

Literature spot A

I Remember, I Remember

Thomas Hood

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away!

I remember, I remember,
The roses, red and white,
The vi'lets, and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,—
The tree is living yet!

I remember, I remember,
Where I was used to **swing**,
And thought the **air** must **rush** as **fresh**
To **swallows** on the wing;
My spirit **flew** in **feathers** then,
That is so **heavy** now,
And summer pools could hardly cool
The **fever** on my brow!

I remember, I remember,
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from heav'n
Than when I was a boy.

Thomas Hood (1799-1845), English poet and humorist, born in London. Even though he was sick in bed, he continued his work in poetry which were all well known. Since his health was not in condition, a number of his friends made applications to Sir Robert Peel to consider Hood's name in the list of literary men who receive pension from the British State. This is reflected in an indirect way as a sad matter in his poetry which shows a wish of being a child all his life.

كان توماس هود شاعراً انجليزياً وكاتب سخرية مازح. وهو من مواليد لندن. ورغم انه مرض وبقي طريح الفراش، أكمل عمله في الشعر وكان معروفاً. لكون لصحته ليست جيدة، كتب اصدقاءه للسيد روبرت بييل ليعتبره من الكتاب الذين يستحقون راتباً تقاعدياً من الدولة. يبدو هذا كشيء حزين في شعره الذي يعكس رغبة في البقاء صغيراً.

First Stanza:

"I Remember, I Remember" is a poem in which Hood reflects his sentiments of life and his childhood. In the poem, Hood initially portrays his childhood and the house where he was born. Those beautiful days where the sun rays came into his house. However, in the last two lines, he talks about his present situation and how he wished the night had tolerated his breath (sadness).

There is a personification of the sun, when the writer shows that the sun was behaving like a spying man.

هذه القصيدة تعكس مشاعره فيما يخص حياته الحالية وطفولته والبيت الذي ولد فيه. في تلك الأيام الجميلة حيث كانت أشعة الشمس تدخل بيته وفي الابيات الخيرة يعرض وضعه الحالي وكيف انه يتمنى لو ان الليل يرحم تنهداته. هناك تشخيص و تشبيه عندما نعطي الشمس صفات البشر، فهي تتجسس.

Second Stanza:

The second stanza describes the days of his childhood, where he sees and feels the beautiful colours of roses, lilies and the lilacs. He talks about a tree that he and his brother spent days even on his brother's birthday. It is obvious that his brother is dead now because he is amazed how the tree is still alive. There is simile between the lilacs and the shape of the Robin bird.

في المقطع الثاني يصف ايام طفولته حيث كان يرى ويشعر بألوان الازهار وازهار الليلك ويتحدث عن شجرة حيث قضى مع اخيه اياماً جميلة. من الواضح ان أخاه قد مات لانه مستغرب من بقاء النباتات حية، هناك تشبيه بين ازهار الليلاك وشكل العصفور.

Third Stanza:

However in the third stanza, he gives a combination feel of his past and present. He talks about playing with a swing and enjoying the breeze and wind. He was all energetic and high in sprits and when he recalls those times with his present, he does not even have the energy to lift a brow. The pool water was very cool and enjoyable, but now it is not even sufficient to cool his fever.

في المقطع الثالث يعطي مشاعر مختلطة عن ماضيه وحاضره. يتحدث عن لعبه في الأرجوحة ومتعته بالنسيم والهواء حيث كان مليء بالطاقة والروح العالية. يستحضر تلك الايام مع حاضره حيث انه الآن لا يقوى على رفع حاجبه. كانت مياه البركة باردة وممتعة ولكنها الآن لا تقوى على تبريد الحمى التي يعاني منها.

Last Para

The last para say that he remembers how he used to think in the wildest manners about tress and their heights that they reached the sky which was so childish and now as a grown up, he misses all those thoughts and days and he understands that nothing is attainable that he desires for at this point of time.

في الفقرة الأخيرة يستذكر كيف كان يفكر بطريقة طائشة بالأشجار والارتفاعات التي تصل إليها في السماء، هذه الطريقة كانت طفولية ولكن الآن كشخص عابس فهو يفتقد كل تلك الأفكار والأيام ولكنه الآن يعي أن لا شيء مما يتمنى ويرغب قابل للوصول في هذه الفترة (من عمره).

The poet wishes to get back his childhood days and the energy and be free from pain that he suffers now as a grown up. A wonderful poem that gives a high contrast to the childhood days and experience, a world with beautiful thoughts and an adult world filled with regrets and losses and pain.

يتمنى الشاعر أن يعود لأيام طفولته وطاقته وأن يكون حراً من الألم الذي يعاني منه الآن كرجل بالغ. قصيدة رائعة توضح التباين كبير ما بين أيام الطفولة والألم الحالي.

Exercise 1: Vocabulary

1- Why does the poet describe the sun as peeping in (line 4)?

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2- How do the word wing (line 20) and the phrase flew in feathers (line 21) help us to work out the meaning of swallows (line 20)?

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Answers

1- It suggests that it slowly got brighter and brighter; at first it wasn't very bright.

2- We know that wings and feathers are both things that birds have, and that they fly, so a swallow must be a kind of bird.

Exercise 2: Comprehension

1- How does the poet contrast his memories of the past with the present day in the third stanza? Refer to the words in bold in your answer.

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2- In line 29, the poet refers to his 'childish ignorance'. What was he ignorant about?

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Answers

1- He remembers his childhood being very happy (My spirit flew in feathers then) but now he is not so happy (That is so heavy now). He also remembers the summer pools that he probably used to enjoy cooling off and swimming in on hot summer days, but says that he is so ill now that they wouldn't be able to cool him down (And summer pools could hardly cool / The fever on my brow!).

2- The poet was ignorant about the size of the world; he used to think that the tops of the fir trees nearly touched the sky. The poet probably thought this because he was short and the trees were so tall that he thought they must touch the sky.

Exercise 3: Analysis:

1- Read lines 3–6. What rhetorical device does the poet use to describe the sun?
Quote any other examples of this device from the poem.

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2- Read line 19. The word rush is an example of onomatopoeia. Are there any other examples of onomatopoeia within the poem?

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Answers

1- Personification is used to describe the sun.

Other examples: 'I often wish the night / Had borne my breath away!'; 'My spirit flew in feathers then'; 'summer pools could hardly cool / The fever on my brow!' (lines 23–24)

2- swing; fresh.

Exercise 3: Analysis

1- In the second stanza, the poet expresses amazement that a tree (where my brother set / The laburnum on his birthday) is still living, many years after it was planted. What does this tell us about the poet's views of our relationship with nature?

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2- The last three lines of the third and fourth stanzas suggest that the author has lost his youthful joy and optimism. Do you agree with this viewpoint? Justify your answer.

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Answers

1- He is amazed by, and in admiration of, how trees can live so long, whereas people come and go. It's clear, from his fond recollections of flowers (roses, lilies, violets, lilacs) and birds (the robin), that the poet has derived a great deal of pleasure from nature.

2- Suggested answer: I agree with this viewpoint. The author seems to have lost his youthful joy and optimism. He compares the past and the present, saying that in the past he was full of life and thus happier. Now he is getting towards the end of his life and he does not have the joy and optimism (My spirit ... is so heavy now). The poet suggests that he is ill (The

fever on my brow) and unhappy. However, the poem also suggests that the poet is worried about what will happen after his death. He is concerned that as a child he was closer to heaven than he is now (To know that I'm farther off from heav'n / Than when I was a boy.)

Exercise 4: Writing

1- Make notes about memories you have of your early childhood. Do you miss being a small child? Do you have any regrets?

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All the World's a Stage

by William Shakespeare
(from *As you like it*, Act II Scene VI)

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts, ...

At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. ...

Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.

And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he **plays his part**.

... Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound.

Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

William Shakespeare (1564-1616), English playwright and poet, recognized in much of the world as the greatest of all dramatists. Hundreds of editions of his plays have been published, including translations in all major languages. Scholars have written thousands of books and articles about his plots, characters, themes, and language. He is the most widely quoted author in history, and his plays have probably been performed more times than those of any other dramatist.

شيكسبير كاتب مسرحي و شاعر انجليزي، معروف في العالم كأعظم كاتب. تم نشر مئات الإصدارات من مسرحياته وترجمة لأعماله بكل اللغات الرئيسية. كتب الكتاب آلاف الكتب والمقالات عن حيكاته القصصية وعن شخصياته و مواضيع اعماله وعن لغته. وهو أكثر كاتب تم اقتباس كلماته في التاريخ. وقد تم تكثيل مسرحياته أكثر من أي كاتب مسرح آخر.

The First Stanza

According to the first stanza, Shakespeare's talks about people in this world, he suggests that they are just like players who are acting, they just come and go, and each one has to play different parts in his lifetime: the (seven) stages of man are clearly stated in the following stanzas:

بالرجوع إلى أول مقطع، يتحدث شيكسبير عن الناس في هذا العالم ويقترح ان الناس هم ممثلون يقومون بأدوار، يأتون ويذهبون وظل واحد يجب ان يكتل ادوار مختلفة في حياته. يتم عرض سبع مراحل في المقاطع التالية ولكن تم حذف مرحلة من المراحل حسب الكتاب الوزاري.

The Second Stanza:

The second stanza talks about the first stage, Infancy: A helpless baby, just crying and throwing up while being in the hands of others. Stage 2, Schoolboy: This is where his formal education starts but he is not entirely happy with school. His mother is ambitious for him and has washed his face thoroughly before sending him off to school but he goes very slowly and reluctantly taking with him all his books and things.

المقطع الثاني يتكلم عن مرحلة الطفولة كطفل عاجز يبكي ويستقرغ ما في بطنه بينما هو محمول على اكف الكبار كالممرات. وفي المرحلة الثانية يتكلم عن هذا الإنسان كطالب مدرسة غير سعيد بالذهاب إلى المدرسة بوجه الامع النظيف لكنه يمشي ببطء مثل الحلزونة حاملاً كتبه وأشيائه المدرسية.

The Third Stanza:

Stage 3, Young man: He's a bold and fearless soldier – passionate in the causes he's prepared to fight for and quickly springs into action. He works on developing his reputation and takes risks to that end.

في المقطع الثالث يتحدث عن الشاب اليافع الجريء والشاب الذي لا يخاف، في الحقيقة هو جندي شجاع. شغوف وجاهز للقتال وجاهز للقفز لأي رد فعل. يسعى لكسب السمعة ويخاطر من أجل هدفه.

The Fourth Stanza:

Stage 5, Middle aged: He regards himself as wise and experienced and doesn't mind sharing his views and ideas with anyone and likes making speeches. He's made a name for himself and is prosperous and respected. As a result of his success he's become vain. He enjoys the finer things of life, like good food.

المقطع الرابع يتحدث عن المرحلة الخامسة حيث يكون الشخص في منتصف العمر يعتبر نفسه حكيماً وذو خبرة ولا يمانع مشاركة أفكاره وأراؤه مع أي شخص ويحب لقاء الخطابات. لقد صنع لنفسه اسماً وهو الآن محترماً ومزدهراً، وكنتيجة لنجاحه فقد أصبح معجباً بنفسه وهو الآن يستمتع بالأشياء الجميلة في الحياة كالطعام الجيد.

The Fifth Stanza:

Stage 6, Old man: He is old and nothing like his former self – physically or mentally. He looks and behaves like an old man, dresses like one and he has a thin piping voice now.

المقطع الخامس المرحلة السادسة هو الآن رجل متقدم في العمر ولا أحد يشبهه في شبابه سواء كان عقلياً أو جسدياً. يبدو ويتصرف عرجل مسن وليس كرجل مسن ولديه صون شاحب حاد.

The Sixth Stanza:

Stage 7, Dotage and death: He loses his mind in senility. His hair and teeth fall out and his sight goes. Then he loses everything as he sinks into the oblivion of death.

المقطع السادس يتحدث عن المرحلة السابعة. رجل خرف و الموت يتابعه. يفقد عقله بسبب الشيخوخة يذهب نظره وأسنانه وشعره. وبالنهاية يفقد كل شيء ويفرق بالذهول والنسيان.

Exercise 1: Answer the questions.

1- In lines 10 to 14, the poet describes the soldier's life. Which word refers to a weapon used by soldiers?

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2- Compare lines 8 and 11. How do they convey the images of a boy and a soldier?

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3- Describe, in your own words, the image that the poet has created of the old man (lines 20–25). What is the old man wearing? How do his clothes fit him? What does his voice sound like?

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4- Which word in 'man's last stage' sums up the last line of the speech: *Sans teeth, sans eyes, sans taste, sans everything*?

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Answers

1- cannon

2- Suggested answer: The schoolboy is represented as innocent and clean with his 'shining morning face' in line 8. This is contrasted strongly with the soldier in line 11, who is 'bearded like the pard'.

3- He is now thin and stays indoors ('Slipperd' refers to footwear that people wear indoors, and 'pantaloon' means old man in this context). He wears spectacles and has his bag for carrying his money with him. His legs have grown thinner, so his trousers do not fit well and his voice has become high again like a child's.

4- 'Sans' meaning 'without', so at the end the person has nothing – he can't eat because he has no teeth, he can't see and he loses his sense of taste.

Exercise 2: Answer the questions about the speech.

1- What are the five stages of a human's life, according to the speech? List them in the correct order.

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2- What does the playwright suggest about the soldier, in lines 10 to 14? Choose the correct answer and justify it.

A- His life is short.

B- He does not like conflict.

C- He is aggressive and gets angry or violent easily.

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3- How does the playwright describe the appearance of the middle-aged person?

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4- Look at the phrases in bold on lines 19 and 26 of the speech. How is the life of a person compared to an actor in the theatre?

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5- How does the playwright describe the person in the first and last stage of life?

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6- What does the playwright mean by the line, '*this strange eventful history*'? (line 27)

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Answers

1- babyhood (the infant), childhood (the schoolboy), early adulthood (the soldier), late adulthood/middle age (the justice), old age (second babyhood/childhood)

2- C – The soldier is 'jealous in honour, sudden and quick in quarrel'. He is also 'seeking the bubble reputation' (he does things that make him look good even if they are pointless) 'Even in the cannon's mouth' (even if it means standing in front of guns, i.e. going to war or getting into fights).

3- The middle-aged person is fat from eating too much ('round belly' on line 16); he has got hard eyes and a neat beard and he knows lots of wise sayings.

4- A 'part' is a role in a play and the expression is 'to play a part'. The 'last scene' is the end of a play and Shakespeare is connecting this to the end of life.

5- They are both like young children – the first one is a baby, but the second is an old person.

6- He means that life can be strange with lots of things happening in it.

Exercise 3: Find a line from the speech that represents the following ideas.

- 1- ageing:
- 2- time:
- 3- careers:
- 4- youth:
- 5- human life:

Exercise 4: Which stage of life is represented as the most positive, in your opinion? Discuss this with reference to the speech and the ideas in exercise 3.

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Answers

1- 1 lines 22–25 2 lines 26–27 3 lines 10–19
4 lines 5–9 5 lines 1–4

2- In my opinion, the most positive stage of life according to this speech is the justice. This is because the adjectives that are used portray a positive character: 'fair, round' (line 16) describe the speaker's belly; 'formal' (line 17) describes the cut of his beard; and 'wise' (line 18) describes the things he says.

Exercise 5: Discuss these questions in pairs.

1- Which simile does the playwright use to describe the schoolboy as he walks to school?

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2- Find another example of a simile in the speech. Which two things are being compared?

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3- In your opinion, which stage do you think the playwright believes to be the most positive?

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4- How could you add meaning to this speech when reading it aloud? Discuss with a partner. Then, read the speech. Do you think you added appropriate expression? Why?

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5- Read the poem *I Remember, I Remember* again on page 81, and compare both authors' attitudes to childhood. In what ways do they differ? In what ways are they similar? Which one do you prefer?

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Answers

- 1- The poet uses 'creeping like snail' in line 8, meaning going very slowly.
- 2- 'bearded like the pard' in line 11 – Shakespeare is comparing a soldier to a leopard.
- 3- Suggested answer: I think he believes middle age is the most positive. He says the person has become a judge or magistrate and he's full of wise sayings, suggesting that he has learnt from the past and is putting his knowledge to good use. He is also well fed, serious in manner, takes pride, and is conventional, in his appearance.
- 4- (Now that the students have understood the speech better, they should be able to read it with more expression. Remind them to use the different tones of their voices as well as gestures to help to get across the meaning to the listeners.)
- 5- The poet and the playwright have very different views on childhood. Firstly, the poet sees it as a positive time of life, whereas the playwright does not portray either the baby or the schoolboy very favourably. Secondly, the poet is talking about his own childhood while the playwright is generalising.

Vocabulary

- 1- Put these vocabulary items under the headings 1–4. They do not have to go with the 'correct' person from the speech, but they should be appropriate.

mewling / puking / whining / creeping / bearded / lean / shrunk / wise / severe /
slipperd / shining / childish

a schoolboy	
a middle-aged man	
a baby	
an old man	

Answers:

- a schoolboy whining, creeping, shining
- a middle-aged man bearded, wise, severe
- a baby mewling, puking
- an old man lean, shrunk, childish, slipperd

Writing

2- In your notebook, write a descriptive essay of yourself at different stages in your life. Remember to use rhetorical devices and consider your audience.

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أحمد الأسود

The Old Man and the Sea

by Ernest Hemingway

Santiago is an old fisherman in Cuba, but for the last eighty-four days he hasn't caught any fish. His friend, a young fisherman named Manolin, helps him to bring in his empty boat every day. Manolin has been Santiago's fishing partner for years. Santiago had taught him all about fishing, and has done so since he was a boy of five years old. Now, the young man's parents want him to fish with a more productive partner.

The next morning, Santiago leaves early and sails far out to sea to try his luck again. Eventually, he feels a bite on one of his hooks, and he works out that it must be a big fish, perhaps a marlin. The fish is strong, though, and does not come up to the surface. Instead, the fish swims away, dragging the old man and his boat along.

This goes on until the sun goes down, and eventually Santiago can't see the land any more at all. As night falls, he wraps the fishing line around himself, and goes to sleep, leaving his left hand on the rope to wake him if the marlin surfaces. Soon, the old man is asleep, dreaming of the lions he used to see when he was a boy in Africa.

Santiago is awoken in the night when he feels the marlin pulling on the line in his hand. The marlin leaps out of the water, and Santiago has to hold on to the line with all his strength to avoid being pulled into the sea. When he sees the fish at last, he is amazed by its size. After a long and difficult struggle, he manages to pull it closer to the boat and he kills it.

Santiago ties the marlin's body to his boat and prepares to sail home. Before he reaches land, though, he is attacked by several sharks. He kills one with a harpoon and another with his knife. The blood in the water attracts more sharks. Santiago has to beat them away with a club and is badly injured himself. When he arrives back at the harbour, everyone is asleep. Arriving home, Santiago collapses on his bed in exhaustion and falls asleep.

The next morning, Manolin finds Santiago in his hut and cries over the old man's injuries. Manolin reassures Santiago that the great fish didn't beat him and that they will fish together again. He tells him that the old man still has much to teach him.

That afternoon, some tourists see the marlin's skeleton and ask a waiter what it is. Trying to explain what happened to the marlin, the waiter replies, 'shark.' The tourists misunderstand and assume that is what the skeleton is. They don't realise that it is actually a marlin, the biggest fish ever caught in the village, at more than five metres long.

Meanwhile, Santiago is sleeping and once again, dreaming of the lions he saw in Africa long ago, when he was young.

Ernest Hemingway (1899 – 1961) was an American novelist, short story writer, and journalist. His economical and understated style had a strong influence on 20th-century fiction, while his life of adventure and his public image influenced later generations. He won the Nobel Prize in Literature in 1954.

VOCABULARY

Exercise 1: Look at the words in the box. Which one means:

- productive
- hook
- drag
- surface
- harpoon
- club
- reassure
- assume

- 1- a sharp, pointed weapon, like a knife on a long stick?
- 2- a heavy object used for hitting?
- 3- to pull something heavy behind you?
- 4- someone who is successful or who earns you money?
- 5- to believe something without questioning it?
- 6- to say something positive to someone who is worried about something?
- 7- a curved object on which to hang something, for example a fish on a line?
- 8- to come to the top of the ocean or earth?

Answers:

1 harpoon 2 club 3 drag 4 productive 5 assume 6 reassure 7 hook 8 surface

COMPREHENSION

Exercise 2: Read the story again and answer the questions.

1- What evidence is there at the very beginning of the story that Santiago is a very optimistic and determined person?

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2- When Santiago feels a bite on his line, he works out that 'it must be a big fish, perhaps a marlin'. What evidence is there that he is correct?

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3- Why does Santiago go to sleep that night with the line tied around himself? (paragraph 4)

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4- How does Manolin try to encourage Santiago not to give up fishing? What does this tell you about Manolin's character? (paragraph 9)

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5- What is the reason for the tourists' misunderstanding about what the skeleton was? (paragraph 10)

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Answers

1- He goes to sea to try his luck every day even though he hasn't caught anything for 84 days.

2- It drags the boat along for a long time, so it must be a big fish.

3- Santiago ties the line round himself so that he doesn't lose it in the water and also so that he feels the tug when the fish pulls on the line.

4- Manolin tells Santiago that he didn't lose against the marlin and that he wants to fish with him again because he still has a lot to learn. Manolin seems to be a caring person; kind, thoughtful and loyal to Santiago.

5- The waiter couldn't speak their language and was trying to explain about the sharks. However, the tourists only understood 'shark' and assumed that the skeleton was the skeleton of a shark.

IDEAS

Exercise 3: Find a line in the story that represents the following ideas.

1- memory

2- determination

3- strength

4- suffering and pain

5- In this retelling of the story, strength is represented in many ways. Choose one example of strength and explain its importance.

Answers

1 lines 10–11 and 33–36 2 lines 1–2 and 13–15 3 lines 13–15 and 17–18 4 line 18 and line 21

ANALYSIS

Exercise 5: Discuss these questions in pairs.

1- Why do you think that Manolin's parents want him to stop fishing with Santiago? Do you think they were justified?

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2- What is the importance of Santiago's dreams of his youth, and of the lions in Africa? How does this relate to the themes in the story?

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3- Find a line in the story that represents the following ideas.

1 memory

2 determination

3 strength

4 suffering and pain

4- In this retelling of the story, strength is represented in many ways. Choose one example of strength and explain its importance.

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Answers

1- They don't think Santiago is productive enough. These people need to earn money from fishing, and so if a fisherman doesn't catch anything for 84 days, he won't be able to earn a living. I think they are justified in a way, because if Manolin is not making any money, it might mean that his whole family will have nothing to eat, but it is also important to be kind to people and respect our elders.

2- Perhaps he is remembering his youth and wishing that he was young again so that he had the strength to deal easily with the problems at sea. Lions also signify strength. So, as well as the theme of memory, the dreams relate to the theme of strength.

3- 1 lines 10–11 and 33–36 2 lines 1–2 and 13–15 3 lines 13–15 and 17–18 4 line 18 and line 21

4- The fish is an important representation of strength within the story. After it bites the line, Santiago is constantly in competition with it, needing to use 'all his strength' (line 14) to stay in his boat. It is also significant, since even though it is stronger than Santiago, he manages to catch it.

Analysis 1- The story of The Old Man and the Sea tries to teach us about the relationship between humans and nature. Find three quotations in the text to support this.

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Answer:

1- 'Instead, the fish swims away, dragging the old man and his boat along.' (line 7) '... Santiago has to hold onto the line with all his strength to avoid being pulled into the sea.' (line 13) 'Manolin reassures Santiago that the great fish didn't beat him and that they will fish together again.' (lines 21–22)

Writing 2- Think about the story from Manolin's point of view. How do you think he feels when his friend is out at sea? In your notebook, write Manolin's diary on the night that Santiago does not return.

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Language Functions of Level Three

- الوظائف اللغوية هي مهارة يتم بها اختبار قدرة الطالب على استنتاج الهدف من الجُمْل، فمثلاً لو قال لك أحدهم:
- If I were you, I would not buy this laptop.
ففي هذه الحالة يحاول المتكلم إعطاؤك نصيحة بطريقة مهذبة بقوله لو كنت مكانك لما اشتريت هذا الكمبيوتر المحمول.
- في الكتاب وتحديدًا في المستوى الثالث يوجد العديد من الوظائف اللغوية سأسردها في الأسفل وسأضع ملاحظات حول الوظائف اللغوية للقواعد التي في الكتاب:

No	Words / Phrases	Language Function
1- Unit One	In this way As a consequence Therefore On one hand, ... On the other hand, ... / In spite of this, ... / On the contrary, ... / Conversely, ...	Indicating / expressing consequence
	However Whereas Despite	Indicating opposition
2- Unit Two	The aim of this report is to ... / This report examines ... / In this report, [...] will be examined.	Introduction Introducing ideas
	There are more than [...] well-equipped health centres in [name of town]. Almost three-quarters of the population are regular users of ... The number of [...] has declined/increased since [date].	Reporting information
	It appears that ... / This results in ... / It is recommended that ... / The best course of action would be to ...	Talking about Conclusion / Recommendations
3- Unit Three	- look and sound very like humans	Talking about simile
	- taste as delicious as at your fingertips.	Talking about metaphor
	buzz and hum .	Talking about onomatopoeia
	Our computers and mobile phones will take care of us, by telling us	Talking about personification
4- Unit Five	Furthermore, ... / Likewise, ... / One reason for this is ... / In addition, ...	Expressing continuation or addition

Exercise 1 (2016): Study the following sentences and answer the questions that follow:

- Eating well is important for good health. **Furthermore**, it helps to make you more active.

1- What is the function **of using furthermore** in the above sentence?

.....

- **Despite** the recent advances in technology, it is still unreliable and very inconvenient.

2- What is the function **of using despite** in the above sentence?

.....

- Many classrooms now use a whiteboard as a computer screen. **As a consequence**, teachers can show websites on the board in front of the class.

3- What is the function **of using As a consequence** in the above sentence?

.....

- The number of [...] has declined/increased since [date].

4- What is the function of the above sentence?

.....

- The world will be **at your fingertips**.

5- What is the function of using **at your fingertips** in the above sentence?

.....

- New adult and paediatric wards will have opened. **Additionally**, they will have built a special ten-floor outpatients' building.

6- What is the function of using **Additionally** in the above sentence?

.....

Answers:

1- Expressing continuation or addition.

2- Indicating opposition.

3- Indicating / expressing consequence.

4- Reporting information.

5- Talking about metaphor.

6- Expressing addition.

Grammar Language Functions
الوظائف اللغوية المتعلقة بالقواعد

- أحياناً يتم السؤال عن الوظيفة اللغوية لجملته تحمل قاعدة معينة تم شرحها في الوحدات فلنقم بترتيبها في هذا الجدول:

No	Grammatical Rule القاعدة اللغوية	Language Function وظيفتها اللغوية يبدأ الحل ب <u>The language function of this sentence is</u>
1- Unit one	1. Verb Tenses (أزمنة اللغة الإنجليزية)	We use the اسم القاعدة to talk about
	1.1- The Present Simple	1 something that is true in the present. 2 things that are always true. 3 things that happen as a routine in the present. 4 scheduled or fixed events in the future.
	1.2- The Present Continuous	1 to talk about something that is happening at the moment of speaking. 2 to describe something temporary. 3 for actions that happen repeatedly in the present. We use it with always. 4 to talk about the future, where something has been planned.
	1.3- The Present Perfect	1 talk about something that was true in the past and continues to be true in the present. 2 discuss our experience up to the present. 3 talk about an action that happened in the past but the consequences of which are important in the present. (I've lost my keys.)
	1.4- The Present Perfect Continuous	1 something that began in the past and continues in the present. 2 an action repeated many times from the past until the present. 3 a longer action recently finished the results of which are visible in the present. (I've been painting the house. That's why I have some paint on my clothes.) 4 when an action (still occurring in the present) started. We use it with since.
	1.5- The Past Simple	1 talk about something that started and finished in the past.

		2 describe a routine in the past. 3 talk about something that was true for an extended period of time in the past. In this case, we use it with a time phrase.
	1.6- The Past Continuous	1 talk about something which was happening before and after another action in the past. 2 show that something happened for a long time in the past.
	1.7- The Past Perfect	- We use the Past Perfect Simple to talk about actions that happened before a specific moment in the past.
	1.8- The Future with “will”	- We use will to talk about the future if we are predicting it without evidence. - We use it to express spontaneous decisions.
	1.9- The Future with “going to”	- future plans. It does not have to be for the near future. - predictions that are based on evidence.
	Reported speech	to report what someone said
2- Unit Two	be used to	to describe things that are familiar or customary.
	used to	to describe past habits or past states that have now changed.
	The Past Perfect Continuous	to talk about actions or situations that were happening up to a specific moment in the past.
3- Unit Three	The Future Continuous	to talk about a continuous action in the future.
	The Future Perfect	● to talk about an action that will be completed by a particular time in the future.
4- Unit Four	Cleft sentences	to emphasise certain pieces of information.
	Relative clauses	
	Defining relative clauses	to identify which particular person, place or thing is being talked about.
	Non-defining relative clauses	to give more detail about a particular person, place or thing that is being talked about.