Verbs - design, produce, create, invent, develop, manufacture, build, innovate, travel

Nouns - Disney, architect, tour package, Jeep, films, fashion, Chanel, movies, parks, engineers

Example: *Universal Studios produce Disney movies.*

1.
2.
3.
4.
5.
6.



ACTIVITY 11- Construct questions and answers about companies/ products/ services.

Google



zoom



Example: Does Molten design handbags? No, it doesn't.
Bonita designs handbags.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



ACTIVITY 12- Read the situations below. Think of the products or services that these people need.

1. Mr. Kime is the CEO of Kime Holding Pte.Ltd. He always chairs meeting, meets future investors and travels overseas regularly.

Product:.....

Service:.....

2. Ms Tania loves to travel very much. She likes to keep good memories while visiting landmarks on foreign countries.

Product:.....

Service:.....

3. Ameera is spending her semester break at her cousin's house. However, she hates mosquitoes.

Product:.....

Service:.....

4. Hadeef's grandfather is sick. He needs to inform his mother about the situation.

Product:.....

Service:.....

5. Irfan loves to watch movies. He wants to invite his friends over so they can spend time together.

Product:.....

Service:.....

6. Annie wants to buy some groceries but she does not have enough cash.

Product:.....

Service:.....

7. Hanna is sick. But, she's staying alone.

Product:.....

Service:.....

8. It is raining heavily outside. Nana needs to go home.

Product:.....

Service:.....

9. My mother plans to host a party.

Product:.....

Service:.....



ACTIVITY 13- Draw two products from Activity 12, then describe the features /characteristics and functions of these products.

.....

.....

.....

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.....

Product 1:.....

.....

.....

.....

.....

.....

.....

.....

Product 2:.....



ACTIVITY 14- Construct sentences using the adjectives given.

long lasting east-to-use convenient
comfortable handy useful fast
portable efficient stylish out-of-date
reliable avant-garde fragile inexpensive

Example: My bicycle is long lasting. I have had it for 15 years.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

INPUT -Look at the phrases we use to describe the ingredients (raw materials) used in a product and the process of making it.

made of / made out of
when we can see the original materials used for making the object



1.This handbag is **made of** crocodile skin.

2. These cups are **made of** plastic.

3. This ashtray is **made of** clay.

4.He built a house which was **made out of** bamboo.

5. The necklace is **made of** pearls.



made from

when we cannot see the original ingredients



1. Book is **made from** pulps.
2. The cookies are **made from** flour, butter, sugar and chocolate chips.
3. Bronze is **made from** copper and tin.
4. Latte mix is **made from** coffee, chocolate, sugar and creamer.



made with

to mention an important ingredient (but not usually the largest ingredient) in the product.



These sentences **describe the processes** for making the product. They are in **passive form.**

1. This vermicelli is **made with** green beans.
2. The bun is **made with** wheat and yeast.
3. That pasta is **made with** durum wheat.
4. Their ice cream is **made with** yoghurt.

These sentences **describe what the product does.** They are in **active form.**

1. That smartphone takes great videos!
2. This lipstick makes your lips plumper.
3. The shampoo washes the dandruff out of your flaky hair.
4. Shinkansen makes you arrive at your destination on-time.

made in

when we describe the origin of the product



1. Our furniture is **made in** Indonesia.
2. The ornament was **made in** Turkiye.
3. These knitted jackets were **made in** Scotland.
4. The tea was grown, picked, dried and packed in Ceylon.

made something into

when we describe a process of transformation



1. Grandma **made** her scarf **into** a sling for her broken arm.
2. John **made** the remains of the wood **into** a beautiful letter box.
3. She **made** the old jeans **into** a sling bag.
4. The chef **made** the remains of the bones **into** a clear broth.

make something for someone
when we describe the sponsor or intended recipient of a product.



1. She's **making** soup **for** her sick brother.
2. I'm **making** a muffler **for** my husband.
3. Shah Jehan **made** Taj Mahal **for** his wife.
4. The artist **was** making a beautiful sculpture **for** the President.

make something for a reason
when we describe the reason for making something



1. She's **making** a special dress **for** the event.
2. The carpenter **made** a special bridal dais **for** the wedding of Sultan's daughter.
3. Grandma is **making** a knitted shawl **for** her best friend's birthday.
4. The superstores are **making** a special sale **for** Hari Raya celebration.



ACTIVITY 15- Underline the appropriate words in the sentences.



1. A ball is made **of / for / in** leather.
2. BMW cars are made **from / in / by** Germany.
3. Our cookies are made **in / into / with** pure butter.
4. The pudding is made **with / out of / of** bread.
5. My wedding ring is made **with / of / by** platinum.
6. Paper is made **into / from / by** wood pulps.
7. The videos were recorded **by / in / at** Belgium.
8. The songs were sung **in / of / by** Korean singers.
9. It was decorated with hay which were made **into out/ of / for** flower bouquet.
10. That handbag is made **with / from / by** calf leather.
11. This juice was made **of / by / in** Thailand.
12. Istana Negara was built **by / with / for** His Majesty.
13. The winning goal was scored **from / with / by** Datuk Azizul Hasni.
14. This crepe is made **in / with / after** banana and flour.
15. I've made some muffins **at / for / by** her birthday party.



Describing Possessions

Describing Possessions

Look in your purse, wallet, briefcase, handbag etc. and make statements about:

1. what is the material of the product?
2. who produces the product?
3. who is the target user?
4. origin of the product

How many different statements can you make about your possessions? Look at your partner's possessions. Ask similar questions.

Describe:

1. The **tiniest** item in your pencil case.
2. The **most expensive** thing in your wardrobe.
3. The item (not person) which you **care the most** in your house.
4. The **heaviest** item in your mother's kitchen.
5. The **cheapest** item on your shelves.



ACTIVITY 16- Choose a friend to be your debate sparring partner. Your debate topic is "A product that can solve all the problems in the world". ' Why is my product better than yours?'

	MY PRODUCT	YOUR PRODUCT
OPENING		
CHARACTERISTICS FEATURES		
FUNCTIONS		
PROS		
CONS		
CONCLUSION		



ACTIVITY 17- Look around the classroom/ workshop/lab and try to identify all the different materials you can spot.

a. If you don't know the English name for all the materials, try to describe them with its synonym or put them in statements. This is known as ***paraphrasing*** and it is a very practical skill.

For example:

It is produced in Japan.

It comes from wood.

b. Are there any items/materials made of the following? Describe them in statements.

- | | |
|---------------|-----------|
| • Rubber | * Feather |
| • Metal alloy | * Ceramic |
| • Plastic | * Carbon |
| • Glass | * Copper |
| • Fur | * Gold |
| • Steel | * Tin |
| • Wood | |
| • Aluminium | |

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***"Learning is not the product of teaching.
Learning is the product of the activity of
learners" -John Holt***

***"We need to make education so much
fun that students can't help but learn "
- Sebastian Thrun***



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DESCRIBING THINGS