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**Faculty of Arts**

**Second year Arts**

**English Dept.**

**Translation**

**AY 2023-2024**

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# **Translation**

**(A COMPILED COURSE-BOOK FOR TEACHING AND EDUCATIONAL  
PURPOSES ONLY)**

**2<sup>nd</sup> YEAR Arts**

**Compiled by Dr. Heba Abdelraheim Alkady**

**A Y (2023-2024)**

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*Hello*

مرحبا

هلا

اهلين

# TRANSLATION

How are you?

كيفك

ازيك

ايش لونج

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**Translation** is the process of conveying or decoding the meaning of messages from the source into the target language. Since the languages of a message sender and its recipient correlate with different cultures and linguistic families, the process of deciphering verbalized human thoughts becomes challenging. This holds particularly true for languages that stand in a very sharp contrast to each other like Arabic and English.

Dictionaries are essential tools for good translation. On the one hand, dictionaries fill the blank in translator's knowledge (because no one knows all words). On the other hand, they provide more light in case of doubt. Types of dictionaries:

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**MONOLINGUAL DICTIONARIES**

**BILINGUAL DICTIONARIES**

**SPECIALIZED DICTIONARIES:**

1.Dictionary of Usage

2.Thesaurus

3.Spelling Dictionary

4.Dictionary of Slang

5.Visual Dictionaries

6.Rhyming dictionary

7.Dictionary of Synonyms and Antonyms

Electronic Dictionaries

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**Translators** need to look up reference sources to solve their terminology and spelling problems. Electronic dictionaries have the advantage of speed and convenience of lookup, and portability over their printed counterparts. English bilingual and monolingual electronic dictionaries like those of Oxford or Collins—available on CD-ROM—should be borne in mind when working with English. They have the capability of being searched for expressions and collocations. Another interesting feature is that you can read and hear the pronunciation of most entries.

Merriam-Webster's Online Dictionary and Thesaurus (<http://www.m-w.com>) can be accessed online. Each entry has the following fields apart from the entry and definitions: pronunciation, function (e.g. verb), and etymology. In addition, hypertext links allow the user to navigate quickly between the different entries.

WordReference(<http://www.wordreference.com/>) is a good and

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free choice when working with different language pairs such as Spanish, French, Portuguese, or Italian. It offers bilingual and monolingual dictionaries, as well as synonyms dictionaries. In addition, its forums (<http://forum.wordreference.com/>) and sub-forums for specific languages like German or Arabic may be helpful with vocabulary or expressions in a given language.

### **Back translation**

Back translation is the procedure according to which a translator or number of professional translators interpret a document previously translated into another language back to the original language. Usually this process is made by a translator or translators who had not been previously involved in the project and who have no prior knowledge of the objectives or its specific context

**Back-translation** is a very helpful tool while considering particular attention to sensitive translation problems across cultures. Professional translation services will minutely observe the conceptual and cultural correspondence of the two texts (original and translated texts).



## Text Types

. Informative: it tells you about something

. Expressive: it indicates the feelings of the writer

Operative: it tells the reader to do something

Specialized texts: They are produced by technical or specialist writers, or more specifically, texts which relate to technological subject areas or texts which deal with the practical application of very specialized information. All in all, translating specialized texts requires a high level of subject knowledge and mastery of the relevant terminology and writing conventions.

General texts; the author handles a general topic, and the text's linguistic structure contains no specific terms to cover the text's issues and may include colloquial expression. Such texts can also include figurative language and different styles of sentences

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Sources:

<http://www.cgu.edu/pages/905.asp> [http://www.classicalcoop.com/co\\_op\\_new/ce\\_tiki/tiki-](http://www.classicalcoop.com/co_op_new/ce_tiki/tiki-)  
<http://ar.onehourtranslation.com/translation/translation-knowledge-base/concept-back-translation-definition-and-what-it-used-for#sthash.X904eO3s.dpuf>  
<http://www.geocities.com/~tolk/lic/LIC990329p4.htm>

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## TYPES OF TRANSLATION

Roman Jakobson distinguishes three types of translation:

- (1) Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language).
- (2) Interlingual translation or translation proper (an interpretation of verbal signs by means of some other language).
- (3) Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems)

Having established these three types, of which translation proper describes the process of transfer from SL to TL, Jakobson goes on immediately to point to the central problem in all types: that while messages may serve as adequate interpretations of code units or messages, there is ordinarily no full equivalence through translation. Even apparent synonymy does not yield

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equivalence, and Jakobson shows how intralingual translation often has to resort to a combination of code units in order to fully interpret the meaning of a single unit. Hence a dictionary of so-called synonyms may give perfect as a synonym for ideal or vehicle as a synonym for conveyance but in neither case can there be said to be complete equivalence, since each unit contains within itself a set of non-transferable associations and connotations.

## **DECODING AND RECODING**

The translator, therefore, operates criteria that transcend the purely linguistic, and a process of decoding and recoding takes place. Eugene Nida's model of the translation process illustrates the stages involved.

As examples of some of the complexities involved in the interlingual translation of what might seem to be uncontroversial items, consider the question of translating yes and hello into French, German and Italian. This task would seem, at first glance, to be straightforward, since all are Indo-European languages, closely related lexically and syntactically, and terms of greeting and assent are common to all three. For yes standard dictionaries give: French: oui, si German: ja Italian: sì It is immediately obvious that the existence of two terms in French involves a usage that does not exist in the other languages. Further investigation shows that whilst oui is the generally used term, si is used specifically in

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cases of contradiction, contention and dissent. The English translator, therefore, must be mindful of this rule when translating the English word that remains the same in all contexts. In his definition of translation equivalence, Popovič distinguishes four types:

**Linguistic equivalence**, where there is homogeneity on the linguistic level of both SL and TL texts, i.e. word for word translation.

**Paradigmatic equivalence**, where there is equivalence of 'the elements of a paradigmatic expressive axis', i.e. elements of grammar, which Popovič sees as being a higher category than lexical equivalence.

**Stylistic (translational) equivalence**, where there is 'functional equivalence of elements in both original and translation aiming at

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an expressive identity with an invariant of identical meaning’.

**Textual (syntagmatic) equivalence**, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape

**Translation** involves far more than replacement of lexical and grammatical items between languages and, as can be seen in the translation of idioms and metaphors, the process may involve discarding the basic linguistic elements of the SL text so as to achieve Popovič’s goal of ‘expressive identity’ between the SL and TL texts.

Eugene Nida distinguishes **two types of equivalence**, **formal and dynamic**, where formal equivalence ‘focuses attention on the message itself, in both form and content. In such a translation one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept.’ Nida calls this type of translation a ‘gloss translation’, which aims to

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allow the reader to understand as much of the SL context as possible.

Dynamic equivalence is based on the principle of equivalent effect, i.e. that the relationship between receiver and message should aim at being the same as that between the original receivers and the SL message. As an example of this type of equivalence, he quotes J.B.Phillips rendering of Romans 16:16, where the idea of 'greeting with a holy kiss' is translated as 'give one another a hearty handshake all round'. With this example of what seems to be a piece of inadequate translation in poor taste, the weakness of Nida's loosely defined types can clearly be seen. The principle of equivalent effect which has enjoyed great popularity in certain cultures at certain times, involves us in areas of speculation and at times can lead to very dubious conclusions. So E.V.Rieu's deliberate decision to translate Homer into English prose because



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the significance of the epic form in Ancient Greece could be considered equivalent to the significance of prose in modern Europe, is a case of dynamic equivalence applied to the formal properties of a text which shows that Nida's categories can actually be in conflict with each other.

**Commercial Terminology**

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Abovementioned	المذكور بعالية
Above Par	فوق السعر الأساسي
Abuse	يسئ الإستعمال
Acceptable	مقبول
Acceptance	قبول – قبول الصك
Accident Insurance	التأمين ضد الحوادث
Account	حساب
Accountant	محاسب
Accountancy	المحاسبة
Accounting Machine	آلة المحاسبة
Accounting Period	فترة محاسبية
Accruals	مستحقات – مصاريف مستحقة
Accrual Expenses	مصاريف مستحقة
Accrual Interest	فوائد مستحقة
Add	يضعف – يضم
Additional	إضافي – زائد – ملحق
Adjust	ينظم – يعدل – يسوى
Adjustment	تسوية – تعديل – إصلاح
Administration	إدارة – مصلحة
Administration Expenses	مصاريف إدارية

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Center	مركز
Certificate	شهادة كتابية
Certified	معتمد - مصرف عليه
Certified Accountant	محاسب قانوني
Chamber of Commerce	غرفة تجارية
Change	عملة صغيرة - فكة
Charges	مصاريف - تكاليف
Check	يراجع - يضبط
Cheque	شيك
Cheque to Order	شيك لأمر
Cheque to Bearer	شيك لحامله
Cheque Book	دفتر الشيكات
Cheque Payable	شيك للدفع
Circulation	توزيع - تداول - دورة
Class	فئة / درجة - طبقة
Classification	فرز - تقسيم - تيويب
Clear Profit	ربح صافي
Clear Sale	بيع للتصفية
Clearing	المقاصة
Clerk	كاتب - موظف
Client	عميل - زبون
Closing Stock	بضاعة آخر المدة
Code	دليل - اصطلاح
Coin	عملة - نقود

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**Medical Terminology**

<b>Arabic Common</b>	<b>English Common</b>
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
تفتوش	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
تئف	scar
تئف جلدي ظاهر	keloid
تمزق	rupture
تناسلي	genital
تنسيق	coordination
فحص داخلي باستخدام منظار داخلية	internal examination using fiber optic tube
تتويج 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

**Translate the following story:**

**The Ant and the Elephant**

*An Afghan Story by Emal Jabarkhail*

The ant and the elephant were very good friends indeed and would play together whenever they had the chance. The trouble was, the elephant's father was a very strict father and he did not like his son playing when there was homework to be done, or if his mother needed chores doing. And he did not like his son playing with his friend the ant when he should be playing with the other elephants in the pride. The little elephant was very scared of his father and did not like it when he was angry. But the ant was a very brave ant and was not scared of the grumpy old father. One day, the two friends were playing a game of mahabis\* when they heard the angry father approaching. The ground shook violently and the trees swayed from side to side. 'Oh no, it is my father!' cried the young elephant, a scared look upon his face.

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‘What can I do?’ The little ant puffed out his chest and stood to his full height. ‘Don’t worry, my friend, you can hide behind me and your father will not find you!’

*\*Mahabis is a game played between two teams. One team place their hands beneath a blanket and hide a ring in the palm of a teammate’s hand. Then they show their closed hands to the other team. The other team have to guess in which hand the ring is hiding*

**Translate the following Court Terms**

Acquittal: Acquittal is the state of being found or proved not guilty.

-----

Appeal: It is the transfer of a case from a lower to a higher court for a new hearing.

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Arraignment: To call (an accused person) before a court to answer the charge made against him or her by indictment, information, or complaint-----

Arrest: Arrest is to seize and hold under the authority of law.

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Bail: A sum of money, exchanged for the release of an arrested person as a guarantee of that person's appearance for trial.

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Bailiff: A court attendant entrusted with duties such as the maintenance of order in a courtroom during a trial.

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Burden of proof: Burden of proof is the responsibility of proving a disputed charge or allegation. -----.

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Circumstantial evidence: Information and testimony presented by a party in a civil or criminal action that permit conclusions that indirectly establish the existence or nonexistence of a fact or event that the party seeks to prove. -----

Decree: A judgment of a court that announces the legal consequences of the facts found in a case and orders that the court's decision is carried out.

Default: Default is the failure to make a required court appearance.

Defendant: He is a person who is sued in a civil case or accused in a criminal case.

Due process: The rules governing the fair practice of law, Due process dictates that everyone is equal in the eyes of the law, and it also states that the law must be fair and clearly stated to prevent arbitrary actions by the state.

الاجراءات القانونية الواجبة.

Equal protection: Clause set out in the Fourteenth Amendment of the American Constitution that dictates that state governments cannot pass or enforce any laws based solely on a specific classification of per



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son by race, gender, religion, ethnicity, or age.

المساواة في الحماية

**Felony:** A serious crime, characterized under federal law and many state statutes as any offense punishable by death or imprisonment in excess of one year.

جريمة أو جنائية

**Fine:** The monetary penalty assessed against a defendant.

غرامة

**Grand jury:** A jury of 12 to 23 persons convened in private session to evaluate accusations against persons charged with crime and to determine whether the evidence warrants a bill of indictment.

هيئة المحلفين العليا

**Immunity:** Immunity is the exemption from performing duties that the law generally requires other citizens to perform, or from a penalty or burden that the law generally places on other citizens.

الحصانة

**Indictment:** A written statement charging a party with the commission of a crime or other offense, drawn up by a prosecuting attorney and found and presented by a grand jury. عريضة اتهام

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**Injunction:** Injunction is a court order by which an individual is required to perform or is restrained from performing a particular act.

أمر قضائي

**Insanity:** Not mentally responsible, to some degree (the degree depending on the legal transaction in relation to which it is employed). The term may be used to signify lack of criminal responsibility, need for commitment to a mental institution, inability to transact business, inability to stand trial (i.e., unable to assist in one's own defense).

**Intake:** It is the step in juvenile process during which a decision is made either to detain the juvenile at a detention center or to release to the parents. اعتقال الحدث.

**Juvenile court:** It is a court with jurisdiction over all cases involving children under a specified age, usually 18 years. Or Special court handling problems of delinquent, neglected, or abused children. Two types of cases are processed by a juvenile court: civil matters, often concerning care of an abandoned or impoverished child, and criminal matters, arising from antisocial behaviour by the child.

**Parole:** The conditional release of a person convicted of a crime prior to the expiration of that person's term of imprisonment, subject to both the supervision of the correctional authorities during the remainder of the term and a resumption of the imprisonment upon violation of the conditions imposed.

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Probation: It is the act of suspending the sentence of a person convicted of a criminal offense and granting that person provisional freedom on the promise of good behavior.

إطلاق سراح مشروط

Prosecutor: Prosecutor is a government attorney who presents the state's case against the defendant in a criminal prosecution.

المدعي أو النائب العام

Respondent: Respondent is a defendant, especially in a divorce or equity case.

المدعي عليه في قضية طلاق

Settlement: It is the act of adjusting or determining the dealings or disputes between persons without pursuing the matter through a trial.

تسوية

Sentence: In law, a sentence forms the final act of a judge-ruled process, and also the symbolic principal act connected to his function. The sentence generally involves a decree of imprisonment, a fine and/or other punishments against a defendant convicted of a crime.

حكم

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Standard of proof: The standard of proof is the level of proof required in a legal action to discharge the burden of proof, i.e. convince the court that a given proposition is true.

معياري الإثبات

State: State is the party in a criminal trial that represents the public.

الدولة

Unlawful detainer: It is the act of retaining possession of property without legal right.

حجز غير مشروع

Act: Law passed by parliament, known as a 'bill' before assent by governor or governor-general. قانون أو قرار.

Affidavit: It is a written declaration made under oath before a notary public or other authorized officer.

إفادة مشفوعة بقسم

Agent: An independent person or company agrees and is authorized to act on behalf of another.

. وآيل : هو شخص مستقل أو شراءة يوافق ويخول لتمثيل طرف آخر

Appellant: A person who, dissatisfied with the judgment rendered in a lawsuit decided in a lower court or the findings from

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a proceeding before an administrative agency, asks a superior court to review the decision.

مستأنف

Appellate courts: Court having authority to review the law applied by a lower court in the same case. Or it is Courts to which an appeal is made.

Applicant: Applicant is a person, person's organisation or corporation that starts a case in a court. Applicants, appellants, respondents, defendants, etc., are generally called 'parties'.

Bar: They are all the practicing members who participate in a legal action such as attorneys, judges, witnesses and prisoners.

Civil law: It is the body of laws of a state or nation dealing with the rights of private citizens.

Extinguish: To wipe out, make non-existent.

بيطل

Injunction: It is a court order by which an individual is required to perform or is restrained from performing a particular act. أمر قضائي.

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Intellectual property: Intellectual property describes a wide variety of property created by musicians, authors, artists, and inventors. The law of intellectual property typically encompasses the areas of copyright, patent, and trademark law. الملكية الفكرية

Jurisdiction: It is the right and power to interpret and apply the law. السلطة القضائية

Mediation: Mediation is a settlement of a dispute or controversy by setting up an independent person between two contending parties in order to aid them in the settlement of their disagreement. وساطة

Natural justice: Rules of fair play originally developed in the common law courts. العدالة الطبيعية

Plaintiff: Plaintiff is a person who initially brings a lawsuit.

المدعي

Precedents: They are judicial decisions that may be used as a standard in subsequent similar cases. السوابق

Alternative Dispute Resolution (ADR): They are procedures for settling disputes by means other than litigation; e.g., by arbitration, mediation, or mini trials. Such procedures, which are usually less costly and more expeditious than litigation, are increasingly being used in commercial and labor disputes, divorce actions, in resolving motor vehicle and medical malpractice tort claims, and in other disputes that would likely otherwise involve court litigation.

تسوية المنازعات البديل

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**Appearance:** A document that tells the plaintiff or petitioner the defendant is defending the lawsuit. This document provides the plaintiff or petitioner with the defendant's address for delivery. It does not include any defenses to the claim. مثول

**Arbitration:** A method of dispute resolution involving one or more neutral third parties called adjudicators. The adjudicator receives evidence and arguments from both parties and has the authority to make a binding decision to resolve the dispute. وساطة

**Balance of Probabilities:** It is the burden of proof in a civil trial, and it is the responsibility of convincing the court proving a fact or facts in dispute. تساوي الاحتمالات

**Bill of Costs:** A bill of costs is, in short, what a client needs to pay for services procured from a lawyer for a lawsuit or action. It can have varying levels of detail, and should describe the nature of the work done by the lawyer for the client. فاتورة التكاليف

**Case Law:** Case law is decisions of courts relating to a particular matter or issue. Case law from the same level of court may be persuasive, but the court does not have to follow it. السوابق أو الاستثنائية  
الحالات القضائية

**Cause of Action:** It is the legal claim against the other party.

سبب الدعوي

**Civil Litigation:** It is a lawsuit that is brought to enforce, redress, or protect a private or civil right. It is initiated by the person who

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actually suffered the effects of the harm. Civil litigation usually deals with torts, contracts and other private disputes. الدعاوي المدنية

**Contempt of Court:** Contempt of court is disobeying an order of the court or conduct that interferes with the administration of justice. It may be punishable by fine or imprisonment.

ازدراء المحكمة

**Costs:** Money spent to carry out or defend a lawsuit which a party is allowed to recover. The unsuccessful party is usually ordered to pay a part of the expenses associated with the successful party's litigation.

التكاليف

**Counterclaim:** A document that sets out any claim the defendant might have against the plaintiff or another party related to the lawsuit started by the plaintiff. It is an independent action raised by a defendant that can be tried with the plaintiff's claim. The counterclaim acts as the defendant's statement of claim against those parties.

دعوي مضادة

**Cross-Examination:** It is where the opposing party asks your witness questions. It is used to weaken the effect of the witness's testimony, to discredit the witness and to elicit evidence in favour of the cross-examining party.



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استجواب شهود الخصم

Damages: Damages are an amount of money to compensate  
for loss or injury. الأضرار أو التلفيات.

Default Judgment: Default judgment is a final judgment that is awarded when one party has not complied with the Rules or fails to defend the claim against him or her. حكم غيابي

Defendant: The person sued in a civil lawsuit started by a writ of summons and statement of claim. المدعي عليه أو المتهم

Discontinuance: It is the termination of a lawsuit by the plaintiff or petitioner using a document called a notice of discontinuance. إنهاء الدعوة

Indigent Status: Status granted by the court to individuals who can not afford to pay the fees required to file court documents. Individuals who can not afford to pay court fees may apply to the court for this status. حالة الفقر

Inherent Jurisdiction: A power vested in the court that is does not come from a statute or law, but from the very nature of the court as a superior court. Courts use this power to maintain their authority and to prevent the abuse of court processes. السلطة المخولة

Interlocutory Judgment: It is a judgment that determines a preliminary or side issue in the case, but does not finally decide the case. حكم ابتدائي

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**Interrogatories:** They are a series of written questions addressed to one party by the other party to be answered in writing. The questions are usually straightforward to answer. The answers must be provided in the form of an affidavit. استجواب

**Legal Advice:** It is an advice from a lawyer about the law as it applies to a particular case. It usually includes information about whether a party should do something or why a party should do something. مشورة قانونية

**Liquidated Damages:** A claim where the amount sued for can easily be determined by referring to documents or other evidence. تسوية الأضرار

**Master:** Master is a judicial officer of the Supreme Court who may decide certain matters before or after a trial. Masters hear most chambers applications, but generally speaking cannot give a judgment which finally resolves a case. مسئول قضائي

**Petition:** Petition is a document that starts an originating application. It sets out the basic facts of the event or transaction, the legal consequences and the remedy or relief the petitioner is asking for. التماس

**Release:** Release is a document signed by the parties to acknowledge that they are giving up all claims in connection with the legal dispute. It is usually signed as part of a settlement.

وثيقة تنازل

## Translating Collocations

Word partnerships = Words that occur together

Y.S Al-Hajjar

Collocation is the way words combine with other words in predictable ways. Knowing strong and frequent collocations is essential for accurate, natural English. Using correct collocations expands your English and makes it much more effective.

An all-out = full-scale war, attack .....

Invincible = undefeatable army .....

A golden opportunity .....

A verdant tree .....

A rough sea.....

Abject poverty.....

A dreadful / horrible accident..... فظيع/ مروع حادث

Infectious disease..... مرض معد

Incurable disease..... مرض عضال

Dire consequences..... عواقب وخيمة

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Industrious / diligent student ..... طالب مجتهد

Tepid / lukewarm water..... ماء فاترة

Tremendous wealth ..... ثروة هائلة ، ضخمة

Nutritious food ..... طعام ذو قيمة غذائية

Fashionable clothes ..... ملابس آخر موضة

Complete confusion..... ارتباك تام

Reliable source.....

Irreversible decision.....

Irrevocable divorce .....

Common-law marriage .....

Reckless driver.....

Illegible handwriting .....

Potable water .....

Edible food ..... ا

..... دليل قاطع

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..... / دائمة إقامة مؤقتة / .....

..... قيود صارمة / شديدة .....

..... الأمن الداخلي / .....

..... عدد لا يحصى .....

Tame / tameless animals.....

An arduous journey ..... رحلة شاقة .....

A serious injury..... إصابة خطيرة .....

An undeniable fact ..... حقيقة لا يمكن إنكارها .....

Accurate prediction ..... تنبؤ دقيق (في محله) .....

Underground organization.....

Free admission..... دخول مجاني .....

Official statement.....

Official permission ..... إذن / تصريح رسمي .....

Optical illusion.....

A diplomatic / peaceful solution .....

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.....محاولة فاشلة

Absolute priority.....

Bloody battle.....

Drastic war.....

Heinous crime.....

Ground operation/offensive..... عملية (اقتحام) برية

A senior official .....

.....دولة لا تلتزم بالقانون

A lame excuse.....

Constructive criticism..... نقد بّناء

Destructive criticism .....نقد هدام

Evasive answers..... أجوبة مراوغة- متملصّة (من السؤال)

Clear instructions..... تعليمات واضحة

Impressive results..... رائعة نتائج

Impulsive behavior..... سلوك متهور / مندفع

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Classified = confidential information..... معلومات سرية

Political turmoil..... اضطراب سياسي

Pent-up anger.....

A (non)-binding agreement.....

شاب وسيم.....

امرأة فائقة الجمال.....

Non-refundable fees .....

نقود زائفة ، مزورة.....

A stale joke.....

أمطار غزيرة.....

Clinical death .....

False testimony = perjury .....

Demilitarized zones..... مناطق مجردة من / منزوعة السلاح

Barbed wire..... أسلاك شائكة (حول موقع عسكري...)

A bilateral meeting ..... اجتماع ثنائي

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Tremendous efforts..... جهود جبارة

International forums ..... محافل / منتديات دولية

A pathetic sight ..... منظر مثير للشفقة و الحزن

Incomparable / matchless view ..... منظر / مشهد منقطع النظير / لا يواهى

A miserable life..... حياة بائسة / تعيسة

True copy..... الأصل (ختم الشهادات المصدقة) نسخة / صورة طبق

To wish someone a speedy recovery..... الشفاء العاجل تتمنى لشخص

Oppressive regime..... نظام (سياسي) مستبد / ظالم

Total rejection..... تام رفض

A prestigious, (Revered) university.....

..... طقس معتدل / لطيف weather.....

..... طعام لذيذ

..... لاعب محترف

Sworn, legal, (accredited) translator..... مترجم قانوني محلف (معتمد)

Catastrophic / huge / gross losses..... خسائر فادحة / كبيرة / فاجعة



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Dangerous / grave / serious threats..... تهديدات خطيرة

Strong ties..... روابط قوية

Harsh treatment..... معاملة قاسية ، خشنة

Blind trust / obedience..... ثقة / طاعة عمياء

A crucial turning-point..... نقطة تحول حاسمة ، عصبية

Great values / benefits..... فوائد / قيم عظيمة

Great / glorious victory ..... نصر عظيم / مجيد

Ignominious / crushing defeat..... هزيمة.....

Deep depression / deep despair.....

Latest developments ..... آخر التطورات ، المستجدات

تعليمات مبهمه ، غامضة ، غير واضحة.....

Abrupt disappearance .....

Congenital / hereditary defect..... وراثي/ موروث خلقي, علة / عيب

Natural disasters ..... كوارث طبيعية

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Temporary cease-fire..... هدنة (وقف لإطلاق النار) مؤقتة

Utter chaos..... فوضى عارمة ، شاملة

Worthless check/cheque..... شيك بدون رصيد ، عديم القيمة

An unjustified act..... عمل غير مبرر

To be under House arrest.....

Candid camera..... الكاميرا الخفية

Gloomy atmosphere..... جو كئيب

Stuffy room ..... غرفة فاسدة الهواء (تحتاج فتح النوافذ لتهوئتها) ، غرفة ذات جو خانق

Supreme court of Justice.....

Anonymous writer/author..... مؤلف/ كاتب مجهول الاسم

A historic moment..... لحظة تاريخية/ هامة

Tender meat.....

High-quality merchandise..... بضائع/ سلع عالية الجودة

Premeditated killing ..... القتل العمد،

Manslaughter killing ..... غير العمد ، عن طريق الخطأ القتل

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- Mutual obligations..... التزامات مشتركة
- Unpleasant odor / smell ..... رائحة كريهة ، بغیضة
- Exclusive offer ..... عرض خاص (للأسعار ، مثلاً)
- (20) percent discount.....
- Noble endeavours = (good offices)..... نبيلة مساعي حميدة ،
- Tremendous energy..... طاقة هائلة
- Clean / polluted environment..... بيئة نظيفة / ملوثة
- Meager / low wage.....
- A well-paid job..... وظيفة ذات .....
- Arable / barren land .....
- A desperate attempt..... محاولة يائسة
- A ceaseless effort.....
- A charismatic leader.....
- ..... خلل فني .....
- Chapped lips.....

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Strong tea .....

Fact-finding committee..... لجنة تقصي الحقائق

Fitting room..... غرفة.....

Reconnaissance / spy plane.....

Surveillance camera.....

Aircraft carrier .....

Mine sweeper..... Minesweeper

Wilted flowers.....

The Egyptian National Anthem.....

Charitable/philanthropic Organization..... منظمة خيرية/إنسانية

Space shuttle.....

Financial advisor..... مستشار مالي

Legal advisor..... مستشار قانوني

Islam is a true religion .....

Distance Learning.....

Ethnic cleansing.....

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Stiff resistance..... مقاومة عنيفة ، شرسة

..... خطاب متلفز

Plastic arts.....

Accepted pilgrimage.....

Additional prayer.....

Corporal punishment.....

.....الموبقات (الخطايا المهلكة)

A grave breach.....

## **LOSS AND GAIN**

Once the principle is accepted that sameness cannot exist between two languages, it becomes possible to approach the question of loss and gain in the translation process. It is again an indication of the low status of translation that so much time should have been spent on discussing what is lost in the transfer of a text from SL to TL whilst ignoring what can also be gained, for the translator can at times enrich or clarify the SL text as a direct result of the translation process. Moreover, what is often seen as 'lost' from the SL context may be replaced in the TL context, as in the case of Wyatt and Surrey's translations of Petrarch (see pp. 60–1; 105–10). Eugene Nida is a rich source of information about the problems of loss in translation, in particular about the difficulties encountered by the translator when faced with terms or concepts in the SL that do not exist in the TL. He cites the case of Guaica, a language of southern Venezuela, where there is little trouble in finding satisfactory terms for the English murder, stealing, lying, etc., but where the terms for good, bad, ugly and beautiful cover a

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very different area of meaning. As an example, he points out that Guaica does not follow a dichotomous classification of good and bad, but a trichotomous one as follows:

1- (1)

Good includes desirable food, killing enemies, chewing dope in moderation, putting fire to one's wife to teach her to obey, and stealing from anyone not belonging to the same band.

(2) 2-

Bad includes rotten fruit, any object with a blemish, murdering a person of the same band, stealing from a member of the extended family and lying to anyone.

(3) 3-

Violating taboo includes incest, being too close to one's mother-in-law, a married woman's eating tapir before the birth of the first child, and a child's eating rodents.

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One of the first writers to formulate a theory of translation was the French humanist Etienne Dolet (1509–46) who was tried and executed for heresy after ‘mistranslating’ one of Plato’s dialogues in such a way as to imply disbelief in immortality. In 1540 Dolet published a short outline of translation principles, entitled *La manière de bien traduire d’une langue en aultre* (How to Translate Well from one Language into Another) and established **five** 1-:**principles for the translator**

The translator must fully understand the sense and meaning of the original author, although he is at liberty to clarify obscurities.

(2) The translator should have a perfect knowledge of both SL and TL. (3) The translator should avoid word-for-word renderings.

(4) The translator should use forms of speech in common use.

(5) The translator should choose and order words appropriately .to produce the correct tone

Dolet’s principles, ranked as they are in a precise order, stress the importance of understanding the SL text as a primary requisite. The translator is far more than a competent linguist, and translation involves both a scholarly and sensitive appraisal of the SL text and an awareness of the place the translation is intended to occupy in the TL system. Dolet’s views were reiterated by George Chapman (1559–1634), the great translator of Homer.



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John Dryden (1631–1700), in his important Preface to Ovid's Epistles (1680), tackled the problems of translations by formulating three basic types :

1-metaphrase, or turning an author word by word, and line (1) by line, from one language into another;

2-paraphrase, or translation with latitude, the Ciceronian 'sense-for-sense' view of translation;

3-imitation, where the translator can abandon the text of the original as he sees fit.

Of these types Dryden chooses the second as the more balanced path, provided the translator fulfils certain criteria: to translate poetry, he argues, the translator must be a poet, must be a master of both languages, and must understand both the characteristics and 'spirit' of the original author, besides conforming to the aesthetic canons of his own age. He uses the metaphor of the translator/portrait painter, that was to reappear so frequently in the eighteenth century, maintaining that the painter has the duty of making his portrait resemble the original.

The failure of many translators to understand that a literary text is made up of a complex set of systems existing in a dialectical relationship with other sets outside its boundaries has often led them to focus on particular aspects of a text at the expense of others. Studying the average reader, Lotman determines four

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essential positions of the addressee:

(1)

Where the reader focuses on the content as matter, i.e. picks out the prose argument or poetic paraphrase.

(2)

Where the reader grasps the complexity of the structure of a work and the way in which the various levels interact.

(3)

Where the reader deliberately extrapolates one level of the work for a specific purpose.

(4)

Where the reader discovers elements not basic to the genesis of the text and uses the text for his own purposes

Clearly, for the purposes of translation, position (1) would be completely inadequate (although many translators of novels in particular have focused on content at the expense of the formal structuring of the text), position (2) would seem an ideal starting point, whilst positions (3) and (4) might be tenable in certain circumstances. The translator is, after all, first a reader and then a writer and in the process of reading he or she must take a position.

## POETRY AND TRANSLATION

Within the field of literary translation, more time has been devoted to investigating the problems of translating poetry than any other literary mode. Many of the studies purporting to investigate these problems are either evaluations of different translations of a single work or personal statements by individual translators on how they have set about solving problems.<sup>8</sup> Rarely do studies of poetry and translation try to discuss methodological problems from a non-empirical position, and yet it is precisely that type of study that is most valuable and most needed.

In his book on the various methods employed by English translators of Catullus' Poem 64,<sup>9</sup> André Lefevere catalogues seven different strategies

1-Phonemic translation, which attempts to reproduce the SL sound in the TL while at the same time producing an acceptable

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paraphrase of the sense. Lefevere comes to the conclusion that although this works moderately well in the translation of onomatopoeia, the overall result is clumsy and often devoid of sense altogether.

(2) Literal translation, where the emphasis on word-for-word translation distorts the sense and the syntax of the original.

(3) Metrical translation, where the dominant criterion is the reproduction of the SL metre. Lefevere concludes that, like literal translation, this method concentrates on one aspect of the SL text at the expense of the text as a whole.

(4) Poetry into prose. Here Lefevere concludes that distortion of the sense, communicative value and syntax of the SL text results from this method, although not to the same extent as with the literal or metrical types of translation.

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(5) Rhymed translation, where the translator 'enters into a double bondage' of metre and rhyme. Lefevere's conclusions here are particularly harsh, since he feels that the end product is merely a 'caricature' of Catullus.

(6) Blank verse translation. Again the restrictions imposed on the translator by the choice of structure are emphasized, although the greater accuracy and higher degree of literalness obtained are also noted.

(7) Interpretation. Under this heading, Lefevere discusses what he calls versions where the substance of the SL text is retained but the form is changed, and imitations where the translator produces a poem of his own which has 'only title and point of departure, if those, in common with the source text.

**Translate the following into Arabic**

**The marriage, with a dowry of L.E.10001 ( Ten thousand and one Egyptian pounds),of which one Egyptian pound is paid as a down payment and received by the wife's deputy, and the rest, deferred payment ,is ten thousand Egyptian pounds to be paid and deserved in case of death or divorce accomplished.**

It is legal marriage according to the book of Allah" Holly Koran" and the Sunnah of His Messenger (pray and peace be upon Him) with the acceptance and approval of both the groom and the bride's deputy.

**Special conditions**

The couple agreed on that there are no special conditions.

**This is upon the responsibility of the two witnesses:**

1- .....

**Nationality:** Egyptian      **Religion:** Moslem      **Birth Date:**  
.....

**Birth Place:** .....      **Occupation:** .....

**Address:** Benha Elgedida.

**Identity Card No. :** .....      **Civil Record:**      **Issued on :**  
.....

2- .....

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**Nationality:** Egyptian      **Religion:** Moslem      **Birth Date:**  
.....

**Birth Place:** .....      **Occupation:** .....

**Address:** .....

**Identity Card No. :** .....      **Civil Record:** .....      **Issued on:** .....

The document is written in an origin and three copies. One of which is given to the husband, the second to the wife's deputy, the third to the Civil Record and the origin is kept in the record.

The due fees were paid on the mentioned date.

*\*The contract is stamped by the Republic's official seal.*

**Husband**      **Wife's deputy**      **Witnesses**  
**Marriage registrar**      **Court Seal**

( signed )

( signed )

( signed )

( signed )

**Translate the following homonyms into Arabic:**

ad/add

affect/effect

ail/ale

aisle/I'll

ant/aunt

ate/eight

be/bee

beach/beechn

beat/beet

bald/bawled

bare/bear

base/bass

billed/build

blew/blue

by/bye/buy

cell/sell



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cent/scent/sent

chili/chilly

read/red

read/reed

real/reel

recede/reseed

review/revue

roe/row

right/rite/write

ring/wring

road/rode/rowed

roam/Rome

role/roll

root/route

rote/wrote

rough/ruff

rye/wry

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sachet/sashay

sacks/sax

sail/sale

scene/seen

sea/see

### **Differences between SL & TL**

1. Lexical Variation: e.g. Word/phrase/idiom/proverb unavailability in Target Language compared to source language
2. Semantics Variation: e.g. Variation of meanings of single word in SL compared to unavailability of even single word to represent SL concept or idea in TL
3. Syntax Variation: e.g. Variation in structure of sentence in SL and TL such as Arabic has (VSO) and English (SVO)
4. Form Variation: Literary device and implemented sentence patterns by author in SL such as verse resulting in TL as prose
5. Socio-cultural Variation: variation between speakers of SL compared to speakers of TL

### **Untranslatability**

Untranslatability reflects the area where intercultural equivalence does not exist. Intercultural non-equivalence which can cause untranslatability arises when a situational feature is functionally relevant to the SL text, but fully absent from the TL text in which the TL culture is rooted. The more disagreement there is between the concepts of the source culture or its linguistic system and those of the TL culture or its linguistic system, the more these variables hinder intercultural translation. This may lead to untranslatability such as in cases overwhelmed by tension between form and meaning. This can make obtaining full equivalence difficult, or even impossible.

It is true that in some cases, the Arab translator may find certain lexical items in Arabic having no equivalents in English because the concepts they refer to do not exist in the English-speaking culture. Such items are normally

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culture-bound terms. From Arabic-English intercultural translation perspective, examples can elucidate the issue of translatable versus untranslatable terms.

References

1. Wikipedia Online Encyclopedia
2. <http://accurapid.com/journal>
3. Translation Websites & Forums

**This course has been compiled and edited from printed and electronic sources for educational purposes.**

**Translate the following:**

Personal stories from Syrian children and families

---

The difficulty of reporting from inside Syria means the world has heard very little about the suffering of the country's children. Our teams on the ground and across the region are hearing of the appalling misery being inflicted on the country's children. Here are some personal stories from children and families who have been affected:

**Nidal**

Six-year old Nidal and his sister fled the conflict in Syria because of ongoing shelling and shooting. He was shot at while playing in the street with friends, was chased, and witnessed armed men taking his father away. His father was then killed in the street.

"My name is Nidal. I am six years old. I left Syria eight days ago. What do I remember? Shelling. And explosions.

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“Houses fell, all because of an explosion. Another house was hit and was destroyed completely. There were people inside. [My grandma’s] house is filled with bullet holes, even the steel doors were broken.”

“Men were running and shooting. A man came to our house, opened the door violently and sat next to our window with his rifle. And they all started shooting. I was scared. I was scared when I saw the fire. I thought maybe the house would burn while we were inside. I thought I was going to die.”

“My message to the world? The war should stop in Syria so we can go back to our country.”

### **The Ant and the Elephant**

*An Afghan Story by Emal Jabarkhail*

The ant and the elephant were very good friends indeed and would play together whenever they had the chance. The trouble was, the elephant’s father was a very strict father and he did not like his son playing when there was homework to be done, or if his mother needed chores doing. And he did not like his son playing with his friend the ant when he should be playing with the other elephants in the pride. The little elephant was very scared of his father and did not like it when he was angry. But the ant was a very brave ant and was not scared of the grumpy old father. One day, the two friends were playing a game of mahabis\* when they heard the angry father approaching. The ground shook violently and the trees swayed from side to side.

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‘Oh no, it is my father!’ cried the young elephant, a scared look upon his face. ‘What can I do?’ The little ant puffed out his chest and stood to his full height. ‘Don’t worry, my friend, you can hide behind me and your father will not find you!’

*\*Mahabis is a game played between two teams. One team place their hands beneath a blanket and hide a ring in the palm of a teammate’s hand. Then they show their closed hands to the other team. The other team have to guess in which hand the ring is hiding.*



## **Euphemism & Dyphemism in Translation**

**A euphemism** is an expression intended by the speaker to be less offensive, disturbing, or troubling to the listener than the word or phrase it replaces.

**A Dysphemism** is an expression used to say something sound worse than it is. When a phrase is used as a euphemism, it often becomes a metaphor whose literal meaning is dropped.

Euphemisms are often used to hide unpleasant or disturbing ideas, even when the literal term for them is not necessarily offensive. This type of euphemism is used in public relations and politics, where it is sometimes called doublespeak. There are also superstitious euphemisms, based (consciously or unconsciously) on the idea that words have the power to bring bad fortune (for

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example, not speaking the word "cancer") and religious euphemisms, based on the idea that some words are sacred, or that some words are spiritually imperiling. The "euphemism treadmill" Euphemisms can eventually become taboo words themselves through a process the linguist Steven Pinker has called the euphemism treadmill (cf. Gresham's Law in economics). Words originally intended as euphemisms may lose their euphemistic value, acquiring the negative connotations of their referents. In some cases, they may be used mockingly and become dysphemistic. For example, toilet room, itself a euphemism, was replaced with bathroom and water closet, which were replaced (respectively) with rest room and W.C.; similarly, funeral director replaced mortician, which replaced undertaker. In American English, the original sense of homely ("comfortable, cozy") has been superseded by the once-euphemistic sense "plain-looking," which is now simply insulting ("ugly"). Connotations easily change over time. Idiot was once a neutral term, and moron

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a similar one. Negative senses of a word tend to crowd out neutral ones, so the word retarded was pressed into service to replace them. Now that too is considered rude, and as a result, new terms like mentally challenged or special are starting to replace retarded. In a few decades, calling someone special may well be a grave insult. A similar progression occurred with

crippled → handicapped → disabled.

The euphemism treadmill also occurs with notions of profanity and obscenity. Words once called "offensive" were later described as "objectionable," and later "questionable."

## Classification of euphemisms

Many euphemisms fall into one or more of these categories:

- Terms of foreign origin (derriere, copulation, perspire, urinate)
- Indirections (behind, unmentionables)
- Mispronunciation (goldarnit, freakin)
- Plays on abbreviations ("barbecue sauce" for "bull shit)

There is some disagreement over whether certain terms are or are not euphemisms. For example, sometimes the phrase visually impaired is labeled as a politically correct euphemism for blind. However, visual impairment can be a broader term, including, for example, people who have partial sight in one eye, a group that would be excluded by the word blind. There are three antonyms of euphemism, dysphemism, cacophemism, and power word. The first can be either offensive or merely humorously deprecating with the second one generally used more often in the sense of

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something deliberately offensive. The last is used mainly in arguments to make one's point seem more correct than opponent's.

There are an astonishing number of taboo deformations in English, of which many refer to the infamous four-letter words. Bureaucracies such as the military and large corporations frequently spawn euphemisms of a more deliberate (and to some, more sinister) nature. Organizations coin doublespeak expressions to describe objectionable actions in terms that seem neutral or inoffensive. Militaries at war frequently do kill people, sometimes deliberately and sometimes by mistake; in doublespeak, the first may be called neutralizing the target and the second collateral damage. Likewise, industrial unpleasantness such as pollution may be toned down to outgassing or runoff — descriptions of physical processes rather than their damaging consequences.

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Some of this may simply be the application of precise technical terminology in the place of popular usage, but beyond precision, the advantage of technical terminology may be its lack of emotional undertones, while the disadvantage being the lack of real life context.

### Doublespeak

What distinguishes doublespeak from other euphemisms is its deliberate usage by governmental, military, or corporate institutions. A simple example would be the use of the word casualties instead of deaths, or taking friendly fire as a euphemism for being attacked by your own troops; see other examples on the list of euphemisms.

## EXAMPLES OF EUPHEMISMS

Euphemisms for death The English language contains numerous euphemisms related to dying, death, burial, and the people and places which deal with death. The practice of using euphemisms for death is likely to have originated with the "magical" belief that to speak the word 'death' was to invite death (where to "draw Death's attention" is the ultimate bad-fortune -- a common theory holds that death is a taboo subject in most English-speaking cultures for precisely this reason). Most commonly, one is not dying, rather, fading quickly because the end is near. Death is referred to as having passed away or departed. Deceased is a euphemism for 'dead', and sometimes a dead person may be referred to as "late"(i.e.: "The late (name)"). Sometimes the deceased is said to have gone to a better place, but this is used primarily among the religious with a concept of heaven. There are many euphemisms for the dead body, some polite and some profane, as well as dysphemisms such as worm

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food, or dead meat. The corpse was once referred to as the shroud (or house or tenement) of clay, and modern funerary workers use terms such as the loved one (title of a novel about Hollywood undertakers by Evelyn Waugh) or the dearly departed. (They themselves have given up the euphemism funeral director for grief therapist, and hold arrangement conferences with relatives.) Among themselves, mortuary technicians often refer to the corpse as the client.

Contemporary euphemisms for death tend to be quite colorful, and someone who has died is said to have passed away, passed on, bit the big one, bought the farm, croaked, given up the ghost, kicked the bucket, gone south, shuffled off this mortal coil (from William Shakespeare's Hamlet), or assumed room temperature. When buried, they may be said to be pushing up daisies or taking



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a dirt nap. There are hundreds of such expressions in use.

Euthanasia also attracts euphemisms. One may put him out of his misery, or put him to sleep, the latter phrase being used primarily with non-human animals. There are a few euphemisms for killing which are neither respectful nor playful, but rather clinical and detached. Some examples of this type are terminate, wet work, to take care of one or to take them for a ride, to do them in, to off, frag, smoke, or waste someone. To cut loose (from U.S. Sgt. Massey's account of activities during the occupation of Iraq of the early 21st century) or open up on someone, means 'to shoot at with every weapon available'. Common examples Other common euphemisms include: • restroom for toilet room (the word toilet was itself originally a euphemism). This is an Americanism.

- motion discomfort bag and air-sickness bag for vomit bag
  
- sanitary landfill for garbage dump

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- the big C for cancer (in addition, some people whisper the word when they say it in public, and doctors have euphemisms to use in front of patients)
  
- bathroom tissue or bath tissue for toilet paper (Usually used by toilet paper manufacturers)
  
- custodian for janitor (also originally a euphemism—in Latin, it means doorman.)
  
- sanitation worker for "garbage man"
  
- mixologist for bartender

Where can I wash my hands? or Where can I powder my nose?  
for Where can I find a toilet?. (This is also an Americanism. If this question is asked in Europe to someone not used to American habits the person who asks the question might actually end up at a place where there just only is a washbasin and not at a place equipped according to their needs.

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On the other hand, Americans might find the more direct question rude if asked by Europeans who don't know about this euphemism.

Wikipedia List of euphemisms and Doublespeak

Corporate

- layoff, downsize, rightsize, headcount adjustment, RIF (reduction in force), realignment: mass firing of employees, usually due to business restructuring or economic conditions
  
- also counseled out, made redundant, let go, dismissed, terminated, services are no longer required, et cetera, for firing in general
  
- The Dilbert series satirizes this in one strip in which an employee is unable to figure out he has been laid off.

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- job flexibility: lack of job security (where job security means an actual or implied promise of continued employment) • outsource: firing local employees to hire cheaper labor elsewhere.
  
- replacement workers: scabs or strikebreakers in labor disputes • reliability enhancement: fix for a software bug.
  
- escort from premises: kicked out/thrown out of building
  
- human intelligence: information from spies and interrogated prisoners, and other information from human sources (such as weather reports or economic studies) used by a secret or military agency
  
- asset: a secret agency's recruited, clandestine human source in a foreign country (foreign spies)
  
- wet work: assassination
  
- physical persuasion or physical pressure: torture

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## Military

defense: war, as in the United States Department of Defense,  
formed by the merging of the Department of War and Department  
of the Navy

neutralize or service: to kill or disable a target

friendly fire: being inadvertently and mistakenly attacked by  
your allies

## Social

- job seekers: the unemployed
  
- asylum seekers: refugees
  
- suspected illegal entrants or illegals: used when asylum  
seekers is considered to grant too much legitimacy
  
- unsavory character: criminal (or, more specifically suspected  
criminal)

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- involuntary conversion: plane crash -- a vanishingly rare usage, and included only for curiosity's sake.
  
- differently abled: disabled • sales advisor: shop assistant
  
- senior citizen: old person • visually impaired: blind or nearly so
  
- Customer Service Representative: a title given to today's bank tellers
  
- illegal alien: illegal immigrants
  
  
- urban: African American. For example, "urban contemporary music" refers to rap, hip-hop and other forms of popular music stereotypically associated with African Americans.
  
- counter culture: lifestyles different from the mainstream, alternative music fans, intellectuals who think differently, communes, hippies, flower children.

**Translate the following:**

Do you love cakes? Are you looking to make a delicious cake?

There are so many variations that it might be difficult to choose a single recipe. Here's a simple one to get you started along with several variations to suit the occasion

- 1 1/2 cup (192 grams.) flour
- 1 cup (201 grams.) sugar
- 1/2 teaspoon (7 grams.) salt
- 1 teaspoon (2 grams) baking soda
- 1 tablespoons (15 ml.) vinegar
- 6 tablespoons (90 ml.) oil
- 1 teaspoon (5 ml.) vanilla essence or 2 tsp. (2ml) vanilla extract
- 1 cup (200 ml.) water
- 2 eggs

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Sift the dry ingredients together. The dry ingredients are: flour, sugar, salt, and the baking soda. Simply place everything in a .sieve and shake it back and forth over a bowl to eliminate clumps

Stir in the liquid ingredients and stir well. These are the vinegar, oil, vanilla, water and egg. Some people like to add these ingredients individually, but others stir them together in a second .bowl and before adding them to the dry ingredients

Pour the mixture into an 8-inch greased and floured round pan.

.The grease and flour will keep the mix from sticking to the pan

.Bake at 350 degrees F. (175 C.) for 30 minutes

.Let the cake cool for 5 min

Frost as desired



ترجم الي العربية:

## **Immigrants Suffer from Losing Their Identity**

**By** Howard Kim

Language is a way to communicate with each other. We started to learn language when we were born. However, people are used to speaking their native language, so immigrants are having many problems between the first generation and the second generation because they don't have the same native language. Also, the second generation is losing their identity. Especially in America, there are many immigrants that came from different countries to succeed in the States. Because they suffer in lots of areas such as getting a job and trying to speak English, they want their children to speak English, not only at school, but also at home in order to be more successful. Because of this situation, their children are losing their ethnic identity and, even more, they

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are ignoring their parents whose English is not very good.

For example, my aunt, who has been living in Chicago for fifteen years, has three children and they were all born in the States. The eighteen year old daughter speaks English as a native language and she speaks Korean very well too. She has no problems talking with her parents, but she still doesn't understand Korean jokes, and there are sometimes misunderstandings. The second daughter is fourteen years old, and she doesn't want to speak Korean. My aunt often gets upset with her because she is very Americanized and they cannot understand each other. Even when my aunt punishes her, this daughter does not understand what my aunt is talking about. I felt sympathy for my aunt whenever my fourteen year old cousin said, "Mom, what is your problem?" The third child is a twelve year old son. He speaks English to his parents and my aunt speaks Korean to him as she does to the second daughter. He also has a problem communicating with his parents. My aunt is trying to teach him to

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He speaks both languages very well, but it is very hard for him because he speaks English all day and does not understand why he should learn to speak Korean.

## The life of Abu I-Qāzim az-Zahrāwi (Abulcasis)

Abu I-Qāzim az-Zahrāwi (Abulcasis) was a well-known Arab physician. He lived in Cordova, the capital and most civilized city of Andalusia. He was extremely skilful in medical treatment and surgery. The (Spanish Umayyad) caliph 'Abd ar-Rahmān an-Nāsir (912-961 A. D) chose him to be his personal physician. Abu I-Qāsim used to make delicate surgical operations requiring a skillful and experienced surgeon. He used new instructions in his operations. He was considered the greatest surgeon in his time. He attained a high rank in the Christian world. Europeans used to travel to Cordova to undergo operations by him. Abu I-Qasim compiled a valuable encyclopedia of medicine and surgery in 30 books called At-Tasrif. He described in it more than 200 instruments he used in his surgery. This encyclopedia was translated into Latin. It remained the first reference-book in surgery for

many centuries. Abul-Qāsim is an outstanding character in the history of Arab medicine. His contribution towards the progress of surgery in Europe until the renaissance is well recognized.

### Assistance

Be an assistant to your fellow then your fellow will be an assistant to you. Wish him good and he will also wish you good. It is rare to have someone not wishing good for you or delaying rejoicing with you (on your success) when he knows that you wish him well and good condition. And (when he knows) you never feel reluctant in assisting him whenever he makes any call.

## Befriending the Righteous

Mahmud approached his mother and she perceived from him a very attractive odour. His mother asked him: Where did you get the perfume? He told her: I am not with any perfume only that I sat with a perfume seller.

His mother then told him: Look my son as your dressed picked the odor of the perfume as a result of your sitting with the seller, the same is for a man when he accompanies the righteous ones he picks from them good behavior and honorable qualities.

## The Translator's Role

A good translator will:

- Bring creative energy and imagination to the work, without losing the author's style, message or unique flavour.
- Think carefully about substitutions or changes, and discuss major changes with the acquiring editor.
- Take heed of an editor's fresh approach to the text, and remember that he or she will be seeing it with new eyes, and judging it as English prose.
- Strike a fine balance between making the book accessible to new readers, while still maintaining its essential 'foreignness' and differences.
- Remember that not all books are perfect, and that even tiny tweaks (made in conjunction with an editor) can make a good book brilliant.

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- Keep careful notes of changes and decisions made in the process of translating.
- Take careful consideration of humour, puns, jokes and literary allusions, names of places and characters, as well as cultural references and ideology.
- Correctly translate idiomatic expressions, which lend colour and flavour.
- Consider and represent the author's culture, without turning it into a cultural treatise.
- Carefully recreate the nuances of the original language.



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Translators will not:

- Take major liberties with the author's text without reference to both editor and author.
- Anglicise a book beyond recognition. • Play with the structure or the sequence of time or events, except in consultation with the author or editor.
- Refuse help from the author, editor or another translator; every insight, every set of eyes, provides a new depth of understanding, and possible resolutions to difficulties faced.

Translate the following into English

عقد طلاق صادر عن موثق

رقم التسجيل ..... نموذج رقم  
.....

مفيد برقم ..... ( طلاق ) صفحة  
.....

بتاريخ .....

إنه في يوم ..... الموافق ..... عام  
..... هجري ، الموافق ..... عام ..... ميلادي  
، الساعة .....

أمامنا نحن ..... الموثق بمكتب ..... التابع لمحكمة  
..... للأحوال الشخصية ، حضر السيد ..... المهنة  
..... اسم الأم ..... و هو بالغ من مواليد  
..... مدينة ..... بجمهورية مصر العربية بتاريخ  
..... و محل إقامته ..... قسم ..... و  
يحمل بطاقة إثبات شخصية رقم ..... صادرة من  
..... بتاريخ ..... و رافقه زوجته  
..... ثيب ، بالغة ، و اسم والدتها ..... من مواليد

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..... في ..... جمهورية مصر العربية ، محل  
الإقامة ..... بطاقة إثبات شخصية رقم .....

بعد التأكد من شخصيتهما أمام الشهود الآتية أسماؤهم :

1- الاسم ..... المهنة ..... الجنسية مصري من  
مواليد ..... في ..... مقيم في ذات العنوان الذي تقيم  
به الزوجة و يحمل بطاقة شخصية رقم ..... بتاريخ  
.....

2- الاسم ..... المهنة ..... الجنسية مصري من  
مواليد ..... في ..... مقيم في ذات العنوان الذي تقيم  
به الزوج و يحمل بطاقة شخصية رقم ..... بتاريخ  
.....

و لقد خاطبت الزوجة المذكورة زوجها بقولها : إنني أبرئك - يا زوجي من  
مؤخر الصداق كما أبرئك من نفقتي و كذلك من كافة حقوق الزوجية و اطلب منك  
أن تطلقني بناءً علي ذلك . و لقد أجابها الزوج علي الفور : أنت طالق مني طلاقاً  
بانناً .

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بناء عليه ، أوضحت لها أنا الموثق بأنها الآن محرمة عليه و لا تحل له إلا بعقد  
زواج جديد و صداق جديد بعد موافقتها و قبولها بإعادة الزواج منه .

تم إبرام هذا الفسخ لعقد الزواج في ..... علي يد موثق ..... قسم  
..... و تم سداد الرسوم .

المطلقة

المطلق

الشهود

الموثق

## **Differences between SL & TL**

1. Lexical Variation: e.g. Word/phrase/idiom/proverb unavailability in Target Language compared to source language
2. Semantics Variation: e.g. Variation of meanings of single word in SL compared to unavailability of even single word to represent SL concept or idea in TL
3. Syntax Variation: e.g. Variation in structure of sentence in SL and TL such as Arabic has (VSO) and English (SVO)
4. Form Variation: Literary device and implemented sentence patterns by author in SL such as verse resulting in TL as prose
5. Socio-cultural Variation: variation between speakers of SL compared to speakers of TL

## **Untranslatability**

Untranslatability reflects the area where intercultural equivalence does not exist. Intercultural non-equivalence which can cause untranslatability arises when a situational feature is functionally relevant to the SL text, but fully absent from the TL text in which the TL culture is rooted. The more disagreement there is between the concepts of the source culture or its linguistic system and those of the TL culture or its linguistic system, the more these variables hinder intercultural translation. This may lead to untranslatability such as in cases overwhelmed by tension between form and meaning. This can make obtaining full equivalence difficult, or even impossible.

It is true that in some cases, the Arab translator may find certain lexical items in Arabic having no

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equivalents in English because the concepts they refer to do not exist in the English-speaking culture.

Such items are normally culture-bound terms. From Arabic-English intercultural translation perspective, examples can elucidate the issue of translatable versus untranslatable terms.

References

1. Wikipedia Online Encyclopedia
2. <http://accurapid.com/journal>
3. Translation Websites & Forums

Divorce Attestation Issued by a Notary

Form No . ( Justice )                      Register No .....

Page No . .....

Registered under No ..... ( Divorce )

On .....

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On ..... " Hijra" , Corresponding to ..... at  
....., in my presence and by me , I am ..... , Notary of  
..... , adjunct to ..... Court of Civil Status . I have  
present by me : ..... - ..... - ..... and his mother's name is  
..... , he is an adult , born in ..... , A.R.E , on  
....., residing in No ..... , .....St ..... district ,  
bearing ID Card No ..... , issued on ..... He was  
escorted by his wife ..... , not virgin , adult , and her mother's  
name is ..... Born on ..... in ..... A.R.E ,  
residing in ..... St . ..... bearing ID card No .....  
issued from ..... on .....

After confirming their identities as per the following :

1- ..... of Egyptian nationality , born on ..... In  
....., residing with the wife , bearing ID Card No ..... ,  
issued from ..... on .....

2- 1- ..... of Egyptian nationality , born on ..... In  
....., residing with the husband , bearing ID Card No ..... ,  
issued from ..... on .....

The mentioned wife declared to her husband : I exempt you – my husband  
- ..... , from my delayed sum of the dowry and I also exempt you  
from my expense of the after marriage period , until it is legally terminated , I  
also exempt you from all my rights of marriage , and I ask you to divorce me  
accordingly .



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The husband immediately answer her : You are divorced from me and this is the first time .

So , I , the Notary , made it clear to her that she is now forbidden from him and not to be otherwise except by conducting a new marriage contract , receiving a new dowry and after her approval-of-and acceptance of re-marrying him .

This terminated marriage was conducted on ..... by Notary ....., ..... district , and fees were delivered to me .

Divorced  
Notary

Divorcee

Witnesses

## **Personal stories from Syrian children and families.**

---

The difficulty of reporting from inside Syria means the world has heard very little about the suffering of the country's children. Our teams on the ground and across the region are hearing of the appalling misery being inflicted on the country's children. Here are some personal stories from children and families who have been affected:

Hiba (mother)

Hiba has recently fled the conflict in Syria with her daughter and her severely disabled son, following the destruction of her home. The breakdown in healthcare in Syria meant that Hiba was unable to access the treatment and medicines her son needs. His condition is worsening.

“Hospitals in Syria are being targeted by shells. The one I took my son to for physiotherapy sessions is not operating anymore. Some were hit by shells. Others were untouched but the roads were too dangerous for us to travel to the hospitals anyway. We stay at home, we call the doctor, but we can never reach him.”

“How do I feel? Any mother’s heart would break seeing her son in this state. I am helpless. When I see him tired, I wish it was me instead. He gets stiff and faints; his eyes stare...this is very hard for me. Sometimes I cry, but I can’t do anything.

“Once the shells started and we ran...I couldn’t take my son’s wheelchair so I had to carry him, and run. We thought it was better for us to die in the street than under

the rubble of our house. We ran at three in the morning and we didn't know where to go. We were just running because we didn't want to die under the rubble. I wasn't thinking – I just wanted to protect my children.”

“In the morning we came back to our home but it was ruined...I cried and I shouted but there was nothing else I could do. There is no human being alive that wouldn't be sad – we worked all our life to building our home and suddenly we lose it all. “

“There is no place for us to go, no safe space to go to at all...Syria is our country and we want to go back there. I don't know who is right and who is wrong, but I know we civilians are paying the price.”

<http://www.scaemergency.org>

## حقل الأصدقاء

في حقل واسع عاش كثير من الورد والأزهار والنباتات الخضراء الجميلة، وعدة أسراب من الفراش اللطيف. كانت جماعات الأزهار والورد تستمع لحكايات الفراش، وتنتشر عطرها تعبيراً عن فرحتها بصداقة الفراش وحين يشتدّ الحرّ، كانت الفراشات تطير وتحطّ، ترفرف بأجنحتها؛ تلتفّ الجو، لتخفّف من قساوة الحرّ عن أصدقائها، وإذا جاء الليل، وتعبت الفراشات تنام في أحضان الورد والأزهار بهدوء مع يرقاتها الصغيرات:

ذات يوم تعرض حقل مجاور لحريق، وامتدّ اللهب إلى حقل الأصدقاء؛ بسرعة سمع الجميع خبر الحريق، أسرع أسراب الفراش، وشكّلت حاجزاً من أجسادها لحماية الأصدقاء، كان اللهب يلفح وجه الورد والأزهار والعشب؛ احترق كثير من الفراش قبل أن يتلاشى اللهب، وينطفئ الحريق أما الورد والأزهار، فقد احتضنت اليرقات الصغيرات حتى أصبحن فراشاً يملأ الحقل سعادة وجمالاً.

## نحن كبار

دخل المعلّم إلى الصّف فجأة؛ صمت الجميع وساد هدوء تام، كان واجماً وبدت علامات الغضب والانزعاج على وجهه، نظر في وجوه التلاميذ واحداً واحداً وكأنّه يبحث عن شيء أضاعه، تنفس بعمق وقال بصوت يشبه الهمس:

- "لقد عطلوا الدراسة"

فهم الجميع أنّ الإسرائيليين أمروا بإغلاق المدرسة، وبعد لحظات قال بصوت واضح وقوي:

- "سنتابع الدروس في البيوت"

وقف وليد وقال:

"لدينا غرفة كبيرة، سأطلب من أبي أن يسمح لنا بأن ندرس فيها".

خرج التلاميذ من الصفوف، ثمّ غادروا بهو المدرسة كان جنود العدو يملؤون الشارع الرئيسي، وعند مداخل الأزقة المتقاطعة مع هذا الشارع، كانت بعض الأمهات ينتظرن أطفالهن:

لم يتوجه الأولاد إلى منازلهم، بل توزعوا إلى مجموعات، كلّ مجموعة اتجهت إلى زقاق فرعي متسلحين بالحجارة والمقالع والزجاجات..

من أين ظهرت كلّ هذه الأشياء؟! لقد كانوا يخفونها في محافظهم، وتحت الثياب.

مرّ أحدُ المعلمين ورأى ما يحدث، أمرَ الأطفال الصّغار: "اذهبوا إلى البيت أيها

الصغار"

ردّ طفل: "نحن كبار"

ابتسم المعلم وتابع طريقه، كان يعرف أنّ معركة ستحدث وكان مسروراً.

لقد عاد حسن

نظرت الحاجة أمنة إلى صور أبنائها الثلاث معلقة في صدر البيت وقالت:  
- "الحمد لله الذي شرفني باستشهادهم" \* كان طفل صغير ينام فوق السرير  
الكبير، وقد لُفَّ جسده بالكوفية الفلسطينية، إنه ابن ولدها (حسن) الذي استشهد قبل  
ولادة طفله بثلاثة أيام، أسمته الجدّة أمنة (حسن) وقالت حينها: "الحمد لله  
لقد عاد حسن".

اقتربت الجدّة أمنة من حفيدها الجديد وعلى وجهها ابتسامة جميلة، قالت بصوت  
هامس:

- "نمّ يا حبيبي نمّ لقد سهر أبوك لينام الأطفال نمّ يا حبيبي ستكبر وتسهر مثل  
أبيك، نمّ هناك من يسهر الآن من أجلك، ستنهض يوماً حين تشرق شمس الوطن،  
وتكون كبيراً أما أنا فسأذهب الآن، ربما لن أرجع.. ستكبر وتغني "بلادي. بلادي".  
خرجت الجدّة أمنة بعد أن أخفت شيئاً في صدرها وكان "حسن" ينام بهدوء.

عصفوري

ذات مرة حاولت أن أمسك عصفوراً حيّاً؛ لجأت إلى الحيلة كما يفعل كل  
الأولاد، جهّزت حفرةً تسع عصفوراً كبيراً، وأحضرت قطعةً من الصخر على شكل  
رقاقة، ثمّ أسندتها بالعيدان بشكل مناسب، ولم أنس أن أثبت دودةً حيّةً من ديدان

الأرض، ثم مكثت، دون حراك، بعيداً عن الحفرة؛ أراقب العصافير تروح وتجيء، تحط هنا، تنط هناك باحثة عن طعامها وطعام أولادها! ولم أطل المكوث، لأن عصفوراً جائعاً، كان قد شاهد دودة الأرض تتحرك داخل الحفرة، فانقضت على الدودة، ولم يدر أنه وقع في الفخ! إذ أطبقت عليه رقاقة الصخر وحبسته في الحفرة! تسارعت دقات قلبي حين شاهدت العصفور يقع في المصيدة التي رتبته له، وأسرعت إليه، لم أكن فرحاً.. بل كنت مضطرباً، خائفاً! لا أعرف لماذا...؟

تخيلت نفسي عصفوراً وقع في مصيدة، ولا يستطيع الخروج منها! سمعت ضربات جناحي العصفور داخل الحفرة، كانت يداي ترتجفان حين بدأت عملية القبض على العصفور، بذلت جهداً حتى لا يفلت مني؛ كنت أريد أن يرى رفاقي العصفور في يدي، لأثبت لهم أنني صياد ماهر مثل أي واحد منهم! حفرت حفرة صغيرة جانب الحفرة الكبيرة، وأدخلت يدي، بل تسللت أصابع كفي الصغيرة بخوف كبير؛ وكأني سأقبض على جمرات من نار! ها هي أصابعي تلامس الريش الناعم، بدأ العصفور يدور؛ يهرب من أصابعي، وهي تلاحقه.. حتى أمسكت به.. لم يستسلم العصفور! كان ينتفض بقوة، فأحطته بكلتا يدي وصرخت بصوت عالٍ: "عصفور.. عصفور.. لقد اصطدت عصفوراً..". لم يسمعي أحد. بدأت أدور في مكاني والعصفور يتخبط بين يدي المحكمتين عليه، كانت العصافير الأخرى تطير من شجرة إلى أخرى تقفز فوق الأرض؛ تفتش عن غذائها.. حينها شعرت أنني فعلت شيئاً بشعاً، فارتجفت يداي بشدة، وارتخت أصابعي، ورأيت عصفوري يمضي كسهم في الفضاء!

مازلت أذكر ذلك كلما رأيت عصفوراً فأهمس هذا هو عصفوري.



## أولاد قوس قزح

دهش الأولاد حين علموا أنّ (ماهر) سيملاً سلّته بالكرز، فشجر الكرز لا يثمر  
في الشتاء!

قالت سوسن: "من أين ستملاً سلّتك بالكرز؟" أشار ماهر بيده إلى السّماء:  
-"انظروا، هذه شجرة قوس قزح تحمل كرزاً كثيراً". نظر الأولاد إلى الجهة  
التي أشار إليها ماهر؛ كان قوس قزح بألوانه المميزة يبدو رائعاً.

قال مجد: "في بستان قوس قزح أشجار تحمل برتقالاً ناضجاً".  
صققتُ (نجد) وصاحت بصوت عالٍ:

"ما أجمل هذه الحبال الملونة! سأختار الحبل الأصفر لأعب لعبة نطّ الحبل"  
وقال (منار): "أنا أرى حقلاً أخضر، سأخذ خروفي ليرعى وجبةً من العشب  
الطري".

قالت تيماء: "إنّه قلبي الأزرق، صعد ليلون السماء".  
أمّا فاطمة، فقد تذكرت أنّ أمّها طلبت منها أن تشتري أقراص "نيل" لتجمل  
الغسيل.

فقالت: "سأحمل الغسيل إلى بحيرة قوس قزح النيلية، ليصبح الغسيل زاهياً".  
كانت عبير تنتظر إلى قوس قزح مع رفاقها ورفيقاتها فقالت: "ألّم تشاهدوا أزهار  
قوس قزح البنفسجية؟ انظروا.. ما أجملها!".

قال أحدُ الأولاد: "سأرسم قوس قزح في دفترتي كي لا أنساه".  
وحين غاب قوس قزح حزن الأولاد كثيراً.

قالت سوسن: ربّما ركب أولاد قوس قزح ظهر غيمة وذهبوا ليحضروا لنا  
الهدايا الجميلة!"

وتمنّى مجد أن يهطل المطر بغزارة ليسقي الحقول وكانت نجود تقول  
لأصدقائها:

"ما أجمل أن أحصل على منديل لأقدّمه هدية لأمي في عيدها!"

وأخيراً قرّر الأولاد أن يلعبوا لعبةً مفيدة.

-قال ماهر: "تعالوا يا أصدقائي نكوّن قوس قزح". تجّمع الأولاد فرحين. قالت

سوسن:

- "وكيف ذلك؟".

قال ماهر: "أنا الكرز الأحمر".

قال مجد: "أنا البرتقال، الجميع يعرفني".

قالت نجود: "أنا الليمون الأصفر، تحتاجون إليّ دائماً".

قال منار: "أنا العشب الأخضر، لتأتِ كلّ الخراف وترعى".

أمّا تيماء فقد صفّقت ضاحكة وهي تقول:

- "أنا البحر يحبني الجميع، ويتمتعون برزقتي الصافية. في الصّيف أحمل

المراكب الصغيرة، والسفن الكبيرة ويسبح الأطفال في مياهي مع الأسماك الملونة".

غمزت فاطمة بعينها مبتسمة:

- "سأطير إلى البحر وأغمر الغسيل في مياهه الزرقاء ليكتسب زرقة السّماء

الصّافية".

ظهر قوس قزح مرّة ثانية، كان المطر يهطل مبشراً بعطاءات الحقول، وكان

الأولاد يرقصون تحت المطر!

**Translate the following:**

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***Eaves-dropping***

Salim was fond of standing behind the door of his neighbors to eavesdrop their words. And his mother saw him and told him: Do not steal people's words my son because stealing of words is like stealing of the property. Salim did not listen to the admonition of his mother.

At one particular night he saw the door of the neighbor closed and he stood behind it and the landlord saw him and thought him to be a thief. He beat him severely with a stick that caused blood to gush out of his head, he (Salim) screamed from the pain. His mother heard him and hastened to him. She said to him: you have got your reward, do not go back to this kind of act again.

## The Girl Who Loved Roses

*An Arabic Story by Sara Hajjar*

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Many beautiful flowers grew in the park. There were lilies, carnations, violets, tulips, and many more besides. The colours were amazing to look at, and the smell of the flowers was very soothing.

Maya's favorite flowers were roses; she loved the red ones, the yellow ones, the pink ones, the orange ones, and the white ones. Every day she would go to the park and pick a rose of each colour, then she would take them to her mother's grave at the bottom of the park. Maya's mother had died two years ago after becoming very ill, and the young girl had promised herself that she would visit the grave every day so that her mother would never be forgotten.

One day, while Maya was picking roses in the park, she saw a boy sitting on the grass wearing a school uniform.

He had a yellow rose in his hand, and he was tearing all of the petals from the rose, one by one. Maya ran over to the boy and shouted at him.

‘Why are you tearing the petals off of that beautiful flower? Why are you doing that?’

‘Because I am bored,’ replied the boy. ‘Why are *you* getting so upset about it?’

Maya could feel the tears welling up in her eyes as she said to the boy: ‘I am upset because I love roses, and my mother loves roses. I pick some for her every day, and if you tear them all there will be none left!’

The young boy felt sorry for Maya and asked: ‘Where is your mother?’

Maya pointed silently towards her mother’s grave at the bottom of the park. She sat down on the grass clutching

her roses and asked the boy for his name. He told her that his name was Sami and that he had run away from school because he was finding mathematics class too hard.

Sami learned that he never saw Maya at school because her father was too poor and so could not afford to send her. The young girl told Sami that she often wondered what it would be like to go to school and have friends to play with.

Sami asked: 'Do you like maths? I don't like maths and I can never understand how to do it.'

Maya took a look at Sami's maths book and chuckled as she told him how easily the sums could be worked out. Her father had taught her about mathematics everyday at home and she loved working out the sums and was very good at it too.

'You can do maths better than me!' exclaimed Sami.  
'You should come to school.'

But Maya was sad because she knew that she could not afford to go to school even though she loved the idea very much.

Suddenly a tall man appeared in the distance. He was shouting Sami's name and the young boy looked very sheepish as he explained to Maya that this was his maths teacher Mr Karim.

When Mr Karim approached the children, he asked Maya why she also was not at school. The young girl explained to the teacher that she was not at school because her father was very poor and he could not afford to send her to be educated.

'I am very sorry to hear that,' said the kindly teacher, 'but I must take Sami back to school now because he is not supposed to be here.'

Sami reluctantly went with his teacher and they both left Maya alone in the park once more.

On their way back to school, Sami told Mr Karim about how Maya was so good at doing sums, and how she loved to learn from her father.

‘She seems like a very smart girl,’ agreed the teacher, ‘and it is a great shame that she cannot afford to go to school.’

The next day, after school had finished, Sami went back to the rose park to play with Maya. The two children met in the park every day that week and played and talked and studied for hours.

The following week, Maya’s father woke her early in the morning. He had a big grin on his face and was clearly very excited about something. ‘You need to get up and get dressed for school!’ he told his daughter.

Maya could not believe her ears as she jumped out of bed. ‘How is this possible?’ she asked her father.



‘When I awoke this morning there was a note on the door. The note said that you have been given a place at school!’ he exclaimed. ‘And there is also this,’ he said with a smile as he handed Maya a neat bundle of clothing that turned out to be a brand new school uniform.

Maya could not believe her luck. A generous stranger had dropped off the note and the uniform and now Maya was going to go to school at last!

Sami was also delighted when he saw Maya that morning because he knew that she was very clever and deserved to be at school.

The two soon became the very best of friends, and Sami made sure that Maya knew the names of all of the teachers and where the classes were and how to make the best of her new life at school. Thanks to his help, Maya settled into the routine of school and enjoyed learning and did very well in all of her classes.

Although Sami was very happy for his new friend, he continued to struggle in his studies and did not get good grades for most of his subjects. Even though he needed help, the young boy was too embarrassed to ask and so he did not enjoy school as much as Maya.

At home, Sami's parents were very angry with him for not doing well at school. One day, his father said: 'Maybe it is because you are spending too much time with that new girl.'

'But she's so clever even though this is her first time at school,' protested Sami. 'Even though her father is poor she is still good at maths because he taught her at home and...'

'Poor!' interrupted both of his parents at once. 'Why are you wasting your time with someone like that? Can she even write? Ha! You need to be making friends with important people that can help you succeed in life.'

Sami was very disappointed with his parents and could not believe that they could think in such a way. They did not like Maya just because she was not rich or privileged. 'How can you not like a person just because they are poor,' thought the young boy.

The weeks went by and still Sami's did not do well in school. Eventually he got over his embarrassment and plucked up the courage to ask Maya for help. She smiled at her friend and chastised him for waiting so long before asking for her help. She told him: 'Good friends help each other without judging, and it would be my privilege to help you.'

It turned out that Maya was brilliant at explaining all of the complicated things that Sami struggled with, and before too long his grades reflected his hard work and Maya's excellent help.

Mr Karim was so pleased with Maya and Sami that he decided to send a letter to Sami's parents and to Maya's

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father explaining how each child had helped the other: Sami had helped Maya adjust to life in school and had looked out for her and made sure she was not alone on her new adventure; while Maya had helped Sami to study and gain better grades than he had ever had before. Mr Karim wrote in each letter that the behavior of the children towards each other was truly admirable and he was very proud to have them both in his school.

When Maya's father received the letter he was so proud of his daughter and told her that her mother would also be very proud.

When Sami's parents received the letter they were also very proud, but they were also humbled and both regretted their bad feelings towards Maya. They realized how wrong they had been to judge the young girl just because her father was poor.

It was then that Sami's parents asked their son to invite Maya to join them for dinner the following day.

When the time arrived, Maya was very nervous and stayed close to Sami the whole time. But she need not have worried. Sami's parents were completely charmed by the young girl. She was polite and friendly and made intelligent conversation that impressed them both very much indeed.

'Thank you so much for helping our son with his schoolwork. It was really kind of you,' said Sami's mother with a warm smile.

Maya told her that it was Sami who was the good friend as he had always been there during her time at school and had befriended her and looked out for her. 'I am very grateful to Sami for his friendship,' said the young girl.

Sami and Maya's friendship continued to grow and grow. They both did very well at school, and when it was time for them to take their exams they both passed with flying colours!

In the summer they went to the park everyday to pick roses and say hello to Maya's mother. One day, Maya looked up to the sky and whispered: 'Mother I am so happy and so lucky, and I know that you are proud of me and that you love me.'

What Maya would never know was that she owed a great deal of her happiness to the kindly teacher Mr Karim. It was he who had placed the new uniform and the invitation at Maya's door because he believed that the young girl deserved an education, and because he knew that she needed a friend.

## A Lesson of Tit For Tat

*A Somali story by Liiban Ahmed*

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The camel and the fox were very good friends and very good thieves. One day, the two friends decided to cross the river so that they could travel to a nearby farm to steal food. The small fox could not swim so the camel said to his friend, 'Climb up onto my back and I will swim across the river.'

And so the fox climbed up onto the camel's back and the strong camel swam across the river to the other side.

When they had crossed the river, the camel and the fox made their way to the farm. When they finally arrived at the farm, the fox caught herself a chicken while the camel dug up some lovely fresh vegetables.

The greedy fox quickly gobbled down her chicken and then said to her friend the camel, 'When I have finished eating I am accustomed to singing.'

'Do not sing just yet,' said the camel as he was chewing on his dinner of vegetables. 'I have not yet finished eating and if you sing then the farmer will hear you. Let me first finish my dinner and then you can sing as we make our way back home.'

But the fox did not pay any attention to her friend and began to sing at the top of her voice. The farmer soon heard this singing and came running out of his house waving a very large stick. 'I will teach you to steal from me!' exclaimed the angry farmer.

Because the fox was small and nimble she was able to run away from the farmer. But the poor camel was very slow, and still in the middle of eating his dinner, and so he did not see the farmer until it was too late.



The angry farmer set upon the camel with his large stick and the poor camel received many blows to his legs and back before he was finally able to escape.

When the camel reached the river his bones ached and he was very upset with his friend the fox. 'Why did you sing when you knew that the farmer would hear you and you could see that I was still eating my dinner?' asked the camel.

'Because it is my custom,' replied the fox in her matter of fact way. Now let me climb upon your back so that we may return to our home across the river.

The camel agreed and the fox jumped up onto his back. Then the camel walked slowly down the riverbank into the water and began to swim across to the other side with the fox upon his back.

When the camel was halfway across the river, at the point where the water was at its deepest and the current at its fastest, he stopped swimming and said to the fox,

‘When I have finished eating I am accustomed to taking a bath.’

‘Do not take a bath!’ pleaded the fox. ‘I cannot swim and if you take a bath I shall drown!’

‘I am very sorry,’ said the camel, ‘but I always take a bath after I have eaten. It is *my custom*.’

And with that the camel lowered his back into the deep water until the fox lost her grip on his back and began to splash around helplessly against the fast current. ‘Help me,’ cried the desperate fox, ‘I am drowning, I am drowning!’

The camel asked the fox, ‘Are you sorry that you were so selfish and caused me to be beaten by the farmer?’

‘Yes, yes, I am truly sorry!’ cried the fox just before her head disappeared once more beneath the surface of the water.

The camel did not have the heart to watch his friend drown in the river and so he pulled the little fox out of the

water and placed her upon his back. Then the camel swam the rest of the way across the river and climbed up the bank onto the warm grass.

The fox realised that she had been very selfish and said to her friend, 'I am so sorry for what I did and I promise that you can trust me forever and that is that.'

'And I am sorry that I had to teach you a lesson today, but many times in life it is often a case of tit for tat.'

Then the two friends began to laugh and roll around in the warm grass while the sunshine dried their wet fur. The fox had learned a valuable lesson that day; she had learned that it was not good to betray a friend, and that if you do wrong by somebody then somebody might well do wrong by you. It was indeed a lesson of tit for tat.

<http://www.worldstories.org>

### Miscellaneous Terminology:

<b>Demography</b>	علم دراسة السكان
<b>Aboriginals</b>	السكان الأصليون
<b>Demographic statistics</b>	إحصاء سكاني/ديموغرافي
<b>Census</b>	التعداد
<b>Pilot survey</b>	مسح استطلاعي/ مسح أولي
<b>Intercensal population estimates</b>	تقديرات عدد السكان بين التعدادات
<b>Statistics</b>	إحصائيات
<b>Statistical chart</b>	رسم بياني
<b>Epidemiological statistics</b>	إحصاءات الأوبئة
<b>Statistics on migrants</b>	إحصاءات المهاجرين
<b>Statistical estimation</b>	تقدير إحصائي
<b>Rates</b>	معدلات
<b>Annual migration rate</b>	معدل الهجرة السنوية
<b>Illegitimate birth rate</b>	معدل المواليد غير الشرعية
<b>Infant mortality rate</b>	معدل وفيات الرضع

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<b>Remarriage rate</b>	معدل زواج الأراامل والمطلقات أو المطلقين
<b>Reproduction rate</b>	معدل الإنجاب/التكاثر
<b>Morbidity rate</b>	معدل الاعتلال/الإصابة بالمرض
<b>Age-specific fertility rates</b>	معدل الخصوبة حسب الأعمار
<b>Age-specific birth rate</b>	معدل المواليد حسب الأعمار
<b>Crude death rate</b>	معدل الوفيات الأولي
<b>Optimum rate of growth</b>	معدل النمو الأمثل
<b>Neo-natal mortality rate</b>	معدل وفيات حديثي الولادة
<b>Prenatal</b>	ما قبل الولادة
<b>Postnatal</b>	ما بعد الولادة
<b>Inter natal</b>	أثناء الولادة
<b>Population</b>	السكان
<b>Depopulation/population decline</b>	نقص عدد السكان/انخفاض عدد السكان
<b>Working population</b>	سكان عاملون
<b>Unoccupied population</b>	سكان غير عاملين
<b>Self employed</b>	ذو عمل حر
<b>Population census</b>	تعداد السكان

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<b>Overpopulation</b>	زيادة سكانية/تضخم سكاني
<b>Actual/De facto population</b>	عدد السكان الفعليين
<b>De jure population</b>	عدد السكان المسجلين/المعترف بهم في السجلات الرسمية
<b>Drifts of population</b>	تيارات نزوح السكان
<b>Population density</b>	كثافة السكان/كثافة سكانية
<b>Population explosion</b>	الانفجار السكاني
<b>Population forecast</b>	التنبؤ السكاني
<b>Population mobility</b>	الحراك السكاني
<b>Adventitious rural population</b>	سكان الريف الطارئون
<b>Age distribution in a population</b>	توزيع الأعمار في المجتمع
<b>Population cluster</b>	تجمع سكاني
<b>Young population</b>	مجتمع فتي/مجتمع الشباب
<b>Old population</b>	مجتمع مسن
<b>Urban population</b>	سكان الحضر
<b>Population at risk</b>	سكان عرضة للخطر
<b>Age structure</b>	التكوين/الهيكل العمري
<b>Age-specific mortality</b>	الوفيات حسب الأعمار

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<b>Age group/ bracket</b>	الفئة العمرية
<b>Birth record/register</b>	تسجيل/سجل المواليد
<b>Stillbirth (n.)</b>	ولادة جنين ميت
<b>Stillborn</b>	موت الأجنة/جنين يولد ميتا
<b>Dependent children</b>	الأبناء المعالون
<b>Family/child allowance</b>	إعانة الأطفال/الأسرة
<b>Adolescence</b>	المراهقة
<b>Adult</b>	بالغ
<b>Age of majority</b>	سن الرشد
<b>Adult majority</b>	وفيات البالغين
<b>Minor</b>	القاصر
<b>The Aged/ The Elderly</b>	المسن/كبار السن
<b>Pensioners</b>	المتقاعدين/أرباب المعاشات
<b>Old age/Senescence</b>	الشيخوخة
<b>Long-lived person</b>	معمّر
<b>Centenarians</b>	المنويون
<b>Gender and female</b>	النوع الاجتماعي والإناث

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<b>Birth attendant/ Midwife</b>	الداية/القابلة
<b>Female circumcision</b>	ختان الإناث
<b>Female Genital Mutilation (FGM)</b>	تشويه الأعضاء الأنثوية
<b>Infibulation</b>	الختان الشامل أو التخيطي
<b>Incrimination/ Criminalization of abortion</b>	تجريم الإجهاض
<b>Decriminalization of abortion</b>	إباحة الإجهاض
<b>Legal abortion</b>	إجهاض مباح
<b>Gender bias</b>	تحيز على أساس النوع أو الجنس
<b>Lactating/ Nursing mother</b>	الأم المرضعة
<b>Menopause</b>	انقطاع الطمث
<b>Menopausal age</b>	سن اليأس
<b>Multigravida (L.)</b>	المرأة التي حملت مرارا
<b>Marriage and Family</b>	الزواج والأسرة
<b>Family planning program</b>	برنامج تنظيم الأسرة
<b>Head of the household</b>	رب الأسرة
<b>Marital life/married life</b>	حياة زوجية
<b>Sterility</b>	العقم الدائم



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<b>Infertility</b>	قلة الخصوبة/العقم القابل للعلاج
<b>Sterilization</b>	التعقيم
<b>Conception/pregnancy</b>	اللقط/الحمل
<b>A barren woman</b>	امرأة عاقر
<b>Fecundity</b>	الخصوبة/القدرة على الإنجاب
<b>Biological family</b>	أسرة بيولوجية
<b>Extended xNuclear family family</b>	الأسرة النووية x الأسرة الكبيرة
<b>Civil marriage</b>	زواج مدني
<b>Unregistered marriage</b>	زواج عرفي
<b>Endogamy</b>	زواج الأقارب/القبائل
<b>Exogamy</b>	زواج الأبعاد
<b>Foster parents</b>	آباء بالتبني
<b>Child adoption</b>	تبني الأطفال
<b>Marital status</b>	الحالة الاجتماعية
<b>Widower</b>	أرمل
<b>Polyandry</b>	تعدد الأزاج
<b>Monogamy</b>	الزواج من واحدة

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<b>Polygamy</b>	تعدد الزوجات
<b>Postnatal care</b>	رعاية ما بعد الولادة
<b>Pre-marital examinations</b>	فحوصات ما قبل الزواج
<b>Spouse</b>	الزوج/الزوجة
<b>Sibling</b>	شقيق/شقيقة
<b>Spacing of children</b>	التباعد بين فترات الإنجاب
<b>Social Security Record</b>	سجل الضمان الاجتماعي
<b>Family disintegration</b>	التفكك الأسري
<b>Kinship</b>	القرابة
<b>Migration</b>	الهجرة
<b>Internal migration</b>	هجرة داخلية
<b>Rural-urban migration</b>	الهجرة من الريف إلى الحضر
<b>Emigration</b>	الهجرة النازحة
<b>Immigration</b>	الهجرة الوافدة
<b>Labor migration</b>	الهجرة للعمل
<b>Brain drain</b>	هجرة العقول/هجرة ذوي الكفاءة
<b>Displacement</b>	النزوح

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<b>Evacuation</b>	التهجير/إجلاء
<b>Repatriation</b>	الإعادة إلى الوطن
<b>Resettlement</b>	إعادة التوطين
<b>Diseases</b>	الأمراض
<b>Communicable disease</b>	مرض منقول
<b>Endemic disease</b>	مرض مستوطن
<b>Epidemic disease</b>	مرض وبائي
<b>Genetic disease</b>	مرض وراثي
<b>Annual death probability</b>	احتمال الوفيات السنوية
<b>Miscellaneous</b>	متنوع
<b>Religious minority</b>	أقلية دينية
<b>Ethnic minority</b>	أقلية عرقية
<b>Build-up area</b>	منطقة معمورة
<b>Informally – built area</b>	منطقة عشوائية
<b>Disguised unemployment</b>	بطالة مقنعة
<b>Cosmopolitan Society</b>	مجتمع متعدد الجنسيات
<b>Public houses</b>	مساكن شعبية

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<b>Urbanization</b>	التحضر
<b>Social mobility</b>	حرك اجتماعي
<b>Social stratification</b>	تقسيم الناس إلى طبقات اجتماعية/شريحة التدرج الاجتماعي
<b>Socialization</b>	التنشئة الاجتماعية
<b>Occupational qualification</b>	المؤهلات المهنية

<b>Ecology</b>	علم البيئة
<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

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<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
<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

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<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
<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)

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<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
<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

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<b>Westerlies</b>	رياح غربية
<b>Monsoon winds</b>	رياح موسمية
<b>Equator</b>	خط الاستواء
<b>Dew</b>	ندى
<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



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<b>Air culture control</b>	التحكم في جودة الهواء
<b>Depollution/ Decontamination</b>	إزالة التلوث
<b>Desalination</b>	إزالة الملوحة
<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 بالأوزن
<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

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<b>Sanitary landfill</b>	مدفن قمامة صحي
<b>Rational Waste Management</b>	إدارة رشيدة للنفايات
<b>Hygienic waste disposal</b>	التخلص الصحي من النفايات
<b>Cutting of waste</b>	التقليل من النفايات
<b>Rationalize of hunting animals</b>	ترشيد صيد الحيوانات
<b>Hazard prediction</b>	التنبؤ بالخطر
<b>Natural phenomena</b>	الظواهر الطبيعية
<b>Age-old forests</b>	غابات معمرة
<b>Air current</b>	تيار هوائي
<b>Beach erosion</b>	تآكل الشواطئ
<b>Land erosion</b>	تآكل الأرض
<b>Coral reefs</b>	الشعب المرجانية
<b>Deglaciation</b>	الانحسار الجليدي
<b>Desertification</b>	التصحّر
<b>Ebb and tide</b>	المد والجزر
<b>Marshlands/swamps/fen/bog soil</b>	مستنقعات
<b>Pristine area</b>	منطقة بكر

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<b>Quick sands</b>	الرمال المتحركة
<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 أصابتها 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>	<b>تدهور البيئة</b>
<b>Agrochemicals</b>	<b>الكيمواويات الزراعية</b>
<b>Deforestation</b>	<b>إزالة الغابات</b>
<b>Solid degradation</b>	<b>تدهور التربة</b>
<b>Over grazing</b>	<b>الرعي الجائر</b>
<b>Overcropping</b>	<b>الزراعة المفرطة</b>
<b>Overfertilization</b>	<b>الإفراط في التسميد/التخصيب</b>
<b>Overfishing</b>	<b>الصيد الجائر</b>
<b>Air pollution load</b>	<b>نسبة تلوث الهواء</b>
<b>Airborne contaminant = Air pollutant</b>	<b>ملوث هوائي</b>
<b>Airborne emissions</b>	<b>انبعاثات جوية</b>
<b>Airborne particles</b>	<b>جسيمات متعلقة بالهواء</b>
<b>Airborne pollutants</b>	<b>ملوثات يحملها الهواء</b>
<b>Airborne pollution</b>	<b>تلوث جوي</b>
<b>Breakdown of wastes</b>	<b>تحلل النفايات</b>
<b>Build up of pollutants</b>	<b>تراكم الملوثات</b>

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<b>Disposal of wastes</b>	التخلص من/تصريف النفايات
<b>Dump</b>	مقلب قمامة
<b>Dumping at sea</b>	التخلص من النفايات في البحر
<b>Flowing-out/Effluent discharge</b>	التخلص من النفايات السائلة
<b>Incineration of wastes</b>	حريق النفايات
<b>Garbage/refuse collection</b>	جمع القمامة
<b>Contaminated food</b>	غذاء ملوث
<b>Dust deposit</b>	ترسيب الغبار
<b>Emission trading</b>	تجارة الانبعاثات
<b>Energy-intensive technology</b>	تكنولوجيا شديدة الاستهلاك للطاقة
<b>Noxious emissions</b>	انبعاثات سامة
<b>Off-gases</b>	غازات منبعثة
<b>Off-odor</b>	روائح منبعثة
<b>Exhaust</b>	عوادم
<b>Fossil fuel</b>	الوقود الاحفوري/حفري
<b>Fumes</b>	الأدخنة
<b>Fumigation</b>	أبخرة

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<b>Global warming</b>	الاحتباس الحراري
<b>Greenhouse effect</b>	تأثير الدفيئة/الخبينة
<b>Greenhouse gases</b>	غازات الدفيئة
<b>Radiation</b>	إشعاع
<b>Carcinogen</b>	مواد مسرطنة
<b>Carbon release</b>	الانبعاث الكربوني
<b>Cement plants</b>	مصانع الاسمنت
<b>Combustion residue</b>	مخلفات الاحتراق
<b>Depletion of Ozone Layer</b>	تآكل طبقة الأوزون
<b>Sanitary drainage</b>	الصرف الصحي
<b>Sewer</b>	أنبوبة الصرف
<b>Toxics</b>	سموم
<b>Thermal pollution</b>	تلوث حراري
<b>Marine pollution</b>	التلوث البحري
<b>Oil spill</b>	بقعة زيت
<b>Miscellaneous</b>	متنوع
<b>Pumping station</b>	محطة طخ

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<b>Organic components</b>	عناصر/مركبات عضوية
<b>Hygiene</b>	الصحة العامة

<b>Planning, Studies &amp; Research</b>	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
<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

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<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
<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

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<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
<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

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<b>Technical advisor</b>	استشاري فني
<b>Gender and Women</b>	النوع الاجتماعي والمرأة
<b>Advancement of women</b>	النهوض بالمرأة
<b>Emancipation of womaen</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
<b>Gender equity</b>	العدالة بين الجنسين
<b>Gender-sensitive assessments</b>	تقييم يراعي الجنسين
<b>Empowerment of women</b>	تمكين المرأة

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<b>Interventions &amp; Processes</b>	<b>المداخلات والعمليات</b>
<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
<b>Checklist</b>	القائمة المرجعية

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<b>Disadvantaged groups</b>	الفئات المحرومة
<b>Human Development Index (HDI)</b>	مؤشر التنمية البشرية
<b>Human Development Report</b>	تقرير التنمية البشرية
<b>Income generation</b>	توليد الدخل
<b>Marginalization</b>	تهميش
<b>Millennium Declaration</b>	إعلان الألفية
<b>Millennium Development Goals (MDGs)</b>	المرامي/الأهداف الإنمائية للألفية
<b>Official Development Assistance (ODA)</b>	المساعدة الإنمائية الرسمية
<b>People-centered development</b>	تنمية محورها الناس
<b>Pre-poor reforms</b>	إصلاحات داعمة للفقراء

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<b>Social development</b>	تنمية اجتماعية
<b>Structural adjustment programs</b>	برامج التعديل الهيكلي
<b>Sustainable development</b>	تنمية مستدامة
<b>Sustainable Livelihoods</b>	سبل عيش مستدامة
<b>Terms of Reference (TOR)</b>	الشروط المرجعية
<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

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TEACHING AND EDUCATIONAL PURPOSES ONLY**

<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