

الإبداع



Action
Pack (12)

المستوى الثالث

عبد اللطيف محمد شكور
ماجستير إنجليزي / اللغويات

0787040600

Literature Spot (A)

Literature Spot: زاوية الأدب

1. احفظ وافهم الأدوات البلاغية (rhetorical devices) التالية:

Writing skills: Using rhetorical devices

مهارات كتابية: استعمال الأدوات البلاغية

Simile: التشبيه

• Some robots will look and sound very **like** humans, because technology will have advanced a great deal.

بعض الروبوتات ستبدو وسيكون صوتها مثل البشر، لأن التكنولوجيا ستكون قد تقدمت/تطورت بشكل كبير.

• Treatment and medicines will taste **as** delicious as real food.

العلاج والأدوية سيكون طعمها لذيذ مثل الطعام الحقيقي.

ملاحظة: يمكنك التعرف على (التشبيه simile) ببساطة عند وجود الكلمات التالية في الجملة (مثل/يشبه like/as، يبدو look like). راجع المثالين في الأعلى.

Metaphor: استعارة/مجاز

• The world will be at your fingertips. سيكون العالم على أطراف أصابعك.

ملاحظة: تختلف (الاستعارة metaphor) عن (التشبيه simile) بأنها مقارنة بدون استعمال كلمات مثل (يشبه like/as). وأيضاً الاستعارة هي كلام غير حقيقي. فالعالم لا يوجد على أطراف الأصابع، ولكن عندما نفهم ان الجملة تتكلم عن المكفوفين، وأن نظام بريل جعل المعرفة والتواصل مع العالم عن طريق أطراف الأصابع (وهي الطريقة التي يقرأ بها المكفوفين نظام بريل) عندئذ نفهم أن الكلام غير حقيقي بالمعنى الحرفي للكلام.

Onomatopoeia: المحاكاة الصوتية

• Everywhere we go we will hear the constant **buzz** and **hum** of technology.

في كل مكان نذهب إليه سوف نسمع طنين وهمهمة التكنولوجيا.

ملاحظة: المحاكاة الصوتية: هي كلمة صوتها مثل الشيء الذي تصفه. وتعني الاسم (أو الصوت) الذي يسببه شيء ما. فعلى سبيل المثال، (الطنين buzz) و (الههممة hum) هما كلمتان متعلقتان بالمحاكاة الصوتية ولا تعنيان شيئاً أكثر مما يبدو صوتاهما.

Personification: التشخيص

• Our computers and mobile phones will take care of us, by telling us when to wake up, eat and sleep.

ستقوم كمبيوتراتنا وهواتفنا الخلوية برعايتنا، بأن تخبرنا متى نستيقظ، ومتى نأكل ومتى ننام.

ملاحظة: التشخيص هو تشبيه شيء ما مادي بإنسان. ففي المثال السابق شبهنا الكمبيوترات والهواتف الخلوية بأنها مثل إنسان يرعانا ويوجه لنا النصائح متى ننام ومتى نأكل... الخ.

I Remember, I Remember

Thomas Hood

The poem is filled with vivid memories of a happy childhood.

القصيدة مليئة بالذكريات الحية والسعيدة من أيام الطفولة.

The poet (Thomas Hood) now becomes an old man. Thus, he remembers the childhood days and wishes to get back his childhood days.

الشاعر (توماس هود) قد أصبح الان رجل كبير بالعمر. لذلك هو يتذكر أيام طفولته ويتمنى أن تعود تلك الأيام.

The First Stanza (المقطع الشعري الأول)

- | | |
|--|--|
| 1. I remember, I remember, | اني أتذكر، اني أتذكر |
| 2. The house where I was born, | البيت الذي ولدت في |
| 3. The little window where the sun | حيث الشمس من الشباك الصغير |
| 4. Came peeping in at morn; | كانت تأتي تختلس النظر في الصباح |
| 5. <u>He</u> never came a wink too soon, | لم تأت الشمس قبل موعدها، |
| 6. Nor brought too long a day, | ولا جعلت اليوم طويلا جدا، |
| 7. But now, I often wish the night | ولكن الان، أنا غالبا أتمنى لو أن الليل |
| 8. Had borne my breath away! | يحمل أنفاسي! |

1- Find an example of personification?

"He never came a wink (لحظة / غمزة) too soon"

2- What rhetorical device does the poet use to describe the sun?

Personification (التشخيص)

3- What does the underlined pronoun (**He**) refer to?

The sun.

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

Because the sun slowly got brighter and brighter.

5- What does the poet talk about in the above lines (1-6)?

The poet talks about his childhood (طفولته) and where he was born with happy memories. (ذكريات سعيدة)

6- What idea does the above lines (7-8) represent?

They suggest that the poet's present situation is not good. Perhaps (ربما) he is ill near death (مريض وقريب من الموت)

The Second Stanza (المقطع الشعري الثاني)

9. I remember, I remember, أني أتذكر، اني أتذكر
10. The roses, red and white، الورود، الحمراء و البيضاء،
11. The vi'lets, and the lily-cups، ورود البنفسج و كؤوس - الزنيق،
12. Those flowers made of light! تلك الورود مصنوعة من الضوء!
13. The lilacs were the robin built، أزهار الليلك حيث بنى عصفور أبو الحناء أعشاشه،
14. And where my brother set وحيث زرع أخي
15. The laburnum on his birthday,- شجرة أبانوس في عيد ميلاده،-
16. The tree is living yet! لا تزال الشجرة تعيش حتى الان!

- 1- Write down the name of two flowers have mentioned in the stanza?
✓ Vi'lets (violets) البنفسج
✓ Lily-cups الزنيق
- 2- What is the name of the bird that has mentioned in the stanza?
✓ Robin (طائر ابو الحناء)
- 3- What is the name of the tree that the bird built its nest (عش) on?
✓ The Lilacs. (شجرة الليلك)
- 4- Where did the bird build its nest?
✓ On the lilacs.
- 5- Who planted (grew زرع) the laburnum?
✓ The poet's brother.
- 6- What did Hood's brother do?
✓ He planted the laburnum.
- 7- What is the name of the tree that the poet's brother planted?
✓ The laburnum.
- 8- What is the occasion (celebration المناسبة/ الاحتفال) that made the poet's brother plant the laburnum?
✓ His birthday. (عيد ميلاده)
- 9- The poet tells us that the laburnum tree is still living many years after it was planted by his brother. What does he want to tell us?
✓ Trees can live so long. Whereas, people come and go.
✓ The poet mentions (birds, flowers, trees) which reflects his love to nature.
Thus, the poet has derived a great deal of pleasure from nature.

The Third Stanza (المقطع الشعري الثالث)

17. I remember, I remember, اني أتذكر، اني أتذكر،
18. Where I was used to swing, حيث كنت أتأرجح،
19. And thought the air must rush as fresh وكنت أعتقد أن الهواء يجب أن يتدفق منعشا
20. To swallows on the wing; ويرتفع على أجنحة طيور السنونو،
21. My spirit flew in feathers then وكانت روعي وقتها تحلق في ريشها
22. That is so heavy now, ولكنها الان مثقلة (متعبة)
23. And summer pools could hardly cool ولن تستطيع برك الصيف أن تبرد
24. The fever on my brow! الحمى التي على جبينني!

- 1- What is the name of the birds that have mentioned in the stanza?
✓ **Swallows.** (السنونو)
2- The poet is ill (sick(مريض) , what is his sickness?
✓ **Fever** (الحمى)
3- Mention / Find an example of onomatopoeia?
✓ **Rush**
4- Two things that birds have are mentioned in the stanza, what are they?
✓ **Wings** الأجنحة
✓ **Feathers** الريش
5- Find the lines which suggest that poet is very ill and he has lost his optimism (تفاؤله)?
✓ **"And summer pools could hardly cool the fever on my brow"**
6- How does the poet contrast his memories of the past with present day?

In the past	In the present day
✓ He was happy	✓ He is not happy
✓ He was well	✓ He is sick

- 7- What do the last three lines (22-24) express?
✓ **They express that the poet is ill now.** (مريض بالوقت الحالي)
8- What rhetorical device does the poet use to describe the air in line 19?
✓ **Onomatopoeia** تسمية الاشياء بصوتها

The Fourth Stanza (المقطع الشعري الرابع)

25. I remember, I remember,	اني أتذكر، اني أتذكر
26. The fir trees dark and high;	أشجار التنوب داكنة وعالية،
27. I used to think their slender tops	كنت أعتقد أن قممها النحيلة
28. Were close against the sky:	كانت قريبة من السماء:
29. It was a childish ignorance,	لقد كان جهلا صبيانيا،
30. But now 'tis little joy	ولكن الان لدي قليل من الفرح
31. To know I'm farther off from heav'n	لأنني أعرف أنني الان أكثر بعدا عن السماء
32. Than when I was a boy.	عما كنت عليه عندما كنت صغيرا

- 1- What is the name of the tree mentioned in the stanza?
✓ **Fir trees.** (اشجار التنوب)
- 2- What are the features (descriptions) of the fir trees that have the poet mentioned in the stanza?
✓ **Dark** (داكنة)
✓ **High** (عالية)
- 3- How do you know that the tops of the fir trees are thin (نحيفة) / slim?
✓ **"Their slender tops."**
- 4- What was the poet ignorant about in his childhood? ما الذي كان يجهله الشاعر في صغره
✓ **The size of the world.** حجم العالم
- 5- Write the lines which shows the poet's childish ignorance (جهل)?
✓ **"I used to think their slender tops were close against the sky"**
- 6- Why is the poet unhappy?
✓ **"I'm farther off from heav'n (السماء) than when I was a boy."**
- 7- Write a line which suggests that the post has lost his joy (فرحته) (optimism) تفاؤله
✓ **"But now 'tis little joy"**
- 8- What idea does this stanza represent? (ما الفكرة التي يمثلها هذا المقطع)
✓ **The poet thinks of how he had childish thoughts as a young person, and wants to go back to those times rather than be as he is now.**
- 9- Why does the poet write "heav'n" like this?
✓ **To make the word two syllables in order to keep the right rhythm.**

للحفاظ على الوزن الشعري.

All the World's a Stage

William Shakespeare

Stage (1): babyhood (infant) مرحلة الطفولة المبكرة

1. All the world's a stage, ما العالم سوى خشبة مسرح
2. And all the men and women merely players; وجميع الرجال والنساء مجرد ممثلون
3. They have their exits and their entrances, لهم وقت خروجهم ودخولهم (يولدون ويموتون)
4. And one man in his time plays many parts,... والانسان في حياته يلعب الكثير من الأدوار في حياته
5. At first, the infant, الدور الأول، الطفل الرضيع
6. Mewling and puking in the nurse's arms. وهو يبكي ويتقيأ بين ذراعي الممرضه

Stage (2): Childhood (schoolboy) مرحلة الطفولة المتأخرة (طالب المدرسة)

7. Then the whining schoolboy, with his satchel ثم أنين طالب المدرسة ومعه حقيبته
8. And shining morning face, creeping like snail وبوجه صباحي لامع، يزحف كالحلزون
9. Unwillingly to school..... لا يرغب الذهاب للمدرسة

1- Two stages of human life are mentioned. Write down them?

- ✓ **Babyhood (infancy)** مرحلة الرضاعة
- ✓ **Boyhood (childhood / schoolboy)** مرحلة الطفولة

2- How does the playwright (الكاتب المسرحي) describe the boy's face?

- ✓ **Shining morning face.**

3- How does the boy go to school?

- ✓ **Creeping like snail.** يزحف كالحلزون

4- How does the playwright describe the **baby**?

- ✓ **Mewling and puking** يبكي ويتقيأ

5- What rhetorical device does the poet use to describe the **schoolboy** as he walks to school?

- ✓ **Simile.** التشبيه

6- What is the name of the animal that has mentioned?

- ✓ **Snail.** الحلزون

7- Find a phrase which represents simile from the poem?

- ✓ "Creeping like a snail."

8- How does the line 8 convey the images of a boy?

✓ as innocent بريء and clean with his 'shining morning face'.

9- What does the playwright mean by "their exists" and "their entrances"?

✓ Their exists: the death stage. مرحلة الموت.

✓ Their entrance: the birth stage. مرحلة الولادة.

10- Compare lines 8 and 11. How do they convey the images (Simile) of a boy and a soldier?

✓ The schoolboy is represented as innocent and clean with his shining face.

✓ The soldier is contrasted (يتناقض) strongly with breaded like the leopard.

11- Find a line that represents "human life"?

✓ Lines (1-4)

12- Find a line that represents "youth" الشباب?

✓ Lines (5-9)

Stage (3) : Early adulthood (soldier) (مرحلة البلوغ المبكرة (الجندي))

10. Then a soldier,

ثم يأتي دور الجندي

11. Full of strange oaths and bearded like the pard,

ممتلىء بوعود غريبة وملتحى كالنمر

12. Jealous in honor, sudden and quick in quarrel,

غيور على شرفه، يلتحم في القتال فجأة وبسرعة

13. Seeking the bubble reputation

يفعل كل شيء من أجل الشهرة

14. Even in the cannon's mouth.

حتى لو كان الوقوف في وجه المدفع

1- What stage of human's life do these lines represent?

✓ Early adulthood. مرحلة البلوغ المبكرة.

2- What rhetorical device does the poet use to describe the soldier's face?

✓ Simile. التشبيه.

3- How does the playwright describe the appearance of the soldier?

✓ Bearded like the pard. لحيته كثيفة كشعر النمر.

4- Which word refers to a weapon (سلاح) used by soldiers?

✓ Cannon. مدفع.

5- The stanza gives many personal qualities that describe the soldier. Write down two of these qualities?

✓ Jealous in honor. غيور على الشرف.

✓ Sudden in quarrel. يفاجيء الخصم في الشجار (المعركة).

✓ Quick in quarrel. سريع في الشجار (المعركة).

6- The playwright compares the soldier to an animal. What is it?

✓ **Leopard (pard).** النمر

7- What does the playwright suggest about the soldier, Justify your answer?

✓ **He is aggressive (عدواني) and gets angry or violent (عنيف) easy.**

"Jealous in honour, sudden and quick in quarrel."

8- Compare the images of a boy and a soldier?

✓ **The schoolboy is represented as innocent and clean with his 'shining morning face' in line 8.**

✓ **It contrasts strongly with the soldier in line 11, who is 'bearded like the pard'.**

Stage (4): Late Adulthood/Middle Age (Justice) (القاضي) مرحلة الرشد

15. And then the justice,

ثم يأتي دور القاضي،

16. In fair round belly with good capon lined,

ذو بطن مستدير جميل وقد تناول ديكاً سمينا

17. With eyes severe and beard of formal cut,

له نظرات صارمه (حاده) ولحية بقصة رسمية

18. Full of wise saws and modern instances;

مليء بالحكمة والشواهد الحديثة

19. And so he plays his part.

وهكذا هو يلعب دوره

1- What stage of human's life do these lines represent?

✓ **Middle-age stage.**

2- How do you know that the judge / justice (القاضي) is not thin / slim (نحيف)?

✓ **"In fair round belly"**

3- Give two examples that show the playwright believes this stage in the most positive one?

✓ **"Eyes severe and beard of formal cut."**

✓ **"Full of wise saws and modern instances."**

4- Write down the name of the career has mentioned in this stanza?

✓ **Judge. (القاضي)**

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

✓ **The lines (16-18): The middle-aged person eats too much. His eyes get**

hard, his beard looks neat (أنيق) and his speech fills with wise tokens (عبارات حكيمة)

"In fair round belly, with good capon lined,"

"With eyes severe and beard of formal cut"

"Full of wise saws and modern instances"

6- Which stage of life is represented as the most positive?

- ✓ It is the justice stage (middle-age stage). It is full of positive features (صفات ايجابية)
- ✓ **The lines (16-18)**

9- Find a line that represents "careers" المهمن?

- ✓ **Lines (10-19)**

Stage (5): Old age (Second Childishness) مرحلة الشيخوخة (الطفولة الثانية)

- 20....Into the lean and slippered pantaloons, (لا يغادر المنزل) كبير السن يرتدي سروالا نحيفا وينتعل بابوج
21. With spectacles on nose and pouch on side; (يحفظ فيه نقوده) على أنفه نظارات وعلى جانبه كيس
22. His youthful hose, well saved, a world too wide (سروال ضيق) الشبابي وقد أصبح واسعاً وما زال يحتفظ بجوربه
23. For his shrunk shank, and his big manly voice, (ساقه أصبحت نحيله وصوته الرجولي الضخم) ساقه أصبحت نحيله وصوته الرجولي الضخم
24. Turning again toward childish treble, pipes (يتحول الى صوت طفولي حاد كأنه مزمار) يتحول الى صوت طفولي حاد كأنه مزمار
25. And whistles in his sound. (وفي صوته صفير) وفي صوته صفير
26. Last scene of all, (أما المشهد الأخير (في حياة الانسان)) أما المشهد الأخير (في حياة الانسان)
27. That ends this strange eventful history, (وهذه نهاية هذا التاريخ الغريب الحافل بالأحداث) وهذه نهاية هذا التاريخ الغريب الحافل بالأحداث
28. Is second childishness and mere oblivion, (هي طفولة ثانية وحالة من النسيان التام) هي طفولة ثانية وحالة من النسيان التام
29. Sans teeth, sans eyes, sans taste, sans everything. (بلا أسنان، بلا نظر، بلا ذوق، فاقد لكل شيء) بلا أسنان، بلا نظر، بلا ذوق، فاقد لكل شيء

1- How does the playwright describe the old man's leg?

- ✓ **Shrunk shank.** ساق نحيفة

2- What does the old man wear on his nose?

- ✓ **Spectacles.** نظارات

3- What stage of life do these lines represent?

- ✓ **The old age.** مرحلة الشيخوخة

4- What words show the old man is not fat (سمين) / thin (نحيف)?

- ✓ **Lean.** هزيل
- ✓ **Shrunk shank.**

5- How does the playwright describe the person in **last line / in the last stage of human's life?**

"Sans teeth, sans eyes, sans taste, sans everything"

6- How does the playwright describe the old's man's clothes?

"His youthful hose, well saved, a world too wide for his shrunk shank"

7- What does the old man's voice sound like?

"Turning again toward childish treble, pipes and whistle in his sound"

8- How do you know the old man's clothes don't fit him (لا تناسبه وليست على مقاسه)?

"His youthful hose, well saved, a world too wide for his shrunk shank"

9- How does the playwright describe the person in the last stage of life?

✓ **The old man is like a young child.**

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

✓ **He means that life can be strange with lots of things happening in it.**

11-Find a line that represents "ageing" الشيخوخة ?

✓ **Lines (22-25)**

12-Find a line that represents "time" الزمن ?

✓ **Lines (27-26)**

13- Mention the five stages of a human's life, according to the speech?

✓ **Babyhood**

✓ **Childhood**

✓ **Early adulthood (soldier)**

✓ **Late adulthood / middle age (justice)**

✓ **Old age.**

The Old Man and the Sea

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.

سنتياغو هو صياد سمك عجوز يعيش في كوبا، و لكن في الربعة و ثمانين يوما السابقة لم يصطد سمكة واحدة. صديقه، صياد سمك صغير اسمه مانولين، يساعده يوميا في احضار قاربه الفارغ. مانولين هو شريك سانتياغو في الصيد لسنوات. عل كل شيء عن الصيد، و كان يتعلم ذلك منذ كان عمره خمس سنوات. الان، والديه يريدان منه صيد السمك مع شريك آخر اكثر كسبا.

1- What is the name of the fisherman?

✓ **Santiago.**

2- What is the job of Santiago?

✓ **A fisherman.** صياد سمك

3- What is the nationality of Santiago?

✓ **Cuban.** كوبي

4- How long / How many days hasn't Santiago caught any fish?

✓ **84 days.**

5- What is the name of Santiago's friend?

✓ **Manolin**

6- How long has Manolin been a friend to Santiago?

✓ **Since he was 5 years old.**

7- How long has Santiago been teaching Manolin about fishing?

✓ **Since he was 5 years old.**

8- Why do Manolin's parents want him to stop fishing with Santiago?

✓ **Because they want him to fish with a more productive (منتج) partner (شريك).**

9- How did Manolin assist (help) Santiago?

✓ **Manolin helps Santiago to bring in (يجلب / يحضر) his empty (فارغ) boat every day.**

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.

في الصباح التالي، سانتياغو يغادر باكرا و يبحر بعيدا ليحرب حظه مرة اخرى. و اخيرا، هو يشعر ان سمكه علقت باحدى خطافاته، و عمل جاهدا للخراجها و هو يفكر انها سمكة كبيرة، ربما سمكة مارلين. ان السمكة قوية، و لكنها، لم تصعد الى السطح. بدال من ذلك، السمكة سبحت بعيدا، و هي تجر معها الرجل العجوز و قاربه.

- 1- What evidence is there to show that Santiago is a very optimistic (متفائل) and determined (ذو اصرار) person?
✓ **Santiago leaves early and sails far out to sea to try his luck again.**
- 2- What is the name of the fish?
✓ **Marlin.**
- 3- Find the line / Quote the sentence which shows / represents the strength of the fish?
"The fish swims away, dragging the old man and his boat along."
- 4- Why can't the old man see the land (اليابسة) anymore?
✓ **Because the dragging of the boat goes on (استمر) until the sun goes down (غابت).**

This goes on until the sun goes down, and eventually Santiago can't see the land any more at all. و هذا استمر حتى غروب الشمس، و اخيرا سانتياغو لا يستطيع رؤية اليابسة على الاطلاق

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.

و عندما هبط الليل، لف صنارة الصيد حول نفسه، و هم في النوم تاركا يده اليسرى على الحبل لتوقظه اذا سمكة المارلين صعدت و بعد فترة قصيرة، غطى الى السطح. الرجل العجوز في النوم، و حلم بالسود التي كان يراها عندما كان صغيرا و يعيش في افريقيا.

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.

استيقظ سانتياغو في الليل عندما شعر بأن سمكة المارلين تسحب الخيط الذي في يده. قفزت سمكة المارلين فوق الماء، و كان يجب على سانتياغو ان يمسك الخيط بكل قوته حتى ال يسقط الى داخل البحر.

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.

عندما رأى السمكة في النهاية، اندهش من حجمها. بعد مقاومة طويلة و شاقّة، هو استطاع أن يسحبها قريبا الى قاربه و يقتلها.

1- Why did Santiago leave his left hand on the rope (الحبل)?

✓ To wake him if the Marlin surfaces. (ظهرت)

2- What was Santiago dreaming about (يحلم ب)?

✓ The lions he used to see when he was a boy in Africa.

3- What do lions represent (symbolize الى ترمز الى)?

✓ Strength. القوة

4- Find a line / Quote the sentence which represents "memory" (الذاكرة (التذكر)

"Dreaming of the lions he used to see when he was a boy in Africa."

5- Find a line / Quote the sentence which represents "determination" (عزيمة / اصرار

"Santiago has to hold on to the line with all his strength to avoid being pulled into the sea."

6- Why does Santiago have to hold on to the line with all his strength?

✓ To avoid being pulled (يسحب) into the sea.

7- Why was Santiago amazed (مندهش) surprised when he saw the fish?

✓ It has a big size.

8- Why does Santiago go to sleep with the line tied around himself?

✓ To wake him if the Marlin surfaces. (ظهرت)

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.

ربط سانتياغو جسم سمكة المارلين بقاربه و جهّز نفسه لالبحار عائدا للمنزل. قبل ان يصل الى اليابسة، هاجمته مجموعة من اسماك القرش. سانتياغو قتل واحدا منها برمحه و اخرى بسكينه. ان الدماء في الماء جذبت الكثير من اسماك القرش الخرى. كان يجب على سانتياغو ان يبعدها بعضا كانت معه و اثناء ذلك اصيب بجروح بليغه.

When he arrives back at the harbour, everyone is asleep. Arriving home, Santiago collapses on his bed in exhaustion and falls asleep.

عندما وصل الميناء، الجميع كان نائما. وصل الى منزله رمى بنفسه على سريره من شدة التعب و غطّ بنوم عميق.

1- Who attacked هاجم Santiago?

✓ **Several sharks.** اسماك القرش

2- How many sharks did Santiago kill?

✓ **Two sharks.**

3- Write down the weapon used by Santiago to kill the sharks?

✓ **Harpoon.** الرمح

✓ **Knife.** السكين

4- Write down the weapons used by Santiago to protect (يحمي) himself?

✓ **Harpoon.**

✓ **Knife**

✓ **Club.** الهروة

5- What attracts (يجذب) more sharks to come?

✓ **The blood (الدم) in the water.**

6- Find a line / Quote the sentence which represents suffering (المعاناة) and pain (الألم)?

"Santiago has to beat (يهزم) them away with a club and is badly injured (جرح) himself."

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.

في صباح اليوم التالي، مانولين وجد سانتياغو في كوخه و بكى عندما رأى جروح سانتياغو. طمأن مانولين سانتياغو و اخبره ان السمكة الكبيرة لم تهزمه و انهما سيذهبا للصيد معا مرة اخرى. و اخبره انه مازال يريد تعلم المزيد من ذلك الرجل العجوز.

1- Find a line / Quote the sentence which represents suffering and pain?

"Manolin finds Santiago in his hut and cries over the old man's injuries."

2- How does Manolin try to encourage Santiago not to give up (يستسلم / يتوقف عن) fishing?

✓ **Manolin reassures (طمأن) 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.**

3- Where did Manolin see Santiago?

✓ **In Santiago's hut. (كوخ)**

4- Why did Manolin cry?

✓ **Over the old man's injuries.**

5- Describe Manolin's character (شخصية)?

✓ **Caring, Kind (لطيف) and loyal (مخلص).**

6- How do you know that Manolin is loyal to Santiago?

✓ **Manolin reassures (طمأن) 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.**

7- How do you know the Manolin is caring or kind?

"Manolin finds Santiago in his hut and cries over the old man's injuries."

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.

في عصر ذلك اليوم، بعض السياح رأوا الهيكل العظمي لسمكة المارلين و سألوا النادل عن ذلك. في محاولة لشرح ماذا حدث لسمكة المارلين، أجابهم النادل "سمكة قرش". لم يفهم السياح ماذا كان يحاول النادل اخبارهم و ظنوا انه يقول لهم انه هيكل عظمي لسمكة قرش. هم في الحقيقة لم يعرفوا انها سمكة مارلين، و هي اكبر سمكة تم اصطيادها في القرية، و التي كان طولها أكثر من خمسة أمتار.

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

أثناء ذلك، غط سانتياغو في النوم مرة أخرى، و كان يحلم بالسود التي رآها في افريقيا منذ زمن بعيد، عندما كان شابا.

1- Who asked the waiter (الخدم) about the marlin's skeleton (الهيكل العظمي)?

✓ **Some tourists.** بعض السياح

2- Whom did the tourists ask about the marlin's skeleton?

✓ **The waiter.** الخادم

3- How long is the fish?

✓ **5 meters long.**

4- Find a line / Quote that represents memory?

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

5- What did the tourists assume (بزعم) think / believe about the skeleton they saw?

✓ **Shark's skeleton.**

6- What is the reason for the tourists' misunderstanding (سوء الفهم بين السياح) about what the skeleton was? (الهيكل العظمي لمن يعود (اي نوع من الاسماك)

✓ **When (عندما) the waiter replies (أجاب) "shark".**

7- Important underlined words in the text: (كلمات مهمة مع معانيها تحتها خط وردت في النص)

Word	Meaning
hook صنارة	Curved object
drag يسحب / يجر	Pull something
Productive منتج	Someone who is successful
reassure يطمئن	Say something positively
Surface يظهر على السطح	To come to the top
harpoon رمح (حربة)	Sharp weapon
Club هروة	Heavy object for hitting
assume يزعم / يصدق شيء دون مناقشة	Believe something