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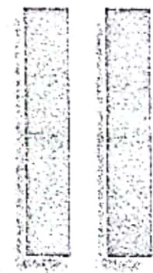


P.2



L4+L5

Essay II



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EssayII 4.P2

AYDI 2022/ T2

**HELLO EVERYONE!**

What's your favorite food?

Student: Chicken

Instructor: Just chicken? Or a specific form of chicken, like fried chicken?

Student: Shawarma.

Student: Mjaddara.

Student: Kabsa.

Student: Sheikh Almahshi.

Instructor: So when do we eat our favorite food?

Student: On special occasions.

Instructor: So when we have a special occasion, like a wedding, we have a lot of types of food, because a lot of people are invited, and different people like different types of food. So in the exam, I might ask you to write an essay that describes a family gathering. How do you write this essay? What is the first thing that you need to do? First of all, don't start writing the essay immediately. That would be chaotic. So, on a piece of paper, write the first thought that comes to your mind. What is the first thing that you're going to think of?

Student: The place.

Instructor: Before that, what kind of occasion is it? Is it a wedding? Is it just a family dinner? Is it a graduation party? A birthday? What is the second thing?

Student: The family members who will be there and the people who are invited.

Instructor: Yeah the types of people who are invited. Are they friends? Are they family? Are they new guests that you are going to meet? Then you can mention the type of food that will be presented. Is it traditional food, or fast food?

If we're going to have traditional food, what type of people do I expect?

Student: Family.

Instructor: Yes. What about in the case of friends?

Student: fast food.

**Instructor:** Yes. It is up to you, but this is the typical scenario. So far, we will have listed the type of occasion, the type of people that are invited, the type of food, the time and place. (Is it someone's home? Is it a restaurant?)

So when you're going to write about this occasion? Are you going to focus on the food, or the company?

**Student:** The company.

**Instructor:** It is up to you. You can focus on the company or the food, depending on which one is easier for you. But if you're going to focus on the company, you are going to describe the people, but not necessarily all of them, but at least the most interesting ones. You can also describe the atmosphere, is it friendly? Is it noisy? Is it calm? So focus on the mood of the occasion itself. It could be difficult to focus on describing the guests because there could be so many of them, so the easiest way to write this essay would be to focus on the food. So what kind of foods do you think of? You have to be clever. Think about the easiest food for you to describe... like fried chicken. If you want to describe fried chicken, what would you write? What is a typical fried chicken for you?

**Student:** It's well done. It's delicious.

**Instructor:** So when you describe food, the first thing you're going to talk about is the taste. What are the tastes?

**Student:** Juicy.

**Instructor:** Yes, juicy. I could also say that it's spicy. Most of the time fried chicken is spicy. What else?

**Student:** crunchy.

**Instructor:** Yes. Crunchy or crispy. You could also say that it smells good. So you have to use the appropriate vocabulary. You could also talk about the texture.

**Student:** For chicken, you can say it's tender or soft.

**Student:** And you can say how it was cooked.

**Instructor:** Like if it was cooked medium or rare or well-done, but that's for steaks. So if I'm having fried chicken, I would describe its taste, and I would also describe its appearance... How do you describe the appearance of a meal?

Student: The colors.

Instructor: And you can say it looks delicious, or appetizing, or tempting to eat.. What is the meaning of tempting to eat?

Student: بتشهي

Instructor: Yes.. So those are things to say when it comes to the appearance of the food... Where do we put these types of information in the essay.

Student: In the body paragraphs.

Instructor: Yes. So what do we write in the introduction?

Student: The occasion.

Instructor: Yes, what else?

Student: The people.

Instructor: Yes, the company of people that arrived to the occasion.. And in the body paragraph, I describe the taste of the food and its appearance, and I describe how I feel about eating it. What types of smell do you like in food?

Student: Ginger.

Student: Sweet.

Student: Spicy.

Student: Cooked onions.

Instructor: So the smell is an important aspect of food. You can say it's lemony, minty, etc.

#### Food-Related Scent and Flavor Words

Aromatic	minty	spicy
Citrusy	piquant	sweet
Fishy	savory	tangy
Lemony	sour	tart

**Citrusy:** characteristic of citrus fruit (like lemon) in taste or scent.

**Piquant:** having a pleasantly sharp taste.

**Sour:** having an acid taste like lemon.

**Tangy:** having a strong flavor or smell (a tangy salad)

**Tart:** sharp or acid in taste (a tart apple)

So what do we write in the conclusion?

Student: How I feel about the occasion itself.

Instructor: Yes. Very good.

So when it comes to the taste of the food, you could use vocabulary such as: salty, sour, bitter, sweet, juicy... What other tastes that you can add? There is meaty (or umami), seasoned, acidic ...

In the descriptive essay, we said that we can describe either concrete things or abstract ideas.

**Concrete**: existing in material form, not abstract.

**Abstract**: Existing in thought or as an idea.

**In a descriptive essay, the writer uses details to tell how a subject looks, sounds, smells, tastes or feels. The essay should make the reader feel like responding to what he or she is reading.**

So the reader should feel like he's with you in the dinner. The details should be vibrant and lively. You can describe the table and the colors of your dishes. You can say for example the salad looks like a garden. You can't just say there is a dish of salad, and that's it. You can say it has all the colors of nature. It has tomato, it has parsley. Describe the dish in detail.

With regard to the chicken, you can say that when you first bought it, it was so hot, that the steam was rising from the dish, which made it so tempting to eat. You can say it is decorated. We have lemon slices, we have tomatoes... So add details. Don't just list things (There's chicken, there's salad, there's Pepsi, etc.).

Student: Paint it in words.

Instructor: Precisely. Paint an image for me. Don't be brief.. What do we need to do in order to be capable of doing that?

Student: To read and write.

Instructor: Yes, we need vocabulary and good English. You need to read a lot.

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**The introduction needs to have a hook.**

What is the meaning of a hook? It is something that grabs the attention of the reader. How do you make your essay interesting for

the reader? So you have a meal, you have a family gathering, and you want to write a descriptive essay, and the first sentence has to hook the reader, what can you write?

**Student:** The meal we had on that day was not like any other meal in this world.

**Instructor:** Yes. Very good. It attracts me to the occasion, and conveys that there is something special about what you are writing.

**The middle sentences provide the background.**

So what is the occasion about?

**By the end of the introduction paragraph, I will write the thesis statement.**

Like: On that occasion, the chicken that I had was something special. In the body paragraphs, you can describe the chicken in detail, and talk about the side dishes. In the conclusion, you can tell the reader your opinion of the dinner, and how you felt.

An example of **descriptive essay** about a picnic (A famous New York chef, Anthony Bourdain, describes a childhood experience with an oyster during a family vacation in France):

#### **Food is Good**

At six in the morning, we climbed into Monsieur Saint-Jour's wooden boat with our picnic baskets. He was an old man dressed in ancient denim work pants. He had a leathery, tanned and windblown face, hollow cheeks, and tiny broken blood vessels on his nose and cheeks. We took the boat out to his underwater oyster park, a fenced off section of bay bottom, and we sat... and sat... and sat, in the morning August sun, waiting for the tide to go out. The idea was to float the boat over the fence walls, then sit there until the boat slowly sank with the water level until it rested on the bay floor.

There was, I remember, still about two feet of water left to go before the boat settled on dry ground, and we could walk around the park. We'd already eaten all the food from our picnic baskets, but I was still hungry, and said so.

Monsieur Saint-Jour asked if any of us would like to try an oyster.

My parents hesitated. I doubt they'd have realized they might actually have to eat one of the raw slimy things we were floating over. My little brother pulled away in horror.

But I, in the proudest moment of my young life, stood up smartly in defiance, and volunteered to be the first.

And in that sweet moment in my personal history, that one moment still more alive for me than so many of the others, I won glory. Monsieur Saint-Jour reached down into the water and came up holding a single oyster, huge and irregular shaped, in his rough fist. With an oyster knife, he popped the thing open and handed it to me. Everyone was watching now, my little brother pulling away from this shiny, wet object, still dropping and nearly alive.

I took it in my hand, tipped the shell back into my mouth as instructed by Monsieur Saint-Jour, and with one bite and a slurp, I wolfed it down. It tasted of seawater... and flesh... and somehow... of the future.

**Wolfed:** ate very quickly.

In order to write a good essay, we need adjectives, and we need similes. What is the meaning of simile? It's a figure of speech involving the comparison of one thing with another thing of a different kind. For example: Her eyes are as green as a spring meadow.

We can use similes to make the writing more interesting, or more familiar to the reader. For example, saying the dish of salad is colorful like a garden. This makes it sound more interesting.. Give me a dish, and make a simile for it.

**Student:** The smell of Mjaddara doesn't smell like anything else. It's special.

**Student:** We can say fruit salad tastes like a trip to Hawaii.

**Instructor:** Yes. This is very good actually. So similes make your essay more sophisticated.

I have read some of your essays, and it seems that some of you think in Arabic when they're writing. It's bad English. I sympathize with you, but some of you need to work on their language. You need

to think in English, not in Arabic. For example, you write run-on sentences. What's the meaning of run-on sentences?

**A run-on sentence results from two or more complete sentences being connected without any punctuation.**

They are long sentences that are poorly connected and don't make sense. Break your ideas into smaller sentences.

Do you prepare for the essay exam?...honestly

I myself didn't prepare for the essay exam when I used to be a student. But now I know better. You need to read and practice. You have to build your vocabulary. Practice writing thesis statements, topic sentences, conclusions. This will make it a lot easier for you to pass the exam. So we created together a descriptive essay about a family gathering. What other descriptive essay topic can you think of? An easy one... You have people you like, and people you dislike. If I asked you to describe a person that you dislike, what vocabulary do you think you're going to use? First of all, you need to describe him in terms of physical appearance, then you go to the characteristics you hate the most about this person. Which characteristic would you describe?

**Student:** Reckless.

**Instructor:** So you can say that you don't like him because he's reckless. This is your topic sentence. So how can you develop this idea? How can you convince me that he's reckless? For example he made an appointment, or and he didn't show up, or he made a promise and didn't keep it. So then you have to develop this idea in about five sentences. So you mention a characteristic, and then you have to back it up and prove it. What else?

**Student:** This is in the body paragraph.

**Instructor:** Yes.

**Student:** We can say that she depends on fast food. She does not work out (exercise).

**Student:** Can we say that she is fat?

**Instructor:** You can't hate someone because he or she is fat. That's discrimination.

**Student:** We can hate someone if he's a liar for example.



**Instructor:** Exactly. So that's a good topic, but now you need to develop it into a paragraph.

**Student:** He tells false stories.

**Instructor:** For example, when you were a child, he promised that he would take you to Happy Land, and as a child, you were very eager to go. You felt very excited, you prepared your clothes, and you told all your friends and family about this trip, but he failed to deliver on his promise, which made me very disappointed. So this is a full paragraph.

In the conclusion of an essay about a person's traits, you're going to make it clear to me how his or her traits will make him or her likable or unlikable to me.

In the coming lectures, I'm going to give you a list of adjectives and adverbs that are usually used in such essays because each essay has its own adjectives and adverbs. For example, in the 'comparison essay', we would use the expression: 'on one hand... on the other hand'. If we have a 'cause and effect essay', we're likely to use 'as a result, so', and so on.

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## **Descriptive Essay**

### **-Developing your ideas**

#### **Food from the Sea**

**My father told me that we should always respect nature and learn where our food comes from. He said that food tasted better when you got it yourself and ate it in a natural place. To show me this was true, he took me to the ocean, where we caught our own delicious crabs and ate them.**

**I will always remember the taste of the crabs we caught that day. The beach was quiet and still at 6 o'clock. The tide had just come in, so there were many crabs walking slowly on the white sand. We sat a few feet away from my father's special crab traps. The crabs were made from bamboo, and they looked like round cages, but one side had a small entrance for the crab to go in. There were some small, fragrant fish in the trap. The fishy smell made the crabs hungry, so they crawled into the traps. We watched the crabs walk into the**

traps, and I smelled the strong smell of dark, oily fish. Overhead, we heard the sound of seagulls and pelicans in the sky. I think the seagulls wanted to eat the fish, too. Once the traps were full, we took off our shoes and threw them over our shoulders so we could walk on the wet sand and feel the water pushing and pulling at the beach. Later, we built a fire, and ate boiled crabs on the beach. We cracked their shells. The meat was white and pinkish and tender. It tasted sweet and a little salty. We did not want to stop eating them. We sat on the sand surrounded by crab shells and watched the sun go down into the ocean.

From that day on, I knew my father was right. Food tastes best when it is something that you have caught or grown yourself. I have eaten crabs many times since then, but it has never tasted as good as it did that day.

So what is the essay about?

Student: It's about fresh food.

Instructor: Yes, it's about fresh food, and there is an example which is crabs, which is a type of seafood. It's actually about a special event that changed the writer's view of food. What is the environment in which this event takes place?

Student: sea.

Instructor: Yes, by the sea. How does the writer conclude his essay?

Student: He restates.

Instructor: Yes, he restates what his father had told him, which is that fresh food, that a person hunts or prepares himself, tastes best.

I will later ask you to describe an event that totally changed your life or your opinion of something. You will have to describe the actual place in which this life changing event took place, and in the conclusion you'll either restate the ideas, or just give me your own feelings.

This essay is a short one. It consists of an introduction, one body paragraph and a conclusion. So what does the writer want you to know in this essay? What are his feelings about this event? Is he nostalgic, is he angry?

**Student:** It's nostalgia.

**Professor,** yes, nostalgia الحنين إلى الماضي. He's nostalgic about his experience with his father.

Tell me an example of an event that changed your life... This could be a prompt in the exam: (describe an event that changed your life, or taught you something), which is similar to the essay 'Food from the Sea'.

**Essay prompt: sentences raising an issue, or asking a question that you will have to respond to in an essay.**

In this kind of essay, you'll have to describe a place. How do you describe a place? I would have to use prepositional phrases for example.

#### **Prepositional Phrases in Descriptive Writing:**

A prepositional phrase is made up of a preposition + a noun phrase or pronoun

Example:

*The boat slowly sank with the water level until it rested on the bay floor.*

Prepositional phrases are important in descriptive writing. They show the position, location, or direction of objects in space and time. We can also use prepositional phrases to show manner or attitude.

-Prepositional phrases that show position or location:

*The boat slowly sank with the water level until it rested on the bay floor.*

-Prepositional phrases that show direction:

*We took the boat out to his underwater oyster park.*

*The idea was to float the boat over the fence walls.*

-Prepositional phrases that show time:

*At six in the morning*

*In that sweet moment*

*On Sunday*

-Prepositional phrases that show manner or attitude:

***I stood in defiance.***

***He pulled back in horror.***

So to describe places, we'd use prepositional phrases such as 'to the left of', 'to the right of'. And sometimes prepositions don't precede a place or a time, like when they are in prepositional phrases that describe attitude (in defiance, at odds, in shock, etc.)

So let's do this exercise, which is an easy one, and in which we have to identify the prepositional phrases... And things like prepositional phrases are one of the useful tools when writing an essay... Because when it comes to the exam, your ideas are alright, but your language does not serve you. So you need to read a lot of essays, so you can imitate their style, and not write English sentences with Arabic structures.

***-The idea was to float the boat over the fence walls.***

**This prepositional phrase describes a direction: the direction of the movement of the boat.**

***-The boat settled on dry ground.***

**This prepositional phrase describes a location.**

***-We could walk around the park.***

***-He held an oyster in his rough fist.***

***-I tipped the shell back into my mouth.***

***-I taste of the future.***

**This prepositional phrase describes a manner, the manner in which the food tastes.**

The next language tip is also crucial for you.

**Adding details to sentences:**

**Details tell what something looks like, or how it sounds, tastes, feels, or smells. We can use nouns, adjectives, adverbs, and verbs to add details. The more specific the details are, the more effective and interesting the writing will be. Clear, specific details allow the reader to create a picture in his or her mind of what is being described. Compare the general sentences below with ones that have specific details.**

*The crabs were good: The crabs were tender and sweet with a salty taste.*

*He bought some fruit: He bought some sweet, juicy strawberries.*

*She walked to the door: She tiptoed to the door.*

*She walked to the door: She walked quickly and silently to the door.*

When you write: I bought some fruit, the reader doesn't have any clear image to imagine, but when you specify, like for example you say, I bought some sweet strawberries, your writing becomes more engaging and more enjoyable to read. Just one word can affect the context and the mood of the essay, and can make it more explicit and clear. And in order to get good at this, we need a lot of practice, in addition of course to reading a lot. I know this takes a lot of effort, but you need to do so in order to pass the exam.

So now we're going to rewrite simple sentences by adding details to them.

**-He bought a vegetable:**

*He bought some bright green spinach.*

**-We returned from the store:**

*We returned from the store with full hands and empty pockets.*

**-I entered the room:**

*I sauntered into the room. (Saunter: to walk in a slow, relaxed manner).*

**-My friend cleaned the spinach:**

*My friend washed the dirty spinach with vinegar.*

**-We put the spinach in the pan:**

*We dumped the spinach in the hot pan.*

**-Our guests enjoyed the dinner:**

*Our guests appreciated the sumptuous dinner greatly. (Sumptuous: splendid, and expensive looking).*

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What are similes? It's a figure of speech that compares one thing with another... تشبيه , and usually it compares something unfamiliar with something familiar, to make it easier for the reader to imagine or

get the general idea of something. If I want to make a simile about beauty, I could say...

Student: As a rose.

Student: As a butterfly.

Instructor: A butterfly could be used for delicacy.

There are common similes in English, like for example: sleep like a baby, work like a charm (be completely successful or effective). It's good to use common similes in your essays, but you can create your own similes, as long as they are logical, like you can't say as fast as a turtle for example.

Descriptive writing may use similes to make something seem more familiar or more creative. Similes make ideas easier to understand, and they can also express feelings. Similes are often used in literature and poetry. Examples:

The sun was like a glowing ball of fire.

-I was young and easy... and happy as the grass was green.

My love is like a red, red rose.

#### Simile Structure

A simile can use the preposition like + noun or noun phrase.

*-The stars looked like diamonds.*

A simile can also use as... as + noun or noun phrase. This kind of simile also uses an adjective.

*-He is as smart as a fox.*

In the following exercise, we're going to identify the simile that suits the word.

1. The house	a. smelled sweet like honey
2. The ocean	b. is as solid as a rock
3. The cold wind	c. sparkles like a diamond
4. Their friendship	d. was as fast as a bullet
5. The train	e. cut sharply like a knife
6. The air	f. was as huge as a castle

1. The house was as huge as a castle.
2. The ocean sparkles like a diamond.
3. The cold wind cut sharply like a knife.
4. Their friendship is as solid as a rock. (as solid as a rock is a common simile).
5. The train was as fast as a bullet.
6. The air smelled sweet like honey.

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What purpose does a simile serve in your opinion?

Student: It emphasizes the point.

Instructor: And it creates a vibrant image. Give me an example of a simile... For example, if we have a crowded place, what simile can you think of to describe it?

Student: Like an ant cell?

Instructor: Or like a bee cell. If you say a place is crowded like a bee cell, it creates a clear image in the mind of the reader of an extremely crowded place. The reader can imagine people everywhere, and can imagine the noise.

Now I want you to use a simile to describe your best friend.

Student: He's as smart as Sherlock Holmes.

Instructor: Yes, very good.

Student: Can we use a word other than 'like' or 'as'?

Instructor: If you create a metaphor, you don't use either 'like' or 'as'. A metaphor is a more sophisticated imagery. Similes are much simpler.

Student: What if I say 'is similar to'?

Instructor: You'd be creating imagery, but it's not a simile. In order to make a simile you need either 'like' or 'as', and if you omit 'like' or 'as' from the simile, you'd be creating another type of imagery, which is the metaphor, which wouldn't be wrong. That would fulfill a similar aim of that of a simile.

An example of a simile or a metaphor is the nickname that Messi has among his fans, which is 'the flea' البرغوث, and actually he was

called that by his two brothers originally, when they were kids, because he was so small.

Some examples of common similes are: as cold as ice. As tough as nails, as innocent as a lamb.

**Student:** and as deep as the ocean.

**Instructor:** Use a simile to describe coffee. 'My coffee is...

**Student:** as precious as diamond... because I like to drink coffee in the morning.

**Instructor:** So we are supposed to write a descriptive article about an event that changed our lives, consisting only of an introduction, one body paragraph, and a conclusion. So it's going to be a short essay... and actually the descriptive essay is one of the easiest types of essays.

In the exam, I won't surprise you. The essay is probably going to be on a familiar topic from this book "Effective Academic Writing". So if it's going to be a descriptive essay, it would be either about a favorite food, or an event that changed your life. So I encourage you to read the book, and to memorize some of the key sentences, so you can pass the exam.

## Thank You

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