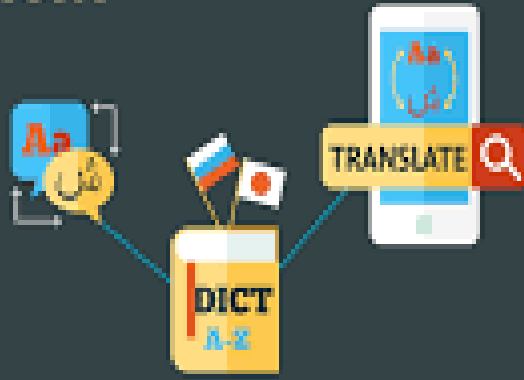


# What is TRANSLATION?



## TRANSLATION

### FOURTH YEAR

### FACULTY OF EDUCATION

2023/2024

**CURRICULUM DATA**

**TRANSLATION**

**FOURTH YEAR**

**FACULTY OF EDUCATION**

**General EDUCATION**

2023/2024

Dr. Rewaa A. Anwer

# INTRODUCTION

## 1. Course Description

This course, which is a continuation of Translation (I), is a three-credit hour compulsory course. It aims to develop and polish the students' translation skills and heighten their sensitivity to words, sentences and texts. It is designed to train students in translating a variety of Arabic and English text-types selected from different fields of human endeavour, particularly those related to our contemporary world. As in Translation (I), the five units of Translation (II) are intended for use in independent-study programmes.

Throughout the course, translation is viewed as an art of communicating with clarity, style, and precision rather than merely as a process of transferring the meaning of a text from one language to another.

## 2. General Objectives

Upon completing this course, students should be able to:

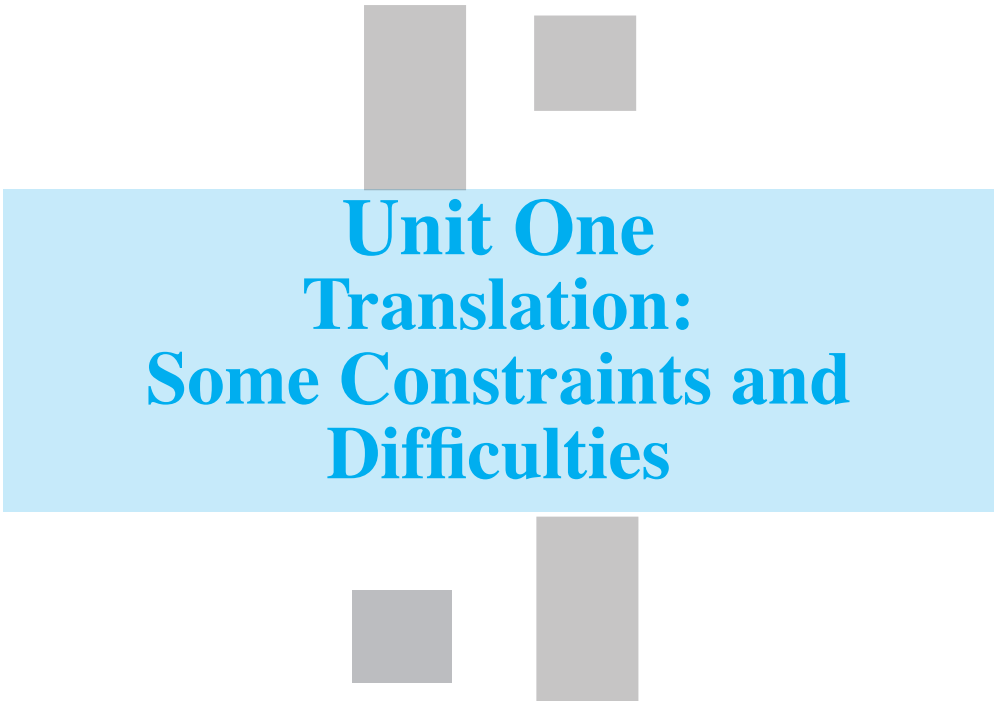
1. translate a variety of text-types chosen from different fields of human endeavour,
2. avoid referential loss through the use of various strategies such as naturalization, descriptive translation, use of cultural equivalents, etc.,
3. recognize the constraints on and appreciate the merits of literary translation,
4. recognize and adequately deal with the implications and associations of the use of different levels and varieties of SL,
5. use specialized dictionaries and reference works so as to produce well-researched translation,
6. use different strategies and conventions when tackling different types of texts,
7. know a variety of SL and TL technical and descriptive terms chosen from modern science and technology.



## Course Content

Unit No.	Content	Page No.
(01)	Translation: Some Constraints and Difficulties	1
(02)	Written Translation Skills: Allies and Accessories	67
(03)	The Technical Style: Varieties and Characteristics	111
(04)	The Language of Mass Media and Diplomacy.	203
(05)	Literary Translation	305





**Unit One  
Translation:  
Some Constraints and  
Difficulties**





# Contents

Subject	Page
1. Introduction .....	5
1.1 Preview .....	5
1.2 Unit Objectives .....	5
1.3 Unit Sections .....	5
1.4 Supplementary Reading .....	6
1.5 Audio - Visual Aids .....	6
2. ACCEPTABILITY vs CORRECTNESS .....	7
3. CULTURAL WORDS AND PHRASES .....	9
3.1 Language and Culture .....	9
3.2 Culture and Translation .....	9
3.3 Classification of Cultural Words .....	10
3.4 Translating Cultural Words .....	11
4. NEOLOGISMS AND CONCEPTUAL TERMS .....	30
4.1 Conceptual Terms .....	30
4.2 Other Types of Neologisms .....	33
5. PHRASAL VERBS .....	39
5.1 English Phrasal Verbs .....	39
5.2 Arabic Phrasal Verbs .....	40
6. IDIOMS .....	43
6.1 Definition .....	43
6.2 Classification .....	43
6.3 Translatability .....	44
7. UNFINDABLE WORDS .....	49
8. BRITISH AND AMERICAN ENGLISH .....	52
8.1 Differences in Word Spelling .....	52
8.2 Differences in Word Meaning .....	53
9. OVERVIEW .....	59
10. PREVIEW OF UNIT TWO .....	59
11. ANSWER KEY .....	60
12. REFERENCES .....	60



# 1. INTRODUCTION

## 1.1. Preview

Dear student,

In this introductory unit of this course some of the difficulties that face translators are to be presented. These will include the issue of acceptability vs correctness, the problem of culture-bound terms, the question of neologisms, the English phrasal verbs and idioms, the difficulty of dealing with unfindable words, and the importance of realizing the major differences between British and American English.

## 1.2. Unit Objectives

Upon completing this unit, you are expected to be able to:

1. recognize the major constraints and difficulties arising from the differences between SL and TL verbal expressions,
2. translate SL cultural terms and find suitable TL equivalents for them,
3. analyze the components of neologisms and conceptual terms and construct equivalents acceptable to TL audience,
4. find suitable Arabic equivalents for a range of common English idioms and phrasal verbs,
5. identify, trace and unlock the meaning of apparently unfindable words such as colloquialisms, place names, obscure persons, misprints, new collocations, etc.

## 1.3 Unit Sections

In addition to the introduction and the overview and final sections, this unit will comprise the following seven main sections:

Section two will deal with the issues of acceptability vs correctness; section three with cultural words and phrases; section four with neologisms and conceptual terms; section five with the English

phrasal verbs; section six with high frequency idioms; section seven with unfindable words; and, finally, section eight with the differences between British and American English.

## 1.4 Supplementary Reading



For more details the student is advised to consult the following references . See also list of references at the end of the unit , and the comprehensive list at the end of the book.

Atiyah (1986)		85-88
Fernando (1981)		81-85
Hervey (1992)		28 ff
Husam-id-Din (1985)	(حسام الدين)	-
Khalousi (1986)	(خلوصي)	117-123
Mowafi et al (1985)	(موافي وآخرون)	-
Newmark (1981)		45 ff, 70-83, 94 ff
Newmark (1988)		119-122, 140ff, 174-176
Savory (1968)		13-36, 49 ff
Snell-Hornby (1988)		39-43

## 1.5 Audio - Visual Aids

No special audio-visual aids are needed for this unit, except, perhaps, some clippings from newspaper translations, etc.

## 2. ACCEPTABILITY VS CORRECTNESS

This is not a first course in translation; it must be / have been preceded by an introductory course which presents the basic principles and the various types of translation. Moreover, this is a course, like a previous one, that by necessity deals with written translation ; oral translation must wait for a further course.

This first unit is meant to introduce the learner to some of the major difficulties and constraints arising from the differences between the two languages, the source language (SL) in which a text has been written and the target language (TL) into which this text is to be translated. It will be shown in this unit that such difficulties arise not only from the different nature, structure and vocabulary of each of the two languages, but also from differences between the two linguistic communities. The latter involve what may be considered the greatest of these difficulties, namely, the cultural differences between the two communities. Language is not simply a grammatical system but is in fact a comprehensive image or index of a certain culture, and this includes the whole system and structure of a community, past and present.

Another very great difficulty arises from the possible - and in our case the real - gap in sophistication between the two communities. We are here talking about the whole Western World especially the English-speaking world, a very highly developed community and the Arab World which is part of the second or third world, a world of countries trying very hard to develop but finding that the gap between the so-called developing and developed countries is not shrinking, but probably getting wider by the day. This huge difference is quite clear in the sciences, physical and otherwise.

Other difficulties will be presented, explicated and demonstrated as the unit develops. But this will bring us face to face with the big question which every translator has to face every time he sits down in front of a text that requires translation. (In our case, translation will mainly be from English - as the foreign

or source language - into Arabic, as the native or target language, which is the normal thing for an Arab translator), with occasional translations from Arabic into English - a much more difficult task. The question is: acceptability or correctness?

Now this question is not very easy to answer because it depends on several things. It is often said, for instance, that one translation is correct, another incorrect; that one translation is *acceptable*, another unacceptable. Unfortunately, it is not easy to explain what each of these two forms mean. We cannot, for instance, talk about a translation of a literary text as correct or incorrect, or about a translation of a technical or scientific text as acceptable or unacceptable. Both terms depend on the kind and nature of the text (or even the word or phrase) one is trying to translate. And this takes us back to what must be/have been included in a first course in translation, namely what method of translating is most appropriate for each kind of text. We cannot say, for instance, that one has to use *literal translation* or *word-for-word translation* or the so-called *semantic, communicative, or free translation* with all types of texts. Each term, phrase or kind of text requires a certain technique which is most appropriate to it, and this is what we are going to show the student in this unit, in fact in the rest of the course.

## 3. CULTURAL WORDS AND PHRASES

### 3.1 Language and Culture

*Culture*, in the most common sense used nowadays, means what anthropologists say it means, namely: the whole way of life of a certain linguistic community. This includes not only material aspects but also conceptual, philosophical, political, religious, and customary in addition to beliefs and traditions. In this sense, language becomes the most integral part of culture, an index of the whole culture. In fact some socially-minded linguists believe that we see the whole world through our language, and that, consequently, our thinking is dominated by our language. We might not subscribe to this point of view, but we cannot deny that our linguistic expression and our thinking are very closely inter-related.

However, on the one hand, the whole world has become a small village nowadays and what happens in the remotest corners of the globe becomes known to the rest of the world in a few minutes' time. On the other hand, human beings anywhere in the world have a lot in common. They share life and death and a great deal of what goes on between the cradle and the grave. There are, therefore, a lot of things, material and otherwise, that are common to mankind, i.e. universals, and are indicated linguistically in much the same manner.

### 3.2 Culture and Translation

As said in the previous section, there are items in the world and aspects in our lives that are shared by all human beings. Theoretically, these items and aspects should create no difficulty to the translator. Thus we assume with some certainty, for instance, that all people have *breakfast* and most people in the world drink tea. Therefore we are usually satisfied by translating *breakfast* as (فطور) or (طعام الفطور) or (وجبة الافطار) and tea as (شاي). But do these words really mean the same things to inhabitants of different parts of the world? Do all people, for instance, have the same kinds of food or drink at breakfast? Do they all

have their breakfast at the same time of day, in the same places in their houses (or outside their houses), using the same tools (forks, knives, spoons, fingers, etc.etc).? This also applies to tea: the kind of tea, how it is brewed, what is eaten with it, the cups and cutlery used, and so on. There are so many differences even in the meanings of such *universal* words, which make them *actually* mean different things to different people. In spite of all this, we might be justified in considering that our translation of these words is *acceptable* if we catch the *essence* of the meaning that is shared by most communities. Otherwise, translation becomes an impossible task.

This is, however, the easier part of the task. But what should we do when we are confronted with those words or phrases that are culture-bound, i.e. peculiar to a certain linguistic community? Let's first try to classify these items, then find out how we should deal with each category.

### SAQS (1)



Revise section 2 and 3.1 - 3.2 above, and answer the following questions:

1. What is, in the writer's opinion, the greatest difficulty that faces a translator from English into Arabic?
2. What does the term culture mean according to anthropologists?
3. Give examples of some so-called universal words that are not really universal. Give examples not mentioned in the text and discuss them with your friends or tutor.

## 3.3 Classification of Cultural Words

Cultural words and phrases are often classified as follows: Those that refer to

- (a) special physical /geographical features and the flora and fauna that live on or in them;
- (b) material or concrete aspects of culture: towns, houses, transport, clothes, food, drink, etc.;
- (c) aspects of social culture: work and recreation;



- (d) organizations, institutions, activities, customs, concepts, beliefs: social, political, administrative, artistic, religious, etc.  
Let's now find out how best we can deal with each category.

### **BUT REMEMBER**

We are here dealing with *sentences* and their parts: mostly *words* and *phrases*, rather than with whole *texts*. Consequently, what will be recommended below is the translation *procedure* (or technique) rather than the whole *method* which is normally employed for translating a certain type of *text*: scientific, technical, legal, literary, etc.

## **3.4 Translating Cultural Words**

In dealing with this area of translation, we cannot, and in fact should not, be dogmatic. The approach to the translation of cultural words varies from one linguistic community to another. It depends on many factors. One of the two most important factors-as far as Arabic and the Arab World are concerned-is that *we do not really belong to the Western culture* (including American culture, of course) neither ethnically, nor linguistically. We use different languages that descend from two different origins. This does not mean that the two communities have been isolated from each other over the centuries. In fact they have been in close contact at least in two crucial eras: the first was the Middle Ages when Arabic culture reigned supreme; the second is the present time, especially the 19th and 20th centuries, when the culture of the West has been having an increasingly deep impact on the Arab World. This means that there has been extensive and intensive intercultural communication between the two communities for long periods of time, and this brings us to the second important factor. Arab Culture was influencing Western culture in the Middle Ages and at the Renaissance and helping it to open up and develop into what we see now. However, the present time with the tremendous progress, changes and upheavals quite familiar to us all has been revolutionizing our lives and thoughts far more thoroughly than ever before, with the WESTERN CULTURE IN

THE LEAD. Moreover, change has become so fast that our translators -among others- are having a very difficult time trying to keep up with the pace. The problem here is that *we are not among the initiators of the present change*, we are receptors and often late in our adoption of innovations at various levels.

There are other factors that make Arab translators' life quite difficult. We will mention some of them later on. But those two mentioned above combined can alone create a great number of problems. European languages can easily borrow new terms, often without any change, because of the similarities between one language and another in orthography, lexis and structure, and because they all share the initiation of innovations, the communities that speak those languages are educationally at comparable levels and are in constant and very close contact with one another in terms of scientific, technical and cultural development. On the other hand, we, as Arabs, cannot always do so for linguistic and cultural reasons. Therefore, the translating procedures recommended for, or employed by and among, Western communities may or may not always apply to us. We face different kinds of difficulties and we actually employ different procedures in dealing with our special problems - as will become clear in the following pages.

Let's now go back to the categories of cultural words mentioned above and tackle them one by one.

**(a) Physical Features, Flora and Fauna, etc.**

Many geographical features and physical phenomena are universal. We either find counterparts for them in all languages, or they are transferred (i.e. borrowed as they are). Thus the words; *mountain*, *hill*, *river*, *sea*, *ocean*, *clouds*, *rain*, etc. etc. usually have their counterparts in all languages. So are the following general words (or the words with their general meanings): *desert*, *snow* and *plain*, for instance. But when we find that the Arabs have different kinds of *desert-land*, the Eskimos different kinds of *snow*, and other communities different kinds of (or local names for) plains such as: *prairies*, *steppes*, *savannahs*, *tundras*,

*pampas*, the approach to deal with the new words differs from one context to another.

Other factors, besides the two already mentioned above, are involved here. For instance, proximity of one country to another and consequently familiarity of the inhabitants of the neighbouring country with the physical features are an important factor which will, most probably, help the transference of the terms as they are. If this is not the case, how do different communities deal with this problem?

The golden rule for the translator in such cases is to find out whether there is a *recognized* or *accepted* equivalent of the term and use it. Otherwise, we may need to use two techniques combined: for instance, borrow the term intact and either describe/explain it, or add a culture-free term to it. Let's see what our bilingual English-Arabic, and Arabic-English dictionaries say about such cases. (Dictionaries generally try to use accepted equivalents.)

#### **- Al-Mawrid English-Arabic Dictionary**

\* prairi مَرَج. جَدَّ أَجْرَد

\* steppe السَّهْب: سهل واسع خال من الشجر

\* savannah السَّفْنَاء: (أ) سهل لا شجر فيه

(ب) أرض معشوشبه (في منطقة استوائية أو نصف استوائية) تشتمل على أشجار متناثرة.

\* tundra التندرة: سهل اجرد في المنطقة القطبية الشمالية

\* pampa البمب: سهل معشوشب مترامي الأطراف في اميركا الجنوبية

Examining the above, we find that the procedures or techniques used are:

- (i) either an accepted equivalent, plus a description, and often a specification of the location,
- (ii) or a transference (i.e. borrowing) of the term with some naturalization (i.e. phonological and morphological modification of the original term in order for it to fit well into the linguistic system of Arabic).
- (iii) or a culture-free term (مرج، جد أجرد) already available in Arabic and considered equivalent to the foreign term.

The last of these is a deviation by the dictionary-maker from the techniques used with the other terms. This raises the question as to

which of these techniques is the most appropriate. And this question then raises another question, namely, what are the factors which govern our choice of techniques in such cases?

An important factor here is the cultural, linguistic and technical level of the *readership*. Briefly, if the translation is meant for a (scientific) textbook, or a specialized readership/audience, then, culture-free terms, as in the case of *prairie* above, would not be acceptable. On the contrary, the translator -even in the case of the other terms - might have to add the foreign word itself between parentheses after the Arabic equivalent. But in the case of the *general reader*, who has no special interest in the topic under consideration, a culture-free term such as (سهل. مرج) etc. would be sufficient.

The same applies to *flora* and *fauna*. Thus animals, birds, insects, trees, fruits, vegetables, etc. which are quite common and well-known in the two communities/cultures usually have accepted names in the two languages spoken in those communities. The following are a few examples from English and Arabic:

**Animals:** lion أسد , tiger نمر , cat قطه , dog كلب , cow بقرة , bull ثور , etc.

**Birds:** goose إوزة , turkey ديك رومي , peacock طاووس , hen دجاجة , sparrow , parrot ببغاء , etc.

**Insects:** bee نحله , wasp زنبار , mosquito بعوضة , fly ذبابة , scorpion عقرب , locust جرادة , etc.

**Trees/Fruits:** apricot مشمش , peach دراق , grapes عنب , fig تين , apple تفاح , banana موز , orange برتقال , pear إجاص , etc.

**Vegetables:** carrot جزر , lettuce خس , cauliflower قنبيط , cucumber خيار , onion بصل , garlic ثوم , etc.

But in the case of those items that belong to one special community/culture, or at least originated there, one (or more) of the techniques mentioned above is used to introduce them into the other community/culture.

Examples:	llama لامة	beaver فندس. سمّور
	sloth bear دب كسلان	giraffe زرافة
	hippopotamus برنيق	rhinoceros كركدن. وحيد القرن

kangaroo	كنغر	gorilla (غوريلا)	غرلى
<b>Birds:</b>	hummingbird طنان	pheasant	تدرج
	Penguin بطريق	parakeet	بركيت
	Macaw مَقو	hornbill	بوقير
<b>Fish :</b>	tarpon طربون	dolphin	دلفين
	Carp شَبوط	salmon	سلمون
	Swordfish ابو سيف	eel	أنفليس
<b>Trees/ Fruits :</b>	pineapple اناناس	cherry	كرز
	strawberry, raspberry	الفريز	الفراولة
	guava	الغوافة	أو الجوافة
	gooseberry	الكشمش.	الريباس. عنب الثعلب
	Cranberry	نوع من التوت	البري
<b>Vegetables:</b>	peas بازلا	spinach	سبانخ
	tomato طماطم	asparagus	هليون
	Avocado	الافوكاته.	شجرة المحامي
		(نبات أميركي استوائي مثمر من فصيلة الغاريات ذو ثمر يشبه الاجاص)	
	broccoli	البركولي	(نوع من القنبيط)
	sprouts:	no equivalent	given in this dictionary.

I don't think that we have to go any further with our examples to illustrate what was said above about the different techniques used to bring new culture-specific terms in this area into Arabic. (We will show in a little while that similar techniques are employed to bring Arabic culture-specific terms into English.) But the student's attention is drawn to some of the examples given above.

Notice, for instance, that in some cases, as with the words *strawberry* and *raspberry* this dictionary (*Al-Mawrid*) gives the same Arabic equivalents - which is not accurate at all, because the fruits are in fact quite different though they belong to the same species. In other cases, an equivalent is in great circulation and is, therefore, the acceptable term, as in the case of *dolphin*, *eel*, *tomato*, *broccoli*, *avocado*, etc. .

Sometimes more than one counterpart is given, as it is the case

with *gooseberry*, because the fruit is rarely used in the Arab World, and is, therefore, given different names in different countries. Sometimes no equivalent is given at all as in the case of *cranberry* and *sprouts* because the fruit or vegetable is not known in Arabic culture (although the latter is gradually gaining in use). Finally, in such cases as *hippopotamus*, the equivalent given in the dictionary (i.e. برنيق) is most probably the one devised by one Arab Academy or another, whereas the one actually used is different (e.g. سيد قشطة in Egypt). And this final phenomenon is very common in the Arab World. In fact, more often than not, it is the *press* and written light literature that popularize certain terms whether or not they have been devised by some Arab academy.

I have taken great pains to show in some detail that there is more than one technique to introduce culture-specific words into another language, such as Arabic. There is nothing wrong with this except that, in the case of Arabic, there is no central institution that is *authorized* by all Arab states to carry out this task (of translation-Arabization), and whose products they are all committed to use. This being the case, the translator's job is not an easy one at all. The fact of the matter is that an individual translator *does not, and is not supposed to, invent* new items; he or she normally uses what others devise or what becomes *acceptable* in the community irrespective of who first introduces the term.

We will find that, with the rest of the cultural terms to be dealt with below, the two or three different techniques mentioned above are those actually employed. Consequently, from now on, I am going only to remind the reader of those techniques - without much detail - and give a few examples on the use of each technique.

## SAQS (2)



Re-read sections 3.3, 3.4, and 3.4 (a) and answer the following questions:

- 1- Into how many categories are cultural words often classified? What are these categories?

- 2- What are two of the most important factors which create difficulty for the Arab translating English cultural terms?
- 3- What are the options open to the Arab when he is translating physical terms into Arabic? Give examples.



### Exercise (1)

Consult your English-Arabic dictionary to find out the equivalent it gives to the following words which belong to the category dealt with in subsection (a) above: What are the methods used in introducing them into Arabic?

devilfish, ermine, mammoth, penguin, sandpiper, snakebird, down(s), hedge, mushroom, precipice.

### (b) Material or Concrete Aspects of Culture

There are a great many terms in this category that are not culture-specific, but are or have been common to all people especially in sophisticated communities. Here we find equivalents used all over, such as the following examples from English and Arabic.

city	مدينة	aeroplane	طائرة
town	بلدة	dress	فستان، ثوب
village	قرية	shoe	حذاء
street	شارع	coffee	قهوة
car	سيارة	soup	حساء، شوربة

But there is also a great deal that is culture-specific since people in different parts of the world also often live, eat, drink and dress quite differently.

- Some of the terms here may already have acceptable equivalents.
- Others may have been borrowed, with or without any naturalization.
- Whereas others still need description in addition to that. Here are a few examples:

### (i) Acceptable Equivalent

skyscraper	ناطحة سحاب	pyramid	هرم
college	كلية	capital	عاصمة
spa	مَصْح	hospital	مستشفى
hotel	فندق	pension	تقاعد
cottage	كوخ	embassy	سفارة
consulate	قنصلية	shed	سقيفة
flat	شقة	café	مقهى
restaurant	مطعم	garage	مرآب، كراج
wine	نبيذ	tea	شاي
coffee	بن، قهوة	ram	منجنيق
diamond	ماس	pearl	لؤلؤ
lute	عود	satellite	قمر صناعي

### (ii) Terms Borrowed with or without Naturalization

villa	فيلا	organ	أرغن
chalet	شاليه	cabin	كابينة
opal	اوبال	pepsicola	بيبسي كولا
radio	راديو		
television	تلفاز (but تلفزيون is still very common)		
computer	حاسوب، حاسب آلي (but كمبيوتر is still very common)		
dish	ديش	cinema	سينما
Internet	انترنت	hamburger	همبرغر
video	فيديو	sandwich	ساندويش

### (iii) Terms that also Need Description, Function or/and Illustration.

scroll	الدَّرَجُ: لفيف من الرِّق وورق البَردي تدون عليها وثيقة
quay	(لتحميل السفن أو تفريغها) رصيف الميناء
pointer	عصا يُشار بها إلى موقع على الخريطة أو كلام على اللوح الأسود.. الخ: مؤشّر
bungalow	البنغل: بيت من طابق واحد، وبخاصة في الريف أو على شاطئ البحر
mansion	قصر صاحب العزبة
manor house	قصر صاحب العزبة
chateau	بيت ريفي ضخم (2) قصر فرنسي اقطاعي (1)
console table	الكنسولة: مائدة مثبتة إلى حائط حت مرآة.. الخ
Rotary Club	نادي الروتاري: منظمة دولية، أنشئت في شيكاغو عام 1905 شعارها "الخدمة"



### SAQS (3)



Re-read section (b) : b(i) - b(ii) above and answer the following questions:

- 1- Give examples of two types of terms in this section that have acceptable equivalents.
- 2- Give examples of two types of terms that are culture-specific; how are they treated?

### Exercise (2)



Translate the following sentences into English:

- 1- أين نزلتَ عندما زرتَ العاصمة؟ في فندق كبير أم في نُزل صغير؟
- 2- قمتُ صباح اليوم بشراء شيء من القهوة والشاي والخبز والسكر من أحد الأسواق المركزية.
- 3- ثم تناولت قدحاً من القهوة في أحد المقاهي.
- 4- وعدت إلى شقتي حيث تناولت طعام الفطور.
- 5- وعند الظهيرة غادرت مكتبي وذهبت إلى أحد المطاعم القريبة حيث تناولت طعام الغداء.

### Exercise (3)



Translate the following into Arabic:

- 1- Do you live in a villa, a country house, a flat or a cottage?
- 2- During the day I listen to the radio, but in the evening I usually watch T.V. and play games on my computer.
- 3- The Dead Sea Scrolls have been among the most important archeological findings in recent years.
- 4- Among the most recent technological innovations are the video, the satellite, the dish and the internet.
- 5- Mansions and chateaus have always been used by the (ruling) aristocracy.

### (c) Aspects of Social Culture

What has been said above about the translation techniques applies here too. Thus:

- (i) those occupations that are (or have become) common to most communities usually have *recognized* equivalents, mostly original. More recent ones, however, are usually translated (word-for-word, or according to function) or borrowed.

Thus:

a butcher is جَزَّار , لحام

a baker is خَبَّاز

a scientist is عالم ,

a lawyer is مُحام

an engineer is مهندس ,

a teacher is معلّم

a dentist is طبيب أسنان

a doctor is طبيب

and so on; **But:**

a computer programmer is مبرمج حاسوب أو كمبيوتر

an electrician is كهربائي ,

a masseur is مدلك

a model is موديل أو عارضة أزياء ,

a mechanic is ميكانيكي

a baby-sitter is حاضنة أو جليسة أطفال أثناء غياب ذويهم. (شخص يستأجر، لليلة واحدة في العادة، للعناية بالأطفال أثناء غياب ذويهم.)

(ii) One has to be careful with terms that refer to social classes, especially those connected with special political systems or regimes. Some of these have additional meanings (called: connotations) beyond their central or basic meaning (called: denotation), often depending on the person using the term. Thus the word aristocracy (الارستقراطية) may have an additional positive meaning in one society, but a negative meaning in another. So are the words:

Proletariat البروليتاريا: طبقة العمال أو الكادحين

bourgeoisie البورجوازية: الطبقة المتوسطة

elite النخبة، الصفوة

V.I.P. (a very important person) (في أي بي)

Compare the first word *proletariat*, for instance with the more neutral words *working people* (العمالة) or *working class*. (الطبقة العاملة). Also compare the second word *bourgeoisie* with the more neutral term *the middle class* (الطبقة الوسطى). The word *masses* (الجمهير) has almost lost its negative connotation especially after its use in terms like *mass media*, *mass market* and *mass production*, etc, but the now-less-frequent terms *pleb* or *plebian* (الرعاى. أحد العامة) still smell of the historical derogatory use (استخدام للتحقير)

**(iii) Related to the previous category are the following:**

a- social ranks

b- modes of address

**(a) social ranks and titles** are mostly culture-specific and are usually borrowed with little change. Examples: *from English into Arabic* (these include some French and Indian titles) we have:

lord/lady	لورد. ليدي	duke	دوق
earl	إيرل	count	كونت
baron	بارون	marquis	ماركيز
begum	بيجوم	nawab	نواب
khan	خان	brahmin	برهمن
Sahib	صاحب		

And into English from Arabic (including some Turkish titles):

emir	أمير	sheikh	شيخ
sharif	شريف	sayyid	سيد
sultan	سلطان	bey	بيك. بيه
pasha	باشا	effendi	افندي
umda	عُمده	mukhtar	مختار

Enducational titles have now counterparts in most communities, mostly translations (or borrowings) from Western culture.

So are the university degrees on which the titles are based.

Thus:

a <i>B.A.</i> is	بكالوريوس أو ليسانس أو إجازة في الآداب
a <i>B.Sc.</i> is	بكالوريوس أو ليسانس أو اجازة في العلوم
an <i>M.A.</i> is	ماجستير في الآداب
an <i>M.Sc.</i> is	ماجستير في العلوم
a <i>Ph.D.</i> is	دكتوراه فلسفة
and so on.	

And:

an <i>instructor</i> is	مدرّس
a <i>lecturer</i> is	محاضر
an <i>assistant professor</i> is	استاذ مساعد
an <i>associate professor</i> is	استاذ مشارك
a <i>professor</i> is	استاذ
a <i>professor emeritus</i> is	استاذ ممتاز
a <i>doctor of medicine</i> is	دكتور أو طبيب

though some of the titles used in the *British* higher educational system do not have recognized counterparts in all languages, and are sometimes misunderstood and given wrong or inaccurate counterparts. Thus a *reader*, for instance, which is a title just below that of *professor* is given the following counterparts (and description/explanation) in *Al-Mawrid English - Arabic Dictionary*.

- (1) مساعد أو استاذ (يقراً فروض الطلاب ويضع لها درجات) Reader  
 (2) معيد (مدرس يتلو المحاضرات ويتوسع في شرح موضوعات الدرس للطلاب)

In the American system, university students in the various grades are also given special titles. Thus:

a freshman is	طالب في السنة الجامعية الأولى
a sophomore is	طالب في السنة الجامعية الثانية
a junior is	طالب في السنة الجامعية الثالثة
a senior is	طالب في السنة الجامعية الرابعة

(b) **Modes of address** usually follow the titles used in a certain community. But there are a few similarities, Thus:

- a king is addressed by your majesty (صاحب الجلالة)
- a prince by your royal highness (صاحب السمو)

- your excellency	سعادة/ صاحب السعادة
- doctor	يا دكتور
- madam	يا سيدتي
- miss/mademoiselle	يا آنسه
- Mr. /monsieur /sir	يا سيد/ يا سيدي
- comrade	يا رفيق

However, the differences are greater in number, and the terms, especially religious titles, difficult to translate. A few examples will make this clear.

- In English a *mayor or a magistrate* is addressed as *your worship*. Their Arab counterparts are usually addressed as (سيادتك أو سعادتك), terms used for many other titles.
- A *duke* is addressed as *Your Grace* (in Arabic سموك); an archbishop (رئيس الاسقفية) is also addressed in the same way, but the Arabic mode of address is (نيافتك).
- The same Arabic term (نيافتك) is also used in addressing a cardinal (كاردينال) but he is addressed in English by *Your Eminence*.
- A *judge* is addressed in English as *Your Honour*, which is (سعادتك أو سيادتك) in Arabic, unless the man is a religious judge (قاضى شرعى) in which case he is addressed as (فضيلتك).
- *Your Eminence* is also the nearest equivalent to (سماحتك), which is used in Arabic for certain religious positions such as that of (الفتى).
- In addressing *members of parliament*, the British use the phrases *My Lord*, or *the Honourable Lord*, and the *Honourable Member of Parliament*, which is not very far from (العين المحترم) or (النائب المحترم) in Arabic.

There are several modes of address in Arabic that have no counterparts in English. Thus

- رئيس الجمهورية is simply **Mr. President**
- اذولة رئيس مجلس الوزراء is **Mr. Prime Minister**
- اذمعالي الوزير is **Minister** or **Mr.+ family name**
- يا بيك/ يا باشا are **bek** or **pasha**

(iv) Another important aspect of the social culture of any community is that of *recreation*, particularly *sport*. In this area the most popular sports practised world-wide have acceptable equivalent terms (borrowed or translated) in almost all communities. Thus the English terms for *soccer* (كرة القدم) have recognized equivalents in Arabic; e.g.

referee حَكَم  
goal/goal-keeper مرمى / حارس المرمى  
linesman حارس الخط (مراقب)  
offside تسلّل  
corner ضربة ركنية  
penalty ضربة جزاء  
free kick ضربة حرة  
foul مخالفة  
outside ضربة تماس  
etc.

But national games such as *cricket* in Britain (*baseball* in U.S.), *bull-fighting*, *snooker*, card and gambling games pose a great difficulty for the translator. Any kind of translation of a technical term used in these games usually needs full explanation or description of that term. The same difficulty arises when we are dealing with special types of music, singing or dancing, very common in the Western World.

#### SAQS (4)



Re-read section c: i - iv above and answer the following questions:

- 1- What are the four categories of terms covered by the aspects of social culture?
- 2- Why should we be careful when we translate terms that refer to social classes?
- 3- What sort of difficulty do we face in translating social ranks and modes of address? Give examples.
- 4- Do we face any problems with recreational terms? Explain.

#### Exercise (4)



Translate into English:

- 1- من بين المهن الراقية: مهنة العالم والمحامي والمهندس والطبيب والمحاسب وطبيب الأسنان والمعلم.
- 2- من بين المهن التي تدرّ ربحاً ممتازاً: المدّك، والكهربائي، والمبطل، والميكانيكي.
- 3- هذه القاعة مخصصة لكبار القوم.
- 4- كان النظام الشيوعي يصنّف العمّال والموظفين إلى نوعين: طبقة الكادحين والطبقة المتوسطة.
- 5- الشريف حسين بن علي كان رأس الأسرة الهاشمية المعاصرة.
- 6- كثيراً ما يصبح شيخ العشيرة أميراً أو ملكاً بحسب تطور الحكم في بلده.
- 7- اختار في سوريا والأردن يدعى العمدة في مصر ويسمى بأسماء أخرى في بلدان أخرى.

#### Exercise (5)



Translate into Arabic:

- 1- Are you a sophomore or a junior (student)?
- 2- Ph.D. is the highest degree in Academia.
- 3- Mr. President, can I ask you a personal question?
- 4- Can I call another witness, your worship?
- 5- Mr. Jones, our goal-keeper, is one of the best in the whole world.

#### (d) Organizations, Institutions, etc.,

(i) Names of institutions and political/ governmental positions used worldwide usually have recognized official counterparts in each country; e.g.

- *National Assembly* is usually rendered as (الجمعية الوطنية)
- *Chamber of Deputies/ House of Representatives/ House of Commons* as (مجلس النواب / الشعب / العموم)
- *Senate / Upper House / House of Lords* as (مجلس الاعيان / الشيوخ)
- *King/Queen* as (ملك / ملكة)
- *President* as (رئيس الجمهورية)
- *Prime Minister* as (رئيس الوزراء)
- *Cabinet/ Council of Ministers* as (مجلس الوزراء), and so on.

When the word itself is specific to a certain country or is a loan word in English, it is normally also borrowed and glossed in addition to the recognized official counterpart in Arabic; e.g.

- Bundestag (البوندستاغ) الألماني
- Keneset (الكنيسست) الإسرائيلي
- Pentagon (البننتاجون) الأمريكية
- Bundesbank (البوندزبانك) الألماني
- Elysee (مقر) رئاسة الجمهورية الفرنسية (الاليزية)
- Westminster (مقر) البرلمان البريطاني (وستمنستر)
- Ten Downing Street (مقر) رئيس الوزراء البريطاني (عشرة داوننج ستريت)
- Whitehall (مقر) الوزارة البريطانية (وايتهول)

This is also the case with acronyms that designate international (and sometimes regional) bodies; e.g.

- UNESCO (اليونسكو) منظمة هيئة الأمم للتربية والعلوم والثقافة
- OPEC (أوبك) منظمة الدول المصدرة للنفط
- FAO (الفاو) منظمة الأغذية والزراعة الدولية
- UNICEF (اليونيسيف) صندوق رعاية الطفولة التابع للأمم المتحدة
- GATT (الجات) المنظمة العامة للتجارة والتعرفة
- NATO (الناتو) منظمة حلف شمال الأطلسي
- UNRWA (الاونروا) وكالة الاغاثة والتشغيل التابعة للأمم المتحدة
- FIT (فيت) الفيدرالية الدولية للترجمة
- FBI (إف. بي. أي) وكالة الاستخبارات الفيدرالية الأمريكية
- B.B.C. (ال بي بي سي) هيئة الاذاعة البريطانية
- INTERPOL (الانتربول) منظمة الشرطة الدولية
- C.I.A. (سي أي إي) وكالة الاستخبارات المركزية الأمريكية

But this is not always necessary; e.g.

- Home office (البريطانية) وزارة الداخلية
- Treasury (البريطانية) وزارة المالية
- Chief Justice (البريطاني) قاضي القضاة
- Attorney General (البريطاني) النائب العام



- منظمة العمل الدولية ILO
- صندوق النقد الدولي IMF
- هيئة دبلوماسية C.D.

Sometimes a translation and a functional equivalent with or without a description or explanation are used; e.g.

- British Council (المجلس الثقافي البريطاني) (لتعليم اللغة والثقافة الإنجليزية في الخارج)
- Goete Institute (معهد جوته) (لتعليم ونشر اللغة والثقافة الألمانية في الخارج)
- Voltair Institute (معهد فوليتير) (لتعليم ونشر اللغة والثقافة الفرنسية في الخارج)

The addition of the description/explanation in such cases depends on the audience/readership. It is not necessary for a readership that is familiar with the terms and the institutes they refer to.

(ii) Very often terms that refer to political parties and political and cultural concepts used worldwide have recognized counterparts, translated or borrowed (usually with some naturalization) e.g.

- democracy ديمقراطية
- dictatorship دكتاتورية
- liberalism ليبرالية
- socialism اشتراكية
- communism شيوعية
- radicalism راديكالية

(iii) Religious terms are usually transferred (usually with some naturalization and description/explanation) unless they have recognized translations. Thus:

- Christianity المسيحية
- Judaism اليهودية
- Budism البوذية
- Protestantism البروتستانتية
- Catholicism الكاثوليكية

etc.

In fact all terms in the Bible have carefully devised equivalents in the English and Arabic translations, e.g.,

- The Father, The Son and the Holy Ghost **الاب والابن والروح القدس**
- Jesus Christ **يسوع المسيح**
- Monk/nun/monastery **دير / راهبة / راهب**
- baptism **تعميد**
- etc.

Islamic terms are often borrowed into English as they are, with or without explanations depending on the readership.

Thus:

- الحج = pilgrimage (to Mecca)
- الزكاة = zakat
- سورة (من سور القرآن الكريم) is surah or chapter of the Quran
- آية = ayah or verse (part of the surah/chapter in the Quran)
- الطلاق = divorce
- تعدد الزوجات = polygamy
- الحديث (النبوي) = hadith or tradition (of the Prophet Mohammad)
- ركعة = ruk'a : (a bending of the torso from an upright position followed by two prostrations (in Muslim prayer ritual)
- سجدة = sajda, (a prostration in a Muslim prayer.)
- المسجد الحرام = the Holy Mosque in Mecca
- المسجد الأقصى = al Aqsa (the mosque on Jerusalem's Temple Square).

Concluding this section on cultural terms, it is safe to say that the accuracy of the translated term, the borrowing of that term, the use of a functional equivalent, and the need for and the amount of description/explanation all depend on the purpose of the translation and the cultural level of the reader. If the text is meant for a general readership with no special interest in the content, general, culture-free terms can be used. If the readership is interested in the topic but not familiar with it, much more explanation is needed. If the readership is specialized and familiar with the topic, even a borrowing would be sufficient. The translator has to know who he is addressing and the purpose of the translation and adapt his approach accordingly.

### SAQS (5)



Re-read section d (i-iii) above and answer the following questions:

- 1- How do you deal with names of political/ governmental positions that are used worldwide? Give examples.
- 2- What about acronyms of international organizations?
- 3- How are religious terms dealt with? Exemplify.

### Exercise (6)



Translate the following into Arabic.

- 1- The American Congress is made up of the Senate and the House of Representatives.
- 2- Heads of state visiting France are usually received by the President at the Elysee (palace).
- 3- In Britain, if you have a problem with your residence as a foreigner you have to check with the Home office.
- 4- After the disintegration of the Soviet Union, NATO seems to have lost its purpose.
- 5- Governments usually seek the help of the INTERPOL in cases of international crime.

### Exercise (7)



Translate into English.

- 1- هيئة الاذاعة البريطانية تتميز علاوة على نشرات الأخبار المتكررة جداً، بعمق التحليل واتساعه.
- 2- منظمة الدول المصدرة للنفط تجتمع بشكل دوري لتحديد أسعار النفط والكمية التي يحق لكل دولة انتاجها يومياً.
- 3- مازال نظام الحكم في كثير من بلدان العالم اما دكتاتوريا أو شيوعياً، الا أن النظام الديمقراطي يزداد انتشاراً كل يوم.
- 4- الشهادتان والصلاة والصوم والزكاة والحج هي أركان الاسلام الخمسة.
- 5- التشريع الاسلامي يعتمد بالدرجة الأولى على القرآن الكريم والحديث النبوي الشريف.

## 4. NEOLOGISMS AND CONCEPTUAL TERMS

Neologisms are the translator's greatest headache. They come in thousands - estimated at three thousand - every year. No central academy or institution is capable of dealing with such numbers in time to inform the translator of the appropriate terms to be used in a certain language. In industry and technology new items are created non-stop, and these are real problems for translators especially in developing countries, which do not contribute much to this field. Languages which are not culturally related to Greek or Latin, those in Africa and Asia including the whole Arab World, face a special difficulty in creating equivalent terms to those created in the highly developed West. In many of these languages, Arabic among them, borrowing is not encouraged but academies cannot keep up with the flood of new terms. Even if they could, there is no central authority in the Arab world to generalize their use in all Arab countries.

In addition to technology, mass media, sciences including social sciences, dialects and slang also provide a great number of new terms every year. To cater for these, new specialized dictionaries are published every year and many of them are revised and brought up-to-date either regularly, or, in many cases, irregularly. In a few countries a computer data base is compiled and added to continually and several dictionaries are now found on computer discs.

Having seen the size of the problem, let us now get down to practicalities and find out how best the translator can deal with this serious situation by trying to specify the major types of neologisms.

### 4.1 Conceptual Terms

Terms created in the various branches of humanities, social sciences, literature and the media soon become international and are usually translated since they are not usually needed very urgently, thus leaving enough time for the people concerned to find the appropriate counterparts for them in each language. Although some of these are borrowed from one European language to another, they are usually translated into Arabic. Thus although French and Latin words and phrases such as the following:

detente (في العلاقات المتوترة) انفراج  
rapprochement (في العلاقات الدولية) تقارب  
coup d'etat (عسكري) انقلاب  
fait accompli أمر واقع  
status quo الوضع الراهن  
(joint/official) communique (مشترك/ رسمي) بيان

have become part and parcel of the English language, all of them are translated into Arabic with or without description or explanation. Terms referring to political or social ideologies are either translated or naturalized (Arabicized); e.g.

communism شيوعية  
socialism اشتراكية  
autocracy اتوقراطية/ نظام استبدادي  
autonomy حكم/ استقلال ذاتي  
democracy ديمقراطية  
dictatorship دكتاتورية  
liberalism لبرالية  
diplomacy دبلوماسية  
ideology الايديولوجيا  
(More about this area in Unit Four)

Examples from literature and linguistics are the following (all of which have translated counterparts):

homonym المشترك اللفظي  
homophone المجانس الصوتي  
semantics علم الدلالة  
morphology علم الصرف  
syntax علم النحو  
phonetics علم الأصوات  
expressionism التعبيرية  
dialectical materialism المادية الجدلية  
burlesque الاستعراض الفكاهي  
biography سيرة  
autobiography سيرة ذاتية  
bibliography ثبت المراجع  
anthology مختارات أدبية  
utopia الجمهورية المثالية  
tragedy المأساة  
comedy الملهة  
structuralism البنيوية  
stylistics علم الأساليب  
invective الهجاء  
(More about literary translation in Unit Five)

Here are a few other examples from other disciplines:

stoicism الرواقية      surrealism (مذهب ما فوق الواقعية) السيريالية  
ego "أنا" ال      pantheism وحدة الوجود (مذهب)  
egotism الأنوية

Most of the terms given above are not new any more, but they are examples of neologisms at one time or another. The question is: what can a translator do when he is faced with new conceptual terms or other types of neologisms that do not yet have accepted counterparts? Since the translator is *not authorized* to create counterparts, he should look for help from various quarters. One of these quarters is quite helpful. Mass media with their up-to-date technological gadgets including the *Internet* system are nowadays multi-lingual and convey messages from one end of the world to another in several *main* languages, including Arabic.

The translator should also be in constant touch with academic journals in the various fields of knowledge. Normally new terms introduced in these journals, and later in academic books, are given in their original languages together with the translated or naturalized counterparts suggested by the writer. The translator should compile his own glossary of the terms he is interested in depending on the field he is mainly working in and adding to it on a daily basis.

Of course there are the journals and publications issued by bodies or institutions dedicated to translation matters such as *اللسان* (اللسان) issued by the Arab League's (مركز تنسيق التعريب) in Morocco, and the journals issued by various Arab Academies: Egyptian, Syrian, Jordanian etc. as well as such translation-oriented journals as *ترجمان* (ترجمان) published by (المدرسة العليا للترجمة (في الرباط)) and similar publications.

Another useful source for the translator are the translations of serious writing carried out by well-known academicians or translators or sponsored by respectable institutions such as *مجلة الثقافة* (المجلس الوطني للثقافة والعلوم والآداب بالكويت) which publishes *العالمية* (all articles translated), *سلسلة المسرح العالمي* (translations of world drama), as well as occasional translations of world thought in *سلسلة عالم المعرفة* (سلسلة عالم المعرفة)

There is probably one case in which the translator finds himself compelled to create or improvise. This is when he himself is an expert in a certain field- a professor, a researcher, a creative writer etc.,- and is carrying out the translation of material within his field of specialization.

Unfortunately, in spite of all the efforts expended in this area, the number of borrowed or loan terms is far greater than the number of those properly translated and promulgated. Ordinary people, even specialists cannot wait for *official* translations, they simply borrow. Just listen to the mechanics in a garage or even to engineers or doctors talking to each other.

## 4.2 Other Types of Neologisms

Since we are going to deal with *technical terms* in Unit Three below, with *the language of mass media and diplomacy* in Unit Four, and with *the language of literature* in Unit Five, we will concentrate here on the problem of neologisms in general, in addition to what has already been said in (4.1) above.

As must have become obvious from the previous section, the problem with *conceptual terms* in the various fields is not as urgent, and consequently as acute, as it is with those technical and other new terms that are usually needed immediately. This is the case, for instance, with the merchandise that suddenly comes into the market and has to be sold and bought and used. Not only does the article have a name, but its parts have names too, and there are certain new terms used for its operation. All of these new terms are either given Arabic counterparts-usually by the salesman- or are simply borrowed. By the time appropriate Arabic terms are devised by one official /academic institution or another, the old, mostly borrowed, terms will have become part and parcel of the ordinary man's language. And here lies the problem. Survival of acceptable terms depends on their being easy to learn and use and modern-sounding.

Let's take only one example, namely the *tape-recorder*. This gadget has been with us for some time now. Let's see which of the terms connected with it are translations, which are borrowings and which have different forms.

- The name of the machine: *tape-recorder* in now Arabic (مسجل)
- The reel (only used professionally nowadays) is Arabic (بكره)
- Cassette (tape) is (شريط كاسيت) or just (كاسيت)

(with the advent of the Video camera and recorder we have also:

*Video tape*, Arabic (شريط فيديو)

- The counter is (العداد)
- The memory is (الذاكرة)

Operation terms:

- *play*, *stop* are (شغل, أوقف)
- but *eject* is still mainly *eject* or (اخرج الشريط)
- *record*=(سجل)
- *pause* = أوقف مؤقتاً
- *rewind* and *FF*(*fast forward*) are (رجع) and (سرّع) or the same words are borrowed.

This is the prevalent situation: a combination of *acceptable* and commonly used translations, and borrowings with or without some naturalization. Here are a few other examples from newspaper ads:

إعلان طرح عطاء شراء سيارة بك اب  
دبل كابين للمرة الثانية  
تعلن بلدية العبدلية لواء سحاب عن رغبتها بشراء  
سيارة بك اب دبل كابين 4 4 فعلى الشركات الراغبة  
بالدخول بالعطاء مراجعة سكرتير البلدية أثناء الدوام  
الرسمي للحصول على نسخة من العطاء وذلك ضمن  
الشروط التالية:  
1- ثمن نسخة العطاء (10) دنانير غير مستردة.  
2- إرفاق شيك مصدق أو كفالة بنكية بقيمة 10%  
من قيمة العطاء.  
3- آخر موعد لاستلام العروض الساعة العاشرة من  
صباح يوم الأربعاء الموافق 1996/6/12.  
ملاحظة: أجور الإعلان على من يرسو عليه العطاء  
والبلدية غير ملزمة بأقل الأسعار.  
رئيس بلدية العبدلية

إعلان بيع سيارات مستعملة بالظرف  
المختوم  
ترغب شركة مصانع الحزف الأردنية المساهمة  
المحدودة بيع السيارات المبين أوصافهما أدناه.  
يرجى من يرغب في الشراء مراجعة مصانع  
الشركة الكائنة في عوجان الشرقي -الزرقاء-  
طريق الكلية العسكرية لمعاينة السيارات وتقديم  
عرض الشراء بالظرف المختوم.  
1- سيارة رينو 12 ستيشن موديل 1978.  
2- سيارة بك اب داتسون دبل كابين بنزين موديل  
1985.  
يرفق مع العرض شيك تأمين مبالغ 5% من  
قيمة عرض الشراء علماً بأن آخر موعد لاستلام  
العروض هو 1996/6/19.

In these two examples a few terms-which are not really neologisms anymore- such as:



سيارة بيك اب	:	pick-up car
دبل كابين	:	double cabin
ستيشن	:	station (wagon)
داتسون	:	Datsun
بنزين	:	benzine

are borrowed intact. Others have already been naturalized and used as such for some time, such as:

سكرتير	:	secretary
شيك	:	cheque
بنكيه	:	Arabic adjectival form of bank

The following ad shows the same type of combination

وزارة التعليم العالي كلية الاميرة عالية/كلية مجتمع متوسطة قائمة بيع أثاث			
الرقم	اللوازم	الكمية	الوحدة
1-	مكتب معدني بجوارير	2	واحد
2-	مكتب معدني 6 جوارير	1	واحد
3-	كرسي جلد قاعدة وظهر	16	كرسي
4-	كرسي ستول منجد	3	كرسي
5-	كرسي دراسي بيد عريضة	135	كرسي
6-	اطارات كوتشوك	9	اطار
7-	مواسير بلاستيك	4	ماسورة
8-	مواسير حديد	3	ماسورة
9-	كرسي دوار	1	كرسي
10-	واجهة معدنية	1	واجهة
11-	شبكة حديد مجاري	3	شبكة
12-	برواز المنيوم/شباك	1	واحد
13-	مواسير برادي	4	ماسورة
14-	كرسي كروم	2	كرسي
15-	خزانات ماء	7	خزان
16-	تلفونات بقرص	5	تلفون
17-	وصلة كهرباء	3	وصلة
18-	سماعات هورن	2	سماعة
19-	جهاز اوفرهيد بروجكتور	1	جهاز
20-	كشاف من وحدة واحدة	2	كشاف
21-	آل طباعة ادلر	1	آلة
22-	تلفون كبسات	2	تلفون
23-	طاوولات تنس سويدي	1	طاولة
24-	طاولة تنس بعجلات	1	طاولة
25-	سجاد موكيت	16	م

Many of the items listed are already acceptable counterparts, such as:

مكتب معدني بجوارير	:	metal desk with drawers
اطارات	:	tyres
مواسير	:	pipes
سماعات	:	loudspeakers
آلة طباعة	:	typewriter

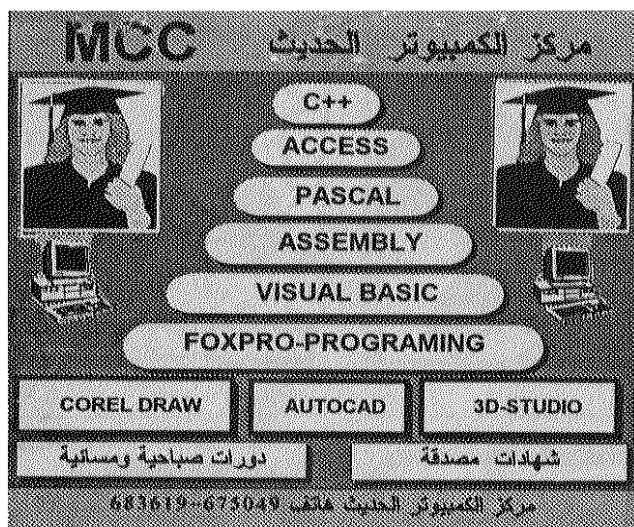
whereas others are borrowings, such as:

ستول	:	stool
بلاستيك	:	plastic
الومنيوم / كروم	:	aluminium, chrome
تلفونات	:	telephones (Arabic plural suffix)
أوفرهيد بروجكتور	:	overhead projector
تنس	:	tennis

In another ad. we have:

تلفزيون	:	television (French pronunciation preferred)
فيديو	:	video
رسيفر	:	receiver
ستلايت	:	satellite
انترنت	:	internet
بيجر	:	pager

(the last three new to the country at the time of writing). In some cases it is even preferred to use the new terms in their Roman alphabet as with the following example which advertises computer courses:



This is an extreme case, but is not rare anymore. In most cases Arabic transliteration is used with or without the original term in Roman alphabet.

We need not go any further with this. It is believed that the clear picture that emerges from the examples given is that the translator from English (or another European language) into Arabic has to find out what is *acceptable* at the time and use it (with reservations) until something better comes up.

### SAQS (6)



Re-read section 4 above and answer the following questions:

1. Where best can the translator find temporarily acceptable counterparts for new conceptual terms? How helpful are these sources?
2. How are other types of neologisms dealt with?

### Exercise (8)



Translate into Arabic:


1. The struggle between capitalism and communism has not actually come to an end. China is still there.

2. The status quo in many third world countries is not very conducive to stability and prosperity.
3. Changing the government of a country through a coup d'etat usually paves the way for a military regime that develops into a permanent dictatorship.
4. The four systems of any language are the phonological, the morphological, the syntactic and the semantic.
5. Shakespeare wrote not only comedies and tragedies but some fine poetry too.



### Exercise (9)

Translate into Arabic


Amsterdam  
Institute of Finance

*trains the world's leading bankers, treasurers and financial professionals, with several courses offered in cooperation with the faculty of*

INSEAD

Upcoming Courses - Fall 1996

<b>Foundations of Finance</b>	(Sept. 9-27)
<b>Advanced Corporate Finance</b>	
- Mergers & Acquisitions	(Sept. 30-Oct. 4)
- Financial Restructuring - Going Public	(Oct. 7-11)
- Financial Innovation in Corporate Finance	(Oct. 14-18)
<b>Advanced Financial Statement Analysis</b>	(Oct. 21-23)
<b>Advanced Valuation</b>	(Oct. 28-30)
<b>Negotiation Analysis</b>	(Nov. 4-5)
<b>Credit Risk Management and Debt Restructuring</b>	
- Credit Risk Assessment	(Nov. 11-15)
- Management of Credit Risk, Financial Distress and Bankruptcy	(Nov. 18-22)
<b>Financial Risk Management</b>	(Nov. 25-29)
<b>Asset and Liability Management</b>	(Dec. 2-6)
<b>Project Finance</b>	(Dec. 9-13)

For further information and our detailed brochure, please contact Ms. Katelijjn Eppink, Course Manager.

AIF - Herengracht 205, 1016 BE Amsterdam, The Netherlands  
 telephone: +31-20-5208555 - fax: +31-20-5208506

The Economist, June 8th 1996

## 5. PHRASAL VERBS

### 5.1 English Phrasal Verbs

The English phrasal verb is a special type of idiom which will be presented in the next section. It is made up of a verb followed by a preposition or adverbial particle or both with a slight or considerable change of meaning. These structures are very common in English and are very frequently used in speech, much more than in written language. They can be classified into three types depending on how much change of the verb meaning takes place with the addition of the particle(s). Thus we can have:

(a) The *transparent* type, in which the meaning of the whole phrase is the total sum of its parts, e.g.

- come in يدخل
- go out يخرج
- go up يصعد
- play with (s.th.) يلعب بـ (شيء)
- get away يهرب
- get out of أو يتملص من يتهرب أو
- get up (from bed) ينهض من فراشه
- get out of (bed) ينهض من فراشه

(b) The **semi-transparent** (or **semi-opaque**) type, the meaning of which is not exactly the total sum of its components, but can be guessed correctly in most cases, e.g.

- see (s.b.) off (at the station) يوّدع
- come about يحدث
- get away with (من عقاب على اساءة أو اهمال) يفلت
- come to (من اغماءه) يفيق
- get over (s.th) يتغلب على / يشفى من

(c) **The opaque type**, the meaning of which is not the total sum of its components and is usually very difficult to guess unless the context makes it clear; e.g.

- see to (s.th) يهتم بالأمر. يولي الأمر عناية
- send up (1) يرسل في طلب شخص أو شيء
- send down (من جامعة) يطرد أو يفصل طالب
- put up at يقيم أو ينزل بمكان لمدة مؤقتة
- put up with يتحمل
- get at (s.b.) (يقصد الاقناع)
- get on with (s.b.) مع ينسجم مع

Often one and the same phrasal verb can belong to two types, transparent and another); e.g.

- (1a) come across (the road)	يعبر الشارع
(1b) come across (some old letters)	يعثر على (شئ) صدفة
- (2a) see through (the window)	يرى من خلال (النافذة)
(2b) see through (s.th)	ينفذ إلى حقيقة شئ
- (3a) put (hand) up	يرفع (اليد)
(3b) put (s.b.) up (for the night)	يستضيف
(3c) put up (the money)	يؤل
- (4a) put out (the light)	يطفىء النور
(4b) put out (the cat)	يطرد. يخرج
(4c) put out (s.b)	يزعج. يضايق
(4d) put out (back, shoulder)	يُجهد. يخلع

In many cases, if the translator is not familiar with the phrase, the context helps; if not, he has to consult a dictionary. A good such dictionary is A Dictionary of English Idioms published by Librairie du Liban (Beirut, Lebanon), 2nd ed. 1989.

## 5.2 Arabic Phrasal Verbs

Arabic also has the same phenomenon on a large scale. But here the particle following the verb is more frequently a preposition rather than an adverbial particle. As in English, the context helps the reader/listener to guess the meaning of the phrase, though not always very successfully. Contrary to English, however, this phenomenon is more common in written than in spoken Arabic. Here are a few examples:

- رغب في (الشئ)	desire, want
رغب عن (الشئ)	dislike
- نظر إلى	look at
نظر في (الشئ)	consider, examine
نظر بين (متقاضيين)	judge, rule
نظر ل (شخص)	take care of (s.o.)

ذهب إلى -	go to
ذهب ب (الشيء)	take (s.th) away
ذهب به إلى to (s.o.)	
نام على (الشيء) -	sleep on (s.th)
نام عن	neglect
نام إلى (الشيء)	is reassured by, accept
مال على -	lean over
مال إلى	sympathize with
مال مع	side with
مال عن	deviate from
مال به إلى	take (s.o.) or (s.th) along to

Unfortunately, there are no special bi-lingual (Arabic-English) dictionaries of phrasal verbs or idioms. However, one of the best general dictionaries that contains a lot of them is Wehr-Cowan's A Dictionary of Modern Written Arabic (the older version published by Librairie du Liban, Lebanon).



### Exercise (10)

Translate the following into Arabic

1. (a) Abdulla's parents are very much set against the marriage.
- (b) Setting aside my wishes in this matter, what would you really like to do?
- (c) The drought will set the country's progress back several years.
- (d) I have set down everything that happened, as I remember it.
- (e) The discovery of gold in California set off a rush to go there.
2. (a) She was really put about when I went to see her.
- (b) He is a good teacher, who puts his subject across very well.
- (c) I have managed to put by ten pounds for the holiday.
- (d) The general put down the rebellion in less than a month.
- (e) Never put off till tomorrow what you can do today.



### Exercise (11)

Translate the following into English.

1. شعرت أنه يميل إلى رأي صديقه. رغم أنني نصحته بألا يفعل ذلك.
2. نظر القاضي بين الخصمين وأصدر الحكم المناسب.
3. نام الحاكم عن أخطاء عائلته مدة طويلة وكانت النتيجة وخيمة عليه.
4. هل ترغب في هذه الصفقة أم أنك راغب عنها؟
5. أنظر إلى ما صنعته بذاك !



## 6. IDIOMS

### 6.1 Definition

These are extremely frequent, particularly in everyday speech. An idiom is a phrase made up of two or more words, with some, often very great, change in the meaning of the basic components or of all the components of the idiom.

### 6.2 Classification

The same classification of phrasal verbs can apply here too.

#### (a) Transparent Idioms

Idioms like the following are not usually difficult to understand, especially with some help from the context:

- |                                      |  |
|--------------------------------------|--|
| - break (one's) back يقصم الظهر      | - see fit يرى من المناسب                     |
| - back and forth ذهاباً وإياباً      | - make no secret of يعلن                     |
| - back to square one يعود من حيث بدأ | - drive (s.b) mad إلى الجنون                 |
| - behind (one's) back من وراء ظهره   | - forgones are forgones ما فات مات           |
| - stand aloof ينادى بنفسه            | - foreign soil أرض أجنبية، بلد أجنبي         |
| - stand firm يصمد، يثبت على موقفه    | - fight a losing battle يحراب في معركة خاسرة |

#### (b) Semi-opaque and Opaque Idioms

Others, like the following, are, however, either difficult or often impossible to decipher the meaning of:

- |   |  |
|---|--|
| - hit upon (s.th.) يكتشف (مصادفة)       | - يعثر أو يقع على                      |
| - hocus-pocus (جلاجلا) دجل              | - من أزدل الأنواع                      |
| - high tea (مع وجبة خفيفة) شاي المساء   | - حتى النخاع                           |
| - fool-proof مضمون، مأمون               | - a sitting duck هدف سهل               |
| - fool's paradise سعادة موهومه          | - keep one's own counsel يلزم الصمت    |
| - lotus eaters تناابلة السلطان          | - screw up one's courage يستجمع شجاعته |
| - use one's loaf يستعمل عقله            | - spill the beans السر                 |
| - lock, stock and barrel يكليته، بأكمله | - at bay مطارد                         |
| - a stiff upper lip الجلد، كظم الغيظ    | - off (one's) own bat بمبادرة منه      |

Probably the most difficult idioms are those that are either colloquial, slang, or dialectal and that are not usually listed in ordinary dictionaries. These are invented almost on a daily basis; just watch some American films or programmes on T.V., especially when black English is used. Examples:

- get lost (أغرب عن وجهي (غور من وجهي) - يتباهى - يفاخر بنفسه shoot a line
- beat it (أغرب عن وجهي) - يشدّ حيله (عامية) - get cracking
- hit the bucket يموت

In most cases, however, the wording of the idiom together with the *context* join hands to help the translator make an educated guess of the meaning; eg.

- On her mother's birthday, Betty did the dishes *of her own accord*  
طوعاً. من تلقاء نفسها
- Acting on *blind impulse*, she turned the car to the left أو باندفاع غريزي أو  
أعمى
- I'm not sure that I believe his story, but I'm willing to give him *the benefit of doubt* اعتبره بريئاً حتى تثبت ادانته
- She *brought* all her charm *to beat* ركزت على استخدام سحرها
- I was dismissed from my job because I *dropped a few bricks* in front of some important customers. تصرفت تصرفاً غير لائق.
- They didn't *see eye to eye* on this matter. لم يلتقيا في الرأي.
- He was *struck all of a heap* when he heard of their generosity to him.  
ذهل. صُعق

When in doubt, the translator should consult a specialized dictionary. Unfortunately, good bilingual (English-Arabic) dictionaries are not many, but there are a good number of mono-lingual English dictionaries of either idioms (including phrasal verbs) or of each separately such as those published by Longman and Oxford University Press for British English.

## 6.3 Translatability

To say that an idiom is non-translatable, as a few like to do, is an admission of incompetence. Everything is translatable, not necessarily all in the same way. Perhaps what is meant is that word

for word translation of idioms is not possible or acceptable in most cases. This is true. Let's then investigate the various ways in which we can best translate idioms from a European language like English with its own Western Christian culture into Arabic, the language of an oriental, mainly Muslim culture. The cultural aspect is highlighted on this occasion simply because idioms are linguistic forms very closely bound with culture.

(a) The first and best method of translating an idiom in the SL (source language) is for the translator to be lucky and find an idiom in the TL (target language) that is similar in structure, vocabulary, meaning and connotation (or rhetorical effect). This is possible but quite rare, at least between English and Arabic. Here are a few examples:

- an eye for an eye العين بالعين
- eye-witness شاهد عيان
- a dog's life عيشة الكلاب
- with the naked eye بالعين المجردة
- open sesame افتح يا سمسم
- Too many cooks spoil the broth كثرة الطباخين تشييط الطبخة

(b) Another easier and more common and practical method is to concentrate on the meaning of the idiom and to try to find a good match, i.e. an idiom in the TL that gives the same meaning irrespective of its wording or structure. Here the translator has to be careful about the register (or style/social level of address). He cannot, for instance, use a vulgar and even colloquial idiom in the TL as a match for an idiom in the SL used at higher social level.

Such good matches are possible in many languages because they express universal human feelings or concepts and make use of concrete items or concepts found in most communities especially those that are culturally close, or historically interrelated. Here are a few examples of this type:

- the tip of the iceberg وما خفي كان أعظم
- a vicious circle حلقة مفرغة
- clear as crystal واضح كالشمس
- make an exhibition of oneself يستعرض عضلاته
- hear no evil, see no evil, speak no evil ابعد عن الشر وغني له
- for ever and a day إلى أبد الأبدين
- Let bygones be bygones عفا الله عما سلف. ما فات مات
- become a byword يصبح مضرب بالامثال
- help a lame dog over a stile يقبل عثرة انسان
- that does it بلغ السيل الزبي
- Let sleeping dogs lie! الفتنه نائمة لعن الله من ايقظها
- up to the eyes in غارق حتى اذنيه في
- his eyes are bigger than his belly عينه فارغة
- his last gasp في الرمق الأخير
- sit on one's hands يقف مكتوف اليدين

(c) The third and most common method to translate an idiom is to paraphrase it when the two other types are not found in the TL. Here again the level of register should be indicated by the translator. The following are a few examples:

- clear the deck for action يتأهب. يتخذ الاهبه
- foot the bill يتحمل التكاليف
- put one's best foot forward يسير بأسرع ما يمكن
- with flying colours بنجاح باهر
- throw to the dogs يبذّر. يبعثر (ع.م)
- feast one's eyes on يتمتع ناظره
- with one's eyes open في كامل وعيه
- raise an eyebrow يثير الدهشة
- it is his funeral انها مشكلته الشخصية وعليه تبعثها
- take up the gauntlet يقبل التحدي
- gate-crashing حضور بدون دعوه (إلى حفل عشاء أو مناسبة)
- by no stretch of imagination مهما اشتط الخيال
- out-and-out بكل معنى الكلمة

(d) Literal Translation is not always a bad technique. Some idioms in English, for instance, have already been translated literally and have, with continuous use, come to mean the same in Arabic. Examples:

- the exception that proves the rule الاستثناء الذي يثبت القاعدة
- experience is the best teacher الخبرة خير معلم
- come into force يصبح ساري المفعول
- foreign body جسم غريب
- answer the call of nature يلبي نداء الطبيعة
- the White House البيت الأبيض
- the other side of the coin الوجه الآخر للعملة
- open secret سر مكشوف

(e) What should be avoided is to use an idiom from the TL that has the same vocabulary and structure but different meaning (mostly connotational or rhetorical). This is rare between English and Arabic. It is almost the same as the literal or word-for-word translation of idioms. Both of these methods should be avoided unless each is coupled with a paraphrase. The following examples illustrate why such methods are to be avoided.

- do without يعمل بدون
- feel like a million dollars يشعر كأنه مليون دولار
- spill the beans يذلق أو يكذب الفاصوليا
- sit on one's hands يجلس على يديه

### SAQS (7)



Re-read sections 5 and 6 above and answer the following questions:

1. What is the main difference between a phrasal verb and an idiom?
2. Do you agree to the statement that “there are no phrasal verbs in Arabic”? If not, justify your answer.
3. How many types of phrasal verbs are there? Give examples.
4. What are the different ways of translating an idiom? Which do you prefer and why?



### Exercise (12)

Translate the following into Arabic. For each English idiom, try to find an Arabic idiom with the same meaning.

1. Salim is a teacher with a capital T.
2. I am not going to break my back working for such low wages.
3. John is an Englishman to the backbone.
4. I think that the coming of the new director will finally heal the breach between John and Peter.
5. The club is closed; we've had our chips.
6. My brother had to eat dirt in front of everybody after he had been proved wrong.
7. I am dying for a cold drink.
8. The rain has been falling for days on end.
9. The racket at the party was enough to wake the dead.
10. A man fooled Mr. Black and got his money. Mr. Black will really make the fur fly when he finds the man.



### Exercise (13)

Translate into English. See if you can render the Arabic idioms into English idioms with the same meaning irrespective of the vocabulary or the structure.

- 1- لماذا تستغرب تصرفات أحمد؟ من شبَّ على شيء شاب عليه.
- 2- عليك أن تسابق الريح/ أو/ تطلق ساقيك للريح إذا أردت أن تلحق بالحافلة.
- 3- هناك إشاعة تتناقلها الألسن بأن رئيس الوزراء ربما يستقيل.
- 4- لقد كانت لدينا بعض الشكوك المتأخرة في الرجل الذي اخترناه مثلاً لنا، ولكن ما الفائدة، فقد سبق السيف العذل.
- 5- تصبح القوانين الجديدة نافذة المفعول الشهر القادم.
- 6- لم نستطع تشغيل السيارة، لذلك أتينا سيراً على الأقدام.
- 7- فكّر بهذا الأمر جيداً. فأنت تعلم أن في العجلة الندامة.
- 8- ربما أبدو لكم عجزاً، إلا أنه لا حاجة لأن تعاملوني وكأن إحدى رجلي في الدنيا والرجل الأخرى في الآخرة.
- 9- نظر إليّ من قمة رأسي إلى أخص قدمي، ثم أخبرني أنني الرجل المناسب الذي يحتاج إليه.
- 10- من بين كافة المدن الأوروبية، أعتقد أن باريس تحوز قصب السبق.

## 7. UNFINDABLE WORDS

Those are words that cannot be found in a reference book such as a dictionary or an encyclopaedia. Many of these are, of course, neologisms such as those mentioned above, which are normally included in up-to-date editions of well-known comprehensive dictionaries. The best of these dictionaries are usually monolingual, especially those based on a continually-updated computer data base. Bilingual English-Arabic dictionaries depend on these, and consequently are updated much later. In such cases, the translator has been advised above to use his own ways and means to keep up-to-date.

Some of these words are *brand names* of new products, such as TIDE, CLEANEX, CHICKLETS, COKE, LUX etc., These are usually transliterated, then defined and/or described; e.g.

- TIDE مسحوق تايد للغسيل
- CLEANEX مناديل ورق كلينكس
- CHICKLETS علكة تشكليت
- LUX صابون لوكس

If they are *names of places* too small or insignificant to be entered even in a big atlas, they are best transliterated with the original name in Roman alphabet in parentheses. So are names of persons which are not ordinarily listed in dictionaries or other reference books.

Arabic does not lend itself easily to *acronyms* such as UNESCO, WHO, FAO, etc. New terms of this type are created all the time. The translator has to keep abreast of these as they are first introduced and record the way each is dealt with in Arabic, especially in the mass media. Normally a translation is attempted in such cases with the acronym in parentheses until the term becomes familiar to the people- whichever form survives.

Unfindable words also include a broad spectrum of different terms too many to be mentioned and exemplified in detail. Such words are: *newly-devised phrases and idioms, new compound nouns, technical terms, old words with new meanings, abbreviations, blends, dialect,*

*slang, taboo words, specialized language, out-of-date geographical terms, old names of political entities/ states, names of obscure persons, names of new institutions, archaisms, misspellings, code words, etc. etc.*

This shows what great responsibility the translator has to shoulder if he intends to become a respectable and responsible professional. No clear-cut advice can be given to him here; only that mentioned earlier in this section. In addition, the translator should *never ignore* such words. He should use whatever techniques are available and useful: *the context, the morphological structure of the term* (التركيب الصرفي للكلمة), *componential analysis* (i.e. analysing the meaning of different parts or aspects of the term), or any other source that helps. Needless to say that he should add a footnote to the effect that the word is unfindable and that he has done his best to transfer the word into the TL (target language), in this case Arabic.

A final advice to the translator or the student-would-be- translator. He should acquaint himself with the now-huge number of specialised dictionaries of all types as soon as they come out of the press. In addition to special scientific/technical/ medical dictionaries and dictionaries of the various branches of humanities and social sciences, here are a few titles of other types of dictionaries:

- Payton's *Proper Names* (Dictionary)
- Keesing's *Contemporary Archives*
- Fontana *Dictionary of Modern Thought*
- Wright's *English Dialect Dictionary*
- Partridge's *Dictionary of Slang...*
- Hall's *Dictionary of Subjects and Symbols in Art*
- Cooper's *Illustrated Dictionary of Traditional Symbols*

The list is almost endless. All these and similar references, however, soon become outdated, but they do help a great deal in handling the problem of *unfindables*.



**SAQS (8)**



Revise section 7 above and answer the following questions:

1. What do we mean by the phrase “unfindable” words?
2. What are some types of unfindable words? Mention ten of them.
3. How should a translator deal with unfindable words?

## 8. BRITISH AND AMERICAN ENGLISH

At the level of educated people in Britain and America it can be said that British and American English are in fact one language. At the level of the colloquial (and slang) brands, they diverge a great deal, sometimes to the point of mutual unintelligibility.

For interpreters (that is, those involved in oral translation) the difficulties are great. They have to worry not only about differences in vocabulary and structure, but also about differences in pronunciation, and intonation. In this course we will limit ourselves to the educated level and to the written language. Here we find ourselves concerned mainly with the spelling and meaning of vocabulary items. Let's start with *spelling*.

### 8.1 Differences in Word Spelling

These differences are not many; and are mostly regular and systematic. They are due to various reasons, including deliberate spelling reform on the part of Americans.

Among the most regular ones are:

- the deletion of *-u-* in words ending in *-our*; e.g.

colour (Br.)	color (Am).
--------------	-------------

honour	honor
--------	-------

neighbour	neighbor
-----------	----------

- the deletion of the second consonant letter in many words with double consonants in British English; e.g.

traveller	traveler
-----------	----------

jeweller	jeweler
----------	---------

waggon	wagon
--------	-------

install	instal
---------	--------

fulfillment	fulfilment
-------------	------------

levelled	leveled
----------	---------

travelled	traveled
-----------	----------

- the replacement of -re by -er in words of French origin; e.g.

theatre	theater
centre	center
metre	meter
spectre	specter

Besides these, the following is a list of differences which include examples of most of the other types not already mentioned:

<u>British</u>	<u>American</u>	<u>British</u>	<u>American</u>
cheque	check	offence	offense
catalogue	catalog	pretence	pretense
programme	program	license (verb)	license (v. and n.)
aluminium	aluminum	licence (noun)	
gaol	jail	practise (v.)	practice(v.)
tyre	tire	practice (n.)	practice (n.)
Pyjamas	pajamas	speciality	specialty
syphon	siphon	italicize/-ise	italicize
plough	plow	naturalize/-ise	naturalize
defence	defense	advertize/-ise	advertize

## 8.2 Differences in Word Meaning

These can be classified into two types:

### (a) Common ideas, different words

This category comprises a large number of items where different words are used in the two forms of English for an idea or an object that exists in both cultures. This is an idea which lends itself easily to popular jokes; e.g.

- British: *braces* (for holding up *men's* trousers) American: *suspenders* (which in B.E. refers to those used for holding up women's stockings.)
- B.E. *trousers* corresponds to A.E. *pants*, whereas B.E. *pants* can only be used to refer to *underpants*.

- A.E. *shorts*, are B.E. *outwear* for leisure or sport, worn by men or women.
- A.E. uses *vest* for the British *waistcoat*, while B.E. *vest* refers exclusively to underwear.

Besides clothes, the motor-car contains several parts which are given different names; e.g.

<u>BE</u>	<u>AE</u>
boot	trunk
bonnet	hood
fenders	bumpers
mudguard	wings
sparking plug	spark plug
petrol	gas/gasoline
to hire a car	to rent a car

There are also differences in educational terms, e.g.

- In BE, a *public school* is in fact a private school; but in-AE, a public school is the free, local authority school.
- In BE, an *elementary school* is almost the equivalent of the AM. *grade school*.
- In BE, a *pupil leaves* school; in AE a *student graduates* from school; in BE a student can only *graduate* from a university or college.
- BR universities have three *terms* (فصول دراسية), AM universities have two *semesters* (in some universities four quarters).
- The two university systems differ in other respects:
  - \* A British university student takes three years (in most cases) to get a degree; the American university needs four years known as *freshman, sophomore, junior* and *senior years* (السنوات الأولى حتى الرابعة).
  - \* The British post- first degree student is a *post-graduate*, in America he is a *graduate* student.

\* The teaching posts in the two systems have different titles:

<u>BR</u>	<u>AM</u>
Professor	(full) professor
Reader	Associate professor
Senior Lecturer	Assistant professor
Lecturer	Instructor

- In the area of LAW there are similarities such as the following;

court محكمة	verdict حكم
judge قاضي	conviction (جريم المتهم) ادانته. الحكم
evidence بينه	sentence عقوبة. حكم المحكمة
witness شاهد	jury المحلفون

- But there are also differences, some of which are the following:

- \* BE *magistrate* is roughly equivalent to AE *justice of the peace*.
- \* The BE term *solicitor* (used for a lawyer who cannot plead in criminal courts) is not used in AE. Only a *barrister* can do so; this is another term not used in AE.
- \* *Attorney* is AE, but is used in BE only for attorney-general (المدعي العام).

### (b) Words with no Counterparts

Examples of these cover the following:

- Words for geographical features or plants or animals found only in America; e.g.

canyon (وادي ضيق) (يجري فيه ماء)

gopher سلحفاة

- Words for games and sports not shared by the British and the Americans; e.g.

BE: wicket

fast bowler

(from cricket)

AE: pitcher  
home run  
double header

(from baseball)

- BE retains the vocabulary of the monarchy and related titles;  
e.g.

prince أمير  
duchess دوقه  
earl إيرل  
sir (لقب الفارس في بريطانيا) سير

whereas in American society we find the terms related to the presidential government; e.g.

precinct (a political constituency) دائرة انتخابية  
primary (election for the selection of Presidential candidates)  
البرايمري (الانتخابات التمهيدية)

ticket (set of political aims) البرنامج الانتخابي

- Certain verbs, phrasal verbs and idioms, some of which have also got into British English, e.g.

*to blow one's top* = to fly into a rage يشتاط غضباً  
*to bump off* = to murder, assassinate يقتل، يفتال  
*to ease a joint* = to spy out the land before a robbery  
*to give the once over* = to inspect something شيئاً  
*to hijack* = to take over a plane, ship, train or motor  
vehicle by force يخطف طائرة أو عربة  
*to hustle* = to play billiards for money يلعب بلياردو مقابل  
مال/يقامر  
*to moonlight* = to work secretly at a second job يقوم بعمل جانبي  
(اضافة إلى عمله الأصلي)  
*to take it on the lam* = to leave in a hurry يغادر مسرعاً

- Terms from Black English; e.g.

*soul brother* = fellow black رجل أسود  
*honkie* = white man رجل أبيض

*whitey* = white man رجل أبيض

- Some terms from jazz music, e.g.

*cat* = jazz musician or fan; موسيقى جاز

*gig* = jazz session; حفلة جاز

liquorice stick = clarinet آلة الكلارينيتا

- Terms from drug addiction; e.g.

*busted* = caught by the police يعتقل

*grass* = marijuana حشيشة الكيف

*hophead* = drug-addict مدمن مخدرات

*junkie* = drug addict مدمن مخدرات

*the weed* = marijuana الماريوانا

- Other miscellaneous terms; e.g.

(good) *box-office* = commercially successful ناجح تجارياً

*broad* = woman of low morals امرأة ساقطة

*handout* = free gift هدية، منحة

*lush* = alcoholic مدمن كحول

*hardboiled* = experienced (مدعوك) مجرب

*tightwad* = miser بخيل

### A FINAL REMARK/WARNING

We should be careful in the use of new American words. There is a difficulty in knowing whether the word is normal, colloquial, vulgar, slang, indecent, etc. and, of course, this is a very important difficulty of appropriate use. The translator should make himself familiar with the level of use appropriate to each term vs appropriate use in the target language too.



#### SAQS (9)

1. In what areas are the differences between British and American English concentrated?
2. Give ten examples of ideas that are common in British and American English but are expressed by different words.

3. Give ten examples of American words that have no counterparts in British English.
4. Give ten examples of differences in the spelling of words between British and American English.

### Exercise (14)



Translate the following sentences (in British English) into Arabic:

1. I am going to hire a hall for next Monday meeting.
2. - Do you rent your house?  
- Yes, my cousin lets it to me.
3. I dirtied my trousers while I was painting the door.
4. In Britain you have to spend another year after graduation in order to become a barrister.
5. I am terribly sorry for the inconvenience I have caused you.

### Exercise (15)



Translate the following sentences (in American English) into Arabic:

1. There is a bad wreck on the parkway.
2. Stanford is a pretty good school.
3. This year I am still a freshman at Yale.
4. Dr. Parker, our mathematics teacher, has been recently promoted to Associate Professor.
5. The spark plugs of your car need to be changed.



## 9. OVERVIEW

In this first unit we have tried to introduce you to some of the constraints and difficulties that confront you now as a student, and will confront you later on a much wider scale if you decide to become a professional translator. And this is not meant to discourage you; prior awareness of any problem or difficulty is a fundamental first step for its solution. The difficulties presented in this unit have comprised primarily; the problem of choosing the translation type and technique appropriate for texts as well as individual words. Then they comprise the vast and problematic area of cultural words and phrases, the way or ways to deal with neologisms, the English phrasal verbs and idioms, the unfindable words and the differences between British and American English. A lot of exercises on each of these aspects have been given, in addition to a sufficient number of SAQS.

## 10. PREVIEW OF UNIT TWO

In Unit Two we will deal with some basic written translation accessories, particularly capitalization and punctuation. The latter will include end punctuation, the comma, semicolon, apostrophe, quotation marks, the colon, the dash, parentheses and brackets and the proper use of each. The unit will also introduce the student to where to use underlining and italics, how and when to use indentation and how to do an abstract and write a precis in translation.

## 11. ANSWER KEY

### Ex. (1)

من قاموس المورد: الجليزي عربي - منير البعلبكي

- |               |  |
|---------------|--|
| 1. devilfish  | شيطان البحر. حيوان بحري من نوع الراي أو السفن                      |
| 2. ermine     | الفاقم أو القافوم: حيوان من فصيلة بنات عرس                         |
| 3. mammoth    | الماموت: فيل منقرض   |
| 4. Penguin    | البطريق: طائر مائي قصير القدمين والجناحين عاجز عن الطيران          |
| 5. Sandpiper  | زَمَار التَّمَل. الطيطوي (طائر)                                    |
| 6. snakebird  | الطائر الأفعواني: طائر مائي طويل الرقبة هزيلها. حاد المنقار مستدقه |
| 7. down (s)   | تل. مرتفع من الأرض ذو منحدرات مكسوة بالعشب                         |
| 8. hedge      | الوشيح: سياج من شجيرات   |
| 9. mushroom   | (نبات) الفُطر  |
| 10. precipice | جُرْف  |

The methods used are:

- In the case of the words that refer to things found in the Arab environment: an *acceptable* term is available as in the case of Nos. 9 & 10.
- In one case, No. 4, an acceptable term is commonly used since the bird is now well-known to the Arabic-speaking community.
- In the other cases either a literal translation or a borrowing technique is used with a definition or description.

### Ex. (2)

- Where did you stay when you visited the capital? In a big hotel or in a bed and breakfast?
- This morning I bought some coffee, tea, bread and sugar from one of the supermarkets.
- Then I had a cup of coffee at one of the cafe's.
- Then I went back to my flat where I had my breakfast.
- At noontime I left my office to have lunch at one of the restaurants nearby.

### Ex. (3)

1. هل تسكن في فيلا أو بيت أو شقة أو كوخ ؟
2. خلال النهار أستمع إلى الراديو/ المذياع. إلا أنني في المساء عادة أنشاهد التلفاز أو ألعب بعض الألعاب على جهاز الحاسوب.
3. تعتبر لفافات (مخطوطات) البحر الميت من أهم المكتشفات الأثرية في السنوات الأخيرة.
4. من أهم المستحدثات التقنية الحديثة الفيديو والساتلايت والصحن اللاقط (البدش) والانترنت.
5. القصور (في العَرَب). والقصور الاقطاعية كانت دائماً أماكن إقامة الطبقة الارستقراطية (الحاكمة).

### Ex. (4)

1. The professions of the scientist, lawyer, engineer, doctor, accountant, dentist and teacher are among the highest professions in society.
2. Among the occupations that earn a lot of money are those of the masseur, electrician, tile-layer, and mechanic.
3. This lounge is for the use of VIPs.
4. The communist system used to classify workers and employees into two groups: the proletariat and the bourgeoisie.
5. "Sharif" Hussein bin Ali is the head of the contemporary Hashemite family.
6. The tribal "Sheikh" often becomes an "emir" or even a king depending on governmental developments in his country.
7. "Al-mukhtar" in Syria and Jordan is called "al-umdah" in Egypt, and is given other names in other countries.

### Ex. (5)

1. هل أنت طالب في السنة الثانية أم الثالثة في الجامعة؟
2. درجة الدكتوراة في الفلسفة (هي) أعلى درجة أكاديمية.
3. فخامة الرئيس. هل يمكن أن أسألك سؤالاً شخصياً ؟
4. هل يمكنني استدعاء شاهد آخر. يا سعادة القاضي ؟
5. السيد جونز. حارس المرمى في فريقنا من أفضل حراس المرمى في العالم بأسره.

### Ex. (6)

1. يتألف مجلس الكونغرس الأمريكي من مجلس الشيوخ والنواب.
2. رؤساء الدول الذين يزورون فرنسا يستقبلهم رئيس الجمهورية عادة في قصر الأليزيه.
3. إذا كنت أجنبياً في بريطانيا وواجهتك مشكلة إقامة فعليك أن تراجع وزارة الداخلية.
4. يبدو أن حلف شمال الأطلسي قد فقد الهدف (من إنشائه) بعد تفسخ الاتحاد السوفيتي السابق.
5. كثيراً ما تلجأ الحكومات إلى منظمة الشرطة العالمية (الانتربول) في حالة الجرائم ذات الطابع العالمي.

### Ex. (7)

1. In addition to its very frequent news bulletins, the B.B.C. is distinguished by the width and depth of its analyses.
2. The OPEC meets periodically to fix the prices of oil and the daily quantity each country is allowed to produce.
3. The system of government is still dictatorial or communist in several countries of the world, but democracy is gradually gaining in use.
4. "Al-Shahadatan" (declaring that Allah is the one and only God and that the Prophet Muhammad is His messenger), prayer, fasting (the whole month of Ramadan), Zakat (poor-tax), and pilgrimage (to Mecca) are the five pillars of Islam.
5. Islam legislation is mainly based on the Holy Quran and the Prophet's Hadith (or traditions/ recorded sayings).

### Ex. (8)

1. الواقع أن الصراع بين الرأسمالية والشيوعية لم ينته بعد. فما زالت الصين موجودة (بنظامها الشيوعي).
2. ان الوضع الراهن في كثير من بلدان العالم الثالث لا يساعد على الاستقرار والازدهار الاقتصادي.
3. ان تغيير الحكم في بلد ما عن طريق انقلاب عسكري يهدد الطريق عادة لحكم عسكري يتطور إلى دكتاتورية دائمة.
4. الأنظمة الأربعة التي تتألف منها أية لغة هي النظام الصوتي. والنظام الصرفي. والنظام النحوي. والنظام الدلالي.
5. لم يقتصر شكسبير على تأليف المساءة والملهاة بل نظم بعض القصائد الرائعة.

## Ex. (9)

### معهد أمستردام للعلوم المالية

يقوم بتدريب قادة العالم من المصرفيين، والمدراء الماليين، والاختصاصيين الماليين عن طريق مسابقات عديدة يقدمها المعهد بالتعاون مع أساتذة إنسياد INSEAD المسابقات القادمة - خريف 1996

- |  |   |
|--|---|
| إدارة مخاطر الاعتماد وإعادة جدولة الديون:  | - أسس الدراسات المالية (أيلول 27-9)                   |
| - تقويم مخاطر الاعتماد (15-11ت2)   | مالية الشركات/ مسابقات متقدمة:                        |
| - إدارة مخاطر الاعتماد والاضطراب المالي والإفلاس (22-18ت2)   | - الاندماج — 30 أيلول - 4 تشرين أول                   |
| إدارة المخاطر المالية (29-25ت2)  | - إعادة التنظيم ماليا: التحويل إلى شركة عامة (11-7ت1) |
| إدارة الواردات والمصروفات (6-2ك1)  | - التجديد المالي في مالية الشركات (18-14ت1)           |
| مالية المشاريع (13-9ك1)  | دورة متقدمة في التحليل المالي (23-21ت1)               |
| للحصول على معلومات إضافية والكتيبات التفصيلية، يرجى الاتصال بالآنسة كاتلين أتيك، مديرة الدورة (العنوان)..... | دورة تقويم متقدمة (30-28ت1)                           |

## Ex. (10)

- 1(a) والدا عبد الله يعارضان زواجه بشدة.
- (b) إذا نحينا جانباً رغباتي في هذا الأمر، فماذا تريد حقاً أن تفعل؟
- (c) سيعيق الجفاف تقدم البلاد لسنوات عديدة
- (d) لقد سجلت كل شيء كما حدث حسبما أتذكر
- (e) لقد أدى اكتشاف الذهب في كاليفورنيا إلى اندفاع كبير للذهاب إلى هناك
- 2(a) لقد كانت قلقة حقاً عندما ذهبت لزيارتها
- (b) إنه بالفعل مدرس جيد بإمكانه أن يوصل مادته (للطلبة) بشكل ممتاز
- (c) لقد تمكنت من ادخار عشرة جنيهات لاستخدامها لقضاء العطلة
- (d) تمكن الجنرال (اللواء) من اخماد الثورة في أقل من شهر
- (e) لا تؤجل عمل اليوم إلى الغد

### Ex. (11)

1. I felt that he tends to accept his brother's point of view, although I advised him not to do so.
2. The judge looked into the case and gave the appropriate verdict.
3. The ruler neglected the mistakes of his family for too long; the consequences were very serious.
4. Do you want to conclude this deal or have you lost interest in it?
5. Look what you have done!

### Ex. (12)

1. سليم معلّم من قمة رأسه إلى أخمص قدميه  
أو: سليم معلّم بكل معنى الكلمة
2. لن أقصم ظهري بالعمل بهذه الأجور المنخفضة
3. حنّا إنجليزي حتى النخاع  
أو: حنّا إنجليزي قلباً وقالباً.
4. أعتقد أن مجئ المدير الجديد يمكن أن يصلح ذات البين بين حنّا وبطرس.
5. النادي مغلق وها نحن نعود بخفيّ حنين  
أو: وجدنا النادي مغلقاً وعدنا نجر أذيال الخيبة
6. اضطر أخي أن يعترف بالهزيمة أمام الجميع (ويبتلع الاهانة) بعد أن تبين خطؤه.
7. أتلهف على شراب بارد
8. ما زال المطر ينهمر لعدة أيام بلا انقطاع
9. لقد كانت الضجة في الحفلة كفيّلة بايقاظ الموتى
10. لقد تمكن أحدهم باستغفال السيد بلاك وسلبه ماله. ولذلك فإن السيد بلاك سيقوم الدنيا ويقعدها عندما يعثر على الرجل.

### Ex. (13)

1. Why are you surprised by Ahmad's behaviour? *The child is father of the man.*
2. You'll have to *cut and run*, if you want to catch the bus.
3. A rumour that the Prime Minsiter may resign *has acquired currency.*
4. We had last-minute doubts about the man we had chosen as our

representative, but *the die was cast*.

5. The new laws *come into force* next month.
6. The car wouldn't start, so we came *on foot*.
7. Think about this matter carefully. You know *fools rush in where angels fear to tread*.
8. I may seem old to you, but there's no need to treat me as though I *had one foot in the grave*.
9. *He looked me up and down* and then told me I was just the kind of person he needed.
10. Of all the cities of Europe I think that Paris *bears the palm*.

#### Ex. (14)

1. سأقوم باستئجار قاعة لاستخدامها في اجتماع يوم الاثنين القادم.
2. - هل بيتك مستأجر؟  
- نعم، ابن عمي يؤجره لنا.
3. لقد وسّخت بنطالي وأنا أدهن الباب.
4. في بريطانيا عليك أن تمضي عاماً إضافياً بعد التخرج لتصبح محامياً له حق المرافعة في المحاكم.
5. أنا أسف جداً بسبب الازعاج الذي سببته لك.

#### Ex. (15)


1. هناك حادث تصادم خطير على الطريق السريع.
2. ستانفورد جامعة جيدة جداً.
3. هذا العام ما زلت في السنة الأولى في جامعة ييل.
4. الدكتور باركر، مدرس الرياضيات، رقي مؤخراً إلى مرتبة أستاذ مشارك.
5. شمعات الاحتراق في سيارتك بحاجة إلى تبديل.

## 12. REFERENCES



1. Fernando, C. and R. Flavell. *On Idiom*, Exeter: University of Exeter, 1981.
2. Mowafi, M. et al *A Dictionary of English Idioms: English Arabic*, Beirut: Librairie du Liban, 1989.
3. Newmark, Peter. *A Textbook of Translation*, N.Y.: Prentice-Hall, 1987.  
Newmark, Peter. *Approaches to Translation*, Oxford: Pergamon Press, 1981.
4. Savory, T.H. *The Art of Translation*, London: Jonathan Cape, 1968.
5. Snell-Hornby, M. *Translation Studies*, Amsterdam: John Benjamin, 1p88.
6. Strevens, Peter. *British and American English*, London: Collier-Macmillan, 1972.
7. حسام الدين. كريم زكي. التعبير الاصطلاحي. القاهرة: مكتبة الاغلو المصرية. 1985.
8. خلوصي. صفاء. فن الترجمة. القاهرة: الهيئة المصرية العامة للكتاب. 1986.
9. عزيز. يوثيل يوسف. الترجمة العلمية والتقنية والصحفية والأدبية ج1. جامعة الموصل والمستنصرية (بدون تاريخ).
10. عطية. فوزي. علم الترجمة (مدخل لغوي). القاهرة: دار الثقافة الجديدة. 1986.





**Unit Two**  
**Written Translation Skills:**  
**Allies and Accessories**



# Contents

<b>Subject</b>	<b>Page</b>
1. Introduction .....	71
1.1 Preview .....	71
1.2 Unit Objectives .....	71
1.3 Unit Sections .....	71
1.4 Supplementary Reading .....	72
1.5 Audio - Visual Aids .....	72
2. SYLLABICATION AND HYPHENATION .....	73
2.1 Syllabication .....	73
2.2 Hyphenation .....	75
2.2.1 Compound Words .....	75
2.2.2 Dividing Words at the End of a line .....	78
3. PUNCTUATION AND CAPITALIZATION .....	81
3.1 Capitalization .....	81
3.2 Punctuation Marks .....	83
3.2.1 End Punctuation Marks .....	83
3.2.2 The Comma .....	85
3.2.3 The Semicolon .....	87
3.2.4 The Apostrophe .....	88
3.2.5 Quotation Marks/ Inverted Commas .....	89
3.2.6 The Colon and the Dash .....	91
3.2.7 Parentheses and Brackets .....	92
3.2.8 Too Much Punctuation .....	93
4. UNDERLINING AND ITALICS .....	97
5. PARAGRAPHING AND INDENTATION .....	98
6. ABSTRACT AND PRECIS .....	99
7. OVERVIEW .....	101
8. PREVIEW OF UNIT THREE .....	101
9. ANSWER KEY .....	101
10. REFERENCES .....	110



# 1. INTRODUCTION

## 1.1. Preview

Dear student,

This unit will introduce you to some of the important tools or mechanics that are needed for a good translation. Mainly, these comprise the different kinds and functions of the punctuation marks. But other tools will also be introduced and drilled. These are the identification of the syllables in each word, the ways of hyphenating compounds or divided words, underlining in writing and italics in print, paragraphing and indentation, and abstract and precis translation.

## 1.2. Unit Objectives

Upon completing this unit, you are expected to be able to:

1. know how to divide a word between the end of one line and the beginning of the next,
2. use punctuation marks effectively to avoid any possible ambiguity or unintended implications or misunderstanding,
3. use italics in order to distinguish or emphasize certain words or phrases,
4. know the conventions governing the use of capitals,
5. know when and where to indent a new line or paragraph,
6. summarize and translate a variety of articles, reviews, reports, etc.

## 1.3 Unit Sections

This unit has already been started with an introduction (Section 1) and will be concluded with an overview (Sections 7-10). The main body will consist of six sections. Section 2 will deal with syllabication and hyphenation; section 3 will cover all kinds of punctuation marks and their uses; section 4 will show how underlining is used in hand-written material to be translated into italics or bold type in print; section

5 will deal very briefly with paragraphing and indentation; and section 6 will conclude this part of the unit by introducing summary and precis translation.



## 1.4 Supplementary Reading

Crystal, D. (1987)	164
Khalousi, S. (1985)	95-106
Newmark, P. (1981)	171-175
Quirk, R. et. al. (1985)	1610-1639
Stageberg (1977)	19-23
Warriner, J. and F. Griffith (1965)	609-664
	312-342
	413-421

## 1.5 Audio - Visual Aids

No special audio-visual aids are required for this unit.

## 2. SYLLABICATION AND HYPHENATION

### 2.1 Syllabication

Words can be broken up into one or more syllables. The structure of the syllable and the number of possible syllables in a word vary from one language to another. Generally speaking, however, the structure of the syllable in English depends on the vowel-sound. That is to say, every syllable must have a vowel sound, which is said to be the *nucleus* of the syllable. In fact the vowel-sound by itself can constitute a syllable. The interjections *Oh, Ah, Hi*, etc. are examples. So are the initial vowels in the words: o.ver and o.pen. Typical syllable structures in English are the following:

cv	see	/si/
	be	/bi/
cvc	hat / hæʔ/ ,	pen /pen/
ccvc	stop /stɔp/	
ccvcc	stops	/stɔps /

We can also have the following combinations:

cvccc	first	/fɜrst/
	burns	/bɜrns/
ccvccc	brings	/brings/
cccvcc	streets	/stri:ts/
cccvccc	strength	/strengθ/
cccvcccc	strengths	/strengθs/

An English word is composed of one or more syllables; here are some examples:

One syllable	go
	come
Two syllables	be.lieve
	com.ing
	sprin.kle
	o.pen

Three syllables	be.liev.ing sports.man.ship pur.pose.ful long.sight.ed
Four syllables	un.be.liev.ing in.den.ta.tion in.dis.cre.tion
Five syllables	un.be.liev.ing.ly in.dis.po.si.tion in.ev.i.ta.ble
Six syllables	in.fin.i.tes.i.mal
Seven syllables	in.dus.tri.al.iz.a.tion in.di.vid.u.al.i.ty dis.cip.li.nar.i.an.ism
	etc.



### Exercise (1)

Give three examples of one, two, three, four and five syllable words. Break them into syllables as shown above. If in doubt, consult your dictionary.



### Exercise (2)

Break the following words into their syllables and write down the number of syllables in each of them:

- a. subjective
- b. exceptions
- c. paragraph
- d. adequately
- e. nevertheless
- f. responsibilities
- g. argumentative
- h. come
- i. knowledge
- j. indicate



## 2.2 Hyphenation

The hyphen (-) looks like a dash (—) except that it is a little shorter, but their functions are quite different. (Those of the dash will be given and illustrated later on in this unit).

The hyphen is used in the following cases:

in *compound words*, and in *the division of a word at the end of the line* when the space left is not enough for the whole word. The latter applies to handwritten as well as type-written and computer-processed texts.

### 2.2.1 Compound Words

Four remarks are in order here:

**Firstly**, hyphenation in compound words is not systematic, and is often baffling. Thus we find a compound word as one integrated unit such as: *headache, landlord, boyfriend*; as two separate units such as: *smoke screen, paper clip, police station*, or as two or more hyphenated units such as: *red-hot, self-ruled, fighter-bomber*.

When in doubt, the student of English should consult a dictionary.

**Secondly**, in general, there is a progression from hyphenated or two word compounds to the solid one word form as the word gains popularity in use and becomes more familiar to the society and is accepted as *a permanent lexical item*.

**Thirdly**, there is more hyphenation in British than in American English e.g.

- *language-retarded* (Br.E.)
- *language retarded* (Am.E.)
- *psycho-somatic* (Br. E.)
- *psycho somatic* (Am.E.)

**Fourthly**, some compounds are *always* hyphenated in all brands and dialects of English. These are:

- The numbers (cardinal and ordinal)

- from 21 to 99; e.g.  
*twenty-one* and *twenty-first*  
*sixty-five* and *sixty-fifth*  
*ninety-nine* and *ninety-ninth*
- and fractions used as adjectives, e.g.  
*a two-thirds* (majority)
- All the *-in-law* compounds, e.g.  
*father-in-law*  
*brother-in-law*
- when two vowels meet, e.g.  
*co-operation*  
*multi-ethnic*  
*take-off*
- when a compound adjective precedes the word it modifies,  
e.g.  
*a third-story* room  
*an after-school* demonstration  
*dark-coloured* curtains.
- with the prefixes *ex-*, *self-*, *all-* , and all prefixes before a proper  
noun/adjective, e.g.  
*ex-president*  
*self-imposed*  
*all-star*  
*un-American*  
*anti-communist*  
*pro-British*  
*Pan-American*
- to prevent confusion, e.g  
*re-collect* (vs *recollect*)  
*re-form* (vs *reform*)
- a number of other words such as:  
*three-time* loser

*five-time* winner  
*four-dimensional* (shape)  
*sergeant-at-arms*  
*man-of-war*  
*mother-of-pearl*, etc.

In spite of what has been said in *firstly* above, the hyphenation of compound words is not completely haphazard. A few guidelines can be given which might make things easier for the student of English. The following types are usually hyphenated:

(a) **Adjective compounds** made up of the following components:

**i- N+Adj**, e.g.

*air-tight, oven-ready, duty-free, tax-free, camera-ready, war-weary, age-old, ash-blonde, bottle-green.*

But also without a hyphen; e.g.

*airsick, carsick, fireproof, dustproof, watertight, homesick, brick red, jet black, midnight blue.*

**ii- Adj+Adj**; e.g.

*Franco-German, Anglo-American, Russo-Chinese* etc.  
*socio-economic, audio-visual, deaf-mute, tragic-comic.*

But see: *Sociolinguistic, Psycholinguistic*

**iii- N+Pres. Participle**; e.g.

*fact-finding, heart-breaking, life-giving, record-breaking, mouth-watering, law-abiding, lip-sucking, ocean-going.*

But also:

*churchgoing, sleepwalking, daydreaming*

**iv- N+Past Participle**; e.g.

(very productive with self)

*self-styled, self-appointed, self-employed, self-educated, etc.*  
*custom-built, weather-beaten, thunder-struck, home-made*

But also:

*airborne, handmade, suntanned, typewritten.*

**v- Adj+Pres. Participle**; e.g.

*easy-going, far-reaching, good-looking, hard-working.*

But also:

*everlasting, longsuffering*

**vi- Adj/Adv + Past participle; e.g.**

*dry-cleaned, far-fetched, fresh-baked, long-awaited, true-born, well-meant.*

But also:

*widespread*

### **(b) Noun Compounds**

**i- N+Pres. Participle; e.g.**

*air-conditioning, book-keeping, story-telling, letter-writing*

But also:

*brainwashing, dressmaking, housekeeping, sightseeing*

**ii- N+N with -er ; e.g.**

*cigar-smoker, window-cleaner, hair-splitter, radio-operator*

But also:

*crime reporter, language teacher, songwriter, matchmaker*



### **Exercise (3)**

Hyphenate the following compounds where necessary, or re-write them as one or more independent words:

tooth+ache, girl+friend, police+station, day+break,  
firing+squad, birth+control, sixty+seven, mother+in+law,  
co+ordination,

a six+time+loser, age+old, jet+black, letter+writing (Adj),  
story+telling (Adj), radio+reporter, swimming+pool, sleep+walking,  
city+dweller, self+employed, sun+tanned.

### **2.2.2 Dividing Words at the End of a Line**

Words are divided at the end of a line when we are after an even right-hand margin (in addition to an even left-hand one). Unfortunately,

this task cannot be left to a computer or a word-processor; the result is usually a catastrophe. *The golden rule* is that words can be divided only *between syllables* (see 2.1 above), There are, however, a few more simple rules which help the student in this respect. These are the following:

- (a) A one-syllable word should not be divided; e.g. stayed, but not \*stay-ed or \*sta-yed, etc.
- (b) A word should be divided between pronouncable parts only; e.g. under-stand, but not \* understa-nd.
- (c) A word having double consonants should be divided between the consonants e.g. hap-py but not \*happ-y, recom-mend but not \* recomm-end.
- (d) A word should not be divided so that only one letter stands alone; e.g. enor-mous but not \*e-normous.
- (e) A word should not be divided so that only two letters are carried over to the next line, e.g. pri-vacy but not \* priva-cy.
- (f) We should not divide proper names or separate titles, initials or a first name from a last name, e.g. *George* but not \**Geo-rge*, Mr Russel but not \*Mr-Russel, W.S. Armstrong but not W.S. - Armstrong, John Steinbeck but not \*John – Steinbeck.
- (g) Words with prefixes and/or suffixes should be divided between the roots and the affixes; e.g. pre-fer but not \*pref-er; actual-ly but not \*actua-lly, jump-ing but not \*jum-ping.



### SAQs (1)

Re-read section 2 above and answer the following questions:

- 1- What is the nucleus of the English syllable?  
Give five examples.
- 2- How many syllables can an English word have?  
Give examples.
- 3- Why do we hyphenate words?
- 4- Which compounds are always hyphenated?
- 5- Give five rules for splitting and hyphenating words at the end of the line.



### Exercise (4)

How would you split the following words at the end of the line?  
carry, between, dividing, jump, letter, played, beautiful, transfer,  
John, Dr. Clark.



### Exercise (5)

Correct the wrong division of the following words:  
gol-den, resu-lt, ru-le, jum-ping, und-erpaid, cour-ageous, pla-yful,  
chil-dish, qui-ckly, su-ffix.

### 3. PUNCTUATION AND CAPITALIZATION

Punctuation is a relatively new phenomenon in Arabic writing. It was officially introduced and recommended for use by the circular issued by the Egyptian Minister of Education in 1932. Functions of the different punctuation marks were specified to be the same as those of English and other European languages.

But even more than six decades we find nowadays that the use of punctuation marks has not yet taken very deep roots in Arabic writing, and that those marks are far more closely observed in English than in Arabic. They are *compulsory* when we translate from Arabic into English even when they are not found in the original Arabic text. On the other hand, we should also try to use all of them when we translate from English into Arabic too.

Capitalization is not used at all in Arabic, but is compulsory in specific cases in English, and, again, great attention should be paid to it when translating from Arabic into English. And for this reason, in particular, I prefer to begin with it here.

#### 3.1 Capitalization

In English the following are always begun with capital letters:

- (a) The first word in the sentence; e.g.
  - *He* is a doctor. *Is* Mary a doctor too?
- (b) The first word of a direct quotation; e.g.
  - *He* said, “*Your* brother is a decent chap”.
- (c) The pronoun *I* ; e.g.
  - *I* am glad you came.
- (d) All proper nouns and proper adjectives; e.g.
  - *John, Abdulla, New York, England, Palm Beach, The Dead Sea, The Himalayas, Washington Avenue, Mecca Street, Aswan Dam, The Middle East.*
- (e) Names of months and days of the week, e.g.
  - *March, September, Monday, Tuesday*

- (f) Names of nationalities, races, religions, languages; e.g.  
- *Jordanian, Palestinian, Arab, Semitic, Indian, Muslim, Christianity, Arabic, English.*
- (g) Organizations, business firms, institutions, government bodies; e.g.  
- *United Nations, Security Council, UNESCO, Pan American Airlines, General Motors, Sheraton Hotel, University of Jordan, Al-Quds Open University, the National Assembly, the Parliament, the Congress.*
- (h) Titles; e.g.  
- *Mr., Dr., President, Dean, General*
- (i) The first and all important words in the titles of books, periodicals, newspapers, poems, movies, works of arts, etc.; e.g.  
- *Moby Dick* (a book), *Washington Post* (a newspaper), *To a Skylark* (a poem), *War and Peace* (a book and movie), *Mona Liza* (a painting).
- (j) Words referring to the Deity; e.g.  
- *God, Allah, the Lord, the Almighty.*

### Exercise (6)



Underline, then rewrite the words, in which the first letter has to be capitalized:

- (a) he said, "can you lend me your pen, please?"
- (b) mr french is a friend of my uncle, george.
- (c) i am going to aqaba on the red sea to spend a short holiday in December.
- (d) abdulla is an arab, but mr smith is English.
- (e) cadillac cars are made by chrysler corporation in the united states of America.





## Exercise (7)

Translate the following into English; pay special attention to capital letters.

- (أ) الاسكندرية من أجمل المدن المصرية الواقعة على البحر الأبيض المتوسط.  
(ب) نهرا دجلة والفرات يلتقيان في شط العرب الذي يصب في الخليج العربي.  
(ج) عندما كنت في المدرسة الثانوية كنت أدرس اللغة الانجليزية واللغة الفرنسية والرياضيات والتاريخ وعدد آخر من الموضوعات.  
(د) بعد أن امضيت أنا والسيد عمران يومي الأحد والاثنين في مدينة شيكاغو، غادرناها متوجهين إلى نيويورك.  
(هـ) هل زرت برج ايفل ومتحف اللوفر في باريس من قبل؟

## 3.2 Punctuation Marks

### 3.2.1 End Punctuation Marks

These are:

- (a) **The full-stop:** used at the end of a statement; e.g.  
- The fall semester begins on the first of October.  
**N.B.I.** It also follows an abbreviation; e.g. Mr., Dr., B.Sc., B.C.
- (b) **The question mark:** used at the end of a direct question; e.g.  
- How old is your brother?  
**N.B.1.** A full-stop is used instead at the end of an indirect question; e.g.  
- I don't know what he wants.  
**N.B.2.** A question-mark is to be placed inside the quotation marks when the quotation is a question; e.g.  
- George asked, "Have you seen the accident?"  
Otherwise, it should be placed outside the quotation marks; e.g.  
- Did you say, "Father is coming soon"?

(c) **The exclamation mark:** used

1. at the end of an exclamatory sentence; e.g.
  - What a glorious morning!
  - How elegant this building is!
2. at the end of strong imperatives; e.g.
  - Shut that door now!
  - Shut up!

**N.B.3.** What has been said in N.B.2 above applies here too;

e.g.

“How pretty the girl is ! “exclaimed John.



**Exercise (8)**

Capitalize and add end punctuation marks where necessary:

- (a) ali wanted to know whether i found the book at the library
- (b) “what a beautiful morning” he exclaimed
- (c) did you see macbeth on the stage yesterday evening
- (d) did mary say, “father is coming soon”
- (e) “how far is the place” asad asked



**Exercise (9)**

Translate into English adding end punctuation marks, where necessary.

- (أ) ما أجمل هذا الفستان.
- (ب) يجب عليك أن تستمع إلى ما يقوله مدرسك. السيد فاروقي. في الصف.
- (ج) أغرب عن وجهي.
- (د) هل سمعت عما حدث في الجامعة أمس؟
- (هـ) سألني عبدالله “هل تريد شيئاً من لندن“.

### 3.2.2 The Comma

This is the most commonly used punctuation mark in English. It is important for the translator from Arabic into English to use it in the following cases:

(a) to separate *items in a list*: all but the last and the one before the last: e.g.

- There are *sheep, goats, cattle* and *horses* in the farm.

**N.B.1** words used in pairs are considered one item in a series; e.g.

- For lunch she served *macaroni and cheese, salad, ice cream and cake*, and coffee.

Notice that in this case-and similar ones- a comma is placed after the item before the last. Another example:

- *John Brown, Cammel Laird, Vickers*, and Harland and Wolf submitted tenders.

**N.B.2.** This rule also applies to a series of adjectives preceding a noun; e.g.

- We had to attend *a long, dull, superficial* talk on proper behaviour.

(b) to distinguish *a non-restrictive* from *a restrictive* relative clause; e.g.

- My father, *who is the city Mayor*, told me to do this. (Non-restrictive).

- The man who spoke to me is the city Mayor. (Restrictive)

(c) after some introductory elements such as: *yes, No, Oh* etc.; e.g.

- *Yes*, I fully agree with you.

Participial and prepositional phrases; e.g.

- *Washing and polishing the car*, I developed sore muscles.

- *By the way*, I had a letter from John.

Adverb clauses; e.g.

- *While he was mountain-climbing*, he fell down and broke his leg.

(d) before (and, sometimes also, after) appositive (البدل); and

parenthetical expressions (جمل أو أشباه جمل معترضة); e.g.

- Ahmad's father, *the well-known novelist*, was taken to hospital yesterday.
- If you apologize to your teacher and, *I am sure*, he will pardon you.

(e) to separate items in dates and addresses; e.g.

- John was born on July 22, 1973.
- Abdulla lives at 26 Tigris Street, Um Uthaina, Amman, Jordan.

(f) after the salutation of a friendly letter and after the closing of any letter; e.g.

Dear Fahed,

Yours Sincerely,

## SAQS (2)



Read sections 3.1, 3.2, 3.2.1, and 3.2.2 again and answer the following questions:

- 1- What are the ten types of words that should be capitalized in English?
- 2- What are the three end-punctuation marks in English, and when is each used?
- 3- There are at least six cases in which a comma must be used. Mention them and give an example on each.

## Exercise (10)



Capitalize and add the punctuation marks introduced so far to the following:

- a. early in june ahmad abdulla and samir went to london by way of amsterdam
- b. salem died on saturday the twentieth of august 1967

- c. shakespeare the great poet and playwright whom i am sure you have heard about wrote three types of plays: historicals tragedies and comedies
- d. this school composed largely of boys from village homes must offer courses in agriculture the occupation that most of the boys will i am sure take up after school
- e. indeed if i knew the answer my friend i would not be asking you for it



### Exercise (11)

Translate the following into English paying special attention to capitalization and punctuation. (Punctuation marks are not used in the Arabic texts on purpose).

- أ - عندما رفضت المدرسة من جهة أن نستخدم الحافلة ورفض أبؤنا من جهة أخرى أن نستخدم سياراتهم ما هو الحل الذي كان متاحاً لنا غير ما فعلناه ؟
- ب - عندما بيع بيتنا السابق رقم ٢١٦ في شارع البركة في قرطاج بتونس إنتقلنا إلى منزلنا الحالي رقم ٤٣٠ في شارع الحكمة بمدينة تونس العاصمة.
- ج - لقد قام أحمد عبد الله رئيس الجمعية الاجتماعية بكليتنا بتنظيم الاستعراض واختار حاملي الاعلام واستأجر الفرقة الموسيقية وقام بكافة الترتيبات الأخرى اللازمة لذلك.

### 3.2.3 The Semicolon

This is used:

- (a) between independent clauses joined by such words as: *for example, moreover, however*, etc. but not by co-ordinating conjunctions such as: *and, but, or, for, nor*; etc.
- She was ill; *therefore*, she was taken to the hospital.
  - The situation was getting worse and worse in the country; *however*, the people remained quiet.
- (b) to separate independent clauses, or items in a series within the clauses or after the items; e.g.
- The thieves entered the house through the garage, collected all the valuable things and put them in a sack; but they could

- not get them out because they were surprised by the police.
- These were the people present at the meeting: Dr.M.Warriner, President of the Corporation; Mr. S. Smart, the accountant; and other top officials.

### 3.2.4 The Apostrophe

This is used:

- (a) (with *s*) to form the possessive case of a singular noun, or a plural noun not ending in *s*; e.g.
  - The man's hat
  - The children's books
- (b) (without *s*) to form the possessive case of plural (and some singular) nouns ending in *s* ; e.g.
  - The boys' books
  - Charles' hat
- (c) in phrases like:
  - a day's rest, three days' rest
  - one pound's worth, two pounds' worth
- (d) to show that letters have been omitted in a word; e.g.
  - They're = They are
  - doesn't = does not



#### Exercise (12)

Capitalize and punctuate the following:

- (a) tension rose rapidly during yesterdays meeting nevertheless most of the mps(members of parliament) remained quiet.
- (b) fixing the car will not take more than an hours work but the mechanics schedule is very tight therefore they cant do it today.
- (c) i cant explain either khalids behaviour or samis refusal to help me.
- (d) take with you only necessary things leave behind all you dont need.

(e) holiday traffic has always been very heavy and dangerous for instance on last id-al-adha holiday twenty five people were killed and ninety seven injured in car accidents.



### Exercise (13)

Translate the following unpunctuated text into English inserting the necessary punctuation marks:

- أ - يمكن تصنيف المواد الخاضعة للضريبة الجمركية إلى ثلاثة أصناف أولاً أصناف التبغ والسيجار وورق اللعب. ثانياً كل المشروبات كالكافيه والكاكاو والنبذ والمشروبات الكحولية وثالثاً الفواكه المجففة والمربيات والسكر والحلويات.
- ب - يبين العمود الأول التاريخ والثاني إسم المستخدم والثالث عدد الساعات التي يعملها والأخير الأجر الذي يستحقه.
- ج - لكي يكتب الانسان على نحو جيد لا بد له من ثلاثة مستلزمات ان يقرأ لأفضل المؤلفين ويصفي بإمعان إلى خيرة الخطباء ويكثر من التمرين على طريقته الخاصة.
- د - لن استفيد من نصيحة أخي لذلك سأطلب اقتراحات آخرين.
- هـ - تلوثت ملابس الأطفال بسبب المطر والوحل ولهذا ستقوم والدتهم بغسلها قبل أن تلوئها أمطار الغد.

### 3.2.5 Quotation Marks/Inverted Commas

- (a) These are used in English, but not all the time in Arabic, both in handwritten and printed matter, both by the translator and the printer and both in original and translated material, before and after direct quotations (كلمات مقتبسة), a person's exact words; e.g.

- Father said, "Go by bus; I need the car today."

#### REMEMBER:

- i. to begin the quotation with a capital letter.
- ii. to place the full-stop, question mark, exclamation mark, or comma inside the quotation marks; e.g.

- The boss said, “You may go now.”
  - The teacher asked, “Can anyone answer the question?”
- iii. to separate the quotation from the rest of the sentence by a comma; e.g.
- She exclaimed, “What a beautiful day!”

- (b) They are also used by the translator into English (usually the same or italics in print) to enclose unfamiliar technical terms, foreign, jargon or slang words, names of new inventions, neologisms; e.g.
- This kind of cancer is called “Leukemia“
  - “The phoneme” is the smallest sound unit in a language that can indicate a difference in meaning.
  - “Allah” is the Arabic word for God.



### SAQS (3)

Re-read sections 3.2.3, 3.2.5 and answer the following questions:

- 1- What are the cases in which the semi-colon is used?
2. Mention at least four places where the apostrophe is needed.
3. There are three things which you must keep in mind about the use of the quotation marks; what are they?



### Exercise (14)

Capitalize and punctuate the following:

josephine was kneeling before the closed door begging for admission louse open the door i beg you open the door you will make yourself ill what are you doing louse for heavens sake open the door she kept saying go away i am not making myself ill louse answered now she was looking for a new free life through the open window.

Her fancy was running wild along those days ahead of her spring days summer days and all sorts of days that would be her own she prayed that life might be long it was only yesterday she was afraid that life might be short.





### Exercise (15)

Translate into English with proper capitalization and punctuation.

- أ - قال لي والدي يمكنك أخذ السيارة حتى الظهيرة.  
ب- قلت له أليس مهماً أن يكون لديك هاتف في حالة طارئٍ مفاجئٍ كالمرض أو الحادث أو الحريق.  
ج- فأجاب أنت على حق طبعاً ولكنك نادراً ما تجد نفسك بعيداً عن هاتف ما في حالة الضرورة القصوى.  
د- سئل أحد الممثلين المشهورين على المذيع قبل أيام لنفرض أنك تركت لتعيش وحيداً على جزيرة صحراوية وسمح لك باصطحاب شيء واحد كمالي فماذا تختار.  
هـ- فأجاب قائلاً أصطحب هاتفاً وأدفن السلك في الرمل وتكون سعادتي بالغة عندما أجلس هناك وأنظر إليه وأنا أعلم ان جرسه لن يدق أبداً واني لن أكون مضطراً للإجابة عليه.

## 3.2.6 The Colon and the Dash

### (i) The Colon

This is used:

- (a) before a list of items, especially after expressions like the following:  
- The car boot was large enough for everything: mobile chairs, suitcases, fishing gear, baskets and clothing.
- (b) between the hour and the minute in writing the time, e.g.  
- 7:15 a.m., and
- (c) between volume and page number of a journal; e.g.  
- *TESOL Quarterly*, xx:73

### (ii) The Dash

This is used:

- (a) to mean *namely*, *in other words*, *that is*, etc. before an explanation; e.g.  
- The referees are authorized to prevent the friction—they could have stopped the game.
- (b) to indicate an abrupt break in thought; e.g.

- A mature man-if Ali can in fact be considered mature-could have avoided this scandal.

### 3.2.7 Parentheses and Brackets

(a) **Parentheses** are used:

to enclose incidental explanatory matter which is added to a sentence but is not considered of major importance; e.g.

- The results of the recent election temporarily affected the stock market. (*see Diagram A*).

(b) **Brackets** are used to enclose explanations within quoted material that are not part of the quotation; e.g.

- The following is a quotation from Mr Gray's address of acceptance:

"I am honoured by it [*the appointment*], but I am also aware of the responsibilities which accompany it."

#### SAQs (4)



Re-read sections 3.2.6 and 3.2.7 and answer the following questions:

1. What are the two cases in which a colon is used?

Look into some Arabic texts and find out whether its uses are the same.

2. Give examples of the two main cases where a dash is used in English.

3. Only one use is given above for each of the parentheses and the brackets. What are they? Give an example on each.

#### Exercise (16)



Capitalize and punctuate the following:

(a) you will probably have to answer such questions as the following: how old are you, for how long have you been employed, what was your last position etc etc.

- (b) the time was 11 20 a m when i boarded the plane.
- (c) it can be found in the economist XX1 36 15 20.
- (d) mr baker asked him what an embarrassing question whether he had been fired.
- (e) the court of appeal upheld the lower courts decision by a vote of 3-2 see the explanation on page 217 chart B of the system of lower and higher courts.



### Exercise (17)

Translate into English adding appropriate capitalization and punctuation.

- أ - هذه الغرفة تتسع للأشياء التالية: طقم كنفات وطاولة وسط وطاولة طعام وعشرة كراسي.
- ب- أمس كنت متوعداً ووصلت مكنتي في الساعة العاشرة وخمس دقائق واضطرت للمغادرة حوالي الساعة الواحدة والرربع.
- ج- راجع مجلة الشؤون الخارجية عام ١٩٧٧ المجلد السابع، العدد ٢١ الصفحات ٣٧- ٥٦ .
- د - الكتاب الذي تبحث عنه موجود إذا لم تخني الذاكرة في المكتبة المركزية.
- هـ- في العالم عدد من الأنهار الطويلة جداً كالنهر الاضفر في الصين ونهر النيل في مصر (انظر الخارطة على الصفحة المقابلة).

## 3.2.8 Too Much Punctuation

Too much punctuation is as bad as, if not worse than, too little punctuation. The latter case is still very prevalent in Arabic writing, Arab students of English often react to the lack of punctuation in Arabic by using too much punctuation whether they are writing English or translating from Arabic into English. Of course the other alternative is to punctuate wrongly. To avoid both alternatives is in fact the main purpose of this whole unit.

There are a few examples of too much punctuation which should definitely be avoided:

- (a) Separating the verb from its object; e.g.
  - He asked, me if he could absent himself the following day.

- (b) Using quotation marks before and after indirect quotations, statements, questions, etc.; e.g.
- W.S. Tell assumes “that he does not agree to what others have said or written about the issue.”
- (c) Separating a subject from its predicate; e.g.
- That he had committed the crime, was obvious,
- (d) Separating verb to be from its complement; e.g.
- What the judge wanted to know was, how the defendant had entered the house.
- (e) Using a question-mark after an indirect question; e.g.
- She asked when she could visit us?

### Exercise (18)



Re-write, getting rid of redundant punctuation marks and correcting wrong ones.

- (a) The fact, that the man is very, lazy, doesnt exempt him, from punishment.
- (b) He asked, “If it was not possible for him, to attend the lecture?”
- (c) Did he say leave the room, at once, or, I will call security to throw you out.
- (d) Abdulla, too; I am sorry to say will not, be able to attend: the meeting as planned.
- (e) They had to deal with different issues, (the current political crisis. The Rising Prices. and Cost of Living. and the gas problem.

## أهمية القواميس

إن استخدام القواميس الملائمة له أهميته فى عملية الترجمة، إذ توفر القواميس المعلومات بشأن كلمات اللغة. وبالإضافة للقواميس العامة فى إحدى اللغات، هناك القواميس ثنائية اللغة، التى تسرد الكلمات الخاصة بإحدى اللغات وما يعادلها بلغة أخرى. كما أن هناك القواميس المتخصصة فى مجالات معينة من المعرفة، وعلى سبيل المثال، فهناك قواميس متخصصة للتعامل مع المفردات المستخدمة فى حقول الطب والقانون والاقتصاد ... الخ، كما توجد القواميس المتخصصة فى اللغات العامية واللهجات المحلية لمنطقة معينة.

ولن تستطيع إخراج ترجمة جيدة ما لم تستشر عدد من القواميس

الجيدة، ويجب الأخذ في الاعتبار دائماً أن الكلمات التي تبدو سهلة المعنى

للوهلة الأولى قد تكون هي سبب المشكلة في عدم وضوح معنى النص

المترجم، إذ قد تأخذ في سياق معين معنى آخر غير المعنى الشائع

المعروف لها، وبذلك فيكون من الواجب استشارة القواميس حتى يتم

التوصل إلى المعنى الدقيق المراد منها.

"أرض النفاق" ليوسف السباعي

تاجر أخلاق

"النزاهة والعفة والمروءة والتضحية!!"

أوتظن أن هذا هو ما يدفع بالمرء إلى مرتبة الزعماء في هذا الزمن؟؟؟

..... هل تظن أن زعماء هذا الزمن يجب أن تتوافر فيهم هذه المزايا

والأخلاق؟؟؟؟!!

تاجر أخلاق بالجملة والقطاعي .....

"المحل له فروع في جميع أنحاء العالم"

أدهشتني اللافتة.. كما لاشك أنها تبعث الدهشة فى نفس كل من

يراهها غيري ..فما رأيت من قبل تاجر أخلاق، وما سمعت قط أن الأخلاق  
تباع لا بالجملة ولا بالقطاعى.

وهزرت رأسي فى حيرة .. وخيل لي أني قد أخطأت القراءة فعدت

مرة ثانية أحقق النظر فيها وأمعن فى قرائتها مرة بعد مرة .. فوجدت أني لم

أخطأ فى حرف واحد، وأن الرجل حقا تاجر أخلاق .. أو على الأقل هذا

هو ما يدعيه.

كان الوقت بعيد الظهر .. وقد انتهيت من تناول وجبة دسمة شهية

..عمادها:الأرنب والملوخية .. وأركانها ورق العنب المحشو، وطبق من



الدمعة .. وحواشيها كمية لا بأس بها من سلطة الطحينة والخيار المخلل ..

وخاتمها شقة مثلجة من بطيخة "شليان بلاك" أصلى.

انتهيت من الغذاء .. وما كان بوى أن أنتهى .. فشتان عندى بين

مباشرة الغذاء والانتهاء منه .. وشتان بين حالتى فى أثناء الغذاء وحالتى

بعده .. ولا سيما إذا كان غذاء صيف وملوخية بالذات.

فأنا فى الغذاء صائل جائل .. مكر بلا فر .. مقبل بلا إدار ..

كأنى الحجاج فى قوله: "لا يقعق لى بالشنان، ولا يغمز جانبى كتغماز

التين" لا أترك ميدان المائدة حتى آخر طبق وآخر لقمة.

أما بعده - أعنى بعد الغذاء - فإنى خائر القوى، مسترخى

الأطراف، طريح مكدود، خامل الحس، متبلد الذهن .. فلقد صرعتى

الأطباق بعد أن أفنيتها .. وهزمتى بعد أن كدستها فى الوعاء الذى ما ملاً

ابن آدم شراً منه، وأحسست بثقل فى معدتى كأنى قد ملأتها بالحجارة.

وهكذا جلست كعادتى بعد الغذاء .. وقد أحسست بوطأته ..

وشعرت بالنوم يهاجمنى بلا رفق ولا هوادة وكرهت أن أستسلم له .. فما

كان يتعبنى شئ قدر النوم بعد أكلة ثقيلة دسمة.

وخرجت إلى الشرفة، وتمددت فى مقعد مريح .. وأمسكت بإحدى

الصحف أستعين بها على طرد النوم .. وكنى كنت كالمستجير من

الرمضاء بالنار .. فقد إزداد ذهنى بالقراءة تلبداً ووجدت النوم يتسلل إلى

أجفانى تسلل الحب إلى القلوب الخالية .. وأخذت أنظر إلى الصحيفة فأجد

حروفها تتراقص، وتترنج، وتتداخل، وتتشابك، وإذ بى أقرأ كلاماً هو أبعد ما

يكون عن حقيقتها، كلاماً من وحى الذهن التائه الحالم .. وأحس برأسى  
يسقط فجأة على صدرى، أو على كتفى، فأهب من غفوتى، وأعود إلى  
اليقظة والانتباه.

ولست أدري كم من الزمن دامت تلك الغفلات المتقطعة، التى كنت  
أستغرق فيها .. عندما تنبهت فجأة وعزمت على أن أخرج للسير خارج  
الدار .. بعد أن أيقنت أنه لا سبيل لمقاومة النوم مع استمرار الاستلقاء  
على الأريكة فى هذا الوضع المريح، وبعد أن أيقنت أن القراءة هى خير  
منوم يتناوله إنسان فى مثل حالتى.

وهكذا طردت النوم من عينى، وتحاملت على نفسى، ونهضت  
حاملا الوعاء المكس الممتلئ .. فارتديت قميصاً وبنطلوناً، وحذاء من

الكأوتش؛ وتتأولت عسا ءففة؁ كنف ءائماً أستملمها كرففق سفر؁ ووضعت

على رأسى قبة من الفل؁ وعلى عفنى منظاراً أسوء؁ وؒاءرت الءار.

## من كتاب "الأيام" لطفه حسين

ومضى على هذا شهر وشهر وشهر. يذهب صاحبنا إلى الكتاب ويعود منه في غير عمل، وهو واثق بأنه قد حفظ القرآن، وسيدنا مطمئن إلى أنه حفظ القرآن، إلى أن كان اليوم المشئوم. كان هذا اليوم مشئوماً حقاً، ذاق فيه صاحبنا لأول مرة مرارة الخزي والذلة والضعفة وكره الحياة عاد من الكتاب عصر ذلك اليوم مطمئناً راضياً، ولم يكذب يدخل الدار حتى دعاه أبوه بلقب الشيخ، فأقبل عليه ومعه صديقان له. فتلقاه أبوه مبتهجاً، وأجلسه فى رفق، وسأله أسئلة عادية، ثم طلب إليه أن يقرأ (سورة الشعراء). وما هى إلا أن وقع عليه هذا السؤال وقع الصاعقة، ففكر وقدر، وتحفز واستعاذ

بأنه من الشيطان الرجيم، وسمى الله الرحمن الرحيم. ولكنه لم يذكر من

سورة الشعراء إلا أنها إحدى سور ثلاث، أولها (طسم)، فأخذ يردد (طسم)

مرة ومرة ومرة، دون أن يستطيع الانتقال إلى ما بعدها. وفتح عليه أبوه بما

يلى هذه الكلمة من سورة الشعراء، فلم يستطع أن يتقدم خطوة. قال أبوه:

فاقرأ سورة النمل. فذكر أن أول سورة النمل، كأول سورة الشعراء (طسم)

وأخذ يردد هذا اللفظ، وفتح عليه أبوه، فلم يستطع أن يتقدم خطوة أخرى.

قال أبوه: فاقرأ سورة القصص، فذكر أنها الثالثة، وأخذ يردد (طسم) ولم

يفتح عليه أبوه هذه المرة، ولكنه قال له فى هدوء: قم، فقد كنت أحسب أنك

حفظت القرآن. قام خجلاً يتصبب عرقاً، وأخذ الرجلان يعتذران عنه

بالخجل وصغر السن، ولكنه مضى لا يدرى أيلوم نفسه لأنه نسي القرآن،

أم يلوم سيدنا لأنه أهمله، أم يلوم أباه لأنه امتحنه؟

ومهما يكن من شيء، فقد أمسى هذا اليوم شر مساء، ولم يظهر  
على مائدة العشاء، ولم يسأل عنه أبوه، ودعته أمه في إعراض إلى أن  
يتعشى معها، فأبى. فانصرفت عنه ونام. ولكن هذا المساء المنكر كان في  
جملته خيراً من الغد. ذهب إلى الكتاب، فإذا سيدنا يدعوه في جفوة: (ماذا  
حصل بالأمس؟ وكيف عجزت عن أن تقرأ سورة الشعراء؟ وهل نسيتهما  
حقاً؟ اتلها على!).

فأخذ صاحبنا يردد (طسم). وكانت له مع سيدنا قصة كقصته مع  
أبيه. قال سيدنا: عوضني الله خيراً فيما أنفقت معك من وقت، وما بذلت  
في تعليمك من جهد، فقد نسيت القرآن ويجب أن تعيده. ولكن الذنب ليس  
عليك ولا على، وإنما هو على أبيك؛ فلو أنه أعطاني يوم ختمت

القرآن لبارك الله له في حفظك، ولكنه منعني حتى فمحا الله القرآن من

صدرك .

ثم بدأ يقرئه القرآن من أوله، شأنه مع من لم يكن شيخاً ولا حافظاً.



## من رواية "اللص والكلاب" لنجيب محفوظ

مرة أخرى يتنفس نسمة الحرية، ولكن الجو غبار خائق وحر لا يطاق. وفي انتظاره وجد بدلته الزرقاء وحذاءه المطاط، وسواهما لم يجد فى انتظاره أحداً. ها هى الدنيا تعود، وها هو باب السجن الأصم يبتعد منطوياً على الأسرار اليائسة. هذه الطرقات المثقلة بالشمس، وهذه السيارات المجنونة، والعابرون والجالسون، والبيوت والدكاكين، ولا شفة تفتقر عن ابتسامة .. وهو واحد، خسر الكثير، حتى الأعوام الغالية خسر منها أربعة غدراً، وسيقف عما قريب أمام الجميع متحدياً. آن للغضب ان ينفجر وأن يحرق، وللخونة أن يياسوا حتى الموت، وللخيانة أن تكفر عن سحتها

الشائبة. نبوية عlish، كيف انقلب الاسمان اسماً واحداً؟ أنتما تعملان لهذا

اليوم ألف حساب، وقديماً ظننتما أن باب السجن لن يفتح، ولعلكما تترقبان

في حذر ولن اقع في الفخ، ولكني سأنقض في الوقت المناسب كالقدر.

وسناء إذا خطرت في النفس انجاب عنها الحر والغبار والبغضاء والكدر.

وسطح الحنان فيها كالنقاء غب المطر. ماذا تعرف الصغيرة عن أبيها؟ ...

لا شيء، كالطريق والمارة والجو المنصهر. طوال أربعة اعوام لم تغب عن

باله، وتدرجت في النمو وهي صورة غامضة، فهل يسمح الحظ بمكان

طيب يصلح لتبادل الحب. ينعم في ظلّه بالسرور المظفر، والخيانة ذكرى

كريهة بأئدة؟ ... استعن بكل ما أوتيت من دهاء، ولتكن ضربتك قوية

كصبرك الطويل وراء الجدران، جاءكم من يغوص في الماء كالسمكة

ويطير في الهواء كالصقر ويتسلق الجدران كالفأر وينفذ من الأبواب

كالرصاص. ترى بأى وجه يلقاك. كيف تتلاقى العينان؟، أنسيت يا عlish  
كيف كنت تتمسح فى ساقى كالكلب!، ألم اعلمك الوقوف على قدمين؟  
ومن الذى جعل من جامع الأعقاب رجلاً؟ ولم تنس وحدك يا عlish ولكنها  
نسيت أيضاً، تلك المرأة النابتة فى طينة ننتة اسمها الخيانة. ومن خلال  
هذا الكدر المنتشر لا يبسم إلا وجهك يا سناء، واما قريب سأخبر مدى  
حظى من لقياك، عندما أقطع هذا الشارع ذا البواكى العابسة، طريق  
الملاهى البائدة، الصاعدة الى غير رفعة، أشهد أنى أكرهك. الخمارات  
أغلقت أبوابها ولم يبق الا الحوارى التى تحاك فيها المؤمرات، والقدم تعبر  
من أن لأن نقرة مستقرة فى الطوار كالمكيدة، وضجيج عجلات الترام  
يكركر كالسب، ونداءات شتى تختلط كأنما تتبعث من نفايات الخضر،  
أشهد أنى أكرهك. ونوافذ البيوت المغربية حتى وهى خالية، والجدران

المتجهمه المقشفة، وهذه العطفة الغربية عطفة الصيرفي، الذكرى المظلمة،  
حيث سرق السارق، وفي غمضة عين انطوى، الويل للخونة. في هذه  
العطفة ذاتها زحف الحصار كالثعبان ليطوق الغافل، وقبل ذلك بعام  
خرجت من العطفة تحمل دقيق العيد والأخرى تتقدمك حاملة سناء في  
قماطها، تلك الأيام الرائعة التي لا يدري أحد مدى صدقها، فانطبعت آثار  
العيد والحب والأبوة والجريمة فوق أديم واحد. وتراءت الجوامع الشاهقة،  
وطارت راس القلعة في السماء الصافية، وانساب الطريق في الميدان،  
تجلت خضرة البستان تحت الأشعة الحامية، وهبت نسمة جافة رغم القيظ  
منعشة، ميدان القلعة بكل ذكرياته المحرق. وكان على الوجه الذي لفحته  
الشمس أن ينبسط وأن يصب ماء بارداً على جوفه المستعر كي يبدو  
مسالماً أليفاً فيمثل دوره المرسوم كما ينبغي.

## References:

### Primary sources:

Adeeb, Imad, Hamed, Marwan. (2006). The Yacoubian Building. Good news Group, Arab Co for Cinema Production & Distribution.

Al Aswany, A. (2002). The Yacoubian Building . Madboly library .Egypt

### Secondary sources:

Babou, M. (2014). *A Sociolinguistic Analysis of Use and Perception of Insults: Tlemcen Speech Community*. 1(1), 29–39

Batistella, E.L. (2005). *Bad Language: Are Some Words Better Than Others?*. New York: Oxford University Press.

Choliludin. (2005). *The Technique of Making Idiomatic Translation*. Jakarta: Kesain Blanc.

Doyle, T.M. (2006) . *Teaching "Bad language " in a serious and systematic manner* . Proceedings of the CATESOL state conference. .  
[www.catesol.org/06Doyle.pdf](http://www.catesol.org/06Doyle.pdf)

Jay , Timothy. ( 1996 ). *What to Do When your Students Talk Dirty ?* San Jose Resource Publications ,Inc.

Jay, T. (1992). "Cursing in America". Philadelphia: John Benjamins Publishing. Jay, T. 1996. "What to do when your students talk dirty". University of Virginia: Resource Publication.

Jay, Timothy.(1992). Cursing in America: A Psychological Study of Dirty Language in The Courts, in The Schoolyards and on The Street. Illustrate. John Benjamins Publishing.

Mazid, Bahaa-Eddin, M. (2008). The Politeness Principle: From Grice to Netiquette. Annals of Arts and Social Sciences (AASS). Kuwait University: Academic Publication Council.

Mbaya, N. (2002). Linguistic Taboo in African Marriage Context: A Study of Oromo Laguu. Nordic Journal of African Studies. 11(2), 224-235.

Liedlich, Raymond D.( 1973). Coming to Terms with Language: An Anthology. edited by R. D. Liedlich. New York: John Wiley & Sons, Inc.

Wardhaugh, R.( 2006). An Introduction to Sociolinguistics (Fifth Edition). Oxford:Blackwell Publishing Ltd.