



CULTURE SPOT

THE INFLUENCE OF SHAKESPEARE

LITERATURE SPOT

WUTHERING HEIGHTS



CULTURE SPOT *The influence of Shakespeare*

Not of an age, but for *all* time.

– Ben Jonson

Shakespeare died over 400 years ago, but today his **plays** and **sonnets** are still studied by over half the **pupils** in the world. The playwright's **influence** is everywhere.

Let's have a quick look at modern **culture**. Shakespeare's plays have influenced the plots of famous novels like Aldous Huxley's **Brave New World** and films like **Ten Things I Hate About You**.

"Hamlet's *'to be or not to be'* is as valid today as it has ever been."

All of Shakespeare's works have led to a **variety** of **interpretations** and **adaptations** which have impacted our lives in various ways. There is a magic about Shakespeare's plays and characters that reaches out across the centuries. And that's because he dealt with the issue: what it means to be human. His plays **feature universal** themes and emotions, and the questions he poses engage people from century to century all over the world. Shakespeare's plays mirror our society today and the messages are still relevant. That is why they can be **performed** in a **multitude** of different ways and places Macbeth can be the Scottish King, or he can be a police inspector. **Romeo and Juliet** can be children of **feuding** families, or members of different groups in the streets of New York.

توفي شكسبير منذ أكثر من 400 عام، لكن اليوم لا تزال **مسرحياته** و**قصائد** تدرس من قبل أكثر من نصف التلاميذ في العالم. وتأثير هذا الكاتب المسرحي حاضر في كل مكان.

لنلق نظرة سريعة على **الثقافة** الحديثة. لقد أثرت مسرحيات شكسبير في حكايات روايات مشهورة مثل «عالم جديد **شجاع**» لألدوس هكسلي، وكذلك في أفلام مثل **Ten Things I Hate About You**.

"عبارة هاملت 'أن تكون أو لا تكون' صالحة اليوم كما كانت في أي وقت مضى."

أدت جميع أعمال شكسبير إلى **تنوع** كبير في **التفسيرات** و**الافتباسات** التي أثرت في حياتنا بطرق مختلفة. هناك سحر خاص في مسرحيات شكسبير وشخصياته يمتد عبر القرون، وذلك لأنه تناول قضية جوهرية هي: ما معنى أن تكون إنساناً. **تتضمن** مسرحياته موضوعات ومشاعر إنسانية **عالمية**، والأسئلة التي يطرحها تشد الناس من قرن إلى قرن في جميع أنحاء العالم. تعكس مسرحيات شكسبير مجتمعنا اليوم، ولا تزال رسائلها ذات صلة. ولهذا السبب يمكن **تقديمها** بطرق وأماكن **متعددة**. فماكبت يمكن أن يكون ملكاً اسكتلندياً، أو مفتش شرطة. وروميو وجولييت يمكن أن يكونا طفلين من عائلتين **متناحرتين**، أو عضوين في مجموعتين مختلفتين في شوارع نيويورك.

The questions Shakespeare asks in his plays are just that – questions. He leaves it to us, his **audiences**, to discuss and find our own responses. This is another way Shakespeare has influenced **education** today. Looking at Shakespeare's plays and analysing the **motivation** of the **protagonists** can help students develop critical thinking skills. By questioning our **assumptions** and beliefs we become better thinkers.

Shakespeare also had other significant **impacts** on our culture. It was his work that helped **redefine** modern theatre. He **interacted** with people from all backgrounds and classes and his staging of plays brought theatre to the general public. His plots also helped modern cinematic techniques develop; familiarity with the storylines of Shakespeare's plays allowed early **cinema pioneers** to experiment with silent movies.

In addition to this, Shakespeare shaped what we know about history and historical **figures**. Furthermore, the questions he raised about people's thought processes and behaviour prompted early investigations into **psychoanalysis**. Last but not least, of course, one of Shakespeare's major influences was on the English language itself. He added a huge amount of vocabulary to enrich the English language so every day English speakers unthinkingly use Shakespearean words or phrases. He was also famous for his sonnets (a type of poem with 14 lines), a rhythm called a metre and a specific rhyme scheme.

الأسئلة التي يطرحها شكسبير في مسرحياته هي بالفعل مجرد أسئلة؛ إذ يترك لنا، نحن **جمهوره**، مهمة مناقشتها والوصول إلى إجاباتنا الخاصة. وهذا يُعدُّ أحد الجوانب التي أثار بها شكسبير في **التعليم** اليوم. فدراسة مسرحياته وتحليل **دوافع الشخصيات الرئيسية (الأبطال)** يمكن أن يساعد الطلاب على تنمية مهارات التفكير النقدي. ومن خلال التشكيك في **افتراضاتنا** ومعتقداتنا نصبح مفكرين أفضل.

وكان لشكسبير أيضًا **تأثيرات** مهمة أخرى في ثقافتنا. فقد أسهمت أعماله في **إعادة تعريف** المسرح الحديث. لقد **تفاعل** مع أشخاص من مختلف الخلفيات والطبقات الاجتماعية، كما أن طريقة تقديمه للمسرحيات جعلت المسرح متاحًا لعامة الناس. وساعدت حكاياته كذلك في تطوُّر التقنيات السينمائية الحديثة؛ إذ إن معرفة الجماهير المسبقة بقصص مسرحياته أتاحت **لرؤاد السينما** الأوائل التجريب في الأفلام الصامتة.

إضافة إلى ذلك، أسهم شكسبير في تشكيل فهمنا للتاريخ **والشخصيات** التاريخية. كما أن الأسئلة التي أثارها حول عمليات التفكير والسلوك البشري حفزت بدايات البحث في **التحليل النفسي**. وأخيرًا وليس آخرًا، كان أحد أكبر تأثيرات شكسبير في اللغة الإنجليزية نفسها؛ فقد أضاف كمًّا هائلًا من المفردات التي أغنت اللغة، حتى إن متحدثي الإنجليزية اليوم يستخدمون كلمات وتعبيرات شكسبيرية دون أن يشعروا بذلك. وكان مشهورًا أيضًا بسونيئاته (نوع من الشعر يتكوّن من 14 سطرًا)، وباستخدامه الإيقاع الشعري المعروف بالوزن، ونظام قافية محدد.



1 Look at photos 1–3. Match the plays A–C to the photos. What do you know about the stories?

A *Hamlet*

B *Macbeth*

C *A Midsummer Night's Dream*

Answers: A 3/ B 1/ C 2

2 CS1.1 In pairs, discuss different ways Shakespeare's work has influenced culture. Think about: film, literature, psychology, theatre.



Students' own answers

3 Read the article on page 59. Which of your ideas from Exercise 2 are mentioned?

Students' own answers

4 Read the article again and answer the questions.

1 Why does the writer mention famous novels and films?

2 Why, according to the writer, are Shakespeare's plays still valid today?

3 How can studying Shakespeare help students today?

4 How did Shakespeare change the theatre in his lifetime?

5 Why are Shakespeare's history plays important for us?

Answers:

1 Shakespeare's plays have influenced them.

2 Because his plays talk about what it means to be human.

3 It can help them with critical thinking.

4 He made theatre accessible to the general public and not just the upper classes.

5 They give us extra information about history and historical figures.

5 Complete sentences 1–3 with nouns formed from the words in the box.

assume familiar interpret

- 1 Students need to show _____ with Shakespeare's *Hamlet* to answer the questions.
- 2 People often make _____ about things without knowing all the facts.
- 3 Everybody tends to have a different _____ of the play.

Answers :1 familiarity 2 assumptions 3 interpretation

6 CS1.2 Listen to a conversation about new words that Shakespeare is believed to have created and complete the sentences.



- 1 Shakespeare appears to have invented between _____ words.
- 2 His plays were recorded because of the invention of the _____.
- 3 Today, people use about _____ of these words.
- 4 The technique of creating new words as Shakespeare did is known as _____.
- 5 An example of a simple word he created is _____.
- 6 Today, we use his word 'rant' to describe when we _____.

Answers

- 1 2,000 and 3,000 2 printing press 3 1,700 4 coining 5 bedroom
- 6 shout about something to get it off our chest

7 Look at some expressions made popular by Shakespeare. What do you think they mean?

Expression	Meaning in English	المعنى بالعربي
a heart of gold	you are really kind.	لطيف جدا
to be in a pickle	you have got a bit of a problem.	ورطة بسيطة
to come full circle	something has returned to the beginning.	يعيد الكرة من البداية
to be on a wild goose chase	trying to find something that is impossible.	ايجاد شيء مستحيل
to do something by the skin of your teeth	you just managed to do something: just in time.	القيام بعمل شيء بالوقت تماما

8 CS1.3 Listen to the rest of the conversation and check your answers.



Students' own answers

9 In pairs, tell your partner about ...

- 1 a time when you were in a bit of a pickle.
- 2 something that has come full circle.
- 3 a time when you were on a wild goose chase.
- 4 something you recently managed to do by the skin of your teeth.
- 5 someone you know who has a heart of gold.

Students' own answers

10 REFLECT | Culture Look at the quotes from Shakespeare's plays and answer the questions.

- 1 What do the quotes mean? Give an explanation in English.
- 2 Do you have any similar sayings in your language?
- 3 Can you think of a playwright or novelist who has had a similar influence on your language and culture? Talk about him/her.

All's well that ends well.

All that glistens is not gold.

Brevity is the soul of wit.

The robb'd that smiles, steals something from the thief.

Answers

1 **All's well that ends well:** As long as things end OK, it doesn't matter what happened before.

لكل بداية مشرقة نهاية سعيدة

2. **All that glistens is not gold:** When you look closely, not everything is as good or valuable as it seems on the surface.

ليس كل ما يلمع ذهباً

3. **Brevity is the soul of wit:** Short good jokes are better than long complicated stories.

الإختصار هو جواهر الذكاء

4. **The robb'd that smiles, steals something from the thief:** Stealing or doing bad things to people isn't as satisfying when the victim doesn't react.

"الشخص الذي يتعرض للسرقة ولكنه يبتسم، يسرق شيئاً من السارق"

المعنى هنا هو أن الشخص الذي يحافظ على رباطة جأشه ويظهر القوة والهدوء حتى في الأوقات الصعبة، يسلب السارق أو المعتدي قوة سيطرته النفسية عليه. الابتسامة في وجه الظلم أو الخسارة تعني أن الضحية لم يُهزم على المستوى النفسي أو العاطفي.

LITERATURE SPOT *Wuthering Heights*

1 What do you know about Emily Brontë? What did she write?

Suggested Answer:

Emily Brontë (1818–1848) has become one of the most famous novelists in English literature, although she only wrote one novel, *Wuthering Heights* (1847).

2 Read Extract 1. Describe the characters in the extract.

Suggested answers

★ Edgar → is unkind and rude to Heathcliff.

★ Catherine → seems friendly.

Extract 1

While Catherine was out of the room, Ellen Dean spoke to Mr Edgar Linton. She felt that she should **warn** her **master** that Heathcliff had returned. 'What? That **gypsy**!' he said. 'Why didn't you warn my wife Catherine?' 'Do not call Heathcliff names, sir,' Ellen replied. 'Mrs Linton would be very **upset** to hear you. It **nearly broke** her heart when he went away.' Just then Catherine came into the room.

'Edgar,' she cried, 'Edgar, my love, Heathcliff has **come back**.' Catherine was very excited. 'Where have you been, Heathcliff? What have you been doing?' she asked. 'I have been in the **army** for three years and made some money,' he answered. And Heathcliff **certainly** looked stronger than when he had left *Wuthering Heights*. His **speech**, his **manners** and his clothes were also greatly **improved**. He had spent his time well.

المقتطف 1

بينما كانت كاثرين خارج الغرفة، تحدثت إليين دين إلى السيد إدغار لينتون. شعرت أنه يجب عليها **تحذير** سيدها من عودة هيثكليف. "ماذا؟ ذلك **الغجري**!" قال. «لماذا لم تحذر زوجتي كاثرين؟ أجابت إيلين: لا تنادِ هيثكليف بألقاب ، سيدي السيدة لينتون ستكون **مستاءة** للغاية لسماحك. **كاد** أن **يكسر** قلبها عندما ذهب بعيداً. "ثم دخلت كاثرين الغرفة.

صرخت: "إدغار، لقد عاد إدغار، حبيبي، هيثكليف". كانت كاثرين متحمسة للغاية. "أين كنت يا هيثكليف؟ ماذا كنت تفعل؟ «هي سألت». لقد كان في **الجيش** لمدة ثلاث سنوات وكسب بعض المال". ومن **المؤكد** أن هيثكليف بدا أقوى مما كان عليه عندما غادر مرتفعات ويذرينج. **خطابه**، كما تم **تحسين آدابه** وملابسه بشكل كبير. لقد أمضى وقته جيداً.



3 Read Extract 2. In what ways has Heathcliff changed?



Mr Lockwood's story

Mr Lockwood's story

In November 1801 I decided to **leave** London and move to the country. I **went up** to the north of England and visited a house on the Yorkshire **moors**. I **arranged** to visit the **owner** of Thrushcross Grange, a man called Heathcliff.

Heathcliff and I had **hardly** spoken on my first visit. I had not stayed long because he was rude. But I was interested in **getting to know** the man, so I decided to go back to Wuthering Heights the next day.

I **knocked on** the front door but there was no answer. Then a boy opened the door. The boy was almost as rude as his master was on my first visit.

'This way,' he said, without looking at me. The boy **led** me to the living room, where a young woman was sitting in front of the fire. Heathcliff entered the room at that moment.

He was **covered in** snow. 'I wonder if I may stay here for a short time, sir,' I asked. 'I will leave when it stops snowing.' 'It won't stop,' Heathcliff **replied impatiently**. 'The weather won't change, and you'll never find your way back across the **moors** in this snow.' Just then the boy came into the room again. He spoke to the young girl. 'Are you going to make the tea?' he asked. The girl pointed in my direction and said to Heathcliff, 'Is he going to have tea?' 'Get it ready,' he said **angrily**. I understood that I was not a welcome guest.

قصة السيد لوكوود

في نوفمبر 1801 قررت **مغادرة** لندن والانتقال إلى الريف. **ذهبت** إلى شمال إنجلترا وزرت منزلاً في **مستنقعات** يوركشاير. **رتبت** لزيارة **مالك** "ثراشكروس غرانج"، رجل يدعى هيثكليف.

بالكاد تحدثنا أنا وهيثكليف في زيارتي الأولى. لم أبق طويلاً لأنه كان وقحاً. لكنني كنت مهتماً **بالتعرف على الرجل**، لذلك قررت العودة إلى مرتفعات ويذرينغ في اليوم التالي.

طرقت الباب الأمامي لكن لم يكن هناك إجابة. ثم فتح صبي الباب. كان الصبي فظاً تقريباً مثل سيده في زيارتي الأولى.

قال دون أن ينظر إلي: «من هنا». **قادني** الصبي إلى غرفة المعيشة، حيث كان كانت امرأة شابة جالسة أمام النار. دخل هيثكليف الغرفة في تلك اللحظة.

كان **مغطى** بالثلج. سألت "أتساءل عما إذا كان بإمكانني البقاء هنا لفترة قصيرة يا سيدي".

"سأغادر عندما يتوقف الثلج. **أجاب** هيثكليف **بفارغ الصبر** لن يتوقف. الطقس لن يتغير،

ولن تجد طريقك أبداً عبر **المستنقعات** في هذا الثلج." ثم دخل الصبي إلى الغرفة مرة أخرى.

تحدث إلى الفتاة الصغيرة. «هل ستصنع الشاي؟» هو طلب منها ذلك. أشارت الفتاة في اتجاهي وقالت لهيثكليف، "هل سيشرب الشاي؟"

وقال **بغضب** «قم بتجهيزه». فهمت أنني لم أكن ضيفاً مرحباً به.

4 Read Extract 2 again and answer the questions.

1 Which character appears in both extracts?

2 In what ways are the people at Wuthering Heights rude to Mr Lockwood?

3 Why can't Lockwood go back to Thrushcross Grange?

Answers

1 Heathcliff

2 The boy does not look at the visitor, who says he is rude. Heathcliff is also impatient with the visitor and speaks angrily. The visitor does not feel welcome.

3 Because the weather is bad. There is snow.

5 In small groups, discuss the meaning of the following phrases from the extracts.

1 Do not call Heathcliff names.

2 It nearly broke her heart when he went away.

Answers

1 Do not say unkind things about him.

2 She was extremely sad when he left.

6 LS1.2 Listen to a conversation between two students and answer the questions.

1 Which of the two extracts has Farid just read?

2 In what ways is the book ironic?

3 Can you summarise what he says about *Wuthering Heights*?



Answers

1 He has just read Extract 1.

2 Catherine loves a man who is not rich or handsome. He is cruel and unkind.

3 Suggested: He loves the book which he says is different to most romantic books because Catherine loves Heathcliff, who is cruel and not kind. Heathcliff feels he has been badly treated and wants revenge.

7 LS1.2 Listen again and decide if the sentences are true or false.

1 *Wuthering Heights* is the same as most other romantic books.

2 Catherine falls in love with a rich, kind man.

3 Catherine's father bullies Heathcliff.

4 Hindley and his wife Frances look after Heathcliff.

5 Catherine and Heathcliff spend a lot of their time together.

6 Catherine then marries Edgar because she loves him.

7 Farid tells Maher what happens at the end of the story.

8 Farid says that Heathcliff wants revenge because he had been badly treated.

Answers

1 False, it is different.

2 False, she falls in love with a man who is cruel and unkind.

3 False, his son Hindley bullies him. 4 False, they do not want him in their home. 5 True

6 False, she marries him because he is rich. 7 False, he does not tell him. 8 True

8 REFLECT In pairs, discuss the questions.

1 In the book, life on the moors is often as cruel as the people who live there. In what ways do you think people can be affected by the place they live in?

2 It is hard to like Heathcliff in *Wuthering Heights*. Do you think readers should like all the main characters in a book, or is it good to question why people are good or bad?

Students' own answers

WRITING TASK Find out what happens in the rest of *Wuthering Heights* and write a summary of the plot in about 200–300 words. Present your summary to your partner at the start of the next lesson.



FROM PAGE TO LIFE

Wuthering Heights has had a major influence on popular culture. It has been made into several films (the first dating to 1939), TV series, plays and even operas, and the characters have inspired song writers such as Kate Bush whose song, *Wuthering Heights*, was a huge hit. There have also been versions of the film made in Spanish, Hindi, French, Japanese and Filipino.