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**Faculty of Arts**

**First year**

**English Dept.**

**(Intro to Translation)**

**AY 2023-2024**

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# Translation

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**TRANSLATION**

**AN INTRODUCTION**

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**1ST YEAR ARTS**

**Compiled by Dr. Heba Abdelraheim Alkady**

**A Y (2023-2024)**

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# TRANSLATION

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# Translation

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### **Translate the following into Arabic**

#### **Human Rights**

Human rights: Basic rights intended to protect all people from cruel and inhumane treatment, threats to their lives, and persecution

#### **The United Nations** <http://translationea.blogspot.com/>

An international organization, based in New York, which aims to preserve peace around the world and solve international problems. It was formed in 1945, and replaced the League of Nations. Most of the world's independent states are members, and each has one vote in the General Assembly. The United Nations Security Council has the power

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to take military or economic action to settle international disputes. Other branches of the United Nations include the World Bank, the International Court of Justice in The Netherlands, and the United Nations Children's Fund (UNICEF). The Secretary General of the

United Nations is Kofi Annan.

New England

An area of the north-eastern US which includes the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. It is known for its beautiful small towns which are popular with visitors , especially in the autumn. New Englanders, a large number of whom

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have Irish ancestors, are often called the real Yankees. Other Americans consider them to be very independent, clever, practical and suspicious of people they do not know. The English explorer Captain John Smith named the area in 1614, and the American Revolution began there.

### **Confusing Words Quiz**

This confusing words quiz focuses on words that are very similar and commonly confused. Confusing words may be difficult because they are spelled similarly such as the words *receipt* / *recipe*. Other words are confusing because they are used for a similar function but in a different



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context. Take a look at the examples below for examples of these types  
of words.

Example: Title / Headline

*The book's title is The Difficult Years. The article's headline is  
Presidential Campaign Tight.*

As you can see from the context, 'title' is used with books and 'headline'  
is used with newspapers.

A third type of confusing words are words with similar grammar  
functions, but different grammar constructions.

Example: while / during

*She was cooking dinner while Mary was reading a book. She was  
cooking dinner during the game.*

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'While' is used with a full phrase and 'during' is used with a noun or noun phrase.

This confusing words quiz will help you learn words through context. If you answer incorrectly, make sure to read the sentence carefully to note the key differences between the two words.

Name..... GRADE.....

**Choose the word in parentheses that completes each sentence correctly**

1. If I had known your number, I would (have, of) called.
2. The bingo game has (all ready, already) started.
3. (Whose, Who's) shorts are hanging from the flagpole?
4. Justin has (alot, a lot) of problems.

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5. The program changes will not (affect, effect) you.
6. What is your (principal, principle) reason for moving to Chicago?
7. (Whose, Who's) hiding in your closet?
8. Last year Becky (lead, led) the league in goals.
9. Get your facts first, and (than, then) you can distort them as much as you please.
10. The (affects, effects) of climate change are already appearing in places from Miami to Alaska.
11. There cannot be a crisis next week: my schedule is (all ready, already) full.
12. Computers are being called on to perform many new functions, including the consumption of homework (formally, formerly) eaten by the dog.

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13. Kate (implied, inferred) that she had a good alibi, but Jack (implied, inferred) otherwise from her nervous behavior.

14. Critics are predicting that the TV series *CSI* won't last much longer because (fewer, less) people are watching it these (days, daze).

15. Although the recording (device, devise) was primitive, (you're, your) voice came across clearly.

16. I was (conscience, conscious) after the collision but (to, too) frightened (to, too) move.

17. (Quiet, Quite, Quit) was restored, and the judge (preceded, proceeded) with the case.

18. Following the ice storms, (there, their, they're) (maybe, may be) a plague of locusts and a swarm of frogs

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accede

exceed

2.All the children are coming \_\_\_\_\_ John.

accept

except

3.The professor was given \_\_\_\_\_ to materials in the research library.

access

excess

4.Some people feel that his \_\_\_\_\_ to the President was unnecessary.

allusion

illusion

5.Are we \_\_\_\_\_ to leave on vacation?

all ready

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already

6. There is \_\_\_\_\_ too much violence on TV today.

all together

altogether

7. Is there \_\_\_\_\_ we can put off the meeting until tomorrow?

any way

anyway

8. The outcome of the project was entirely \_\_\_\_\_. He planned every step!

casual

causal

9. The police threatened to \_\_\_\_\_ the faulty goods.

cease

seize

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10. Jack felt \_\_\_\_\_ the outcome would be in his favor.

confidant

confident

11. They created a \_\_\_\_\_ design for a Halloween mask.

costume

custom

12. I ordered \_\_\_\_\_ even though I was already full.

desert

dessert

13. The lawyer would like to \_\_\_\_\_ a response from his client.

elicit

illicit

14. Congratulations! You are \_\_\_\_\_ for the grand prize.

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eligible

illegible

15.He is an \_\_\_\_\_ expert in his field.

eminent

imminent

16.They \_\_\_\_\_ his motives are less than pure.

expect

suspect

17.I didn't \_\_\_\_\_ the solution. I just guessed!

infer

imply

18.Did they win or \_\_\_\_\_ the game last week?

loose



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lose

19.His voice made an amazing \_\_\_\_\_ impression.

oral

aural

20.The \_\_\_\_\_ department is looking for three new employees.

personal

personnel

21.Should we \_\_\_\_\_ with the project or wait until July?

precede

proceed

22.Children tend to be rather \_\_\_\_\_ and need something to keep them  
occupied.

restless

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restive

23.This attachment is a \_\_\_\_\_ that allows you to clean your curtains.

complement

compliment

24.The \_\_\_\_\_ of Washington State is Olympia.

Capitol

Capital

25.He stated that his decision to let 20,000 go was entirely \_\_\_\_\_. It was  
simply an economic necessity.

amoral

immoral

26.I went to John to seek \_\_\_\_\_ on my current situation.

council

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counsel

27.The Uncertainty \_\_\_\_\_ was posited by Heisenberg.

Principal

Principle

28.The \_\_\_\_\_ scene was completely unexpected.

climactic

climatic

29.He strove to \_\_\_\_\_ an invention to eradicate the need for monthly  
upkeep.

device

devise

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Translate the following:

From wikipedia.org

During a December 14, 2008, press conference at the prime minister's palace in Baghdad, Iraq, al-Zaidi threw both of his shoes at then-United States President George W. Bush. The throwing of shoes is an act of extreme disrespect in the Arab culture. "This is a farewell kiss from the Iraqi people, you dog," yelled al-Zaidi in Arabic as he threw his first shoe towards Bush. "This is for the widows and orphans and all those killed in Iraq," he shouted as he threw his second shoe. Bush ducked twice to avoid being hit by the shoes. Prime Minister Maliki also attempted to catch one of the shoes to protect Bush. Al-Zaidi was pulled to the floor by another journalist, before being grabbed by Prime

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Minister Maliki's guards, kicked, and rushed out of the room. White House spokeswoman Dana Perino was hit in the face by a microphone boom knocked over by a presidential bodyguard resulting in a black eye.

Bush said some Iraqi reporters had apologized to him. "Thanks for apologizing on behalf of the Iraqi people. It doesn't bother me." Bush said, "If you want the facts, it's a size 10 shoe that he threw." When asked about the incident by another reporter, Bush said, "It's a way for people to draw attention. I don't know what the guy's cause was. I didn't feel the least bit threatened by it." When later asked to reflect on the incident, Bush said, "I didn't have much time to reflect on anything, I was ducking and dodging. I'm not angry with the system. I believe that a free society is emerging, and a free society is necessary for our own security and peace," he added. "I don't think that you can take one guy

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throwing his shoe as representative of the people of Iraq," said White House Press Secretary Dana Perino.

A fictional depiction of the shoe thrown at President Bush during a press conference in Iraq in 2008. Photograph taken at the Museum in TriBeCa, New York City.

Al-Zaidi was initially held by the prime minister's guards and was later turned over to the Iraqi army's Baghdad command. The command handed him over to the Iraqi judiciary. Hundreds took to the streets to demand his release. Al-Zaidi could have faced charges of insulting a foreign leader and the Iraqi prime minister. A conviction of these charges could have carried a sentence of up to two years in prison or a small fine, although it would have been unlikely to face the maximum penalty given his newfound "cult status" in the Arab world, according to

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a Middle-East observer. An Iraqi lawyer stated that al-Zaidi was likely to get at least two years in prison if he was prosecuted. Al-Zaidi went before a judge on December 17, 2008. He declined to be represented by Khalil al-Duleimi, who defended the late Iraqi leader Saddam Hussein before his execution, and also said he wanted to be represented by an Iraqi lawyer. "I will introduce myself as his lawyer and demand the case be closed and Muntader be released because he did not commit a crime," said Dheyaa al-Saadi, al-Zaidi's lawyer and head of the Iraqi Bar Association. "He only freely expressed himself to the occupier, and he has such a right according to international law.

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### **The Story of Three Fishes From *Kalilah wa Dimnah***

This is a story from *Kalīla wa-Dimna* (as edited by khalil al-Yaziji, Beirut 1908, p. 144):

It is related that a pond had three fishes in it: a wise fish, a wiser fish and a helpless fish. The pond was in an elevated piece of land; a few people only came near to it (in the original text: “hardly any one came near to it”). There was a flowing river nearby.

It happened that two fishermen went through that river. They saw the pond and agreed to come back to it with their nets to catch whatever fish might be there.



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The (three) fishes heard their talk. When the wisest fish heard their talk, it suspected and feared them. Soon afterwards, it went out through the place where the river flew into the pond and thus it saved itself.

The other (less) wise fish lingered where it was. It did not take the matter seriously until the two fishermen came (back).

When it saw them and knew what they wanted, it moved away to go out through the place where the water flew in, but the two fishermen had already blocked that place.

It said then, “I have been negligent, and this is the consequence of negligence. What am I to do in this case? A plan made in haste and under pressure hardly succeeds. However, the wise do not lose hope in the advantages of thought, do not fall into despair under any circumstances, and do not stop thinking and endeavoring.

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Then, it pretended to be dead. It floated on the surface of the water, turning now on its back and then on its belly.

The two fishermen took it. Thinking that it was dead, they put it on the ground between the river and the pond. It jumped into the river saving itself.

The helpless fish kept on moving to and fro until it was caught.

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## **Translation**

grammar.about.com

Definition:

(1) The process of turning an original or "source" text into a text in another language.

(2) A translated version of a text.

An individual or a computer program that renders a text into another language is called a *translator*. The discipline concerned with issues related to the production of translations is called *translation studies*. (See Examples and Observations, below.)

**Etymology:** From the Latin, "transfer"

## **Examples and Observations:**

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### □ **Three Types of Translation**

"In his seminal paper, 'On Linguistic Aspects of Translation' (Jacobson 1959/2000. see Section B, Text B1.1), the Russo-American linguist Roman Jakobson makes a very important distinction between three types of written **translation**:

1. **intralingual translation** - translation within the same language, which can involve rewording or paraphrase;
2. **interlingual translation** - translation from one language to another,
- and 3. **intersemiotic translation** - translation of the verbal sign by a non-verbal sign, for example music or image.

Only the second category, interlingual translation, is deemed 'translation proper' by Jakobson." (Basil Hatim and Jeremy Munday, *Translation: An Advanced Resource Book*. Routledge, 2005)

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□ **"Translation** is like a woman. If it is beautiful, it is not faithful. If it is faithful, it is most certainly not beautiful." (attributed to Yevgeny Yevtushenko, among others)

□ **Translation and Style** "To translate, one must have a style of his own, for otherwise the **translation** will have no rhythm or nuance, which come from the process of artistically thinking through and molding the sentences; they cannot be reconstituted by piecemeal imitation. The problem of translation is to retreat to a simpler tenor of one's own style and creatively adjust this to one's author."

(Paul Goodman, *Five Years: Thoughts During a Useless Time*, 1969)

□ **The Illusion of Transparency** "A translated text, whether prose or poetry, fiction or nonfiction, is judged acceptable by most publishers, reviewers, and readers when it reads fluently, when the absence of any

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linguistic or stylistic peculiarities makes it seem transparent, giving the appearance that it reflects the foreign writer's personality or intention or the essential meaning of the foreign text--the appearance, in other words, that the translation is not in fact a translation, but the 'original.' The illusion of transparency is an effect of fluent discourse, of the translator's effort to insure easy readability by adhering to current usage, maintaining continuous syntax, fixing a precise meaning. What is so remarkable here is that this illusory effect conceals the numerous conditions under which the **translation** is made " (Lawrence Venuti, *The Translator's Invisibility: A History of Translation*. Routledge, 1995).

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□ **The Process of Translation** "Here, then, is the full process of **translation**. At one point we have a writer in a room, struggling to approximate the impossible vision that hovers over his head. He finishes it, with misgivings. Some time later we have a translator struggling to approximate the vision, not to mention the particulars of language and voice, of the text that lies before him. He does the best he can, but is never satisfied. And then, finally, we have the reader. The reader is the least tortured of this trio, but the reader too may very well feel that he is missing something in the book, that through sheer ineptitude he is failing to be a proper vessel for the book's overarching vision." (Michael Cunningham, "Found in Translation." *The New York Times*, Oct. 2, 2010)

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□ **The Untranslatable** "Just as there are no exact synonyms within a language ('big' does not mean precisely the same as 'large'), there are no exact matches for words or expressions across languages. I can express the notion 'four year old male uncastrated domesticated reindeer' in English. But our tongue lacks the economy of information packaging found in Tofa, a nearly extinct tongue I studied in Siberia. Tofa equips reindeer herders with words like 'chary' with the above meaning. Furthermore, that word exists within a multidimensional matrix that defines the four salient (for the Tofa people) parameters of reindeer: age, sex, fertility, ... Words are untranslatable because [they] do not exist in a flat, alphabetised dictionary style list, but rather in a richly structured taxonomy of meaning. They are defined by their oppositions to and similarities to multiple other words--in other words, the cultural



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backdrop." (K. David Harrison, linguist at Swarthmore College, in "Seven Questions for K. David Harrison." *The Economist*, Nov. 23, 2010).

## **Transliteration**

Transliteration consists in representing the characters of a given script by the characters of another, while keeping the operation reversible. The use of diacritics or digraphs solves the problem of different number of characters between the alphabets of the two writing systems. The main goal of this conversion operation is to enable the automatic and unambiguous recreation of the original (which is also known as retroconversion). In a word, the transliteration of a transliterated text should return the original text. This is why standards are used, like ISO.

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Romanization (or Latinization) is the transliteration of a non-Latin script into a Latin script.

### ***Transliteration vs. translation***

The transliteration process means that a word written in a character set like the Latin alphabet is transposed in another, say the Inuktitut syllabics. In other words, there is no translation involved. If the source word means nothing in the given language, its transliterated form will also mean nothing, even though it will look like a word in that language as it will be written in its alphabet or syllabic system.

ف أَل

ʾālif

ا

ā

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Like A in Apple

بَاء

bā'

ب

B

Like B in Baby

تَاء

tā'

ت

t

Like T in Tree

ثَاء

thā'

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ث

Θ

Like the Th in Theory

جيم

jim

ج

J

Sometimes like the G in Girl or like the J in Jar

حاء

hā'

ح

H

Like the h in he yet light in pronunciation

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خَاء

khā'

خ

Kh

Like the Ch in the name Bach

دَال

dāl

د

d

Like the D in Dad

ذَال

zāl

ذ

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dh

Like the Th in The

ذَاء

rā'

ر

r

Like the R in Ram

زَاي

zāy

ز

Z

Like the Z in zoo

سِين

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sin

س

s

Like the S in See

شین

shin

ش

Sh

Like the Sh in She

صَاد

sād

ص

S

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Like the S in Sad yet heavy in pronunciation

ضَاد

dād

ض

DH

Like the D in Dead yet heavy in pronunciation

طَاء

tā'

ط

T

Like the T in Table yet heavy in pronunciation

ظَاء

zā'



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ظ

ZH

Like the Z in Zorro yet heavy in pronunciation

عَيْنِ

ع ain

ع

'a

Has no real equivalent sometimes they replace its sound with the A  
sound like for example the name Ali for

ع/ علي ali/

غَيْنِ

ghain

غ

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Gh

Like the Gh in Ghandi

فَاء

fā'

ف

f

Like the F in Fool

قَاف

qāf

ق

Q

Like the Q in Queen yet heavy velar sound in pronunciation

كَاف

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kāf

ك

K

Like the K in Kate

لَام

lām

ف

l

Like the L in Love

مِيم

mim

م

M

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Like the M in Moon

نُونُ

nun

ن

n

Like the N in Noon

هَاءُ

hā'

ه ه

h

Like the H in He

وَاوُ

wāw

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,

W(aw, au, u)

Like the W in the reaction of astonishment saying: WAW!

يَاء

yā'

ي

Y (ay, ai, ī)

Like the Y in you

هَمْزَة

hamza

ء

أ

إ

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ɪ

'a 'i 'u

Seen latter because it differs according to case and context

*The Concise Oxford English Dictionary*

Translation:

1.The act or an instance of translating

2.A written or spoken expression of the meaning of a word, speech,  
book, etc. in another language

1.Process

2.Product

*Dictionary of Translation Studies*

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**Translation** An incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a **process** or a **product**, and identify such sub-types as **literary translation, technical translation, subtitling** and **machine translation**; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes **interpreting**.

**The ambit of translation:**

1. The **process** of transferring a written text from SL to TL, conducted by translator, or translators, in a specific sociocultural context.

2. The written **product**, or TT, which results from that process and which functions in the socio-cultural context of the TL.

3. The **cognitive, linguistic, visual, cultural** and **ideological**

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phenomena which are an integral part of 1 and 2.

**Pure areas** of research:

1) The description of the the phenomena of translation (**descriptive translation theory**)

2) The establishment of general principles to explain and predict such phenomena (**translation theory**)

**-Product-oriented DTS**

**-Function-oriented DTS**

**-Process-oriented DTS**

**Roman Jakobson, 'On linguistic Aspects of Translation', 1959 3**

ways of interpreting a verbal sign:



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1)It may be translated into other signs of the same language

**(Intralingual translation or rewording)**

2)It may be translated into another language **(Interlingual translation**

**or translation proper)**

3)It may be translated into a nonverbal system of symbols

**(Intersemiotic translation or transmutation)**

## **Equivalence in Translation Theories: A Critical Evaluation**

**By Despoina Panou**

The process of translation has existed for millennia, thus facilitating both linguistic and cultural transfer. As a discipline, however, it began to develop in the second half of the twentieth century under the name “translation studies” which was proposed by the scholar James Holmes (1972). This term was widely accepted because it envisaged translation

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as a broad discipline shifting emphasis to neglected areas of translation such as interpreting and translator training. Perhaps, the biggest contribution of James Holmes (1988) lies in his attempt to draw the map of the „territory“ of translation studies. On closer inspection of the map, translation studies can be divided into two main areas; that is, *pure* and *applied*. There is a dual objective of pure translation studies; firstly, to provide a description of the various translation phenomena as these occur; and, secondly, to develop general principles through which these phenomena can be adequately explained. The former objective falls under the rubric of *descriptive translation studies* (DTS) and the latter under the rubric of *translation theory*, both being subsections of pure translation studies.

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Furthermore, descriptive translation studies focus on three areas of research, namely, *product-oriented DTS* (text-centered studies which aim at investigating existing translations), *process-oriented DTS* (studies which are primarily interested in the mental processes that occur in translation) and *function-oriented DTS* (studies which seek to describe the function of translations in the target sociocultural situation). The results of DTS research can then be applied to translation theory to develop either a general translation theory or partial translation theories restricted according to *medium* (human vs. machine translation), *area* (specific linguistic or cultural groups), *rank* (focusing on specific linguistic levels, such as that of the word or the sentence), *text-type* (dealing with specific genres, for instance literary vs. business translation), *time* (dealing with particular periods of time) and *problem*

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(dealing with a specific translation problem, such as metaphor translation).

The „applied“ subdivision of Holmes“ map has a more practical orientation and is mainly concerned with *translation training* (referring to teaching methods, testing techniques and curriculum planning), *translation aids* (referring to IT applications, dictionaries, translation software, on-line databases and the use of the internet), *translation policy* (drawing on the role of both translators and translations in society, as well as on the place and role of translating in society) and *translation criticism* (mainly addressing issues of revision and evaluation of translations).

It is worth mentioning that theoretical, descriptive and applied areas of translation studies influence one another and are dialectical in nature.

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This view is in direct opposition to Toury's thesis that translator training and criticism do not have a central position in translation studies but are viewed as „extensions“ of the discipline. In particular, Toury (1995) holds that the poles of theoretical and descriptive translation studies on the one hand, and what he names the „Applied Extensions“, on the other, have a unidirectional relationship.

Although Holmes' map has been criticised (Pym, 1998; Vandepitte, 2008), it could be argued that Holmes' divisions offer a flexible separation of the various areas of translation studies, thus indicating the great potential of the discipline. His simple, scientifically-framed and hierarchically-arranged categories not only identify but also interrelate the multiplicity of things that can be done in translation studies. But although, historically, this could be viewed as a legitimate point of

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departure, it should be mentioned that what translation studies represent simply cannot be depicted in this one map, since the discipline continues to evolve dynamically, thus revealing ever more of its interdisciplinary character as time goes on. Despite of its versatility, the concept of equivalence has always been an intriguing issue in the discipline of translation studies as will be subsequently discussed.

## II. THE CONCEPT OF EQUIVALENCE

The concept of equivalence has been of particular concern to translation scholars since it has been inextricably linked with both definitional and practical aspects of translating. Becoming an essential feature of translation theories in the 1960s and 1970s, equivalence was meant to indicate that source text (henceforth ST) and target text (henceforth TT) share some kind of „sameness“. The question was as to the kind and

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degree of sameness which gave birth to different kinds of equivalence.

In what follows, an attempt will be made to critically analyze the equivalence paradigm as was conceptualized by the following scholars in the field, namely, Vinay and Darbelnet (1958), Jakobson (1959), Nida and Taber (1969), Catford (1965), House (1997), Koller (1979), Newmark (1981), Baker (1992), and finally, Pym (2010).

### III. A CRITICAL EVALUATION OF THE CONCEPT OF EQUIVALENCE

#### *A. Vinay and Darbelnet*

Jean-Paul Vinay and Jean Darbelnet produced their *Stylistique Comparée du Français et de l' Anglais* (1958) which is a comparative stylistic analysis of the different translation strategies and procedures used in French and English. In its English version, first published in

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1995, they distinguish between *direct* and *oblique* translation, the former referring to literal translation and the latter to free translation (p. 84).

Moreover, they propose seven procedures, the first three covered by direct translation and the remaining four by oblique

translation. These translation. These procedures are: borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation.

In particular, it is argued that equivalence is viewed as a procedure in which the same situation is replicated as in the original but different wording is used (Vinay and Darbelnet, 1995, p. 32). Through this procedure, it is claimed that the stylistic impact of the source-language

(henceforth SL) text can be maintained in the target-language

(henceforth TL) text. Hence, when dealing with proverbs, idioms and clichés, equivalence for them is sought at the level of sense and not



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image. For example, the idiom *comme un chien dans un jeu de quilles* meaning literally *like a dog in a set of skittles* could be translated *like a bull in a china shop* (cited in Munday, 2001, p. 58).

Furthermore, Vinay and Darbelnet (1995) consider as a necessary and sufficient condition for equivalent expressions between language pairs to be acceptable to be listed in a bilingual dictionary “as full equivalents” (p. 255). Nevertheless, they realized the utopia of such a statement by admitting that glossaries and collections of idiomatic expressions are non-exhaustive (p. 256). In other words, the rendering of an equivalent of an expression in the SL text in a dictionary or glossary does not suffice or guarantee a successful translation since the context surrounding the term in question plays an equally important role in determining the translation strategy employed. They conclude by stating

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that the situation is what determines the need for creating equivalences.

So translators are encouraged to firstly look in the situation of the ST in order to come up with a solution (p. 255).

### *B. Jakobson*

The structuralist Roman Jakobson (1959) maintains that there are three kinds of translation, that is, *intralingual* (rewording or paraphrasing within one language), *interlingual* (rewording or paraphrasing between two languages), and *intersemiotic* (rewording or paraphrasing between sign systems). It is *interlingual translation* that has been the focus of translation studies.

More specifically, when addressing the thorny problem of equivalence in meaning between words in different languages, he immediately stresses the fact that there can be no full equivalence between two words

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(Jakobson, 1959/2000, p. 114). He cites the example of *cheese* in English by saying that it is not identical to the Russian *syr* – the concept of cottage cheese not being included in the latter. Jakobson does not propose that translation is impossible but rather pinpoints the differences in the structure and terminology of languages.

On closer inspection of the aforementioned views on equivalence, one may claim that there are some similarities between Vinay and Darbelnet's theory of translation and Jakobson's. Adopting a linguistic approach, they both argue that translation is possible despite cultural or grammatical differences between SL and TL. They both recognize the fact that the role of the translator should not be neglected and acknowledge some limitations of the linguistic approach, thus allowing the translator to also rely on other procedures that will ensure a more

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effective and comprehensive rendering of the ST message in the target text.

### *C. Nida and Taber*

The contribution of Eugene Nida in the field of translation studies cannot be overstressed, with his two famous books in the 1960s: *Toward a Science of Translating* (1964) and the co-authored *The Theory and Practice of Translation* (Nida and Taber, 1969), attempting to give a more “scientific” sense to translation. Borrowing theoretical concepts from semantics and pragmatics, and being influenced by Chomsky’s generative-transformational grammar (1965), Nida adopts a more systematic approach to exploring the field of translation studies.

With regard to equivalence, Nida maintains that there are two basic types of equivalence: (1) *formal equivalence* and (2)

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*dynamic equivalence*. In particular, Nida argues that in formal equivalence the TT resembles very much the ST in both form and content whereas in dynamic equivalence an effort is made to convey the ST message in the TT as naturally as possible. It could be argued that Nida is in favour of dynamic equivalence since he considers it to be a more effective translation procedure. This comes as no surprise given the fact that Nida was, at the time at which he proffered his views about equivalence, translating the Bible, and hence trying to produce the same impact on various different audiences he was simultaneously addressing. Nida's preference is more clearly stated in Nida and Taber's edition (1969) since it is argued that dynamic equivalence in translation goes beyond correct communication of information (p. 25).

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As Munday (2001) points out, Nida is credited for introducing a receptor-based direction to the task of translating (p. 42). Nevertheless, Nida's theory has been severely criticized for several reasons. In more detail, Lefevere (1993, p. 7) holds that equivalence is still focused on the word-level whereas Broeck (1978) wonders how it is possible to measure the equivalent effect since no text can have the same effect or elicit the same response in two different cultures in different periods of time (p. 40). Perhaps, the fiercest critic of Nida's work is Edwin Gentzler, who dedicates a whole chapter to the „science“ of translation in his *Contemporary Translation Theories* (2001), using quotation marks around the word *science* perhaps in order to indicate his own sceptical views on the scientific virtue of translation methods. Gentzler overtly criticizes Nida for using the concept of dynamic equivalence in order to

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proselytize readers, regardless of their culture, to endorse the ideas of Protestant Christianity.

Despite these criticisms, it could be concluded that Nida moved a long way forward from the position of his predecessors because he was able to produce a systematic and analytical procedure for translators working with all kinds of texts and, more importantly, brought into the translation game, the readers; that is, the receptors, as well as their cultural expectations.

#### *D. Catford*

Catford's main contribution in the field of translation studies lies in the introduction of his idea of *types* and *shifts* of translation. *Shifts* refer to the changes that take place during the translation process. More specifically, Catford describes very broad types of translation according

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to three criteria. Firstly, *full translation* is contrasted with *partial translation* which differs according to the extent of translation. Secondly, *total translation* differs from *restricted translation* according to the levels of language involved in translation, and, thirdly, Catford distinguishes between *rank-bound translation* and *unbounded translation*, depending on the grammatical or phonological rank at which equivalence is established.

Since the interest of this paper lies in equivalence, I will be mainly concerned with the third type of translation, and I will provide an analysis of the notion of *shifts*. With regard to translation shifts, Catford (1965) defines them as departures from formal correspondence when translating from the SL to the TL (p. 73). Moreover, he maintains that there are two main types of translation shifts, that is, *level shifts* (where



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an SL item at one linguistic level, for example grammar, has a TL equivalent at a different level, for instance lexis) and *category shifts*, which are divided into (a) structure-shifts involving change in grammatical structure, (b) unit-shifts involving changes in rank, (c) class-shifts involving changes in class, and (d) intra-system shifts which occur internally when source and target language systems share the same constitution but a non-corresponding term in the TL is selected when translating (p. 80).

Catford was severely criticized for holding a largely linguistic theory of translation. Snell-Hornby (1988) puts forward the claim that linguistics should not be considered as the only discipline which enables translation to take place, but that cultural, situational and historical factors should also be taken into consideration (p. 19-20). Moreover, she goes on to

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claim that Catford's definition of textual equivalence is "circular", his reliance on bilingual informants "hopelessly inadequate" and his example sentences "isolated and even absurdly simplistic" (cited in Leonardi, 2007, p. 87). However, Malmkjaer (2005) insightfully observes that one should bear in mind that when Catford (1965) defines translation as the replacement of SL textual material by TL equivalent textual material (p. 20) he does not mean equivalent in meaning (cited in Malmkjaer, 2005, p. 24).

### *E. House*

Adopting pragmatic theories of language use, House (1997) has come up with a translation model in which the basic requirement for equivalence of ST and TT is that original and translation should match one another in function. This function should be achieved by employing equivalent

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pragmatic means. The translation is only, therefore, considered to be adequate in quality if it matches the „textual“ profile and function of the original.

In more detail, carrying out contrastive German-English discourse analyses, House has distinguished between two basic types of translation, namely, *overt translation* and *covert translation*. As the term itself denotes, an overt translation points to a TT that consists of elements that „betray“ that it is a translation. On the other hand, a covert translation is a TT that has the same function with the ST since the translator has made every possible effort to alleviate cultural differences.

In conclusion, it could be argued that House“s theory seems more flexible than Catford“s since it incorporates the pragmatic aspect of translation by using authentic examples.

*F. Koller*

One of the most prominent German scholars working in the field of translation studies is Werner Koller. Koller's (1979) *Einführung in die Übersetzungswissenschaft (Introduction into the Science of Translation)* is a detailed examination of the concept of equivalence and its linked term *correspondence*. In particular, *correspondence* involves the comparison of two language systems where differences and similarities are described contrastively, whereas *equivalence* deals with equivalent items in specific ST-TT pairs and contexts.

In an effort to answer the question of what is equivalent to what, Koller (1979) distinguishes five different types of equivalence: (a) *denotative equivalence* involving the extralinguistic content of a text, (b) *connotative equivalence* relating to lexical choices, (c) *text-normative*

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*equivalence* relating to text-types, (d) *pragmatic equivalence* involving the receiver of the text or message, and, finally, (e) *formal equivalence* relating to the form and aesthetics of the text (p. 186-191). Having identified different types of equivalence, Koller (1979) goes on to argue that a *hierarchy of values* can be preserved in translation only if the translator comes up with a hierarchy of equivalence requirements for the target text (p. 89). Although the hierarchical ordering of equivalences is open to debate, Koller's contribution to the field of translation studies is acknowledged for bringing into translators' attention various types and ways in which the then fashionable desideratum of equivalence may be achieved.

*G. Newmark*

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This paper would have been incomplete without reference to Peter Newmark, one of the founders of the Institute of Linguists and a fervent advocate for the professionalization of translators. Newmark's *Approaches to Translation* (1981) and *A Textbook of Translation* (1988) do not aim to promote any monolithic translation theory but rather attempt to describe a basis for dealing with problems encountered during the translation process. More specifically, Newmark replaces Nida's terms of formal and dynamic equivalence with *semantic* and *communicative translation* respectively. The major difference between the two types of translation proposed by Newmark is that semantic translation focuses on meaning whereas communicative translation concentrates on effect. In other words, semantic translation looks back at the ST and tries to retain its characteristics as much as possible. Its

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nature is more complex, detailed and there is also a tendency to over-translate. On the other hand, communicative translation looks towards the needs of the addressees, thus trying to satisfy them as much as possible. In this respect, communicative translation tends to under-translate; to be smoother, more direct and easier to read. Hence, in semantic translation a great emphasis is placed on the author of the original text whereas communicative translation is meant to serve a larger readership. It should be pointed out that during the translation process, communicative translation need not be employed exclusively over semantic or vice versa. It may well be the case in a literary text that a particular sentence requires communicative translation whereas another sentence from the same text may require a semantic one. Hence, the two methods of translation may be used in parallel, with varying

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focuses where each is employed. Moreover, Newmark (1981) strongly believes that literal translation is the best approach in both semantic and communicative translation (p. 39). However, he is careful to note that when there is a conflict between the two forms of translation, then communicative translation should be favoured in order to avoid producing an abnormal, odd-sounding or semantically inaccurate result. In order to illustrate his point, he uses the example of the common sign *bissiger Hund* and *chien méchant*, which should be translated communicatively as *beware the dog!* instead of semantically as *dog that bites!* and *bad dog!* so that the message is communicated effectively (p. 39).



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Although Newmark has been criticized for his prescriptivism (Munday, 2000, p. 46), the wealth of practical examples in his books constitutes a good advisory guide for both trainees and established translators.

### *H. Baker*

Mona Baker in her influential book *In Other Words* (1992) addresses the vexing issue of equivalence by adopting a more neutral approach when she argues that equivalence is a relative notion because it is influenced by a variety of linguistic and cultural factors (p. 6). In particular, the chapters of her book are structured around different kinds of equivalence, that is, at the level of word, phrase, grammar, text and pragmatics. Hence, terms such as grammatical, textual and pragmatic equivalence come up. In more detail, a distinction is made between word-level and above-word-level equivalence. Adopting a bottom-up

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approach, Baker acknowledges the importance of individual words during the translation process, since the translator looks firstly at the words as single units in order to find their equivalent in the TL. Baker goes on to provide a definition of the term *word* referring to its complex nature since a single word can sometimes be assigned different meanings in different languages. Consequently, parameters such as number, gender and tense should be taken into consideration when translating a word (p. 11-12).

Grammatical equivalence refers to the diversity of grammatical categories across languages and the difficulty of finding an equivalent term in the TT due to the variety of grammatical rules across languages. In fact, she stresses that differences in grammatical structures may significantly change the way the information or message is carried

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across. As a consequence, the translator may be forced to add or delete information in the TT because of the lack of specific grammatical categories. Some of the major categories that often pose problems for translators are number, voice, person, gender, tense and aspect.

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## **Georgie Porgie**

[www.english-for-students.com](http://www.english-for-students.com)

Georgie Porgie was a cheeky little boy. He liked to tease people especially little girls. One afternoon, he went to the park near his house. He found a little girl and tried to kiss her. The girl cried and sobbed because she did not like Georgie. Then, some boys came to the park and saw Georgie chasing after the girl. They shouted and laughed loudly at Georgie. Georgie stopped chasing the girl and ran away feeling embarrassed. Thereafter Georgie hesitated to play with his friends because he remembered his embarrassment that he faced in front of his friends. This incident prohibited him from chasing girls thereafter.

### **Moral of the story:**

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Being cheeky and naughty has its limits. Behave yourself so that you do not cause problems to others.

### **Grey Goose and Gander**

Once upon a time, there was a peaceful kingdom. The king heard rumors that barbarians were going to attack his castle soon. So he called his two favorite pets - the huge grey goose and gander.

“My dear goose and gander, our kingdom is in danger. Take my daughter to a safe place on top of the tallest hill,” said the king. So the grey goose and gander flew the princess who sat in a red sheet over the one-strand river to the top of the tallest hill. Six months had passed but the kingdom was not attacked. The king regretted his decision and told

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the grey goose and gander to bring home his daughter. Then the king understood that he had to be careful before taking actions based up the rumors which need not be true. The king was aware of his discretion before taking any decision.

**Moral of the story :**

You do not have to overreact just because you overheard rumors.

**Sheba and The Monkey**

Sheba, the queen of jungle, was very fond of babies. Once, she announced, "I order all animals to come to my palace with their babies.

The animal who has the most beautiful baby will be awarded a prize".

All animals came to Sheba's palace with their babies.



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Sheba started inspecting the babies one by one. She came to a monkey and said "What an ugly baby! You will not get the prize".

The baby monkey started to cry. The monkey said, "What a foolish queen she is! Who wants her prize! You are my jewel, my dear child.

You are more precious than anything under the sky". MORAL :  
Mother's love has no equals.

### **The Irresponsible Ox**

A brave warrior had a horse and an ox. He used the horse for travelling and the ox was used for pulling load for the warrior. War had broken.

The warrior was to go to a far off place. The horse said to the ox, "Hey ox! I am to carry the master to a far off place".

The ox replied, "How unlucky you are! I am lucky. I need not pull loads. I have no work to do".

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But, it so happened that before the warrior could set off, the war had come to an end and the enemy had surrendered. Now, the warrior had plenty of work to do locally. The ox was overburdened now.

**MORAL : Avoiding responsibility ends in overburden.**

**The Donkey's Brain.** In the forest lived a lion. He had a jackal as his partner. They both always went together for hunting. The lion used to kill the animals and the jackal got his share for helping the lion then and there. One day, the lion fell-sick. He could not go out. But he was very hungry. He called the jackal and said, "Dear friend, I am hungry. But, I am too sick to hunt. You have to help me get some food". The jackal went off in search of prey. He found a donkey at last. He said to the donkey, "Hello, Donkey Sir! The king of the forest wants to make you his minister". The foolish donkey was too happy to think of the plot. He

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followed the jackal. The lion killed the donkey. But, before eating, he felt so thirsty. He said to the jackal, "Take care of the donkey. I will return in no time".

As soon as the lion left, the jackal started eating the brain of the donkey.

When the lion returned he found the donkey's brain missing. He asked the jackal. "Where is the donkey's brain?" The jackal answered timidly,

"If he had a brain would he have come here?" MORAL: A small thought saves a lot.

### **A Wise Old Owl**

There was an old owl that lived in an oak. Everyday he saw incidents happening around him. Yesterday he saw a boy helping an old man to carry a heavy basket. Today he saw a girl shouting at her mother. The more he saw the less he spoke. As he spoke less, he heard more. He

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heard people talking and telling stories. He heard a woman saying that an elephant jumped over a fence. He also heard a man saying that he had never made a mistake.

The old owl had seen and heard about what happened to people. Some became better and some became worse. But the old owl had become wiser each and every day. **Moral of the story:**

You should be observant, talk less but listen more. This will make you a wise person.

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Arabic Common	English Common
تراكم	build-up
تركيبات (أسنان)	braces (dental)
تسرع بالقلب	racing heart
تسمم غذائي	food poisoning
حفر أسنان	cavities
تشخيص	diagnosis
تشنجات	convulsion
تشنجات	seizure/convulsion
تسوش	confusion
تصلب شرايين	hardening of the arteries
تصلب متعدد ( في الجهاز العصبي )	multiple sclerosis
تضخم الطحال	spleen enlargement
تطعيم	vaccination
تعب	malaise
تعداد الدم	blood count
تعليمات	instructions
تقلص	spasm
ربو	asthma
شد عضلي	cramps
طرائش	vomiting
صعوبة بالكلام	difficulty speaking
تليف	scar
تليف جلدي ظاهر	keloid
تمزق	rupture
تناسلي	genital
تنسيق	coordination
فحص داخلي باستخدام منظار داخلية	internal examination using fiber optic tube
تنويم في المستشفى	hospitalization
تهيج	irritation
توسع الرئتين	emphysema
تابع للولادة	obstetrical
تيفوس	typhus
عدم معرفة الموقع	disorientation
تالولة	wart
تدي	breast
جدري الماء	chicken pox
جراحي	surgical
جرح	wound

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Logical framework (logframe)

الإطار المنطقي

Monitoring and Evaluation (M&E)

المتابعة والتقييم

Needs assessment

تقدير الاحتياجات

Normative framework

إطار معياري

Outcome

نتيجة

Output

مخرج



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Output to Purpose Review (OPR)

مقارنة المخرجات

Pilot project

مشروع تجريبي

Problems tree

شجرة المشكلات

Project proposal

مقترح مشروع

Questionnaire

استبيان

Research findings

نتائج البحث

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Roundtable

حلقة نقاش

Steering committee

لجنة توجيهية/ لجنة الإعداد والتحضير / لجنة تسيير

Summative evaluation

تقييم نهائي

Survey

مسح

Time-bound goals

أهداف ذات إطار ومني

Workshop

ورشة عمل

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Female-headed households

الأسرة التي ترأسها امرأة

Feminization of employment

تأنيث العمالة

Feminization of poverty

تأنيث الفقر

Gender

النوع الاجتماعي

Gender and Development (GAD)

النوع الاجتماعي والتنمية

Gender bias

التحيز لأحد الجنسين

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Gender equality

المساواة بين الجنسين

Gender equity

العدالة بين الجنسين

Gender-sensitive assessments

تقييم يراعي الجنسين

Empowerment of women

تمكين المرأة

Interventions & Processes

المدخلات والعمليات

Capacity building

بناء القدرات

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Community participation

مشاركة مجتمعية

Dialogue

حوار

Empowerment

تمكين

Invention

تدخل

Mobilization

تعبيئة

Participation

مشاركة

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Target group

المجموعة المستهدفة

Miscellaneous

متنوع

Abject poverty

فقر مدقع

Aid

المساعدات

Basic needs

احتياجات أساسية

Checklist

القائمة المرجعية

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Disadvantaged groups

الفئات المحرومة

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Supreme court of Justice.....

Anonymous writer/author.....

..... لحظة تاريخية/ هامة

Tender meat.....

..... بضائع/ سلع عالية الجودة

Premeditated killing .....

Manslaughter killing .....

Mutual obligations..... التزامات مشتركة



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Unpleasant odor / smell ..... رائحة كريهة ، بغيضة

عرض خاص

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Clean / polluted environment.....

Primitive / out-of-date methods .....

Modern / up-to-date methods.....

Invalid visa

Meager

A well-paid job...

Arable / barren land .....

## خطاب السادات في الكنيسة الإسرائيلي

9 من ذي الحجة 1397 هـ 20 نوفمبر 1977م

السيد الرئيس

### أيها السيدات والسادة

اسمحوا لي أولاً أن أتوجه إلى السيد رئيس الكنيسة بالشكر الخاص، لإتاحته هذه الفرصة، لكي

أتحدث إليكم. وحين أبدأ حديثي أقول:

السلام عليكم ورحمة الله، والسلام لنا جميعاً، بإذن الله.

السلام لنا جميعاً، على الأرض العربية وفي إسرائيل، وفي كل مكان من أرض هذا العالم

الكبير، المعقّد بصراعاته الدامية، المضطرب بتناقضاته الحادّة، المهدّد بين الحين والحين

بالحروب المدمّرة، تلك التي يصنعها الإنسان، ليقضي بها على أخيه الإنسان. وفي النهاية، وبين

أنقاض ما بنى الإنسان، وبين أشلاء الضحايا من بني الإنسان، فلا غالب ولا مغلوب، بل إنّ

المغلوب الحقيقي دائماً هو الإنسان، أرقى ما خلقه الله. الإنسان الذي خلقه الله، كما يقول غاندي،

قدّيس السلام، "لكي يسعى على قدّميه، يبني الحياة، ويعبد الله".

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وقد جئت إليكم اليوم على قَدَمَيْنِ ثَابِتَيْنِ، لكي نبني حياة جديدة، لكي نُقيم السلام. وكلنا على هذه الأرض، أرض الله، كلنا، مسلمين ومسيحيين ويهود، نعبد الله، ولا نشرك به أحداً. وتعاليم الله ووصاياه، هي حب وصدق وطهارة وسلام.

وإنني ألتمس العذر لكل من استقبل قرارِي، عندما أعلنته للعالم كله أمام مجلس الشعب المصري، بالدهشة، بل الدهول. بل إن البعض، قد صوّرت له المفاجأة العنيفة، أن قرارِي ليس أكثر من مناورة كلامية للاستهلاك أمام الرأي العام العالمي، بل وصفه بعض آخر بأنه تكتيك سياسي، لكي أخفي به نواياي في شَنْ حرب جديدة.

ولا أخفي عليكم أن أحد مساعديّ في مكتب رئيس الجمهورية، اتصل بي في ساعة متأخرة من الليل، بعد عودتي إلى بيتي من مجلس الشعب، ليسألني، في قلق: وماذا تفعل، يا سيادة الرئيس، لو وجّهت إليك إسرائيل الدعوة فعلاً؟ فأجبته، بكل هدوء: سأقبلها على الفور.

لقد أعلنت أنني سأذهب إلى آخر العالم. سأذهب إلى إسرائيل، لأنني أريد أن أطرح الحقائق كاملة أمام شعب إسرائيل.

إنني ألتمس العذر لكل من أذهله القرار، أو تشكك في سلامة النوايا وراء إعلان القرار. فلم يكن أحد يتصور أن رئيس أكبر دولة عربية، تتحمل العبء الأكبر والمسؤولية الأولى في قضية الحرب والسلام في منطقة الشرق الأوسط، يمكن أن يعرض قراره بالاستعداد للذهاب إلى

أرض الخصم. ونحن لا نزال في حالة حرب، بل نحن جميعا لا نزال نعاني آثار أربع حروب قاسية خلال ثلاثين عامًا، بل إن أسر ضحايا حرب أكتوبر 1973، لا تزال تعيش مآسي الترمل، وفقد الأبناء، واستشهاد الآباء والإخوان.

كما أنني، كما سبق أن أعلنت من قبل، لم أداول هذا القرار مع أحد من زملائي وإخوتي، رؤساء الدول العربية، أو دول المواجهة. ولقد اعترض من اتصل بي منهم، بعد إعلان القرار، لأن حالة الشك الكاملة، وفقدان الثقة الكاملة، بين الدول العربية والشعب الفلسطيني، من جهة، وبين إسرائيل من جهة أخرى، لا تزال قائمة في كل النفوس. ويكفي أن أشهرًا طويلة، كان يمكن أن يحلّ فيها السلام. قد ضاعت سدى، في خلافات ومناقشات لا طائل منها حول إجراءات عقد مؤتمر جنيف، وكلها تعبّر عن الشك الكامل وفقدان الثقة الكاملة.

ولكنني أصارحكم القول بكل الصدق، أنني اتخذت هذا القرار بعد تفكير طويل، وأنا أعلم أنه مخاطرة كبيرة، لأنه إذا كان الله قد كتب لي قدرتي أن أتولى المسؤولية عن شعب مصر، وأن أشارك في مسؤولية المصير، بالنسبة إلى الشعب العربي وشعب فلسطين، فإنّ أول واجبات هذه المسؤولية، أن استنفد كل السبل، لكي أجنّب شعبي المصري العربي، وكل الشعب العربي، ويلات حروب أخرى، محطمة، مدمرة، لا يعلم مداها إلا الله.

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Translate the following:

<b>Election nominations</b>
<b>Neutrality/impartiality</b>
<b>Integrity of elections</b>
<b>Manipulation of elections</b>
<b>Eligible for immediate elections</b>
<b>Disqualified for elections</b>
<b>The election is valid</b>
<b>Balloting</b>
<b>Ballot booth</b>
<b>To cast one's ballot</b>
<b>Valid ballot papers</b>
<b>Invalid ballot papers</b>

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<b>Ballot boycott</b>
<b>Vote (n.)</b>
<b>Voteless</b>
<b>Voting card</b>
<b>To cast one's vote</b>
<b>Votes cast</b>
<b>To put sth. To the vote</b>
<b>To vote sth down</b>
<b>To vote through</b>
<b>To count the votes</b>
<b>Deprive the right to vote</b>
<b>Exercise one's right to vote</b>
<b>To pool the votes</b>
<b>To poll the majority of votes</b>
<b>To vote on (a motion)</b>
<b>To vote (somebody) in</b>

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<b>To vote (somebody) out</b>
<b>To vote for</b>
<b>To vote in favor of</b>
<b>To vote against</b>
<b>To vote article by article</b>
<b>To vote by roll call</b>
<b>To vote by secret ballot</b>
<b>To vote by show (raise) of hands</b>
<b>To vote by standing and sitting</b>
<b>To abstain from voting</b>
<b>Abstentions</b>
<b>Casting vote</b>
<b>Dissenting vote</b>
<b>List of voters</b>
<b>Non voting</b>
<b>Members present and voting</b>

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<b>Nomination</b>
<b>To close nominations</b>
<b>To second a nomination</b>
<b>Nominee</b>
<b>Null and void</b>
<b>Candidacy/candidature</b>
<b>List/slates of candidates</b>
<b>The presidential Candidate</b>
<b>To declare a candidacy in order</b>
<b>To declare a candidacy out of order</b>
<b>To waive his candidacy</b>
<b>Chairman/chair person/chair</b>
<b>Elected chairperson</b>
<b>Constituency</b>
<b>Carving out the constituencies</b>
<b>Motion</b>



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<b>To vote on the motion</b>
<b>Debatable motion</b>
<b>Undebatable motion</b>
<b>Motion of confidence</b>
<b>Motion of non-confidence</b>
<b>Procedural motion</b>
<b>Substantive motion</b>
<b>Opinion poll</b>
<b>Referendum</b>
<b>Plebiscite</b>
<b>Questionnaire</b>
<b>Rapporteur (F.)</b>
<b>Elective seats</b>
<b>Unanimity</b>
<b>Disguised unanimity</b>
<b>After elections and scrutinizing</b>

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<b>Tie</b>
<b>Ayes</b>
<b>Affirmative vote</b>
<b>Nays</b>
<b>Quorum</b>
<b>To ascertain the quorum</b>
<b>The teller</b>
<b>Scrutineer</b>
<b>Re-election</b>
<b>By-election</b>
<b>Winning the elections</b>
<b>To win unopposed</b>
<b>Landslide</b>
<b>Thin/narrow majority</b>
<b>Absolute majority</b>
<b>Sweeping majority</b>

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<b>Overwhelming majority</b>
<b>Consensus</b>
<b>Parliament</b>
<b>Member of Parliament (MP)</b>

**Development**

Planning, Studies & Research	التخطيط والدراسات والأبحاث
<b>Action plan</b>	خطة عمل
<b>Baseline study</b>	دراسة أساسية
<b>Benchmarks</b>	معايير
<b>Brainstorming</b>	العصر الذهبي
<b>Case study</b>	دراسة حالة
<b>Development planning cycle</b>	دورة التنمية والتخطيط
<b>Disaggregative statistics</b>	إحصاءات مصنفة
<b>Feedback</b>	تغذية راجعة مرتدة

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<b>Field study</b>	دراسة ميدانية
<b>Field visit</b>	زيارة ميدانية
<b>Formative evaluation</b>	تقييم تطوري/تنموي/تقويمي
<b>Indicator</b>	مؤشر
<b>Input</b>	مساهمة
<b>Logical framework (logframe)</b>	الإطار المنطقي
<b>Monitoring and Evaluation (M&amp;E)</b>	المتابعة والتقييم
<b>Needs assessment</b>	تقدير الاحتياجات
<b>Normative framework</b>	إطار معياري
<b>Outcome</b>	نتيجة
<b>Output</b>	مخرج
<b>Output to Purpose Review (OPR)</b>	مقارنة المخرجات
<b>Pilot project</b>	مشروع تجريبي
<b>Problems tree</b>	شجرة المشكلات
<b>Project proposal</b>	مقترح مشروع
<b>Questionnaire</b>	استبيان

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<b>Research findings</b>	نتائج البحث
<b>Roundtable</b>	حلقة نقاش
<b>Steering committee</b>	لجنة توجيهية/ لجنة الإعداد والتحضير/ لجنة تسيير
<b>Summative evaluation</b>	تقييم نهائي
<b>Survey</b>	مسح
<b>Time-bound goals</b>	أهداف ذات إطار ومني
<b>Workshop</b>	ورشة عمل
<b>Types of organizations</b>	أنواع المنظمات
<b>Charity Organization</b>	جمعية خيرية
<b>Community Development Associations (CDA)</b>	جمعيات تنمية المجتمع
<b>Donor Agencies</b>	هيئات مانحة
<b>International Non-governmental Organization (INGO)</b>	منظمة دولية غير حكومية
<b>Non-governmental Organization (NGO)</b>	منظمة غير حكومية
<b>Private Voluntary Organization (PVO)</b>	منظمة أهلية تطوعية
<b>Personnel</b>	العاملون

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<b>Community facilitator</b>	ميسر اجتماعي
<b>Consultant</b>	استشاري
<b>Counterpart</b>	نظير
<b>Field coordinator</b>	منسق ميداني
<b>Programme officer</b>	مسئول برامج
<b>Technical advisor</b>	استشاري فني
<b>Gender and Women</b>	النوع الاجتماعي والمرأة
<b>Advancement of women</b>	النهوض بالمرأة
<b>Emancipation of women</b>	تحرير المرأة
<b>Female-headed households</b>	الأسرة التي ترأسها امرأة
<b>Feminization of employment</b>	تأنيث العمالة
<b>Feminization of poverty</b>	تأنيث الفقر
<b>Gender</b>	النوع الاجتماعي
<b>Gender and Development (GAD)</b>	النوع الاجتماعي والتنمية
<b>Gender bias</b>	التحيز لأحد الجنسين
<b>Gender equality</b>	المساواة بين الجنسين

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<b>Gender equity</b>	العدالة بين الجنسين
<b>Gender-sensitive assessments</b>	تقييم يراعي الجنسين
<b>Empowerment of women</b>	تمكين المرأة
<b>Interventions &amp; Processes</b>	المدخلات والعمليات
<b>Capacity building</b>	بناء القدرات
<b>Community participation</b>	مشاركة مجتمعية
<b>Dialogue</b>	حوار
<b>Empowerment</b>	تمكين
<b>Invention</b>	تدخل
<b>Mobilization</b>	تعينة
<b>Participation</b>	مشاركة
<b>Target group</b>	المجموعة المستهدفة
<b>Miscellaneous</b>	متنوع
<b>Abject poverty</b>	فقر مدقع
<b>Aid</b>	المساعدات
<b>Basic needs</b>	احتياجات أساسية

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Checklist	القائمة المرجعية
Disadvantaged groups	الفئات المحرومة
Human Development Index (HDI)	مؤشر التنمية البشرية
Human Development Report	تقرير التنمية البشرية
Income generation	توليد الدخل
Marginalization	تهميش
Millennium Declaration	إعلان الألفية
Millennium Development Goals (MDGs)	المرامي/الأهداف الإنمائية للألفية
Official Development Assistance (ODA)	المساعدة الإنمائية الرسمية
People-centered development	تنمية محورها الناس
Pre-poor reforms	إصلاحات داعمة للفقراء
Social development	تنمية اجتماعية
Structural adjustment programs	برامج التعديل الهيكلي
Sustainable development	تنمية مستدامة
Sustainable Livelihoods	سبل عيش مستدامة
Terms of Reference (TOR)	الشروط المرجعية



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<b>Training of Trainers (TOT)</b>	تدريب المدربين
<b>Non-profit organization</b>	منظمات لا تسعى لتحقيق الربح
<b>Apolitical organization</b>	مؤسسة غير سياسية
<b>Fund-raising</b>	جمع الأموال/جمع التبرعات
<b>Funding proposal</b>	طلب التمويل
<b>Core-funding</b>	التمويل الأساسي
<b>Follow-up</b>	متابعة مرحلية
<b>Problem-solving strategies</b>	استراتيجيات حل المشاكل
<b>Registration of the association</b>	تسجيل الجمعية
<b>Vulnerability of economy</b>	ضعف الاقتصاد
<b>Commitment to action/work plan</b>	الالتزام بخطة عمل
<b>Schedule and follow-up plane</b>	عمل جدول زمني وخطة متابعة
<b>Pipeline projects</b>	مشاريع في طور انتظار
<b>Low-income brackets</b>	محدودي الدخل

<b>Ecology</b>	علم البيئة
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<b>Ministry of Environmental Affairs</b>	وزارة الشؤون البيئية
<b>Ecosystem</b>	نظام البيئة
<b>Ecosphere</b>	الغلاف الجوي البيئي
<b>Ecoclimate</b>	المناخ البيئي
<b>Ecodevelopment</b>	التنمية البيئية
<b>Ecologist</b>	عالم البيئة
<b>Earth Charter</b>	ميثاق الأرض
<b>Earth Day</b>	عيد الأرض (يوم الأرض)
<b>Abyssal environment</b>	بيئة الأعماق
<b>Aquatic life</b>	الحياة المائية
<b>Affordable water</b>	مياه رخيصة/في متناول الجميع
<b>Running water</b>	مياه جارية
<b>Ground water</b>	مياه جوفية
<b>Costal area/ littoral area</b>	منطقة ساحلية
<b>Costal water</b>	المياه الساحلية
<b>Ocean floor</b>	قاع المحيط

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<b>Sea bed</b>	قاع البحر
<b>Fisheries</b>	مصائد الأسماك
<b>Fishery</b>	مصيدة
<b>Shellfishery</b>	مصائد المحاريات
<b>Fish shoal</b>	سرب السمك
<b>Juvenile fish</b>	صغار/فرخ السمك
<b>Juvenile water</b>	مياه أولية (ما يتم اكتشافه على عمق 30م)
<b>River-borne sediments</b>	الرواسب النهرية
<b>Climatology</b>	علم المناخ
<b>Agroclimatology</b>	علم المناخ الزراعي
<b>Ambient air</b>	الهواء المحيط
<b>Ambient temperature</b>	درجة الحرارة المحيطة
<b>Flora and Fauna</b>	النباتات والحيوانات
<b>Forestry</b>	علم الغابات
<b>Arable land/cultivate land</b>	أرض صالحة للزراعة
<b>Meteorology</b>	علم الأرصاد الجوية

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<b>Firewood</b>	حطب
<b>Air mass</b>	كتلة هوائية
<b>Seasonal crops</b>	محاصيل موسمية
<b>Vegetarian</b>	نباتي
<b>Glaciology</b>	علم الجليديات
<b>Ice cap</b>	غطاء جليدي
<b>Ice sheet</b>	
<b>Ice shelf</b>	جرف جليدي
<b>Glacier ice</b>	نهر ثلجي
<b>Ontology</b>	تاريخ نمو الكائن الحي
<b>Biodiversity</b>	التنوع الأحيائي (تنوع الكائنات الحية)
<b>Metabolism</b>	التمثيل الغذائي (الأيض)
<b>Acclimatization</b>	التأقلم
<b>Wild animals</b>	حيوانات برية
<b>Wild life</b>	الحياة البرية
<b>Captive animals</b>	حيوانات حبيسة

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<b>Semi-captive animals</b>	حيوانات شبه حبيسة
<b>Cattle grazing</b>	راعي الماشية
<b>Sedimentary rocks</b>	صخور رسوبية
<b>Climate changes</b>	التغيرات المناخية
<b>Global Climate changes</b>	التغيرات المناخية العالمية
<b>Cyclone</b>	إعصار حلزوني
<b>Hurricane</b>	إعصار (مصحوب برعد وبرق)
<b>Smog</b>	ضباب دخاني
<b>Dust storm</b>	عاصفة غبارية/ترايبية
<b>Sand storm</b>	عاصفة رملية
<b>Wind storm</b>	عاصفة رياحية
<b>Easterlies</b>	رياح شرقية
<b>Westerlies</b>	رياح غربية
<b>Monsoon winds</b>	رياح موسمية
<b>Equator</b>	خط الاستواء
<b>Dew</b>	ندى

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<b>Humidity</b>	رطوبة
<b>Mist</b>	رذاذ/ السديم
<b>Conservation of the Environment</b>	الحفاظ على البيئة
<b>Egyptian Environmental Affairs Agency (EEAA)</b>	جهاز شئون البيئة المصري
<b>Environmental friendly</b>	صديق البيئة
<b>Green belt</b>	حزام أخضر
<b>Conservation of nature</b>	الحفاظ على الطبيعة
<b>Tornado</b>	إعصار حلزوني
<b>Typhoon</b>	إعصار استوائي
<b>Rain forest</b>	غابة مطيرة
<b>Clean technology</b>	تكنولوجيا نظيفة
<b>Clearing up pollution</b>	القضاء على التلوث
<b>Air culture control</b>	التحكم في جودة الهواء
<b>Depollution/ Decontamination</b>	إزالة التلوث
<b>Desalination</b>	إزالة الملوحة

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<b>Detoxication</b>	إزالة السمية/السموم
<b>Disaster management</b>	إدارة الكوارث
<b>Pollution control</b>	مكافحة التلوث
<b>Restoration of soil</b>	إصلاح التربة
<b>Afforestation</b>	زراعة الغابات/تحريج
<b>Ozone hole</b>	ثقب الأوزون
<b>Ozone-friendly technology</b>	تكنولوجيا غير ضارة بالأوزون
<b>Energy conservation</b>	الحفظ على الطاقة
<b>Green car</b>	سيارة صديقة للبيئة
<b>Biofuel</b>	وقود حيوي
<b>Smokeless fuel</b>	وقود عديم الدخان
<b>Zero emission vehicle</b>	مركبة/سيارة لا ينبعث منها عوادم
<b>Collection of household refuse</b>	جمع القمامة المنزلية
<b>Sorting of refuse</b>	فرز القمامة
<b>Sanitary landfill</b>	مدفن قمامة صحي
<b>Rational Waste Management</b>	إدارة رشيدة للنفايات

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Hygienic waste disposal	التخلص الصحي من النفايات
Cutting of waste	التقليل من النفايات
Rationalize of hunting animals	ترشيد صيد الحيوانات
Hazard prediction	التنبؤ بالخطر
Natural phenomena	الظواهر الطبيعية
Age-old forests	غابات معمرة
Air current	تيار هوائي
Beach erosion	تآكل الشواطئ
Land erosion	تآكل الأرض
Coral reefs	الشعب المرجانية
Deglaciation	الانحسار الجليدي
Desertification	التصحّر
Ebb and tide	المد والجزر
Marshlands/swamps/fen/bog soil	مستنقعات
Pristine area	منطقة بكر
Quick sands	الرمال المتحركة



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<b>Sand dunes</b>	كثبان رملية
<b>Sand flats</b>	سهول رملية
<b>Uplands</b>	المرتفعات
<b>Vortex</b>	دوامة
<b>Falls</b>	شلالات
<b>Natural disasters</b>	كوارث طبيعية
<b>Biodeterioration</b>	التدهور الأحيائي
<b>Bush fire</b>	حريق الأدغال
<b>Conflagration</b>	حريق الغابات
<b>Disaster-prone area</b>	منطقة معرضة للكوارث
<b>Disaster stricken area</b>	منطقة أصابها كارثة
<b>Distressed area</b>	منطقة منكوبة
<b>Drought area</b>	منطقة معرضة للجفاف
<b>Endangered species</b>	فصائل مهددة بالانقراض
<b>Extinct species</b>	فصائل منقرضة
<b>Famine</b>	مجاعة

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<b>Environmental Abuse</b>	<b>إساءة استخدام الموارد البشرية</b>
<b>Environment degradation</b>	تدهور البيئة
<b>Agrochemicals</b>	الكيمائيات الزراعية
<b>Deforestation</b>	إزالة الغابات
<b>Solid degradation</b>	تدهور التربة
<b>Over grazing</b>	الرعي الجائر
<b>Overcropping</b>	الزراعة المفرطة
<b>Overfertilization</b>	الإفراط في التسميد/التخصيب
<b>Overfishing</b>	الصيد الجائر
<b>Air pollution load</b>	نسبة تلوث الهواء
<b>Airborne contaminant = Air pollutant</b>	ملوث هوائي
<b>Airborne emissions</b>	انبعاثات جوية
<b>Airborne particles</b>	جسيمات متعلقة بالهواء
<b>Airborne pollutants</b>	ملوثات يحملها الهواء

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Translate the following idioms

Break a leg

Meaning: Saying good luck to someone. Example: Hey Barry, it's time for you to get on the stage and present your monologue, break a leg.

. Up a creek without a paddle

Meaning: In an unlucky situation. Example: Dan tried to dine and dash yesterday at a Chinese place but he was stopped by the waiters, guess he was up a creek without a paddle yesterday.

. Give it a whirl

Meaning: To give something a try. Example: I am absolutely terrified of skydiving, but I think once in my life, I will give it a whirl.

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. Fish out of water

Meaning: To be out of your comfort zone. Example: Tom felt like a fish out of water when his girlfriend took him to a Star Wars convention in LA.

. In the fast lane

Meaning: A life filled with excitement. Example: When Chris turned forty, he decided to live his life in the fast lane and quit his job for his hobbies.

. Go the extra mile

Meaning: To make an extra effort. Example: He was willing to go the extra mile for the love of his life, Mia.

. Snug as a bug in a rug

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Meaning: Warm and cosy. Example: The baby looks as snug as a bug in a rug next to her mother.

. Step up your game

Meaning: To start performing better Example: Jennifer better step up her game if she wants to make big in Basketball.

. To not see the wood for the trees

Meaning: To be so involved in trivial matters that you don't get the important facts. Example: He always argues on the silliest topics, it's like he can't see wood for the trees.

. Lose your marbles

Meaning: To go insane. Example: Our mailman has lost his marbles, every day he drops Mr. Smith's mail on our door.

. Straight from the Horse's mouth

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Meaning: Directly from the person involved. Example: Listen to the news straight from the horse's mouth, his factory burned down right in front of his eyes.

. Crying Wolf

Meaning: To ask for help when you don't need it. Example: You have cried Wolf so many times that no one believes you now.

. Palm off

Meaning: Pass off something as genuine when it is spurious. Example: This shopkeeper always palms off old stock to the customers.

. Has bigger fish to fry

Meaning: Has more important work to do. Example: Please don't bother me today with any calls, I have bigger fish to fry.

. Look before you leap

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Meaning: Calculate the risks before advancing towards a possibility.

Example: You can't just sell all of your shares when the market is low, look before you leap, Trump is coming tomorrow, it is possible the shares will grow.

. On thin ice

Meaning: In a precarious or risky situation. Example: Andy played hooky from work for a week saying he was sick, now his boss said that he is on very thin ice.

. Play devil's advocate

Meaning: To argue, just for the sake of it. Example: He was not agreeing to back off, as if he was playing devil's advocate.

. Take a rain check

Meaning: Postpone a plan. Example: He asked me whether I would like to have dinner with his family, but I had a thing so I said, rain check.

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. Take it with a grain of salt

Meaning: Don't take it too seriously. Example: She tells great tales but we take whatever she says with a grain of salt.

. Like a cakewalk

Meaning: So easy task. Example: Everyone took hours to write the code but Adam did it like a cakewalk.

. Throw caution to the wind

Meaning: Take a risk. Example: The caretaker threw caution to the wind by taking a sick baby outside.

. Penny wise and Pound foolish

Meaning: Careful in trivial matters but wasteful or extravagant in large matters. Example: That man eats Ramen noodles daily for dinner but for



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his dog, he threw a big party. He is indeed penny wise and pound  
foolish.

. The whole nine yards

Meaning: Everything, all the way. Example: I want to know everything  
there is to know about this merger, the whole nine yards of the deal.

. The best thing since sliced bread

Meaning: A really good invention. Example: Bluetooth is officially the  
best thing since sliced bread.

. Bite off more than you can chew

Meaning: Take on a difficult work that is beyond your capabilities.

Example: Andrew told his boss that he will triple the sales but in reality,  
he bit off more than he can chew and now all of us are in trouble.

. Play by the ear

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Meaning: To improvise. Example: I just went to Canada and did everything by the ear, no itinerary, no schedules.

. Ignorance is bliss

Meaning: You are better off not knowing some things. Example: His wife always asked him what it was he did late at night, turned out, he was insider trading. But she knew nothing about this so she won't be convicted, sometimes ignorance is bliss.

. Put something on ice

Meaning: To put something on hold. Example: As per the boss' order, Michael has put his personal matters on ice.

. You can say that again

Meaning: That's absolutely true. Example: "The Earth is bleeding", you can say that again, pal.

## **Equivalence in Translation**

Equivalence in translation is a concept that has received much heated discussion between those who approve its actual existence and those who deny it. In fact, those arguments are not of the type in favour of or against, but of whether equivalence can be achieved or not. In this respect, theorists of translation offer different solutions to achieve equivalence between SL and TL such as dynamic and formal equivalence (Nida:1964), grammatical equivalence (Catford:1965), textual equivalence (Van Dijk,1972), semiotic equivalence (Hatim and Mason, 1990), ideational equivalence (Farghal,1993), pragmatic equivalence (Hickey et al:1993) and functional equivalence (Farghal and Shunnaq, 1999). This study, will focus on the notion of lexical equivalence and its bearing on the translation of polysemous and

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homonymous lexical words. Nida and Taber (1974:12) state that "translation consists in reproducing in the receptor Language the closest natural equivalent of the SL message; first in terms of meaning and second in terms of style". It is apparent that this definition restricts 'reproduction' to the closest natural equivalence and considers the reproduction as the main task of the translator. De Ward and Nida (1986:11) introduce the same view that "the natural equivalence in translation involves not only content of the message, but also form". Likewise, Emery (1996:143) remarks that "translation is an essentially dynamic search for equivalence at the referential, contextual, pragmatic and semiotic levels, a process whose goal is (inevitably) a product (a TL text)". De Beaugrande (1999:81) holds, somehow, the same view and says that "translation is an activity of substituting words inside phrases or sentences and it is a vastly complex process of coordinating two dialects between theory and practice". Baker (1992: 11) points out that in a hierarchical approach to translation, lexical equivalence is the first

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step upward and is the first element to be considered by a translator. Jumpelt (cited in Al-Hadithi, 2002:76) also confirms that "adequate translation must begin with establishing equivalences between sets of lexical items in two distinct languages". What can be deduced from Baker's and Jumpelt's statements is that there are no established equivalences. This view is stressed by Streconi (cited in Al-Hadithi, 2002:76) who states that "B had never been equivalent to A before it appeared in a translation: using inferences of the adductive kind, the translator makes the two elements equivalent". It is clear that this statement implies that equivalence depends on contextual elements which are to be the source of inference. Other theorists of translation suggest to define translation in terms of transference of meaning. For instance, Bell (1991) states that "translation deals with discourse types as expressed in their original language to carry communicative purposes". Aziz (1997:53) claims that homonymy is difficult to transfer from one language into another as languages rarely resemble each other

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in their homonyms, despite the universality of the phenomenon of homonymity. On the other hand, he says that, basically, polysemy should help the process of translation as it provides equivalent senses in different languages. However the problem lies in the fact that the similarity of two lexical items in two languages might be in one or two of their senses and not all of them. From what has been mentioned so far, one can deduce that the working definition of translation lies between two extremes, which may be named as traditional and modern. The traditional view is characterised by replacing a SL text by a TL text in order to achieve a maximum equivalence, but this process is sometimes difficult to achieve because SL and TL lexicalize semantic materials that are used differently, and these lexical items are determined by different pragmatic conditions in different contexts. The modern view is characterised by comprehending and grasping the author's meaning and recreating that meaning in the TL in order to achieve a maximum natural equivalence of meaning.

Translate the following:

1. She is British but also she has German **connections**. (Oxford, 2008:243)
2. Cover the food with a piece of plastic **film**. (Longman, 1989:380)
3. The man died without **issue**. (Longman, 1989:559)
4. We were looking for Adam, while he was in the headmaster's study. (Longman, 1989:1051)
5. A strong new wine goes well with this **game**. (Longman, 1989:427)
6. I did **spell** in the army before becoming a policeman. (Longman, 1989:1014)

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7. My husband relations are my **relations** by marriage. (Longman, 1989:887)
8. I saw **troops** of children going out of the school. (Oxford, 2008:1278)
9. She **broke** away from her friends. (Ghazalh, 2008:104)
10. Children sleep a **sound** sleep. (Ghazalh, 2008:101)
11. A fierce war may **break** out between the two countries.
12. The scientists have failed to **break** through AIDS treatment.
13. Are you invited into Peter's **roast**?
14. She could feel her skin beginning to **roast**.
15. Before doing anything, you need to be **Alive** of the consequences.
16. This project keeps the old customs **Alive**.
17. Can you imagine? He **made** his will just a day before he died.
18. Cristiano Ronaldo **makes** thirteen million Euros a year.
19. I felt like an **Alien** when I first came to London.



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Polysemous Word	Items in Arabic
	غلاف / غطاء
رقاقة	
لفاقة	
قطعة بلاستيكية	
حافطة	
طبقة	
غير واضح	
<b>Total</b>	

Table (2): The third table

Polysemous Word	Items in Arabic
	معجزة
سِخْر	
فترة	
اشارك	
خدمت	
عملت	
انخرطت	
اتجدد	
غير واضح	

## **Stylistic Problems**

Style is important and strongly relevant to meaning and must be taken into consideration in translation (Ghazala, 2008:222). Different stylistic problem may be faced by translators and those problems are of different degrees, for example the degree of:

- a. FormAlity: Since each language has its degrees of formAlity, a translator may face problems because of lack of awareness about formal and informal language.
- b. Ambiguity: It poses a great problem in translation. A translator sometimes cannot get the intended meanings because of the style of ambiguity. This leads to the disturbance of the real message of the ST (ibid:21).

The problems may strongly affect the meaning. The degree of formAlity or informAlity is a problem which concerns words and grammar. Joos

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(1962) suggested that a formality scale of the English language consists of five degrees as follows:

1. Frozen formal
2. Formal
3. Informal
4. Colloquial
5. Vulgar or slang (Cited in Ghazala, 1995,225)

أه .. كم كُنَّا قبيحين، وكُنَّا جُبْنَاءُ  
عندما بعناك، يا بيروت، في سوق الإمام  
وحجزنا الشقق الفخمة في حيّ (الأليزية) وفي (مايفير) لندن ..  
وغسلنا الحزن بالخمرة، والجنس، وقاعات القمار  
وتذكّرنا - على مائدة الروليت، أخبار الديار  
وافتقدنا زمن الدفلى بلبنان ..  
وعصر الجنار ..  
وبكىنا مثلما تبكي النساء ...

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طمئنيني عنك  
يا صاحبة الوجه الحزين  
كيف حال البحر؟  
هل هم قتلوه برصاص القنص مثل الآخرين؟  
كيف حال الحب؟  
ها أصبح أيضاً لاجئاً ...  
بين ألوف اللاجئين ...  
كيف حال الشعر؟  
هل بعدك - يا بيروت - من شعر يغنى؟  
دبحتنا هذه الحرب التي من غير معنى ..  
أفرغتنا من معانينا تماماً ..  
بعثرتنا في أقاصي الأرض  
منبوذين ..  
مسحوقين ..  
مرضى ...  
متعبين  
جعلت منا - خلافاً للنبوءات ..  
يهوداً تائهيين ....

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## Exercise

Many English idiomatic expressions do not have one-to-one equivalent in Arabic. The following example is translated into two possible Arabic versions, one is formal, non-idiomatic, non-effective, but gives sense only; another is colloquial, but perfectly effective and idiomatic. Which one is more acceptable than the other and why?

I'll eat my hat (if you do so and so):

1 -----اقطع دراعي لو----- 1

2-----هديك----- لو عملت----- 2

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Specification / <i>particularization</i> .....	إِخْتِصَاصٌ
Sisters of “Except” .....	أَخْوَاتُ إِلَّا.....
Sisters of “Indeed” .....	أَخْوَاتُ إِنَّ
Sisters of “To be about to” .....	أَخْوَاتُ كَادَ
Sisters of “To be” .....	أَخْوَاتُ كَانَ
Sisters of “Not” .....	أَخْوَاتُ مَا
Incorporation/ <i>Assimilation</i> / .....	إِدْغَامٌ
Article/ <i>Particle</i> / .....	أَدَاةٌ
Article of exclusion / <i>of exception</i> .....	أَدَاةُ اسْتِثْنَاءٍ
Article of interrogation / <i>Idem</i> / .....	أَدَاةُ اسْتِفْهَامٍ
Article of elision / <i>Apocopate, jussive</i> / .....	أَدَاةُ جَزْمٍ



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Diminution/ Idem / .....	تُصْغِير
Astonishment/Surprise, wonder / .....	تُعْجِبُ
Confirmative/Corroborative, insistence / .....	تُوكِّدُ
Follower/Appositive, sequence / .....	تَالِيع
Firmness of noun / Fixedness / .....	ثُبُوتُ التَّنُون
Reduction of the noun / Genitive of .....	جَرُّ الأِسْم
Elision/Apocopate, jussive / .....	جَزْم
Genus/Generic/ .....	جِنْس
Answer to the condition / Apodosis of the protasis / .....	جَوَابُ الشَّرْطِ
Permissibly .....	جَوَازًا
Eliding or active element of elision .....	جَازِم
Insert/Stationary, aplitic, primitive, rigid / .....	جَامِد
Elimination/Suppression / .....	حَذْف
Predicate/ Enunciative. attribute / .....	خَبَر

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Quadrilateral/Idem / .....	رُبَاعِي
Regularity of the noun / Subject case of the noun .....	رَفْعُ الْأِسْمِ
Regularity of the verb / Indicative of the verb/ .....	رَفْعُ الْفِعْلِ
In replacement .....	سَدَّ مَسَدًا
Quasi-sentence [quasi-proposition] .....	شِبْهُ جُمْلَةٍ
Sound [ <i>Regular, normal. Perfect</i> ] .....	صَحِيحٌ
Morphology [ <i>Idem</i> ] .....	صَرَفٌ
Similar quality [Assimilate epithet] .....	صِفَةٌ مُشَبَّهَةٌ

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Complete verb [ <i>Absolute verb</i> ] .....	فِعْلٌ تَامٌ
Trilateral verb [ <i>Idem</i> ] .....	فِعْلٌ ثَلَاثِيٌّ
Inert verb [ <i>Aplastic, primitive, unipersonal</i> ] .....	فِعْلٌ جَامِدٌ
Permanent verb [ <i>Intransitive verb</i> ] .....	فِعْلٌ لَازِمٌ
Structured verb [ <i>Invariable verb</i> ] .....	فِعْلٌ مَبْنِيٌّ
Defective verb [ <i>Weak, infirm, unsound, glide</i> ] .....	فِعْلٌ مُعْتَلٌ
Declined verb [ <i>Inflected verb</i> ] .....	فِعْلٌ مُعْرَبٌ
Known verb [ <i>Active verb</i> ] .....	فِعْلٌ مَعْلُومٌ
Comma [ <i>Idem</i> ] .....	فَاصِلَةٌ
Agent [ <i>Verbal subject</i> ] .....	فَاعِلٌ