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4+5



Essay

21.12.2024

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أ. رغداء تغلبي



Essay 2.4+5

AYDI 2025

# LECTURE NO.4

21.12.2024

HELLO EVERYONE!

Decide if the following sentences are thesis statement or not:

1. **Mrs. Michel is an American female teacher.** ❌

It is not a thesis statement, because it is a fact.

2. **The male graduates from high school tend to be more successful in life than the female ones.** ✓

It is a thesis statement because there is an attitude which can be supported.

3. **Rap and hip-hop music allow us to express our individuality and creativity more than any other musical arts form.** ✓

It is a thesis statement

4. **Can learning a second language help students achieve their career goals?** ❌

It is a question, so it is not a thesis statement.

5. **Reading different magazines** ❌

No, because it is not a complete sentence.

6. **There are many ethnic groups in Chicago.** ❌

It is a fact. It is not a thesis statement.

7. **Although many households in the African American community are headed by women, black males have more respect for women than any other ethnic group.** ✓

It is a thesis statement because it is an opinion.

8. **I like Nike new shoes more than Balance.** ❌

It is more like a fact, so it is not a thesis statement. You like it, so what can we argue here? Nothing.

9. **This is a great American novel.** ❌

It is not a thesis statement, but it is too general.

10. **What are the potential benefits of using computers in class?**

❌



This is a question.

11. **Experts estimate that half of elementary school children consume nine times the recommended daily amount of sugar.** ❌

This is something scientific. There is nothing we can argue or discuss here.

12. **Despite their high-tech special effect, today, violent horror movies do not convey the creative use of cinematography or the emotional impact that we saw in the classic horror films in the nineteenth forties and fifties.** ❌

Here we have two controlling ideas.

13. **World hunger has many causes and effects.** ❌

This is too general. Everything has causes and effects. We have to say effects on what, so we can argue about it.

14. **Many people today object to today's horror movies.** ❌

There is no controlling idea. What is the objection? What should we argue here? It is not clear. It is actually a fact, so it is not a thesis statement.

15. **Yesterday I went to Indiana using only the side street. It took me a long time but I made it safely. I then stopped at MacDonald to have dinner before I made my way home. It was good.** ❌

Actually this is a whole paragraph. It is not a thesis statement. There is nothing to argue about.

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### The Body Paragraphs:

Body paragraphs in an essay serve to develop the thesis statement by illustrating, explaining, discussing or proving the thesis statement and giving examples. There is no specific number for body paragraphs in one essay, but normally a student's essay would include two to four body paragraphs. The number has a lot to do with the topic discussed and the issues tackled. Each of the body paragraphs develops one **aspect of the main topic**. So, in an essay where the thesis statement reads as follows:

*The economic activities of mankind are increasingly polluting the air,*



water, and soil.

We would expect the essay to consist of three paragraphs, as the predictor in this thesis statement makes clear. Each of the body paragraphs would deal with one of the aspects mentioned in the predictor. The first body paragraph would concentrate on economic activities' contribution to air pollution; the second on water pollution; and the final body paragraph would revolve around soil pollution. The body paragraphs would, furthermore, appear in the same order these aspects are enlisted in the thesis statement.

Do we have specific number of body paragraphs?

No. It depends on the essay itself. It could be very long or very short. For students, it is normal to write between 2-4 body paragraphs.

As you have learned in Unit One, (the structure of a paragraph consists of a topic sentence, supporting sentences (both major and minor support) and a concluding sentence. But in the case of body paragraphs in an essay, they may or may not have concluding sentences. Also, when the thesis statement has a predictor which clearly indicates the order and topics of paragraphs, a body paragraph could start, or end, with a sentence called **Bridge** which serves as a link with the previous paragraph, exactly like a bridge links the banks of a river, for example. Following the bridge sentence comes the topic sentence. In general, the body paragraphs should all echo and develop the thesis statement, thus showing unity and coherence.

So we cannot discuss more than one aspect of the main idea in one paragraph. Each paragraph should discuss one aspect of the main idea.

For example

*Regular exercise has positive effects on physical, mental and psychological health of human body.*

Here we have three aspects and so we should have three body paragraphs. We can predict the number of paragraphs if we have a predictor.

Now concerning the paragraphs themselves inside the body of the essay, do they have the same structure as the paragraph alone? Yes. There is a topic sentence, and supporting sentences, minor and major,



and for the concluding sentence, it is optional; if we write a conclusion for each body paragraph, it would be confusing.

Sometimes we have a **bridge**?

We can have a bridge between the body paragraphs. For example, you start with the physical health. Here you can have a bridge in the first sentence of the second paragraph which says:

*This is for the physical health, but we have more important thing which is mental health.*

Here, you moved from one paragraph to another.

The bridge is optional.

\*\*\*

### **The Concluding Paragraph:**

This is the last paragraph of the essay. It is sometimes, but not necessarily, signaled by transitions like: in short, in conclusion, to conclude, finally, etc. It plays the vital role of wrapping up the discussion and giving the reader the logical conclusion. It is also important because it should give the reader a clear idea of what the main point of the essay was. Although it is up to the writer to choose the way to round up the argument, there are three standard ways to conclude an essay:

#### **a. Summary:**

This is the common method of restating the main topic of the essay. This should be brief, bearing in mind that the reader has already read the essay and grasped the ideas. This way is meant, then, to remind the reader, rather than inform them, of the main ideas.

#### **b. Restatement:**

Another way of concluding the discussion is a restatement of the thesis statement. In order to avoid unnecessary repetition, it is that the writer restate the thesis statement in different words from those used in the introduction.

#### **c. Final Comment:**

This is the method normally associated with one of the above ways when concluding an essay. After summarizing the main points, or restating the



thesis statement, the conclusion informs the reader of the writer's thought. This is a more effective way than leaving the reader to ponder the issue alone.

One crucial point to bear in mind when concluding an essay is to avoid coming up with any new idea. New ideas could be discussed in body paragraphs, but never in a conclusion.

You can use the three ways to conclude your essay. Or you can use two of them. It is optional and up to you.

You can do the exercises at home on page /66/.

### **Greenpeace: Defender of the Environment**

**The Greenpeace Foundation is an organization of ordinary people and scientists from around the world who are active in efforts to expose and find solutions for global environmental problems. The organization was started in the early 1970s in an effort to defend human, animal and plant life. Greenpeace has had steady, if small, successes in decreasing whale hunting, saving old forests, and cutting down on the toxic pollution of our air and water.**

What type of introduction is this?

It is a historical background.

What about the thesis statement?

It is *Greenpeace has had steady, if small, successes in decreasing whale hunting, saving old forests, and cutting down on the toxic pollution of our air and water.* And the controlling idea is having steady small success in decreasing whale hunting, saving old forests, and cutting down on the toxic pollution of our air and water.

There is a predictor here.

The number of the paragraphs we expect here is three.

**Greenpeace works hard to protect the quality of our oceans and their populations of fish, mammals, and vegetation. The year 2000 marked the twenty-fifth anniversary of the organization's fight to keep many whale populations from becoming extinct. Since 1975, when a Greenpeace ship confronted a soviet whaling ship off the coast of**



**California, Greenpeace activists have regularly positioned themselves between the whale and the hunting boat to protect the whale. These small protests have proven successful in that the whale population is again slowly increasing. This very personal type of protest has been successful for Greenpeace elsewhere as well.**

What is the topic sentence?

It is *Greenpeace works hard to protect the quality of our oceans and their populations of fish, mammals, and vegetation.*

We have supporting ideas. We have a conclusion here: *This very personal type of protest has been successful for Greenpeace elsewhere as well.*

**Ancient forests, according to Greenpeace, are forest areas that are relatively undisturbed by human activity. By 1999, more than 80 percent of the world's original ancient forests had been destroyed. An example of such an ancient forest is the Great Bear Rain Forest, which covers western Canada. This forest was mainly damaged by a logging method called clear-cutting, which means that every single tree in a large area is cut down at the same time. Clear-cutting in the Great Bear Rain Forest has caused the population of grizzly bears to almost disappear, and it has reduced the populations of salmon in the rivers by two-thirds. Greenpeace members put themselves between the trees and the tree cutters. They experienced a victory on August 26, 1999, when the US company Home Depot, a major buyer of wood from the Great Bear Rain Forest, announced that it would stop selling wood producers from rain forests. Although this was only a small step in the process of protecting the forests we have left, it was still a significant event.**

-Logging: cutting trees for wood.

*Ancient forests, according to Greenpeace, are forest areas that are relatively undisturbed by human activity:* Topic sentence

There is a conclusion of course.

**However, the major threat to vegetation, animals, and people is now neither hunting nor cutting. It is the extremely toxic chemicals that our**



industrial society releases into both air and water. Greenpeace has helped local people in affected areas to protest against companies that produce such pollution. One small victory happened in Louisiana in the late 1990s. For three years the Japanese plastics company Shintech had tried to establish PVC factories next to schools and homes in the small town of Convent, Louisiana. PVC is a common type of plastic used in everything from children's toys to kitchen containers. PVC itself is safe, but the manufacturing of it gives off a waste product called dioxin, which is an extremely toxic chemical. With the help of Greenpeace, the citizens of Convent won their battle in September of 1998, when Shintech withdrew its plans to build the factories.

However, the major threat to vegetation, animals, and people is now neither hunting nor cutting: A bridge.

*It is the extremely toxic chemicals that our industrial society releases into both air and water:* Topic sentence

There is no conclusion in this paragraph.

In conclusion, each victory gives us hope, but they are indeed small when contrasted with the problems we face. Even so, Greenpeace activists fight on, and their efforts in preventing whale hunting, protecting ancient forests, and limiting the use of dangerous chemicals are showing some positive effects. Because of Greenpeace, the world will be a little safer for our children and our children's children.

What kind of conclusion is this? It is a restatement, because we have these three types in the thesis statement.

There is a final comment or opinion: *Because of Greenpeace, the world will be a little safer for our children and our children's children.*

We have an assignment at the end of Unit 1.

**Write about your first day in college. Expand the paragraph to a well-organized essay.**

Thank You



## LECTURE NO.5

28.12.2024

HELLO EVERYONE!

### TYPES OF THE ESSAY

#### 1. The Descriptive Essay

From the name, you can see that it is about describing. What can you describe? A place, a person, a thing, a day, a time.

Descriptive essay has to be clear. We cannot have vague things, and we cannot have general description.

As the name suggests, the purpose of a descriptive essay is to describe a person, place, or things. Good description is clear, coherent, and, most importantly, Specific. The writer of a descriptive essay is encouraged to use vivid detail to draw a precise mental picture of what is being written about for the reader. The author may accomplish this by using imaginative language, interesting comparisons, and images that appeal to the senses (sights, sounds, smells, touch, taste). In other words, one should not attempt to tell the reader how someone or something is unusual, strange, pretty, or amazing; a writer should aim to **show** this by making the reader realize the distinct or special qualities of the object described.

- Vivid means very clear and full of life.
- Imaginative language لغة تخيلية not realistic.

You have to portray an image that appeals to the five senses. For example,

If you want to give an image that appeals to the sight, you might describe colors or things around, or an image that appeals to touch, you might use adjectives like *smooth*, or an image that appeals to the hearing, you might describe the sounds of rivers, or the music. In terms of taste, and you are describing nature, you might describe the taste of the sea in your mouth, by just opening your mouth; this is not real; it is imaginative.

The garden is full of beautiful green trees and colorful flowers.



You have to describe things in a way that the reader knows what I want to say without saying it.

Descriptive essays use concrete sensory description to make a point about an object, person, or place. In order to make you point and convince your readers, details of the five senses are essential. This would add vitality and life to the portrait you are drawing.

- **Concrete means with details**
- **Sensory means full of senses**

This means that the description should be related to the senses and with details. It should be concrete and not just saying it is beautiful; by giving details, you will convince your reader that it is beautiful. And when you want to say it is ugly, you give more details.

**Read the following two sentences:**

- **The car is a red beautiful vehicle.**
- **The blood-colored Lamborghini slumbered in the car park. It's rounded fenders hung over the tires like drooping eyelids.**

Notice that the first sentence simply tells you that the car is red and beautiful. It's a general, almost superficial description. The second sentence, on the other hand, shows you how and why the car is beautiful. It makes you attempt to visualize the car. The language used here is figurative; a simile is used to draw the similarity between the car and a human being.

In the book, you have an example of a car. The description is indirectly saying that it is beautiful.

I have an example of a cat.

**My cat's fur is soft and beautiful black.**

Is this descriptive? No. It is direct.

What can you do to make it descriptive?

**My cat's fur felt like silk against my skin and her black coloring shone absorbing the sunlight and reflecting it back like a pure black mirror.**

This is how you make the description appeal. The first sentence is



simple and tells a fact, but we want the reader to visualize things.

### The Method of Organisation

When describing an object, the most logical way to organize descriptive details is in **spatial order**. In other words, the central issue when describing an object for the reader is the space where the object is located. Even when describing people or animals, you could start by establishing the scene and then presenting details in a spatial order. You could, for example, arrange the descriptive details from top to bottom, left to right, nearest to farthest and the like.

#### - Spatial means related place.

We call this method *local* or *spatial*. This means we are talking about the object described. We have a spatial order.

**The introduction** to the descriptive essay would, therefore, introduce the object, person or thing, described. An attractive, inviting description does the trick of tempting the reader to read through and to taste the excitement, revulsion, anger, enthusiasm, joy, or any other feeling you might choose to include at the beginning. The introduction would ideally, therefore, give the reader a feel of your own feeling for or against something or someone.

**The thesis statement** is, as you learned from Unit Two, the most specific sentence in the introduction. In the descriptive essay it should capture the reason for choosing a certain object to describe. Consider, for example, the following thesis statement to an essay by a nurse describing a typical day of work.

***It was a typical morning in the emergency room of the hospital: quiet, but with an underlying vibration waiting to explode.***

Notice the vivid language used to describe the day which would tempt the reader to read on and find out what kind of underlying vibration there was. The thesis statement here captures the aspect the writer wants to explore: the seemingly quiet but eventful day.

#### - Tempting means attractive.

Your introduction should be tempting. We call it a *hook* sometimes.



Also, we sometimes refer to the reason why you are describing the place or object in the introduction.

Here are my examples of thesis statement:

**One of the manifestations of this progress in the famous Tokyo Skytree: an enormous skyscraper built right in the city center, which has changed the city's appearance dramatically.**

Here we are talking about the importance of the building. It changed the appearance of the city

Another example:

**Jaam cafe is probably the dearest place to me in the small town Bastion where I was born and raised.**

A third example:

**Even though the morality is long gone, Buckingham palace serves to remind us of the astatic beauty which that era has built.**

When we describe, we have to write the reasons in the thesis statement. Here we have the beauty of the palace.

**The body paragraphs** in a descriptive essay lead on from the thesis statement and introduce the reader to the described object. The number of paragraphs is determined by the aspects a writer aims to explore. Each paragraph should be devoted to one, painting a portrait in the most vivid language possible. A writer should always bear in mind that the essay has to create a world for the reader to imagine.

The concluding paragraph\restates the main idea of the essay, stressing the aspect the writer attempted to clarify and illuminate.

Usually we have four body paragraphs, and in each one, we choose an aspect to describe about the thing, person or place.

We use also specific transitions. We use modifiers:, adjectives related to space for example:

### **Transitional Signals:**

To describe objects in space, a writer uses adjectives, modifiers, and transitional signals that suit the subject of the essay. Some of the most



common expressions for showing spatial relationships are:

Go to page 76 now. We have examples of transitional signals or words that express spatial order.

<b>over</b>	<b>beneath</b>	<b>behind</b>
<b>above</b>	<b>far away</b>	<b>in the rear</b>
<b>at the top</b>	<b>farther away</b>	<b>in front of</b>
<b>in the middle</b>	<b>beyond</b>	<b>within</b>
<b>in the centre</b>	<b>inside</b>	<b>outside</b>
<b>at the bottom</b>	<b>on the inside</b>	<b>on the outside</b>
<b>in the front</b>	<b>farther inside</b>	<b>to the north</b>
<b>in the back</b>	<b>under</b>	<b>around</b>
<b>next to</b>	<b>on the left</b>	<b>close by</b>
<b>on one side</b>	<b>on the right</b>	<b>nearby</b>
<b>to the right</b>	<b>to the left</b>	<b>beside</b>
<b>on the side</b>		

The above signals are used to describe the location of the object described, or even the object itself in terms of shape and movement. Other specific words used in descriptions are modifiers (adjectives mainly).

In the conclusion, you should use restatement. You cannot have a summary because you have no events.

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Read the model descriptive essay below. This is an essay written by Max Rodriguez describing his hometown. Consider the link between the thesis statement and the body paragraphs. Use the questions below the essay as prompts for discussion and analysis of the essay. Peer work is recommended for this activity.



## The Beauty of My Town

I come from a small town called Coban, far from Guatemala City, with a population of about 2,000 people, mostly of Mayan Indian descent. The beauty of green villages and mountains and the spiritual culture of the Mayan Indians are preserved almost intact from the region of their birth.

In the morning when I am there, I enjoy the cool mountain breezes and the pure golden sunlight as a refreshing counterpoint to the endless ticking of the clock. When I leave my house, the first things that strike my sense are the smell of fragrant wildflowers and the sight of Mayan Indians riding their horses up the mountain on the way to work. In the afternoon, I walk along the woodland trails amid the tall trees and the singing of the innumerable birds, exchanging endless greetings with the Mayans passing by. Then I wander along the river, where the clear blue water running serenely down the mountains never fails to make me yearn for an evening swim.

On Saturdays, I visit the local plaza and drink in the sights and sounds of Indians wearing and selling their traditional costumes and artifacts made with clay by hand, a phenomenon almost antique to the town. On Sunday mornings the plaza looks quiet and almost deserted because virtually the entire population is in church. But by noon of the same day, the village square is alive with flocks of brightly costumed children at play under the tolerant eyes of their parents and elder siblings, while on the main stage of the *zocalo* (the town square), the *marimbas* (the national instrument of Guatemala) are casting their magical spell while people of all ages dance and sing around them, and I enjoy such savory appetizers as Guatemalan tamales and *atole de elote* (the delicious corn soup for which the Mayan are renowned through the world).

As the magnificent evening sunset filters slowly down through the magically changing blues and greens of the mountain rivers, I reflect once more on the inestimable treasures of spiritual beauty with which our humble people have been blessed.

- Counterpoint is like a melody **لحن**. It is an extra melody that is added to the



ticking of the clock.

- Wander يتجول
- Serenely means calmly and peacefully
- Plaza means square
- Antique means very old
- Flocks means groups
- Inestimable means underestimate
- Reflect means think deeply يتأمل

We have descriptions appealing to the senses in each body paragraph.

### Discussion Questions:

1. What is main topic in this essay? Is this stated clearly? Where?

The beauty of the green villages and mountains of Coban. Yes it is stated clearly.

2. What aspects of the experience described does the thesis statement highlight? Specify.

The spiritual culture which was preserved.

3. How do body paragraphs contribute to the description? Explain.

The writer mixed the feeling with the description so the picture becomes attractive and clearer. They are organized and the language uses imaginary language.

Did they support the thesis statement? Did you feel the spiritual culture during the essay?

Yes, when they described costumed children, the plaza, going to the church and the traditional food.

4. Notice the combined description of place and lifestyle. What transitional signals does the writer use in this respect. Underline them in the body paragraphs.

In the morning – in the afternoon – On Saturdays – On Sunday mornings – but – and – as

When I leave my house, the first things that strike my sense are the smell of



*fragrant wildflowers and the sight of Mayan Indians riding their horses up the mountain on the way to work.*

The transition is *when*.

*I visit the local plaza and drink in the sights and sounds of Indians wearing and selling their traditional costumes and artifacts made with clay by hand, a phenomenon almost antique to the town.*

5. What function does the conclusion have in this essay?

It is a restatement.

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Move to page /82/ we have an exercise

⇒ Exercises:

Read the following essay, and then answer the questions below.

### **A Carnival Ride**

**By: Elisabeth McCarthy**

I have always been fascinated by carnival rides. It amazes me that average, ordinary people eagerly trade in the serenity of the ground for the chance to be tossed through the air like vegetables in a food processor. It amazes me that at some time in history someone thought that people would enjoy this, and that person invented what must have been the first of these terrifying machines. For me, it is precisely the thrill and excitement of having survived the ride that keeps me coming back for more.

My first experience with a carnival ride was a Ferris wheel at a local fair. Looking at that looming monstrosity spinning the life out of its sardine-caged occupants, I was dumbstruck. It was huge, smoky, noisy and not a little intimidating. Ever since that initial impression became fossilized in my imagination many years ago; these rides have reminded me of mythical beasts, amazing dinosaurs carrying off their screaming passengers like sacrificial virgins. Even the (droning sound of their engines brings to mind the great roar of a fire-breathing dragon with smoke spewing from its exhaust-pipe nostrils.

- Ferris wheel القلاية



- Monstrosity means like monster
- Spinning the life out of means get the life out of them
- Dumbstruck means shocked
- Intimidating means wasn't afraid.
- Fossilized means engraved.
- Sacrificial means التضحية

Nostrils are described as the exhaust pipe of the factory with the smoke coming out of them. There is a lot of figurative language here.

***I have always been fascinated by carnival rides. It amazes me that average, ordinary people eagerly trade in the serenity of the ground for the chance to be tossed through the air like vegetables in a food processor.***

All of this is a hook and it makes you want to read more to know more.

***It amazes me that at some time in history someone thought that people would enjoy this, and that person invented what must have been the first of these terrifying machines.***

This is a bit of a historical introduction.

**For me; it is precisely the thrill and excitement of having survived the ride that keeps me coming back for more.**

This is the thesis statement. What aspects is she going to describe? What do you expect to read now? The thrill and the excitement. She will focus on the terrifying aspect because she says *having survived*; there is an adventurous spirit here.

**My first experience with a carnival ride was a Ferris wheel at a local fair. Looking at that looming monstrosity spinning the life out of its sardine-caged occupants, I was dumbstruck. It was huge, smoky, noisy and not a little intimidating. Ever since that initial impression became fossilized in my imagination many years ago; these rides have reminded me of mythical beasts, amazing dinosaurs carrying off their screaming passengers like sacrificial virgins. Even the (droning sound of their engines brings to mind the great roar of a fire-breathing**



**dragon with smoke spewing from its exhaust-pipe nostrils.**

Here all the description is terrifying, how it looks like.

**The first ride on one of these fantastic beasts gave me an instant rush of adrenaline. As the death-defying ride started, a lump in my throat pulsed like a dislodged heart ready to walk the plank. As the ride gained speed, the resistance to gravity built up against my body until I was unable to move. An almost imperceptible pause as the wheel reached the top of its climb allowed my body to relax in a brief state of normalcy. Then there was an assault of stomach-turning weightlessness as the machine continued its rotation and I descended back toward the earth. A cymbal-like crash vibrated through the air as the wheel reached bottom, and much to my surprise I began to rise again.**

- Plank is a long piece of wood.
- Dislodged heart is a heart that is frightened.
- dislodged heart ready to walk the plank يترنح على حافة الخشبة
- Imperceptible means can't be realized.
- Rotation دوران
- Descended means going down
- Assault means attack

We have the experience of the ride. We have sensory language. smell and hearing, etc.

**Each new rotation gave me more confidence in the churning machine. Every ascent left me elated that I had survived the previous death-defying fall. When another nerve-wracking climb failed to follow the last exhilarating descent and the ride was over, I knew I was hooked. Physically and emotionally drained, I followed my fellow passengers down the clanging metal steps to reach the safety of my former footing. I had been spared, but only to have the opportunity to ride again.**

**My fascination with these fantastic flights is deeply engrained in my soul. A trip on the wonderful Ferris wheel never fails to thrill me. Although I am becoming older and have less time, or less inclination,**



to play, the child-like thrill I have on a Ferris wheel continues with each and every ride.

- Churning is a sound
- Engrained means imprinted and fixed

### Questions:

1. What sentence states the main idea of the essay?

**I have always been fascinated by carnival rides.**

2. What kind of introduction does the writer start with? Is it an effective start to the essay'?

**A mixture between general to specific and a bit of historic.**

3. What method of organization does the writer use? Describe in details.

**Spatial order. The writer describing the whole place in relation to the ride itself and to her feeling.**

4. How many body paragraphs does the essay include? Are they coherent? How?

3 body paragraphs. Yes they are coherent because we have transitions and we have a mix between feelings and description.

5. What do the body paragraphs describe?

First the appearance of the wheel and then the ride itself, the track itself and the last is the feeling after the ride finished.

6. The writer uses the senses to describe the scene. Give examples of this sensory description.

**Looking at that looming monstrosity spinning the life out of its sardine-caged occupants, I was dumbstruck.**

This is sight

**It was huge, smoky, noisy and not a little intimidating.**

This is sight and sound.

We also have sight when the writer talked about mythical beasts and



fire breathing dragon.

Mostly the writer uses sight or hearing description, and a little bit of touch.

7. What kind of vocabulary does the writer use in paragraph two to describe the ride machine?

**Fire-blazing dragons. As a powerful monster. Caged occupants. Looming monstrosity.** We call this figurative language.

8. Look at the third and fourth paragraphs of the essay. Notice that the writer is describing the actual ride, namely an action. What transitional signals does she use to help her draw the scene? Underline them.

**My first experience, ever since, as the ride gained speed, each new rotation, when, although, even, towards, etc.**

*Your assignment here is to describe some things. Write the introduction for each of the following:*

1. A room in a hotel.
2. A doctor
3. A scene in a large town
4. A pet.

Thank You

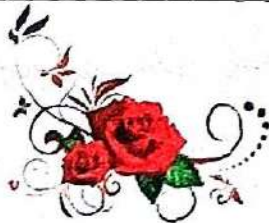


Page:

مؤسسة العائدي للخدمات الطلابية

Group:

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