



كلية التربية بالفرقة



جامعة جنوب الوادي

## بيانات الكتاب

Translation

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السنة : 2023

كلية التربية بالفرقة – جامعة جنوب الوادي

## روية الكلية

كمية التربية بالفرقة مؤسسة رائدة محليا ودولياً في مجالات التعليم، والبحث العلمي، وخدمة المجتمع، بما يؤهلها للمنافسة على المستوى : المحلي، والإقليمي، والعالمي

## رسالة الكلية

تقديم تعميم مميز في مجالات العلوم الأساسية و إنتاج بحوث علمية تطبيقية للمساهمة في التنمية المستدامة من خلال إعداد خريجين متميزين طبقاً للمعايير الأكاديمية القومية، و تطوير مهارات و قدرات الموارد البشرية، و توفير خدمات مجتمعية وبيئية تلبي طموحات مجتمع جنوب الوادي، و بناء الشراكات المجتمعية الفاعلة.

# CONTENTS

|  |     |
|--|-----|
| I. Translation Strategies.....                 | 5   |
| II. Translation Problems.....                  | 35  |
| III. Translation Skills.....                   | 51  |
| IV. Translation Exercises.....                 | 64  |
| V. Passages for Translation into Arabic.....   | 82  |
| VI. Passages for Translation into English..... | 226 |

***TRANSLATION  
THEORY &  
PRACTICE***



## TRANSLATION STRATEGIES



### Watch What You Say

*The intended meaning of a translation should be conveyed in a style that is authentic and as close to the original as possible.*

Richard, an American, and Mona, an Egyptian, applied recently for the vacant job of translator advertised in a Cairo newspaper. Each was given two passages to translate: from English to Arabic, and from Arabic to English. Both Richard and Mona considered themselves good speakers of both languages. Therefore, it was quite a shock when they learned they had both failed the test. Their translations, they were told, did not communicate.

The example of Richard and Mona is not an isolated one: More often than not, new translators dive into translation work thinking that because they speak two languages, they are qualified for the task. In fact at this stage, they are not translators at all. Two serious errors can result from their lack of knowledge and Skill. First, although they can give a literal, lexical rendering of the text, their translation, use often (1) incomprehensible. Or, worse,

they are (2) comprehensible but convey a meaning that is quite different from the one Originally intended.

The first step to becoming an effective translator is to learn to recognize and avoid these two problems.

The first one, the incomprehensible translated, usually is due to two factors related to the translator's own knowledge and skill: insufficient knowledge of the second language or lack of writing skill in one's own language.

The second problem, the translation that makes sense but conveys the wrong meaning, can result from any of the following factors: insufficient knowledge of the culture, lack of awareness of historical changes in the meaning of words, or unsophisticated understanding of a language, especially where metaphors and idioms are concerned.

Let's look closely at all these factors. We will begin where new translators often receive failing marks, namely, the incomprehensible translation.

## **Situation 1- Translation is incomprehensible**

The following example comes from a paper, written by one of my students:

### ***Original text***

Skillfully conducted, group work has two values: promotion of the best individual development contribution to the welfare of the school and the community.

### ***Incomprehensible translation***

إذا ما أدير بمهارة العمل الجماعي يكون له قيمتان رئيسيتان : ترقية أفضل إلى التطور الفردي والمساعدة في منفعة المدرسة والمجتمع .

In addition to not understanding the English passage, the student performs poorly in Arabic. For what the Arabic translation says is the following:

If it is conducted skillfully group work has two main values. Better advancement to a higher position for individual evolution and contribution to the usefulness of the school and the society.

It is true that one of the meanings of the word promotion is advancement to a higher position, but in this context, that meaning makes no sense. In the same way, the word development can mean evolution, but that usage in this context is incomprehensible.

These individual words, however, constitute but one problem, and it is not the main one. There are more deep-rooted problems—sentence and paragraph structure, meaningful linkage, word order, grammar, and so forth.

Notice, for instance, the faulty structure of the second sentence. In fact, it is not a sentence, but a phrase, since it has neither subject nor verb. Notice, also, what a long, involved phrase it is, with no punctuation marks whatsoever – not even a final full stop. Such subtleties are so important to creating comprehensible translations.

### **Situation 2- Translation is comprehensible, but conveys wrong meaning**

When a translator is at home in the language into which a translation is to be made, the translation may make sense, and yet



convey a meaning that is totally different from the one intended. This is the second common and unforgivable error of many so-called translators. One of its causes could be insufficient, knowledge of the culture, of the original text.

*Insufficient knowledge of culture:*

One of my graduate students, a Frenchman, was reading a collection of articles on President Sadat - all translated from the Arabic. One article started with an emphatic assertion that the "sins" of Sadat had been forgiven.

“Aha,” thought the student. “So Sadat must have done something really scandalous.”

But the next article started with an equally emphatic assertion that Sadat had bequeathed to posterity a wonderful memory of himself.

“Surely,” thought the student, “one of these, writers must be mistaken.” And he began to conduct extensive research to discover the truth, not realizing that he was being misled by false translations of two euphemistic expressions used with a person's name طيب الذكر “the forgiven,” used by a Muslim, and المغفور له

“the favorably remembered,” used by a Christian. In Egyptian culture, either of these euphemisms before a person's name indicates nothing other than that this person is dead, like the English expression “the late.”

*Lack of awareness of historical changes:*

Lack of awareness of historical changes in the meanings of words can also lead a translator astray. A Dutch student of English literature was asked to translate a passage from Jane Austen that started with the expression, "Elizabeth piqued herself" Immediately the student wrote in Dutch that Elizabeth felt hurt, not realizing that in Jane Austen's time, the expression “piqued herself” meant “felt proud of herself.”

*Unsophisticated understanding of a language:*

Unsophisticated understanding of a language can be another source of confusion to translators, especially where idioms and metaphors are concerned. A German housewife was reading a translation into her own language of an American short story. The author was describing an ordinary snack bar into which there suddenly slid, or floated, before the eyes of the unconcerned cook, an actual raft, bearing the naked forms of Adam and Eve. The German reader, surprised it the intrusion of this strange

vision, consulted the original. There she discovered that what the cook had slid across the counter was a plate of bacon and eggs, known to the trade as "Adam and Eve on a raft." The translator had mistaken the idiomatic metaphor for the literal.

In another oral example, the confusion comes about through an unsophisticated understanding of prepositions, abbreviations, and connotations of words. The following conversation took place between a Persian and an English woman. The Persian was thinking in her own language and translating her thoughts into English.

E. Is Dick going to the play?

P. He has just passed away with John.

E. (Shocked.) Both of them?

P. Yes. They are both fairies. A car...

E. (Feeling sick) Could you tell me where a W.C. is?

P. The nearest is half a mile from here.

The Persian, who had trouble with English prepositions and abbreviations, thought that "passed away" (to die) meant "passed by" and that "W.C." (bathroom, toilet) stood for "Wesleyan Church." By saying that the two men were "fairies," she meant

that their role in the play was that of supernatural beings; she was totally unaware that she was conveying to her English companion that the two men were homosexuals.

This Persian lady reminds us of the Indian boy who had trouble with the meaning of a certain English verb and preposition. The Indian boy was on a train in England, with his sister. At one point during the journey, the conductor shouted, “We’re about to enter a tunnel. Look out!”

“What did he say?” asked the sister in Urdu.

“He said we’re to look out of the window,” translated the brother.

The sister did so, only to have her head chopped off.

### **The translator’s key questions**

If new translators fail for the reasons given, what then should they be doing to succeed? From our discussion so far, we can suggest that those who seek to become effective translators must ask two key questions to guide them in all their work:

1. What is the author trying to say to the reader?
2. How can this be said in a style that is both authentic and as close as possible to the original?

These questions have far reaching implications. That is, to be effective, translators must develop the skill of producing in another language the intended meaning of the original. To be able to do this, of course, the translators must be bilingual and bicultural - fluent in the two languages concerned, and also at home in the two cultures. In addition, they must be aware of any historical as well as linguistic factors relevant to the text to be translated.

But this is not all. It is not enough to reproduce the correct meaning in another language. That meaning must be conveyed in a style that is “both authentic, and as close as possible to the original.” A good translator will be able to reconstruct, in the new language, the contents of a source text in such a way that the translation will convey not only the same information, but also something of the imaginative and emotionally charged character of the original, if the original is an artistic literary work. The style will seem so natural to target readers that the finished product will not sound like a translation, but rather like an indigenous and original piece of writing.

This means that good translators must also be good writers, possessing a certain literary capacity, combined with an agility of mind that enables them to spot (from among three or four possibilities) the most effective way of conveying the correct meaning. Only then will translators succeed in their task and become communicators.

### **Apply the Tests for a Good Translation**

Following are eight tests to help translators distinguish between a translation that communicates and one that is incomprehensible or misleading.

#### **1. A good translation is easily understood.**

One way of testing whether a translation is easily understood by the reader is to have someone, A, read the translation (or parts of it) to someone from the intended readership, B. This individual, B, will then explain the contents to others who did not hear the reading. If the translation communicates, B will be able to explain it correctly.

## **2. A good translation is fluent and smooth.**

An excellent way of testing this is to ask several different people from the target audience to read a text aloud before a small audience. As the text is read, note carefully those places where the reader stumbles, hesitates, makes some substitution or another grammatical form, puts in another word, or in any way has difficulty in reading the text fluently. Naturally, the cause of some of the problems in reading may be inexperience in public reading. But if two or more persons have difficulty at the same point in the reading of a translation, this is a warning signal that something is likely to be wrong. Perhaps it is an awkward grammatical form, or a problem of word choice or order.

## **3. A good translation is idiomatic.**

There are usually a number of good ways of saying the same thing, but often the best way is the idiomatic one. For example, in the Valiente language of Panama, it would be possible to speak of a kindergarten teacher as “one who instructs children,” but the more meaningful indigenous term is “a mind-engraver.” Similarly in Arabic and Hebrew, it is possible to say that a certain man is “50 years old,” but the more idiomatic phrase in colloquial Arabic is, “He is a son of 50 years.”

**4. A good translation conveys, to some extent, the literary subtleties of the original.**

Would YOU PLEASE TO TAKE NOTICE  
OF THESE INTERDICTIONS

NO SMOKING AND DON'T EAT ALL  
SORTS OF EATABLES

DON'T TEASE AND OFFER ANY  
EATABLES ALWAYS

KEEP OFF THE GRASS AND DON'T  
PLUCK FLOWERS

TO PUT ON YOUR RADIO OR TAPE  
RECORDER IS UNALLOWABLE

WASHING YOUR FOOT OR HAND IN  
THE POND IS ALSO FORBIDDEN

THANK YOU

*This translation into English of sign at a park zoo is easily understood, but it is not fluent or smooth. Some would say it is not “natural” or idiomatic.*

No translation can convey all the literary subtleties or even all the meanings of the original, simply because no two languages are



exactly the same. A good translation, however, succeeds in conveying much of the flavor of the original, especially where the figures of speech employed depend for their effect on meaning, and not sound.

Among the figures of speech that depend on meaning are the simile and the metaphor. These are figures of speech that compare or associate two dissimilar objects. The simile does this through direct comparison, using the word *like* or *as* (“his anger burned like fire”); the metaphor does it by analogy (“he breathed in, stoking the flames of anger in his chest”). The fire in both cases is metaphorical – a figure of speech – and should not be translated literally.

The pun, which depends for its effect on a sound-meaning combination, usually does not repeat itself in other languages. We will see how a translator deals with a situation featuring a pun on the word *malik*. This is an Arabic word meaning possessor, but it is also the name of a thirteenth century author who has been referred to a few lines earlier in the passage.

Equally difficult to deal with is alliteration (repetition of identical consonant or vowel sounds, often at the beginning of words as in

“toothed tin cans” or “artful aid”). Another challenge is onomatopoeia (where the meaning of a word is conveyed by its sound, as in “hiss” or “buzz”). In *Richard III*, for example, when Queen Elizabeth is advising the Marquess of Dorset to flee, her appeal acquires force through alliteration with the letter D:

*O Dorset!* speak not to me, get thee gone;  
*Death and destruction dog* thee at the heels.

In the same scene, Anne, who is to be crowned Richard’s queen against her will, wishes that the crown were red-hot and would kill her. She uses onomatopoeia, the sound of her words conveying to the mind the hiss of red-hot burning metal:

O! would to God that the inclusive verge  
Of golden metal that must round my brow  
Were red-hot steel to sear me to the brain.

When translating such passages, look for different sound combinations that might produce the same effect.

## **5. A good translation distinguishes between the metaphorical and the literal.**

An Arabic short story bearing the title **قُرت عينه** and ending with the same expression, was understood by a Canadian translator to refer to a death experience. Literally, */qurr-at/* means “became very cold,” and */ʒayn-u-hu/* means “his eye.” In death, the whole body (including the eyes) becomes cold. Actually, the expression is an idiomatic one embodied in a metaphor and it originates in a hot land where cold was conceived of as the highest bliss. The expression means “he was very happy.”

An Egyptian student came upon the following lines in an American poem:

Winter walks from the green, streaked west  
With a bag of *Northern Spies*  
The honey chill as the skies.

The student took the “Northern Spies” in the second line for real spies working for the North (carried in a bag by a personified wartime winter). Actually, they are apples growing in certain parts of the United States.

## **6. A good translation reconstructs the cultural/historical context of the original.**

Where a cultural or historical practice is likely to be misunderstood by the intended reader, the translator should reconstruct the context to make it understandable. Often this could be done by adding a descriptive word or phrase. For example, the Egyptian translator of the Sudanese poem could add the words, “forgiving him,” after the expression, “he spat on the ground in front of his brother.” Similarly, the translator in Liberia describing the account of the triumphal entry of Jesus into Jerusalem could add the expression, “honoring him,” after the statement that the followers of Jesus covered his path with branches.

## **7. A good translation makes explicit what is implicit in abbreviations, and in allusions to sayings, songs, and nursery.**

In Benet’s poem, “John Brown’s Body,” we find the following lines:

(Dupre) saw that Sue had the finest hearse  
That IOU’s could possibly drape her.

Since most people whose native language is not English would not understand what is meant by IOU (an acronym for I Owe You), a translator would explain what is meant by that abbreviation, namely, a “funeral on credit.”

In the same poem, there is a scene in book three where a young couple is going off to fetch water. The girl’s father watches them go:

The big pail clanking between them.  
His hard mouth  
Was wry with an old nursery rhyme.

The allusion is to the following rhyme, familiar to the English-speaking reader, but not necessarily to others:

Jack and Jill  
Went up the hill  
To fetch a pail of water.  
Jack fell down  
And broke his crown  
And Jill came tumbling after.

To be understood by the reader, the translator will have to incorporate an explanation that the “old nursery rhyme” is about Jack and Jill who went to the well with a pail.

**8. Above all, as already emphasized, a good translation will convey, as much as possible, the meaning of the original text.**

While attempting in every way to reflect the style of the original, whether in grammatical forms, vocabulary, or imagery, it will, nevertheless, give priority to content over style.

### **Observe Translators in Action**

*Translation skills can be sharpened by observing and working with experienced translators.*

Perhaps the best way to “learn the ropes” of translation is to observe experienced translators in action. If possible, work closely with one. Under his or her guidance, begin translating passages on your own.

In addition, take time to study high quality published translations. Compare them with the originals. Note, for instance, in the examples that follow, what translation decisions the translator had to make.

Let's begin, as I do in my workshops, with examples from different literary sources and then zero in on one exercise that provides a more in-depth analysis. Remember, our overall purpose is to create translations that will convey to the reader the same meaning in a style as close as possible to the original. At the same time we want to give the impression that the translation is an indigenous and original piece of writing.

To achieve this end, the translator in each case has asked our two essential questions:

1. What is the author trying to say to the reader?
2. How can this be said in a style that is both authentic and as close as possible to the original?

### **Title and passage from a novel**

Look first at an example from a friend of mine, Dr. Kenneth Cragg, an Englishman who is both bilingual and bicultural. Dr. Cragg's challenge was to translate the title of an Arabic novel by the Egyptian writer Dr. Muhammad Kamel Hussein. I realize titles have special problems for publishers, but this one provides some good insights into decisions a translator has to make.

Hussein's novel, which won the State Prize for Literature in Cairo in 1957, is about the events of the first Good Friday in Jerusalem, seen from a Muslim point of view. Its metaphorical title is *Qaryah Zalimah*, which suggests "sinful community."

Literally, the word /*qaryah*/ means "village" or "town-ship," and /*Zaalimah*/ means "wronging." The phrase /*qaryah zaalimah*/ occurs in Suras 21:11 and 22:45, 48 of the *Qur'an*, as Cragg mentions in his introduction.

A reader of Arabic, aware of the Quranic context of the phrase, would understand the metaphoric title and appreciate it. But since Cragg's English-speaking readers would not understand it and since Hussein's /*qaryah*/ refers to Jerusalem, "city" becomes the only possible translation. *Wronging city* would make a rather awkward title, and so Cragg chooses the more idiomatic, *City of Wrong*.

### ***Passage from an autobiography***

The last brief passage comes from book one of the autobiography of Taha Hussein, Egyptian educator, reformer, thinker, and writer



on many subjects. The translator is E. H. Paxton, a linguist. The passage comes from the concluding part of chapter 12:

وكم كان فرحاً مختالاً حين غدا إلى الكتاب يوم السبت وفي يده نسخة من  
الألفية! لقد رفعته هذه النسخة درجات وإن كانت هذه النسخة ضئيلة قدره سيئة  
الجلد . . . والألفية شعر . . . الحق إنه يبتهج بهذا البيت :  
قال محمد هو ابن مالك      أحمد ربي الله خير مالك

Looking at this passage, the translator notes that it ends with a line of verse. He also notes three problematic words: *ghada*, *alfeyya*, and *malik*. *Ghada* is a verb in the past tense, meaning “went in the morning.” *Alfeyya* is the name of a versified Arabic grammar written by Ibn Malik of Jaen, who died in A. D. 1273 *Malik* is used as a pun, for it means king or possessor, but is also the name of the author of the *Alfeyya*.

The translator cannot find an English word that conveys the idea of “went in the morning” and so he decides to translate the word *ghada* by a phrase. He realizes that his English-speaking readers will not understand what *Alfeyya* is, thus he explains it in a note. He decides to drop the pun - since it is based on a sound-meaning arrangement that does not repeat itself in English. However, he does keep the two meanings intended by it. Finally, he decides

not to use verse, but prose for the last line; and in order to give the impression that the line was written in the thirteenth century, he uses the word *spake* instead of *spoke*. Here is the translation:

How happy and conceited he was when he *went on Saturday morning* with a copy of the *Alfeyya* in his hand! For this copy had raised him many ranks, although it was well worn, dirty and badly bound . . . the *Alfeyya* was poetry . . . There was one verse in it that rejoiced his heart. . . It was: “Thus spake Muhammed, and he’s the son of *Malik*, I praise the Lord God the *best possessor*.”

### ***Translating a longer passage***

I would suggest working first on passages that are simpler in form and then moving on to the more complex. One sequence might be:

- 1.Simple exposition or narrative.
- 2.Description
- 3.Writing involving abstract thinking as in philosophy.
- 4.Finally, poetry (if the translator is a poet).

For the purpose of our discussion here, I have chosen a passage from a novel that includes all four forms of writing. Not only is there simple narrative and description, but abstract thought in the form of argumentative prose, and poetry. Direct speech, another important form of writing, is also included.

Hence, though a novel is probably not the place for a translator to begin, this particular passage stands as a useful example for analysis. Here is the passage:

Suzan passed with her torch into an inner room which, except for a tiny table in the middle, was quite empty. On the table was a small red book.

“I wonder if this is the book,” thought Suzan.

She tiptoed to the table, gave a quick glance in the direction of the door, then picked up the book.

“No title,” she muttered, as she scrutinized the cover.

She opened the book. Several pages had large patches of ink on them. Turning to the first legible page, Suzan read:

Whimsical assertions that all men are Platonists or Aristotelians, or liberals or conservatives (“Nature wisely does contrive/ That every boy and every gal/That’s born into the world alive/ Is either a little Liberal/Or else a little Conservative’) reveal a

tendency to divide things into two. Two is, perhaps, right: peace and war, man and woman, day and night, good and evil, life and death. There may be middle cases; there is the cold war, and it has been suggested by Edmund Burke that no man can point to the precise moment that divides day from night - but Burke also suggested that everyone can make the useful distinction between day and night. The distinction between comedy and tragedy may not always be easy to make, but until the twentieth century - which is certainly more complex than all the previous centuries - it was usually clear enough. Shakespeare's *Hamlet*, which in Horatio's words is concerned with "woeful wonder," is a tragedy; on the other hand, Shakespeare's *A Midsummer Night's Dream*, which in Puck's words is concerned with things that pleasingly "befall preposterously," is a comedy.

"What are you reading?" thundered a threatening voice from the doorway. Suzan jumped back, and the book fell to the floor.

Before translating any text, remember our first question: *What is the author trying to say to the reader?* When we look at this passage, we find that the narrative part is quite clear, as far as meaning is concerned. But the part that Suzan reads out of a book is not so clear.

Let us take the first sentence. What does the writer want to say? Do the “whimsical assertions” divide “all men” into four categories, namely, Platonists, Aristotelians, Liberals and Conservatives, or into two categories only: Platonists and Aristotelians on the one hand, and Liberals and Conservatives on the other hand? Further, isn’t it confusing to insert five lines of verse parenthetically between the subject of the sentence of the sentence and its predicate?

From the punctuation of the part before the parenthesis, we gather that only two categories are intended, and not four. When we have carefully read the rest of the sentence, it becomes clear that the Platonists *are* the Liberals, while the Aristotelians *are* the Conservatives. The function of the parenthetical verse lines is simply to indicate that the phrase “Platonists or Aristotelians” is synonymous with the phrase “Liberals or Conservatives.”

The meaning of the rest of the passage is clear, except for the last sentence. What does Shakespeare mean by “woeful wonder” and things that pleasingly “befall preposterously”? “Woeful wonder” probably means woes that arouse questions in the minds of the spectators, while things that pleasantly “befall preposterously”

are incidents that amuse the spectators by occurring in a preposterous way.

Having understood the meaning of the whole passage, we now reread it to see if there are other problems that must be solved before we start to translate it. The first is a structural problem. What do we do about the parenthetical material and the long, involved sentences? Do we try to retain them in the translation?

The answer is no. A translated novel usually is meant to be read by the general public, and not merely by the elected few. Therefore, for the sake of clarity, the long, involved sentences must be broken into short, simpler sentences, while parenthetical material should be placed after the predicate, instead of between subject and predicate.

The second problem is again one of construction. How do we translate the sentence "... it has been suggested by Edmund Burke that no man can point to the precise moment that divides day from night . . ."? Do we retain the passive voice when we translate it, or do we use the active voice instead?

The answer will probably vary, depending on what language we are translating into. If the target language is Arabic, then we must definitely use the active, since the passive would sound contrived and awkward.

A third problem is how to render all those names in the passage. Should they be transliterated (that is, rendered phonetically), or translated? This well depends, to a large extent, on traditional usage. If the passage is being translated into Arabic, then the proper names, Suzan, Shakespeare, Hamlet, Horatio and Puck should all be rendered phonetically. For Aristotle and Plato the traditional renderings should be used, namely, أرسطوطليس (Aristotalis) and أفلاطون (Aflaton). As for the title, *A Midsummer Night's Dream*, it should be translated because that is how it is known to Arabic readers.

Another question is whether to render the five lines of verse as verse, or to express the meaning in prose. The answer is that it does not really matter in this particular context. The important thing here is to convey the meaning in a style that does not sound contrived or artificial to the native speaker of the target language.

A final question is what to do with the italicized word *the* in the first line of direct speech. The answer will again vary, depending on the target language. In languages like Arabic and Hebrew, italics do not exist. In this case, a word or short phrase should be added to convey the desired emphasis.

With the author's intended meaning clear, and having carefully analyzed the structural and other problems in the passage, we can now start to translate. Here we keep in mind our second question: *How can this be said in a style that is both authentic and as close as possible to the original?*

Remember, there is more than one correct and effective way of saying the same thing. We need to grasp the feel and flow of the entire passage, not just zero in on the individual fragments. Remember, also, that a good translation is arrived at after much revision.

As an exercise, try your hand at translating this passage right now into a language other than English. Then reread your translation, and see if you can improve it. When you are satisfied with it, apply the eight tests for a good translation. Make adjustments. Finally, show your work to an experienced translator. Carefully note that translator's comments.



## **To sum up - communicate!**

To be able to communicate, translators must be bilingual and bicultural. They should be good writers, and also possess the relevant linguistic knowledge. This will help them recognize and avoid translations that cause confusion or misunderstanding. They should also become familiar with the tests for a good translation and seek to observe translators at work on a project.

When translating any passage, translators should ask two basic questions: *What* does it mean? And *how* should it be said in the new language?

Inevitably the form of the message to be communicated will require certain adjustments because of differences in language and culture. Thus one word may have to be expressed in a whole phrase, or vice versa. Another word may need an explanatory footnote. What is said in one long sentence might have to be said in several short sentences. For the sake of clarity, a metaphorical title or expression may be replaced by its implicit meaning. At the same time, a figure of speech depending for its effect on sound, such as the pun, will have to go. Abbreviations will have to give place to complete words, and idioms or euphemisms

peculiar to one language will have to be replaced by others more typical of the new language. Where no corresponding verse pattern may be found, a line of verse may be translated by a line of prose.

All these changes are legitimate, provided the meaning and spirit of the original are preserved. To borrow one of Eugene Nida's illustrations: "An analogy to the process of translation may be seen in freight transport. Goods put in a series of cars constituting a particular train may be transferred to another train in such a way that the goods are redistributed into different cars. It is not important that the second train be packed in cars corresponding to those of the first train; what is important is that all the goods arrive safely at their destination."

Good translators, in other words, do not try to reproduce the formal order of words or phrases, nor do they try to find one-for-one sets of verbal correspondence. What they do aim at is a faithful reproduction of the original so that the meaning of the message and its spirit may be satisfactorily communicated.

## **CHAPTER TWO**

### **TRANSLATION PROBLEMS**

*Some rules of thumb for solving individual and textual problems.*

Translators are likely to come across two major problem areas in their work: individual and textual. Individual problems relate to the individual weaknesses or traits of the translator; textual problems stem from the text to be translated.

#### **Problems Related to the Translator**

Problems that immediately surface when untrained translators attempt translation work were covered in “Watch what you say”. These include: insufficient knowledge of a language or culture, poor writing skill, lack of awareness of historical changes in the meaning of words, and unsophisticated understanding of idioms, metaphors, and connotations of words.

In this chapter we will deal with individual problems that come up as translators dig more deeply into different projects, wrestling with the complex issues of translation.

## **1. Too much knowledge of the subject matter.**

Most highly trained persons in any field of study tend to limit discussion of their discipline to their peers. They find it difficult, therefore, to put themselves in the position of those who have no knowledge of the technical aspects. Assuming that everybody shares their knowledge, they translate over the heads of their readers. Thus literary critics translating a passage on the appreciation of poetry will use technical terminology unfamiliar to the non-specialist readers. The same is true of theologians who are translating an article on a theological issue.

## **2. Too much interest in linguistic subtleties**

Some translators may be linguists who take special delight in unraveling the subtleties of a language. Such technicians are often tempted to sacrifice clarity for the sake of minute formal subtleties that might be pleasing to the reader who knows the original language (in which case he does not really need a translation), but confusing to those who are not acquainted with that language.

### **3. Too little respect for the reader**

While some translate over the heads of their readers, others go to the opposite extreme and try to oversimplify, assuming that the reader has no imagination whatsoever. This could result in ludicrous distortions of historical data. In one case, the translator rendered the expression “gold shekel” in an ancient Greek text, as “gold dollar” in a modern Arabic translation of it.

### **4. Wrong focus**

Another problem is the tendency to focus on too small a unit. In the past, it was assumed that translation involved replacing a word in language A with a word in language B. That is, the traditional focus of attention in translation was on the word. Later, it was recognized that the word was not a sufficiently large unit, and therefore the focus shifted to the sentence. But again experts have been able to demonstrate that even the sentence is not enough. Eugene Nida and Charles Taber state that, “The focus should be on the paragraph, and to some extent on the total discourse. Otherwise, one tends to overlook the transitional phenomena, the connections between sentences, and the ways in which languages structure the discourse.

Naturally, a translator cannot at one and the same time bear in mind all the components of a paragraph. But then every part of the paragraph should be translated with the structure of the whole being carefully considered since all must fit together.

### **5. Too little respect for the source text**

Shifting the focus of our translation from the smaller unit to the larger does not give us license to ignore the smaller units. Nor, for that matter, do disregard any portion of the source text.

Some translators are tempted to impose their own views on what they translate and have no scruples about twisting the actual words of a text. For example, in an Arabic play based on Luke 12:16-21, one of the characters says, “I’ll eat, drink, and be merry.” In an English translation of this play, the line reads, “Nothing for me but wine, women, and song!”

## **6. Too little knowledge of words that are identical but have different meanings.**

As we have said, translators should be bilingual. It sometimes happens, however, that though the translators are fluent in both languages, there are still some gaps in knowledge regarding the language to be translated. The problem most often arises where one language - or dialect - has certain words in common with another, spelled exactly the same, but meaning something quite different.

For example, in Lebanese Arabic, نيله is a blue dyestuff, whereas in Egyptian Arabic it is a word of insult, not used in polite society. The Indonesian expression, *laskar yang tak berguna* means “useless soldier.” The very same expression in Malay means “a veteran.”

A German translator with insufficient knowledge of Dutch came upon the expression *3 x bellen* in the text of a Dutch play that he was translating into German. He rendered that expression “bark three times,” because in German the word *bellen* means “bark.” That translator did not realize that in Dutch the very same word

means “ring.” The correct translation should have read, “ring three times.”

This problem of insufficient knowledge of identical words is best solved through collaboration. For in this case the translator could work on the translation while collaborating closely with a specialist in the target language.

## **Problems That Stem from the Text**

Problems that stem from the text usually are of a linguistic nature, but in at least two cases, they are problems of restructuring.

### **1. Linguistic problems**

Linguistic problems involve specific usage or grammatical peculiarities within a sentence.

*Construction:* Problems related to construction are pervasive and subtle because many constructions do not correspond exactly to their equivalent in another language. Thus, for example, English “to take” is French *prendre*, but in French a person does not



“take” a walk, he “does” it (*faire une promenade*). On the other hand one “takes” patience in French (*prendre patience*), but in English one “has” it.

*Prepositions:* A preposition in one language may be rendered in three or four different ways in another language, depending on its context. For example, the preposition *بـ* in Egyptian Arabic could be translated either “with,” “by,” “at,” or “for,” as in the following sentences:

a. I cut it *with* a knife.

قطعتها بسكين

b. I passed by your brother.

مررت بأخيك

c. I sold it *at* a reasonable price.

بعتها بثمن معتدل

d. I bought it *for* a thousand pounds.

اشتريتها بألف جنيه

*Verbs:* Verb forms can become quite complicated in the way they combine with other elements of the sentence. This is particularly

true of the Nomatsiguenga language of Peru. A typical verb consists of a subject prefix, possibly another prefix, a verb root, other suffixes, and an ending with objects, direct and indirect.

Hence, in John 8:7, we read of Jesus:

“ Osangueguiteseretocotasantaguetiri.”

In English, this means:

“ I enlighten the souls of all people “or” I am the light of the world.”

In some languages, it is good form to use the passive form of the verbs, while in others the passive sounds unnatural. For example, the passive English expression, “it is believed” should be rendered in Arabic in the active voice:

يعتقد الناس أن

and not in the passive:

يُعتقد أن

In some languages, it is necessary to indicate in the verb whether an action takes place for the first time or is a repetition of an event. For example, the sentence, “When John left Alexandria, he went to Cairo,” could be translated into Arabic as it is. But a

translator into the Villa Alta dialect of Zepatec must decide whether John had been to Cairo before or was visiting it for the first time when he left Alexandria. Verb tenses must be carefully translated, since the slightest alteration could spoil the effect originally intended by the author.

An example of this is Scott Moncrieff's translation of the famous first sentence of Proust's novel, *A la recherche du temps perdu*. Proust's sentence reads: "*Longtemps, je me suis couche de bonne heure.*" The adverb *longtemps* means a period of indefinite duration at any point in time - past, present, or future. It is used in conjunction with the *passee compose*, or present perfect verb tense, *Je me suis couche*.

This is not a simple tense, but a compound one composed of two other tenses or times - the past and the present. The time image conveyed, then, is a temporal free zone, so that the novel begins (as it ends) outside of time, or hovering above it. The sentence might be read: "Since a long time ago, I am used to going to bed early." However, Scott Moncrieff translates it, "For a long time I used to go to bed early." Here, the image of a temporal free zone is lost, and the action is confined very definitely to the past.

*Pronouns:* Some languages have only one pronoun for the same person, while others have more than one. For example, in English; the first person singular is “ I ” and, apart from the royal “we,” it does not change no matter who is speaking, or to whom. A translator translating this into Arabic would have no difficulty with this pronoun, since in every case it can be rendered in the same word: أنا. The royal we would be: "نحن".

But in Burmese there are four different forms: the first is appropriate to an older or senior speaking to a younger or junior. The second denotes equality between the speaker and the person addressed; the third is used by a human being addressing an animal or a criminal; the fourth is used by an inferior addressing his master, or a pupil addressing a teacher.

In some language, like Chinese and Japanese, pronouns are used very sparingly. Also, there is nothing in the verbs to indicate the person. This fact requires special alertness on the part of the translator.

*Common nouns:* Some languages have only one word for two different objects, while others have more than one word. Accordingly, a translator from German would have to decide

whether *fish* denotes a living animal (*el pez*), or a cooked one (*el pescado*).

*Proper nouns and adjectives denoting unknown objects:* Certain objects in one language may be completely unknown in another. For example, a translator into Dutch might come upon the expression “jack-o-lantern,” or “jack-in-the-pulpit.” As these objects do not exist in the Dutch language, the translator must substitute descriptive definitions, saying, respectively, “a lantern made out of a hollow pumpkin,” or “a woodland plant that blossoms in the spring.” Otherwise, the Dutch reader will think that “jack” is a person.

*Names of people:* Usually these can be rendered phonetically. A translator translating from Russian, however, is faced with the problem that in Russian, names of people have functions that they do not have in other languages such as English or Arabic. Different translators handle the problem in different ways. Cathy Porter explains the problem in her translation of Alexandra Kollontai’s *Love of Worker Bees*:

Russians have a first (Christian) name, a patronymic [name from the father’s first name] and a surname. The customary mode of

address is first name plus patronymic; thus *Vasilisa Dementevna*, or *Maria Semenovna*. There are more intimate abbreviations of first names which have subtly affectionate, patronizing or friendly overtones. So for instance *Vasilisa* becomes *Vasya*, *Vasyuk*, and *Vladimir* becomes *Volodya*, *Volodka*, *Volodechka*, *Volya*.

Similarly, in his discussion of Dostoyevski's *The Brothers Karamazov*, Uspensky explains how the name system can indicate multiple points of view, since a character is perceived both by other characters in the novel and also through the eyes of the narrator.

Such explanations, however, are of little help during the actual reading process if all the names are merely rendered phonetically. For if the variations of a name in the original are all retained in an English or Arabic translation, the reader is simply confused and bewildered. In the translation process, therefore, it is essential for the translator to consider the function of the naming system rather than the system itself. One solution is to choose only one name for each character, but convey in other ways the different implications intended by the use of the other names.

*Italics and dashes:* Italics are found in some languages like the romance ones, but are nonexistent in others, like Hebrew or Arabic. When a word is italicized for emphasis in a certain language, it should be translated by two synonymous words in another language that does not use italics. As for dashes, in English a dash may convey the meaning of “that is to say,” but in Arabic a dash has no meaning at all.

## **2. Problems of restructuring**

In restructuring, the translator substitutes the original sentence or expression with an equivalent expression in the second language, in some cases, the original expressions are merely simplified.

*Proverbs:* If a proverb in one language already has a well-known equivalent in another language, the translator should use that equivalent, rather than attends a new translation. For example, Proverbs 11:15 in the Van Dyck-El Bustani Arabic version reads, “The one who hates the clapping of hands is at rest.” This form of the proverb merely confuses the reader. A familiar equivalent will elicit reader identification, and its esthetic impact will be stronger.

The following are examples of English and Arabic proverbs conveying the same message, though structured differently:

a. Diamond cut diamond.

لا يقل الحديد إلا الحديد

(Nothing will cut iron but iron.)

b. Cut your coat according to your cloth.

على قدر لحافك مد رجلك

(Stretch your feet as far as your eiderdown will go.)

c. If you wish to be obeyed, ask the possible.

إن أردت أن تطاع ، فسل ما يستطاع

(If you wish to be obeyed, ask the possible. Or, Do not ask the impossible.)

*Messages originally meant for specialists, but now intended for the general reader:* These need extensive restructuring to make them suitable for the wider and less homogenous group. For example, a discussion by atomic scientists on the issues of world survival must necessarily be curtailed or expanded if it is to be understood by readers who are not atomic scientists.



## **Some Rules of Thumb for Solving Individual And Textual Problems**

From the above, we can deduce the following rules of thumb that will help solve individual and textual translation problems:

1. Focus on the paragraph as related to the whole, not on the word or the sentence.
2. But respect your source text. Do not impose on it your own interpretation.
3. Use simple words, phrases, and sentences instead of technical terminology and involved statements.
4. Do not go too far in trying to reproduce minute formal linguistic subtleties: these will only confuse your readers. Of course, a certain amount of linguistic subtlety can be conveyed.
5. Respect your readers, remembering that although they may not be your peers, they probably have more imagination than you give them credit for. Do not oversimplify.
6. If you are not fluent in the language of a source text, be sure to work in close collaboration with a specialist in that language.
7. If you have a problem with prepositions, verb forms or tenses, be sure to consult someone else, possibly a linguist.
8. Whenever the original refers of the translation, be sure to qualify that object by an explanatory word or phrase.

9. When translating a text that contains a proverb, use its known equivalent in the other language if there is one.

10. Be sure to edit a message originally meant for specialists. But now intended for a wider and less homogenous group.

## **CHAPTER THREE**

### **TRANSLATION SKILLS**

*Each translation project requires special writing skills.*

Are you the right person for the project? Do you have the necessary knowledge and skills? These are the questions every translator must ask before work begins.

Translator and project must match.

This can be seen as we analyze briefly four different kinds of projects - scientific and technical texts, business letters, literary works, and Biblical literature.

#### **Scientific and technical texts**

Scientific and technical texts are in some ways the easiest to translate because they require the least restructuring. The language of science and technology is precise, employs mathematical symbols, and can have only one interpretation.

Hence, the most important tools translators must have to translate scientific or technical texts are: (1) Ability to think and write in precise, scientific language. (2) Some knowledge of the scientific field under consideration. (3) A good dictionary of scientific technical terms.

What about machine translation? Will the advanced technology in this area put qualified “scientific” translators out of work?

Because of its mathematical precision, scientific technical language can be defined into rules and then programmed for translation by computer. In fact, since 1969, the U. S. Air Force has used computers to translate scientific technical texts from Russian, Chinese, and German into English at a speed of 300,000 words per hour. In *Translation: Application and Research*, Petra Toma states that “the system is known as Sustram and was also used by NASA for the translation support activities so vital to the USA – Russia Apollo – Soyuz docking maneuvers.”

This does not mean, however, that machines will soon supplant humans in the translation of scientific texts. A computer cannot be used where any amount of restructuring is required since the machine cannot think. And at present, these translating machines are so rare and so very expensive that they are beyond the reach of any nongovernmental organization.

Until translating machines can be produced much more cheaply and on a significantly wider scale, the human translator of scientific texts will continue to be in demand.

## **Business letters**

Translators of business letters must be flexible, alert, and knowledgeable of cultural differences. These qualities are necessary because often a business letter will require a substantial amount of restructuring since the forms of business etiquette differ widely in various parts of the world.

In English, for example, it is good form to start a business letter to the president of a university by writing, “Dear Sir.” In Arabic, this would be ludicrous and rude because the word *dear* is used only when writing to an intimate friend or relative. Moreover, a university president is not addressed as “Sir,” but as “Mr. Professor Dr. / President of the University”.

( السيد الأستاذ الدكتور / رئيس الجامعة )

which, in English is utterly ridiculous.

Further, in English it is good form to go immediately into the business, and as soon as that is finished, sign off. But in Arabic,

the business must be preceded by the following conventional greeting, which means “A pleasant greeting.”

( تحية طيبة وبعد )

The same business must also be followed by the conventional phrase:

وتفضلوا سيادتكم بقبول فائق الاحترام

Literally translated, this phrase would read: “May your mastership deign to accept unlimited respect.” which again sounds quite ludicrous in English.

## **Literary works**

To translate literary works satisfactorily, translators must have artistic, literary ability in the form in which they are working. That is, they must be a poet to translate poetry, a fiction writer to translate fiction, a playwright to translate drama, and so on.

Such writer-translators are able to organize ideas well and construct a unified piece of writing. This requires an analytic mind, enabling them to grasp the essential meaning of a complicated passage.

Further, such writer-translators possess an esthetic sensitivity to images, symbols, and form. They have the agility and insight to spot from among three or four possibilities the most effective way of conveying the meaning.

To a large extent, literary capacity is a matter of training. Even analytic insight is not merely innate. University students exposed to a good liberal arts program usually acquire this quality through the kind of training they get at universities where they are expected to analyze, make comparisons and evaluate, as well as notice fine distinctions between several apparently similar modes of expression. This is not to deny that some people are by nature, more talented than others. But talent alone is not enough where translation is concerned.

Whether prose or poetry, the language of literature employs imagery, unlike the language of science. In terms of imagery, the general principle is that *the translation should give the same meaning as the original and should produce the same emotive effect*. To achieve this, the translator may have to alter the image. For example, in English an obnoxious person could be described as “a pain in the neck,” in Ancient Hebrew as “a thorn in the

flesh,” in contemporary Egyptian Arabic as “a bone in the throat,” while the people of the Marshall Islands will refer to the same kind of person as “a fishbone in the throat.”

Each of these metaphors conveys a different picture from the other three, and yet each, in its language, conveys the same meaning, and produces the same emotive effect. In a similar way, an American or an Australian might describe circumlocution as “beating about the bush,” while for Italians the equivalent expression is “leading the dog around the threshing floor.” Or, to cite other examples, nervous anxiety could be described in English as “butterflies in the stomach, while the Chontals of Oaxaca in Mexico describe it as “butterflies in the heart.” The phrase “generation of vipers” is an obvious reproof to the hypocrites of Jesus’ day, but the Balinese would take such a phrase as a compliment, since the viper is the sacred creature of their paradise. For them the equivalent expression is “offspring of creeping vermin.”

*Prose in literary works:* Prose in literary works consists of four major types: narrative, dialogue, description, and argument. Hence, the translator needs skills in these areas. (Note that these forms of prose also occur in journalism and nonfiction, such as



biography and the first person essay.) Sometimes all four types of prose are found in a single work, such as a novel or a short story. Naturally, though, the narrative element is the predominant one in these genres. In a play, dialogue is the predominant elements, or it could take an argumentative turn.

To translate a play, translators need to have had exposure to live drama. This is important to remember because a play is meant to be acted and not merely to be read. The added criterion of *performability* must be imbedded in the translators' minds so that they will know how to guard against the dangers of being too literal or too free. If they are too literal, the play will be difficult to perform; if they are too free, they will stray too far from the original.

In dealing with narrative, translators must be able to distinguish between nonfiction narrative, such as in an autobiography, or fictional narrative, such as in a novel or an epic. That is, they must decide whether the impression intended by the original is of an action that actually happened, or of an action that is merely fictional. If the first, then the narrative must never start with an expression like "once upon a time," since such an expression immediately gives the translation a fairy-tale atmosphere.

In translating argumentative passages, translators must be analytic enough to deal with expressions denoting logical relations, such as cause and effect, condition and consequence, purpose and accomplishment.

Generally speaking, whatever the nature of the prose, translators must have the flexibility to choose well-known and present-day words, rather than archaic ones. For special effects, an unfamiliar or archaic word may be useful, but well-known, present-day words are best for easy comprehension.

*Poetry:* Poetry is distinguished from prose not merely in its use of meter and verse patterns, but also in possessing a certain novelty, complexity, and compression. The novelty is produced by the use of fresh expressions and word arrangements that sound natural but are arresting and often surprising. Complexity is seen in the interplay between the various levels of meaning within the poem. Compression is the result of dense (tightly packed) and economical use of language.

To translate poetry effectively, translators must be poets, familiar with the metrical systems and poetic forms of both languages

concerned. But this is not all. Translator-poets also need sensitivity to know when to translate a poem into poetry, and when to translate it into prose. This decision is important because cultures differ in the way they use or relate to these different types of language.

For example, in classical Greek, the epic poem was the accepted way to describe a momentous event, but in modern English this is not so. Thus the most effective English translations of Homer's *Illiad* and *Odyssey* are now in prose, not in poetry. The poetic translations seem forced and unnatural, but translated as prose, Homer can be full of life and vigor.

On the other hand, in the Near and Far East, the poetic form is still much appreciated in several languages. One of the popular accounts of the life of Jesus in India has been done in Malayalam verse by a skilled poet. In Arabic, some of the tales about the popular fictional character, Goha, are in verse.

## **Biblical literature**

Translating the Bible takes versatility from every kind of translator for it contains all the forms of literature. It is

expository and declarative and historical. But it is also “literary” in its poetic passages, such as in the Book of Job. Thus the basic skills necessary for translating Scripture are the same as for translating literary works.

There is one significant difference. The difference is that in the case of general literary works, the ideal goal is the greatest accuracy with the most dynamic form. But in the case of a holy book, this ideal must be reached as accurately as is humanly possible, no matter how long it takes or how costly the process. In contrast, in translating, say, a short story for next week’s periodical, a translator is usually forgiven if this ideal goal is not reached.

### **Can oral interpreters be translators?**

The question often comes up when planning projects, can oral interpreters be translators? A person who can interpret orally may not necessarily be able to produce satisfactory written translations necessarily able to interpret well orally. The skills required by the one are not identical to those required by the other. This is important to keep in mind when considering translation work.

Oral interpreters, for example, have to be quite fluent in both languages concerned. Translators, on the other hand, could still produce a good written translation by being fluent only in the language of the translation. They could do this by collaborating with an expert who is fluent in the other language.

Translators must be good writers. Oral interpreters must be good speakers - writing is immaterial to them. What is important to oral interpreters is that their oral communication be faithful to the original, clearly enunciated, and appealing to the listeners. Translators have time to revise their written translation, but oral interpreters may not rethink or rephrase anything. They must be quick and have to be able to interpret facial signs and other nonverbal communications.

Oral interpreters must also be sensitive to the cultural practices of both parties. Lynn Tyler of Brigham Young University suggests that a message “may contain more meaning in a new cultural setting than the originator would have liked to have said, but was unable because of his/her own cultural restraints.” In Japan, for example, it is improper to disagree verbally with another person in public. Thus, an American interpreting for two Japanese

speakers who disagree with each other on a certain point, might convey to an American audience more than what the Japanese speakers are actually putting into words.

On the other hand, if certain negotiations are taking place between a U. S. party and a Japanese one, a wise Japanese interpreter will alert the American communicator to the fact that in Japan new ideas are discussed first in private meetings. He or she will explain that the reason is so that no differences of opinion are brought up in a public meeting, or before journalists and TV interviewers.

All this goes to show how different oral interpretation is from written translation. It can happen, of course, that one person may possess the skills of both interpreter and translator, but this is not usually the case. The point is, each individual must carefully evaluate his or her skills in this area before taking on translation projects.

The kinds of translation work we have discussed represent only a small sampling of the different projects the translator is likely to face. The point is, before beginning to work, ask yourself the following questions: Are you the right person for the project? Do

you have the necessary knowledge and skills? Whether the project is scientific matter, business letters, literary works, Biblical literature, or any other kind of work, translator and project must match.

**CHAPTER FOUR**  
**TRANSLATION EXERCISES**

The following passages can be used to sharpen the skill of translators.

1

Almighty God, who will come again to judge both the quick and the dead, defend us, we beseech Thee, against the assaults of our unseen adversary, the Devil. Prevent us, oh Lord, in all our doings with Thy most gracious favour. We thank Thee for the ghostly counsel we have received. Grant that Thy comfortable words may bring in us the fruit of good living. And we beseech Thee, heavenly Father, to assist us with Thy grace that we may protest Thy holy name, being in love and charity with our neighbors, and walking in Thy blessed statutes as is meet, right and our bounden duty. (From a 17th century Christian prayer).

**Note the words that have changed their meaning.**

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Today Al-Azhar, the oldest Islamic University in the whole world, celebrates its first millenium. It was completed in 361 H. by Jauhar Es-Sekelly, a slave of the Fatemite Caliph. Al-Muez Lidine Illah Al-Fatemy, and is today situated in the heart of Cairo. Its student body numbers approximately 17,000 representing 26 different countries, including Egypt. Al the students are Muslims. (From The Egyptian Gazette, March, 1983).

**Note the rendering of the proper names.**

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Colors as signs – even at their least elaborated and most optical stage – have certain very marked spacious characteristics of their own. Red, for example, seems to advance towards the eye and to swell out of its boundaries, while blue seems to retreat and to withdraw into itself. Degree of saturation may also give recession in obvious and in more recondite ways. *Pure* colors in the foreground and greyed colors in the background are a single example. Similarly, opposition of colors is one of the main means by which stresses and strains of volumes may be suggested. ( From Ian Scott’s *The color Test*).

**Note the phrase between the dashes, and the use of Italics.**

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**81 Sike's Avenue  
Dayton 10, Ohio  
April 30, 1983**

**Ms. Alice McGregor  
Director  
Sike's Department Store  
Dayton 10, Ohio**

Dear Madam,  
I should like to apply for the post of Sales Manager advertised in yesterday's *Times*. I am a 30-year-old American citizen, living two blocks away from your department store. I received my B.A. in Commerce with second class honors in 1978. Since then I have been working as Assistant Sales Manager at Shane and

Shorley's. The following have given me permission to use their names as references:

Mr. Lawrence Carter, Director of Shane and Shorley's

Mrs. Margaret Field, Sales Manager at Shane and Shorley's

I shall be happy to come for an interview at any time which is convenient to you.

Thank you for considering my request.

Sincerely yours,

Bruce Adams

Note the use of the title "Ms." And the business etiquette followed in this letter. How should a letter, conveying the same information, be written in your own language and culture?

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*Englishman.* He is a keen Christian.

*American.* I am very sorry to hear it.

*Englishman.* He was made Provost a week ago.

*American.* So he left the Church and Joined the army? Well, if you say he is “keen,” then I suppose the army suits him better.

Note the different meanings the words keen and provost have in England and America.

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**How would you translate these proverbs?**

- 1. A bird in the hand is worth two in the bush.  
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- 2. A stitch in time saves nine.  
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- 3. Don't count your chickens before they hatch.  
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- 4. Spare the rod and spoil the child.  
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- 5. A friend in need is a friend indeed.  
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- 6. Necessity knows no law.  
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## The Fire of London

| English Passage   | الترجمة العربية  |
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| <p>Charles Dickens wrote on the fire of London: It broke out at a baker's shop near London Bridge, on the spot on which the monument now stands as a remembrance of these raging flames. It spread and burned for six days. The nights were lighter than the days; in the daytime there was an immense cloud of smoke, and in the nighttime there was a great tower of fire mounting up into the sky, which lighted the whole country for ten miles round. Showers of hot ashes rose into the air and fell on distant places; flying sparks carried</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

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| the conflagration to great   | ..... |
| distances, and kindled it in | ..... |
| twenty new spots at a time;  | ..... |
| church steeples fell down    | ..... |
| with tremendous crashes,     | ..... |
| houses crumbled into cinders | ..... |
| by the hundred and the       | ..... |
| thousand: Nothing could stop | ..... |
| the tremendous fire, but the | ..... |
| want of more houses to burn. | ..... |

8

**The Rays of the Sun**

| English Passage                 | الترجمة العربية |
|---------------------------------|-----------------|
| The rays of the sun, falling on | .....           |
| the green leaves of growing     | .....           |
| plants in the presence of the   | .....           |
| carbon dioxide of the air,      | .....           |
| decompose the latter into       | .....           |
| carbon and gaseous oxygen.      | .....           |
| The oxygen is liberated back    | .....           |
| into the atmosphere.            | .....           |



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|---|--|
| <p>That is why the plants in the room refresh the air whereas the carbon is deposited in the body of the plant, ready to unite again with the atmospheric oxygen when wood is burned.</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
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**Anti-West Riots in Moscow and Belgrad**

| English Passage  | الترجمة العربية   |
|--|---|
| <p>The demonstrations against Western Embassies, which started earlier last week in African capitals, spread yesterday to several European capitals. The worst riot was in Moscow, where the attacks on the American, British, Belgian and Congolese Embassies were said to be greater than any previous</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

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| anti-Western demonstrations  | ..... |
| allowed by the Soviet        | ..... |
| authorities. Strong protests | ..... |
| have been lodged by the      | ..... |
| American and Belgian         | ..... |
| governments with the Soviet  | ..... |
| government.                  | ..... |

George was a bad student until his father died. He then turned over a new leaf and decided that he was going to be a good example to his younger brother. So now he is heart and soul in the work.

Note the idiomatic expressions in this passage. Can these be rendered literally into another language?

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- Look out! A car is coming fast.
- He tries to make an honest penny by making toys.
- When does he come of age?
- When I heard the strange cry, my heart went into my mouth.
- When the merchant saw that I wanted the picture badly, he made me pay through the nose.

Note that these idiomatic expressions cannot be translated literally. What does each mean?

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## Scientific Progress

The 20th century witnessed an amazing scientific -- theoretical and technological -- progress which exceeded what happened in the whole history of man since the appearance of his primitive forefathers on the surface of earth about 5,000,000 years ago. This theoretical and technological scientific progress has been expressed in the modern theories in physics, chemistry, astronomy, high maths, space ships and computers, as well as in this flowing torrent of scientific appliances used in all aspects of life in the modern advanced society (socialistic and capitalistic alike). This is added to the weapons of mass-destruction produced by modern science, on top of which are trans-continental missiles and nuclear, chemical and bacteriological weapons.

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This scientific and technological progress in essence the fruit of the theoretical development which happened in high mathematics in the first place and in the basic physical sciences: physics, chemistry, astronomy and biology. It has special advantages that distinguish it in comparison to the progress that happened in the European continent in the last three centuries since the appearance the Industrial Revolution .

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The great French philosopher, Voltaire, wrote the following to a British friend in 1733:

For the last five days, my dear friend, I have been dangerously ill; I had not the strength either to think or write. I have just received your letter and the first part of your “Allegory” In the name of Apollo, do not go beyond your first subject, do not smother it under a mass of foreign flowers; let your meaning be clearly seen: too much brilliance often detracts from clearness. If I might venture to give you a word of advice it would be this: “Make simplicity your object: write in a clear manner which demands no strained attention from the mind of your reader. Go straight to the point without saying more than is necessary.”

Good-bye, I am too ill to write more.

Note the informal style of this letter.

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For students of Arabic:

*Original text:*

A teacher may give effective guidance indirectly through groups, as well as directly through individuals. Of the two approaches, the indirect may be the more important. Skillfully conducted, group work has two main values: promotion of the best individual development and contribution to the welfare of the school and community.

*Translation:*

يمكن للمعلم أن يقوم بالتوجيه الفعال ، إما بصورة غير مباشرة عن طريق الجماعات ، أو بصورة مباشرة إلى الأفراد . والطريقة غير المباشرة قد تكون افضل الوسيلتين . فالعمل الجماعي إذا ما تم بمهارة ن له ميزتان رئيسيتان : هما دعم التطور الفردي الأفضل ، والمساهمة في مصلحة المدرسة والمجتمع .

Would you consider this a good translation? Why or why not?

*Original text:*

**Bel Afris:** But this Caesar does not pit man against man: he throws a legion at you where you are weakest as he throws a stone from a catapult: and that legion is as a man with one head, and a thousand arms, and no religion. I have fought against them; and I know.

Bernard Shaw, *Caesar and Cleopatra*

*Translation A:*

بل افريس : ولكن القيصر هذا لا ينازلك قرناً لقرن بل يرمي مكان الضعف منك بخبث كما يقذف الحجر من المنجنيق ، وتراهم وقد حفوا من



حولك كأنما هم رجل واحد له رأس واحد وألف ذراع. إني يا ابن العم قد نازلتهم وبلوتهم .

*Translation B:*

بل افريس : ولكن هذا القيصر لا يترك رجلاً يواجه آخر ، بل يلقي بفرقة على أضعف نقطة في خطوطك كما لو كان يلقي بحجر من قاذفة أحجار . وهذه الفرقة مثل رجل برأس واحد وألف ذراع ولا دين له ، لقد حاربتهم وأعرفهم .

Which of the two translations is the better one, and why?

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**CHAPTER FIVE**  
**PASSAGES FOR TRANSLATION INTO ARABIC**

**Speech and Language**

| English Passage  | الترجمة العربية   |
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| <p>Speech and language have contrasting advantages and disadvantages. Speech can be changed, even while being uttered, to fit the mood, audience and occasion. Language cannot be so changed; for once printed, it is unchangeable and cannot even be brought up to date without the need to a revised edition. Audible speech is augmented by its own possibilities of variation in pitch (intonation) force, volume and intensity and by the simultaneous aid of the visible facial, gestural and postural code.</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Language has none of these aids when read silently, and it is at the mercy of the voice and pantomime of the reader when read aloud. Speech stands or falls on its single momentary utterance -- unless, perhaps, the hearer repeats what he has just said, or expounds it -- and the hearer cannot stop to think upon a statement, for fear of losing the next statement. Language may be read and reread, pondered upon and discussed at any point, without danger of losing what follows on the next page.

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## Man and the Cosmos

| English Passage   | الترجمة العربية   |
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| <p>In his own person, man represents every aspect of the cosmos. Reduced to his lowest terms, he is a lump of carbon and a puddle of water mixed with a handful of equally common metals, minerals and gases. But man is likewise a unit of organic life; he is a member of the animal world with capacity for free movements, for selective intercourse with the environment, for specially canalized responses through a highly developed nervous system.</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |



## Titanic

In 1912 an American shipping company launched a new ship called the 'Titanic'. It was the largest and most luxurious ocean liner of that time. It weighed 46, 000 tons and could carry about 2,200 passengers. Experts said that nothing could sink it. It was definitely unsinkable. On April 14, 1912, the ship sailed on its first voyage across the Atlantic from Southampton in England to New York in the United States, with 2,224 passengers, men women and children. On April 15, just before midnight, the ship struck on iceberg. The iceberg tore a great hole in the ship's side, and the unsinkable 'Titanic' began to sink'.

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There was great alarm on board. Warning bells rang out. Everyone rushed to the lifeboats, but there was not enough room for them all. There was room for only 1,178 passengers. The lifeboats took mostly the women and children. It was a terrible scene. Wives were weeping because they had to leave their husbands to drown. Children were crying because they had to say goodbye to their fathers. The men had to remain on the ship. The ‘Titanic’ sent out signals for help, but no help came. Another ship, the ‘Californian’, was only twenty miles away, but her radio operator was asleep and did not hear the distress signals.

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In the early hours of the morning the ‘Titanic’ sank, while her band was playing bravely on deck. Twenty minutes later another liner, the ‘Carpathia’, arrived on the scene and helped to rescue survivors from the icy water. But of the 2,224 passengers, only about 700 survived.

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It was a terrible disaster. But something good came out of the sinking of the ‘Titanic’. In 1913 there was a committee of inquiry into the disaster. This committee drew up many new rules for shipping companies. Since then, every ship has had to provide lifeboat places for each passenger and has had to organize lifeboat drill during each voyage. Every ship has had to carry enough radio operators so that there is always one of them on duty. Another important result of the sinking of the ‘Titanic’ was the formation of an international ice patrol. This patrol warns ships about ice and icebergs in the North Atlantic.



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### **Thomas Edison**

Thomas Alva Edison was born in 1847 in Ohio, America. As a little boy he was very inquisitive. He always wanted to know how things were done. Very early in life he showed that he was full of curiosity, a quality which is so important to inventors. In 1869 he went to New York, where he worked for some time as a telephone operator. But soon he became interested in inventions. In a very short time they were his chief business. In order to carry on this business, which was to become his life's work, he built a laboratory at Menlo Park, where he had gone to live.

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His first great invention was a system of telegraphy. Soon afterwards he invented the phonograph, the first form of the instrument that we now know as the gramophone or record player. The word ‘phonograph’ means something that can ‘write’ or record sound. Other scientists before Edison had thought of instruments which would do this, but Edison was the first to make an instrument which actually worked. He also invented the incandescent lamp, a lamp in which the light is caused by a heated wire called a filament. The wire is heated by an electric current. People could now use electricity to illuminate their

homes. By the time Edison died in 1931 he had about a thousand inventions to his credit.

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## The French Revolution

On January 21, 1793, a Square in Paris known as the Place de la Révolution was packed with men, women and children. In the middle of the Square stood the guillotine, which was used by the French to put to death criminals and traitors. Suddenly a cry rose from the people waiting there. The man whom they had come to see executed came into sight in an open cart. The cart stopped at the foot of the ladder which led up to the platform where the guillotine stood. The man got down from the cart. He climbed the ladder and fell on his knees under the sharp blade, which dropped and cut off his head. The head of the lifeless man fell into a basket.

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The head that fell was the head of Louis XVI, who had been crowned King of France in 1774. Then the crowd had cried ‘Long live the King!’ Now they cried ‘Long live the nation!’ what had caused this change in the French people? There were many reasons, but one of the most important of them was the injustice of the French system of taxation. Almost all the taxes were paid by the peasants. The wealthy, the powerful and the nobles escaped taxation almost entirely. The peasants alone paid a property tax and a salt tax. They were taxed on the wine that they made when they pressed their grapes, and on the corn that they ground. There were many parts of France where the peasants lived like animals.

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The merchants and professional men, who lived in the towns, were also dissatisfied. They suffered from the great variety of restrictions which were placed on trade and on the conduct of business. Both they and the peasants wanted freedom in the management of their own affairs, which the government prevented them from achieving.

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The demands, which were made with more and more force as the dissatisfaction grew, finally compelled the government to call a meeting of the States-General. This was the only institution that represented the nation. It consisted of representatives of the three 'estates' or sections of the community, the nobles, the clergy and the common people. It had not been consulted by the kings of France for 175 years, which meant that the kings and their advisors had grown more and more out of touch with the feelings and wishes of the people that they governed.

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The States-General met on May 5, 1789. Immediately a quarrel broke out between the representatives of the people, who were known as the 'Third Estate', and those of the other two estates. The representatives of the Third Estate declared that they were the only group which could speak for the French people. They called themselves the 'national Assembly', and took an oath that they would not disperse until their demands were met. The people of Paris supported them with violent demonstrations, which forced the King and his ministers to give in to them. The series of events which led to the execution of Louis XVI and the declaration of a republic followed from this point. The French Revolution had broken out.

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## **Nuclear Weapons**

Various kinds of nuclear weapons have been produced in the past few years by many countries. This is a new and a terrible development in the history of man. Very few events can be more frightful than a nuclear war. In a nuclear war, most of the world's population will be exterminated. The few living creatures that survive will be exposed to radiation or to electrical rays harmful to life.

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It has been said by scientists that many new diseases will be caused by radiation. There will also be an acute shortage of food, for all the crops and stores will be poisoned by radiation. Most of the areas on which nuclear bombs have been dropped will be ruined. Therefore the survivors of a nuclear war will be sick,

hungry and homeless. It might be better, perhaps, to be killed in a nuclear war than to survive it. It would be better still for men to learn to live in peace with one another. If this can be achieved, there will be no nuclear wars.

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### **Short Stories**

Some people think that a short story is a long story cut short; but this is not true. The difference between a novel and a short story is not one of length; it is a difference in scope. Whereas the novel, for instance, deals with life in its entirety, in all its breadth and width, and whereas the novelist's imagination can roam over the whole wide world and take in the significance of human life as a whole according to his angle of vision and personal

philosophy, the short story writer is concerned with only one moment of significance in human life. While this moment gets a universal bearing, it still remains a moment singled out from among various and varied moments, and presented against a universal background, temporal and spatial.

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## The English Language

Arabic speakers who learn English find spelling very difficult. In many languages the same letters or groups of letters are always pronounced in the same way. In English they can be pronounced in many different ways. For example, the words “though”, “through”, ‘rough’ and ‘thorough’ end with the same groups of letters ‘ough’, but in each of these words this group of letters is pronounced differently. That is why many people think English spelling should be simpler.

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The English language has developed gradually through a period of about 1500 years. In the year 54 B. C. when Julius Caesar with his armies first conquered England, the people there spoke a language belonging to the family called ‘Celtic’.

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If you visit Britain today you will still hear people in Wales, Ireland and Scotland speaking one of these Celtic languages. Until the year 450 A. D., the people in England spoke both their old language and the Latin language brought in by the Romans. But very little of this old language has remained in the English spoken today.

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## Writing

We are so accustomed to newspapers, books and magazines that we take it for granted that the world has always been able to read and write. As a matter of fact, writing, the most important of all inventions, is quite new. Without written documents we should be like cats, who can only teach their kittens a few simple things and who, because they cannot write, possess no way in which they can make use of the experience of those generations of cats that have gone before. Before the invention of writing, the knowledge of one generation was passed on to the next by word of mouth, and much was lost in the process, with the result that human progress was slow.

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## The Press

The press has become the property of the people following the passing of the Press Organization Law in May 1960. This law specifically stipulated that the ownership of the press should pass to the hands of the people. In accordance with this Law, several press organizations were established, including “Akhbar El-Yom”, “Dar El-Hilal Organization”, “Al-Ahram” and “Al-Tahreer Printing and Publishing Organization” as well as “Rose-El-Yossef Organization”. Thus, under the democratic system, the A. R. E. press expresses the revolutionary aspirations of the people.

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## Reading Newspapers

The most popular reading today is the newspaper. It is possible to imagine a home without books, but hardly possible to imagine one without a newspaper. The newspaper has become a necessity. There are daily newspaper issued in the morning and in the evening. Then, there are weekly newspapers some of which have a vast circulation. Most of the daily newspapers are cheap. All kinds of news can be read in them: home affairs, foreign affairs, political news, sports news, railway accidents, in fact anything of interest.

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On the staff of a modern newspaper there are all kinds of correspondents. Its foreign correspondents are found all over the world. Local correspondents are scattered all over the country to send in a continual flow of local news which might interest the public. There are diplomatic correspondents and political correspondents, dealing with the political news of the day. When a crime occurs which has awakened public interest, the modern newspaper sends out its crime reporters, someone with a knowledge of special work, and besides endeavoring to procure news that is going to be of interest to an eager public. He will try to find a solution of the crime, and, if successful, gains prestige not only for himself but also for his newspaper.

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## The Will of Alfred Nobel

“The whole of my remaining estate shall be dealt with in the following way: the capital shall be safely invested to form a fund. The interest on this fund shall be distributed annually in the form of prizes to those who, during the previous year shall have done work of the greatest use to mankind. The said interest shall be divided into five parts and distributed as follows: one part to the person who shall have made the most important discovery or invention within the field of *physics*; one part to the person who shall have made the most important *chemical* discovery or improvement; one part to the person who shall have made the most important discovery within the field of physiology or *medicine*; one part to the person who shall have produced within the field of *literature* the most outstanding work of an idealistic tendency; and one part to the person who shall have made the most or the best work for brotherhood between nations, for the abolition or reduction of permanent armies and for the organization and encouragement of *peace* conferences.

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The prizes for physics and chemistry shall be awarded by the Swedish Academy of Science, that for medical works by the Caroline Institute in Stockholm, that for literature by the Academy in Stockholm, and that for workers for peace by a committee of five people to be elected by the Norwegian Parliament. It is my firm wish that in awarding the prizes no consideration whatever shall be given to the nationality of the candidates, but that the most worthy shall receive the prize, whether he be a Scandinavian or not.” Paris, Nov. 27, 1895

(From *Reading for Adults 3*)

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### **American Newspapers**

Including the 85 foreign-language newspapers published in 34 different languages, the daily newspapers in the United States sell over 63 million copies a day. The 762 Sunday papers are usually much larger than the regular editions. Reading the Sunday paper is an American tradition, for some people an alternative to going to church. Getting through all of the sections can take most of the day, leaving just enough time for the leisurely Sunday dinner. Most daily newspapers are of the “quality” rather than the “popular” (that is, non-quality) variety. Among the twenty newspapers with the largest circulation only

two or three regularly feature crime, sex, and scandal. The paper with the largest circulation, *The Wall Street Journal*, is a very serious newspaper indeed.

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It is often said that there is no “national press” in the United States as there is in Great Britain, for instance, where five popular followed by three quality newspapers dominate the

circulation figures and are read nationwide. In one sense this is true. Most daily newspapers are distributed locally, or regionally, people buying one of the big city newspapers in addition to the smaller local ones.

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A few of the best-known newspapers such as *The Wall Street Journal* can be found throughout the country. Yet, one wouldn't expect *The Milwaukee Journal* to be read in Boston, or *The Boston Globe* in Houston. There has been one attempt to publish a truly national newspaper, *USA Today*. But it still has only a circulation of 1.2 million and, in its popular form, can only offer news of general interest. This is not enough in a country where state, city, and local news and political developments most deeply affect readers and are therefore especially interesting to them.

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In another sense, however, there is a national press, one that comes from influence and the sharing of news. Some of the largest newspapers are at the same time news-gathering businesses. They not only print newspapers, they also collect and sell news, news features, and photographs to hundreds of other papers in the U.S. and abroad. Three of the better-known of these are *The New York Times*, *The Washington Post*, and *The Los Angeles Times*' news services.

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### **News Agencies**

American newspapers get much of their news from the same sources which serve about half of the people in the world, that is, the two U.S. news agencies AP (Associated Press) and UPI (United Press International). These two international news agencies are the world's largest. Unlike some others - the French news agency AFP or the Russian TASS, for example -neither is owned, controlled, or operated by the government. AP is the oldest agency internationally (founded in 1848) and the largest. It maintains reporters and cameramen at 122 domestic and 65 foreign news bureaus. It has some 10,000 subscribers - newspapers, radio and television stations and other agencies which pay to receive and use AP news and photographs - in 115 countries.



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UPI is the second largest, with 92 domestic and 81 foreign bureaus in over 90 countries. It is estimated that altogether, around 2 billion people get most of their news directly or indirectly through AP and UPI. It is also said that one reason why there seems to be so much “American” news internationally is that both agencies have their headquarters the U.S.

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A basic characteristic of the American press is that almost all editors and journalists agree that as much as possible news should be very clearly separated from opinion about the news. Following tradition and journalistic ethics, young newspaper editors and reporters are taught that opinion and political viewpoints belong on the editorial and opinion pages. They are aware that the selection of what news is to be printed can cause a bias, of course. But an attempt must be made to keep the two separate. Therefore, when a news story appears with a reporter's name, it means that the editors consider it to be a mixture of fact and opinion.

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AP and UPI owe their international reputation and success to this policy. Only by carefully limiting themselves to the news - who said what and what actually happened how, when, and where - are they trusted and consequently widely used. To protect their reputations for objectivity, both AP and UPI have strict rules. These prevent newspapers from changing the original AP and UPI news stories too much and still claiming these agencies as their source. In addition to selling news, AP and UPI make available a dozen or so photographs and political cartoons for any major story each day. These give different views and show anything from praise to ridicule. Subscribers are free to choose and print those which suit them best.

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## Magazines

There are over 11,000 magazines and periodicals in the United States. More than 4,000 of them appear monthly, and over 1,300 are published each week. They cover all topics and interests, from art and architecture to tennis, from aviation and gardening to computers and literary criticism. Quite a few have international editions, are translated into other languages, or have “daughter” editions in other countries. Among the many internationals are *National Geographic*, *Reader’s Digest*, *Cosmopolitan*, *Vogue*, *Time*, *Newsweek*, *Scientific American* and *Psychology Today*.

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The weekly newsmagazines - the best known are *Time*, *Newsweek* and *U.S. News & World Report* - serve as a type of national press. They also have considerable international impact, above all *Time*. This newsmagazine appears each week in several international editions.

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The newsmagazines are all aimed at the average, educated reader. There are also many periodicals which treat serious educational, political, and cultural topics at length. The best known of these include *The Atlantic Monthly*, *Harvard*

*Educational Review, Saturday Review, The New Republic National Review, Foreign Affairs, Smithsonian,* and, of course, *The New Yorker*. Such widely read periodicals, along with the hundreds of professional journals, provide a broad and substantial forum for serious discussion. Again, a lot of what first appears in these publications is often reprinted internationally or in book form. Altogether, there are about 60 magazines in the United States that sell over 1 million copies per issue each, and roughly the same number with more than 500,000 copies per issue.

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## **Books**

Despite fears that the so-called electronic media - especially radio, television, and videos - might damage book publishing, the opposite seems to be true. Book sales since the introduction of television have increased considerably, well beyond the increase in population. In fact, the U.S. leads in the number of books read per capita. These books range from the most recent best seller or biography to histories, gardening and cookbooks, or technical volumes and encyclopedias.

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Several reasons have been offered to account for this fact. First, American schools have traditionally stressed and tried to develop a “love of reading,” to make it a habit. This general educational emphasis has been successful. One notes how many people are reading books - not only newspapers or magazines - in city buses, airports, during lunch breaks, or on the beach. Secondly, public libraries have always been very active in communities throughout the country. Here, too, the general policy has been to get books to people rather than to protect the books from people.

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The third and probably most important reason is that there are no laws which protect booksellers or fix prices. Anyone can sell new and used books at discount and sale prices, and just about everyone does. Very early, books were sold everywhere, in drug stores and supermarkets, department stores and 24-hour shops, through book clubs and by colleges as well as in regular bookstores.

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Many university bookstores are student-owned and run. They operate on a nonprofit basis, that is, all profits go towards keeping the prices of books down, for paying the student employees, and often to support student scholarships and other financial aid. Then, there are the large “paperback supermarkets” located in most shopping centers, which sell mainly paperback

books on a variety of subjects. These, too, have done a great deal to keep the book trade healthy and growing. Nationwide radio and television shows, new movies, and filmed versions of books have often helped to create spectacular book sales.

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**Radio and Television**

The problem of describing American radio and television is simply this: there's so much of it, so many different types, and so much variety. In 1985, there were over 9,000 individual radio stations operating in the United States. Of this number, over

1,000 were non-commercial, that is, no advertising or commercials of any type are permitted. These public and educational radio stations are owned and operated primarily by colleges and universities, by local schools and boards of education, and by various religious groups.

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At the same time, there were close to 1,200 individual television stations, not just transmitters that pass on programs. Of these TV stations, just under 300 were non-commercial, that is nonprofit and educational in nature and allowing no commercials and advertising. Like the non-commercial radio stations, the non-commercial television stations are supported by individual

donations, grants from foundations and private organizations, and funds from city, state, and federal sources. In short, if someone wanted to describe what can be heard and seen on American radio and television, he or she would have to listen to or watch close to 10,000 individual stations. There are similar types of stations, but no one station is exactly the same as another.

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All radio and television stations in the United States, public or private, educational or commercial, large and small, must be licensed to broadcast by the Federal Communications Commission (FCC), an independent federal agency. Each license is given for a few years only. If stations do not conform to FCC regulations, their licenses can be taken away.

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### **TV Networks**

The largest television network is not CBS, NBC, or ABC. Nor is it one of the cable networks such as CNN (Cable News Network), which carries only news and news stories, ESPN, the all-sports cable network, or even MTV, which is famous for its music videos. Rather, it is PBS (Public Broadcasting Service) with its over 280 nonprofit, non-commercial stations sharing programs.

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The growth of public television in the past two decades has been dramatic. This is especially noteworthy when one considers that these stations must often survive on very limited budgets, on viewers' donations, and on private foundations. Their level of quality, whether in national and international news, entertainment, or education, is excellent. Children and parents in many parts of the world are familiar with *Sesame Street*, a series that was a breakthrough in children's programming, *The Muppet Show*, or *Reading Rainbow*.

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The majority of commercial television stations receive most of their programming, roughly 70 percent, from the three commercial networks. The networks with their financial and professional resources have several advantages. They are able to purchase the distribution rights, for example, to the most recent films and series. They can attract the best artists and performers. Above all, they are able to maintain large news-gathering organizations throughout the nation and throughout the world. They also have a considerable income from selling news and video material to other international television systems.

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All of the networks have nationwide news programs which also stress feature stories in the mornings, throughout the week. All have regularly scheduled news series. Among the most popular are CBS's *Sixty Minutes* and PBS's *The MacNeil/ Lehrer Newshour*. The world's most durable TV show is NBC's *Meet the Press* which has been aired weekly since 1948. This show, in which important political figures or leaders are interviewed by journalists, now has imitators in virtually every other country.

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## **American Commercial Television**

Numerous books, studies, and popular articles have been written about American commercial television and its programs, their quality or lack of it, their effects, real and imagined, their symbols, myths, and power. There are enough pressure groups in the U.S., however, - religious, educational, and those representing advertisers - so that what does appear on commercial television programs probably represents what the majority of people want to see.

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Most of the commercial series and programs which have been successful in the United States have also been successful internationally. They have been regularly purchased and shown even in nations that only have government-financed or controlled television systems. No commercial network in the U.S. thinks that *Dallas*, for example, is fine drama. But they've watched foreign television companies such as the BBC and ITV fight over the broadcast rights, and others hurry to make their own imitations. They conclude, therefore, that such popular entertainment series are in fact popular.

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There is less concern today than there once was about how much influence advertisers might have on television programming. The U.S. liquor industry did not stop the commercial stations from voluntarily banning all liquor advertising and commercials from TV in the early 1950s. And the strong tobacco lobby could not stop cigarette ads being banned either. All three commercial networks gave extensive and strongly critical coverage to the war in Vietnam.

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Commercials take up about ten minutes of every 60 minutes during “prime-time” viewing. This is the period in the early evening when most viewers are watching television. Commercials range from those that are witty, well-made, and clever to those that are dull, boring, and dumb. Advertisers have learned that unless their commercials are at least amusing, viewers will either switch to another channel or use commercial “breaks” to get up and do something else.

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## How Much Television Do Americans Watch?

A few remarks on how much television that “typical American” watches should be provided. Obviously, there is a lot to watch and a great variety of it. Live sports events are televised at full length and attract a lot of viewers. Recent full-length movies are popular and there is always at least one station that has the “Late Late Movies,” often old Westerns or Japanese horror films that start after midnight and go on until 3 or 4 a.m. And quite a few viewers in the United States and elsewhere enjoy the many television series and made-for-television specials which seemingly never end. Statistics show that the number of hours spent watching television is highest for women over 55 years of age, and lowest for young men between 18 and 24 years.

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The popular press is often not very careful when reporting statistics of television-viewing times. The U.S. statistics published each year tell how long a television set in a typical American household is, on the average, turned on each day (and night), not how long an American is actually watching television. Such differences are important. The household might include parents who watch the local and national news programs each evening. The older children might watch a program, say the *Bill Cosby Show*, the most popular show in 1986. The teenager might then switch to the cable MTV, the famous channel featuring rock and modern music videos.

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What is counted, then, is the total time the TV set is turned on (now just over 6 hours a day). In fact, the number of hours of television the so-called average American watches has been stable for the past three years at around 4.5 hours a week. Furthermore, a Gallup poll found that while 46 percent of Americans chose television as “their favorite way of spending an evening” in 1974, only 33 percent did in 1986.

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Television sets in America are turned on in much the same way and for the same reasons that radios are, as background music and noise. Life does not stop in either case. Many morning and daytime programs are only viewed intermittently, while other things are going on and demand one's attention. The television set is only watched, in other words, when something interesting is heard.

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## Influenza

INFLUENZA has occurred in various countries at different times, and has received a vast number of names. In the seventeenth century it appeared in Italy and first received the name of “influenza” because it was attributed to the influence of the stars. The area attacked has also much varied in extent: sometimes only part of a country has been affected; at other times it has spread over a great part of the civilized world. One of the earliest recorded epidemics in England appears to have taken place in 1510; since that time this country has been invaded by it so frequently that it may be described as a real scourge. A disease is said to be “endemic” when it is always present in a certain district or country; “epidemic” when it spreads over a country; “pandemic” when it invades a large portion of the earth’s surface. Influenza occurs in both an epidemic and pandemic form. It is a disease which attacks the mucous membrane of the nose, throat and respiratory tract.

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Endemic (noun)

مرض متوطن يسود أو يعاود الظهور كثيراً في قطر أو منطقة.

Epidemic (noun)

وباء مثل الأنفلونزا في بعض الأحوال

Pandemic (noun)

وباء عام يصيب عدداً كبيراً من الناس في بلاد مختلفة في وقت واحد

Scourge بلاء ، كارثة ، ويلات

Mucous membrane الغشاء المخاطي

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## Influenza and Cold

Influenza and colds are infectious diseases. Although you cannot be absolutely sure of avoiding them, you can take precautions to protect yourself and reduce the risk of infecting others. The germs which cause these and similar diseases spread from a sick person by being shot out in a cloud of fine spray whenever the sufferer coughs or sneezes, or even during ordinary conversation. Anyone nearby stands a good chance of being infected. Indeed, the fine droplets may remain floating in the air of a poorly ventilated room for many hours, ready to infect all who come within their reach.

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The first signs of influenza are headache, aching limbs and back, and shivering, followed by a feeling of feverishness and drenching sweats. You should go to bed at once, and make sure you drink large quantities of liquids. Ample fresh air is essential. Window in the sick room should be open day and night. The bed should be placed well out of any draughts. By keeping the room warm but well aired the risk of infecting others is greatly reduced.

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The number of people entering the sick room should be restricted to as few as possible. Children, old people, and those known to be specially susceptible to bronchitis should especially be forbidden entrance. By isolating yourself you will avoid exposure

to other infections when your own resistance is lowered and you may save other people catching your illness. Infection can also be spread by soiled hands and dirty handkerchiefs. Those looking after the patient should wash their hands immediately on leaving the sock room. Dirty handkerchiefs should be put in a bowl containing some disinfectant. Paper handkerchiefs should be burned and not used repeatedly or allowed to accumulate.

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Influenza normally subsides after three or four days, leaving the sufferer limp, washed out and often depressed for some time afterwards. Complications are not common in otherwise healthy people, but if you have to send for the doctor.

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## **Steel**

Steel is produced from pig iron by removing most but not all of the impurities. As very pure iron is a soft, ductile and malleable metal the impurities are not removed completely. In the Bessemer process air is blown through a charge of molten pig iron contained in a vessel called a converter. The converter can be tilted about a horizontal axis to simplify charging and pouring.

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As air is blown through the molten iron, it oxidizes the carbon and other impurities. This oxidation process generates heat and the volatilized oxidation products of the impurities are carried away by the exhaust gases. When the carbon content has been lowered to the correct percentage, the blow is stopped and the steel poured. Unlike cast iron, steel is very hard and strong. It is also more useful than wrought iron because we can melt and mould it. We use steel for making many things. From it we make big ships, machines and all kinds of the cutting tools wheels and axles.

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The demand for steel increases every day. Construction (and other products used in construction) takes a large portion of the output of steel. The industry of machinery, the making of railroads, the making of tin cans and the automobile industry absorb another portion of steel, Aircraft, shipbuilding and military items take also a portion of steel. We can say that our modern civilization is essentially based on steel.

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## Metals

We can divide metals into two main groups:

- A) Ferrous metals: They are the metals which contain iron
- B) Non-ferrous metals: They are the metals which do not contain iron.

Most of the ferrous metals used in engineering are iron and steel. The story of iron begins with "Iron ore". Iron ore is a mixture of rock with iron. In a blast furnace we obtain pig iron. We charge the furnace with ore, coke and limestone. Then we let a blast of heated air pass in near the base. The limestone takes the impurities in the ore and forms the slag. The slag is a mixture of limestone and impurities. The iron runs out from the bottom of the furnace and sets hard in moulds of sand. This is pig iron. One ton of pig iron is made with 2 tons of ore, 1/2 ton of limestone, one ton of coke, 4.5 tons of air. Pig iron is the source of all other kinds of iron and steel.

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### **Electric Fires**

Electric fires are very simple devices for producing heat. Generally, they consist of one or two elements and a reflector. The reflector is a curved sheet of metal behind the elements. It reflects heat. The elements radiate heat. An element consists of a coil of wire around a ceramic core. There is also a guard in front of the element. The guard is a metal frame over the elements, because an electric fire is dangerous without it. So, never use an electric fire without a guard. In short, the electric fire has four main parts: the body, the element, the reflector and the guard.

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Generally, the wire coils are made of a metallic alloy called nichrome. Nichrome is an alloy that consists of the pure metals nickel and chromium. Nichrome is used because it has a high electrical resistance. Nichrome wire resists an electric current because it is a bad conductor of electricity. In other words, it does not conduct electricity. The wire converts the current into heat. The wire becomes red hot because it resists the current. It does not melt because nichrome has a high melting point.

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The surface of the reflector is polished. Polished surfaces reflect heat well, while unpolished ones do not reflect heat well. So, the nichrome wire radiates heat and the reflector reflects it. It is expensive to use electric fires because they require a lot of electrical power. It uses lot of electricity. Its power is measured in watts. They often require more than one kilowatt an hour (1 K.W.H.). Electric fires do not usually require maintenance because they are very simple.

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## **Batteries**

Man knew how to store electricity a long time ago. In 1745 a German Scientist found a way of storing electricity in a glass jar, but it was not very efficient. Later in 1798 an Italian scientist called Volta made the first electric cell. He built a simple electrolytic cell. Modern electrolytic cells still have the same basic design.

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He took a rod of copper and a rod of zinc and stood them in a glass of sulfuric acid. The rods must not touch inside the glass. When he joined them with wire to a small electric lamp, it lighted. So, the acid and the rods form an electric source, and an electric current flows through the wires and the lamp. We call such a source a cell.

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A cell has a positive terminal and a negative terminal. Then the terminals are joined by a wire, the charges try to come together and move along the wire to join. This moving charge is the electric current. Electrolytic cells have several uses. Some cells are used for producing an electric current. They store an electrical charge in the electrolyte. Batteries contain this type of cells. A battery is a container of electricity. It is a device for storing chemical energy, and we can change it into electrical energy. An electrolytic cell converts chemical energy into electrical energy or vice versa.

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We put electricity into batteries when we want to store it. There are several types of batteries. Some batteries contain primary cells and others contain secondary cells. Primary cells do not have a long life. They convert chemical energy into electrical energy only. Because it is impossible to convert electrical energy into chemical energy, it is impossible to recharge them.

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Primary cells are called dry cells, or dry batteries, because they do not contain a liquid. The electrolyte is semi-solid. The primary cells are used in torches, radios, bicycle lamps, etc. We call batteries of this kind dry because we cannot pour out the materials inside them. Primary cells generally consist of an ammonium chloride electrolyte, a carbon rod and a zinc casing. In other words, the outside container of the cell is made of zinc. The rod is the anode and the casing is the cathode. It means that the carbon rod is the positive pole and the zinc casing is the negative pole.

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The cell has a pressure which makes the current flows. We measure this pressure in units called volts. New cells produce about 1.5 volt each. The zinc casing corrodes with use and the cells do not usually produce a current for more than twenty-four hours. They supply energy for a short time. A torch battery is of no use when there is no more electricity in it. On the other hand, there are secondary cells. It is possible to recharge a secondary cell many times. Secondary cells convert chemical energy into electrical energy and vice versa. We can recharge batteries of this kind by connecting them to the main electricity supply. With careful use, secondary cells have a long life.

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Motor cars have large batteries. They are different from torch batteries. If we use all the electricity in a torch battery, the battery is of no use, but when electricity flows out of a car battery, we can put more electricity into it. These batteries are called lead-acid batteries. They contain secondary cells. They generally contain six lead acid cells. The cells consist of lead electrodes in a sulfuric acid electrolyte and a plastic casing. The plastic casing does not corrode. Each cell supplies a charge of nearly 2 V. So, the lead acid car battery supplies a charge of about 12 V.

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Lead acid batteries do not always consist of six cells. Some only three cells. Some cars have 6 volt batteries, so they have only a series of three cells. Car batteries are either three or six cells. It is also possible to manufacture batteries with more than six cells for large vehicles. For example some large vehicles use 24 V batteries, so we can manufacture 24 V, batteries which contain 12 cells. Lead acid cells are extremely heavy, so we cannot manufacture more than these volt batteries.

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## Electricity

Electricity is one of the most important of man's discoveries. The discovery of electricity is of great importance to man. Man has discovered how to use electricity less than two hundred years ago. Electricity is a good servant to man. It can do many jobs and services for him quickly, without any noise, without fire fuel or smoking gas. It has changed our life. The power of electricity can make things move, or make them stand still. We use it in our houses, factories, stores, offices, and communications as well as in medical science.

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It is fundamental to all forms of usage of electricity that there must be a circuit. An electric circuit is the path through which an electric current flows from start to finish. The circuit includes the generator which starts the current, the wires and the electrical device which the current operates such as an electric lamp, iron or radio. A switch opens and closes the circuit.

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### **An Electric Bell**

An Electric Bell is a very simple device. It consists of an electromagnet, a gong, an armature with a striker on it, contact screw, a spring and two terminals. The gong is a metal disc which gives out a ringing sound when struck. The most important component in an electric bell is the magnet. It consists of a soft iron core with wire coil around it. When an electric current

passes through the wire, the iron becomes magnetized. This causes the armature to move towards the magnet and the striker to tremble or vibrate and hits the gong and makes a continual noise. The vibration continues at great speed.

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When the contact screw is not touching the spring - that is the contact is broken between the spring and the contact screw - there will not be any current through the magnet. The core is not magnetic, so the spring pulls the armature off the core.

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## **Air Pollution**

Polluted air differs in its properties from pure air. Pollution of air has started since man discovered fire in ancient times. Yet it has become a problem only after the industrial and technological progress, when man began to use coal and petroleum, to construct factories and laboratories and to produce cars and various means of transport, as well as constructing atomic reactors for military and civilian purposes. The smoke coming out from these sources, as well as cotton dust that results from ginning, spinning and weaving contains fine particles of carbon, ashes, oil, grease and even metals that pollute the air.

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Some radiation may come from outer space. Radioactive pollutants (that we must get rid of) are those which result from nuclear explosions, and move from their sources with air to different places, or fall with rain causing various diseases for human beings. Some kinds of pollen grains that are considered as pollutants increase in the air during spring time causing various allergy diseases to man and animal.

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Pollution of air has a harmful effect on human health. It infects the lungs and other parts of the respiratory system. It spoils the enamel of the teeth. It causes short of breath, general weakness and giddiness. Respiration of polluted air causes severe pain in the stomach and also minimizes the ability of blood to transfer oxygen causing headache, dizziness and fainting. It also affects health in general and causes inflammation of the eyes. It is observed that Cancer increases among men working in the preparation of coke, and among smokers.

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How to purify air from pollution:

Man cannot obtain his needs of pure air for respiration, unless he keeps the atmosphere of his environment unpolluted. We have to avoid the pollution of air, and purify it by several manners:

1. Changing the fuels, and selecting those which are less harmful.
2. Fixing filters for smoke coming out of chimneys and exhaust pipes of motor cars.
3. Using solar energy which is a clean type of energy with no pollutants.
4. Construction of factories and laboratories away from towns.

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### **Water Pollution**

Water pollution is defined as any change in the physical properties of water that makes it not potable. It is a result of throwing wastes and remains in water. Water may also become polluted with chemicals resulting from factories, refuses or pesticides. It is noticed that human behaviour may be effective in polluting water. The River Nile is as an example; it is exposed to different kinds of pollutants: the remains of human beings, animals and the industrial remains.

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To irrigate vegetables and fruits that are eaten fresh with polluted water is a mistake. It also affects the green plant. Ice, prepared from polluted water, is considered a very serious source of disease. Polluted water also affects fish wealth. It leads to the death of fish and affects its reproduction. Animals drink polluted water and these pollutants reach man through their flesh and milk. Drinking polluted water causes many diseases, such as cholera, typhoid and dysentery. Bathing in polluted water leads to some diseases such as bilharzia.

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How to purify water from pollution:

Man cannot guarantee to obtain pure water unless he follows these means to control water pollution:

1. To avoid throwing industrial and human refuses in water sources.
2. To treat water before using it.
3. To carry out periodical examination of samples of water.
4. To wash well vegetables and fruits that are eaten fresh with pure water before eating.

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### **Soil Pollution**

The cultivable soil may be polluted by some kinds of fertilizers or strange compounds which reach it with the water of irrigation; wind or rain. Some of these pollutants may remain in the soil for several years, affecting its productivity and fertility. There is also some kinds of radioactive pollutants which fall on the cultivatable soil where the plant absorbs them, and transmits them to animals, and finally to man. By the increase in using radioactive substances and by applying nuclear energy, cancer disease has increased much in blood and bones.

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How to avoid soil pollution:

Man has to follow these means in order to avoid soil pollution:

1. To construct factories and laboratories away from farms, and fix filters on their chimneys.
2. Proper drainage of the cultivated soil.
3. Proper use of pesticides and fertilizers.
4. To follow the security means for atomic reactors and nuclear explosions.

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## **Food Pollution**

Food can be polluted by microbes and chemicals. It can also be polluted by radioactive substances. Eating food polluted with chemicals, or drinking polluted milk, causes various diseases and may lead to death. Eating food polluted with radioactive pollutants causes cancer. It may also cause decrease in vision and blindness. It has also been observed that there is a relation between radioactive pollutants and heart diseases.

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How to avoid food pollution:

Man cannot obtain his clean food and preserve it against pollution unless he follows these means:

1. Proper washing of vegetables and fruits that are eaten fresh.
2. Proper cooking of food.
3. Washing well the hands before eating.
4. A periodic medical examination of cooks and persons who deal with food has to be done by the Ministry of Health in order to make sure that they are free of any microbes, and that they are healthy.
5. Getting rid of insects, especially flies, and keeping the food all the time covered.
6. Destroying any polluted spoilt food.

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## Sound Pollution

Sound noises lead to high sound waves that cause pollution of the environment. If a man is subjected to high sound waves, this may affect his hearing and may lead to complete deafness. Different means of transport such as trains, airplanes, cars, machines in factories, radio and television sets; they all produce highly intensive sound waves, which may sometimes lead to deafness and nervous disturbance. This may also lead to heart diseases, headaches and digestive disturbances. This is what happens to some workers in some factories, where sounds of explosions are always heard. This affects their behavior and emotions, and causes high blood pressure. Not only man is affected by sound pollution, but also animals.

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How to avoid sound pollution:

Noise control is the responsibility of every citizen. Man has to control high sounds and intensive noises. He can control and decrease them by following these steps:

1. Constructing factories away from inhabited places.
2. Using less noisy machines.
3. Using sound absorbers in factories.
4. Lowering the sounds of radio and television sets.
5. Decreasing the use of horns of cars.
6. Preventing using loudspeakers.

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## Cheetahs

Cheetahs are the fastest land animals on earth. For short spurts, they can reach speeds of up to 70 miles per hour. Even more amazing, cheetahs can build up speed, or accelerate, at an incredible rate. From a standing start, a cheetah can accelerate to 45 miles per hour in just two seconds! Most racing cars can't do that. Everything about cheetahs is built for speed -- from their long legs and springy backbones to their streamlined, muscular bodies. Unlike other big cats, cheetahs rely on speed rather than strength to survive.

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Cheetahs hunt almost completely by sight. After spotting a herd from a termite mound or other high point, a victim is singled out and the chase is on. Cheetahs are fast, but they cannot maintain their top speed for long. If the prey animal gets enough of a head start, its better endurance may help it to escape.

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Cheetahs prefer to eat impalas, gazelles, and other small antelope. When antelope is scarce, however, they will eat other foods. A hungry cheetah may go after birds, hares, lizards, and frogs. Even bird eggs and fruit can be a part of a cheetah's diet.

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A cheetah mother is very devoted to her cubs. Because she has no help in protecting her young, she rarely lets them out of her sight. For two years, young cubs do everything with their mother and littermates. They rarely squabble, and spend hours every day grooming each other.

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Cheetah ancestors roamed all over Europe, Asia, North America, and Africa. Today, cheetahs can be found only in Africa and, in small numbers, in Asia. They prefer woodlands and the open plains, where they can chase their prey at top speed.

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Scientists believe the number of cheetahs on earth has never been very great. Today, with the vast ranges of Africa and Asia shrinking, cheetahs need our help. One of the keys to their survival lies in human efforts to breed them in captivity. Scientists hope that what they learn with captive cheetahs will help to assure a future for cheetahs in the wild.

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### **Vaccination**

VACCINATION undoubtedly contributes protection against smallpox. A baby successfully vaccinated is partly protected for a period of seven years, when it should be re-vaccinated. The operation should be repeated in another seven or eight years time, and again at similar intervals should there be an epidemic or exposure to infection. A recently and successfully vaccinated person rarely takes small-pox, and one who has been adequately

vaccinated in the past, if he should catch the disease, will have it in a very mild form.

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## **Drugs**

A DRUG can be defined as any substance used for the treatment, relief or prophylaxis of disease. The history of drugs is almost as old as the history of man, as from the earliest times, leaves, barks, fruits and roots have been used for medical purposes. Some ancient peoples acquired a surprisingly high degree of



knowledge of vegetable drugs, and were aware of the value of opium, senna and aloes, drugs that are still in use today.

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## **Cancer**

A CANCER is not one but many diseases, what causes one type of cancer doesn't necessarily cause another. For example, smoking is the main cause of lung cancer but not of breast cancer. Experts agree that most cancers are caused by our bodies, or parts of them, being exposed to certain substances over long periods of time. These cancer-causing substances are called carcinogens.

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## **Human Brain**

It seems extraordinary to state that the HUMAN BRAIN is the most complex object we have yet to be aware of in the universe, but it is true. We have, these days, an increasing understanding of how it functions at a cellular and sub-cellular level, how

chemical and electrical messages are passed between neurons (brain-cells), and the chemical and biological basis of the brain's cells and structure, but we are still far from understanding how these activities give rise to thought, consciousness and mind.

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### **Inability to Learn a Foreign Language**

There are people all over the country who failed to get their college degrees simply because they could not meet the undergraduate language requirement. Though they were good students in all other respects, their repeated efforts to pass elementary foreign language courses were fruitless.

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At Harvard University the number of such students from each class has been small but constant over the years. They were heartbreaking cases. Their enjoyment of the whole educational experience was corroded and spoiled. An indeterminate but significant number of dropouts could be attributed to the language problem. The educational and psychological waste caused by the hours of conflict with their language barrier was overwhelming for many students and their anguish was shared by teachers, tutors, deans, and counselors who were trying to help. There are people who have survived this ordeal and gone on to achieve eminence in their careers, even fame; but others seem to be permanently scarred by the humiliation of their experience or embittered by their frustration. (From Emotional Problems of the Students by Blains McArthur)

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### **Why do we teach communication?**

When teachers plan for skills and practices for higher levels of proficiency, a basic ingredient of such planning should pay attention to personal communication experiences. For to separate language from what it stands for, to pull symbols away from their meaning and to teach about the symbols without teaching about the experience would be an empty sort of task. Language serves as a thought medium and it serves as a ,means of communication. To try to determine which aspect is more important is fruitless, but it is well in our teaching of English to place more emphasis that has been done in the past on language as a thought medium to total communication.

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Communication helps the students develop the ability to recognize how sentences are used. It helps students develop the ability to manipulate the structural forms correctly. It develops the ability to combine sentences to create continuous passages and to relate the communicated ideas of other to personal experience. (From New Trends in FLE by Amal M. Kamel)

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### **A Nice Cup of Tea**

Today the British drink more tea than any other nation - an average of 4 kilos a head per annum, or 1650 cups of tea a year. They drink it in bed in the morning, round the fire on winter afternoons and out in the garden on sunny summer days. In times of trouble the kettle is quickly put on, the tea is made and comforting cups of the warm brown liquid are passed round.

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Tea has even played its part in wars. When George III of England tried to make the American colonists pay import duty on tea, a group Americans disguised as Red Indians dumped 432 chests of tea into the sea in Boston Harbor - the Boston Tea Party which

led to the War of Independence. In another war the Duke of Wellington sensibly had a cup of tea before starting the Battle of Waterloo, 'to clear my head'. In peace time official approval of the national drink came from the Victorian Prime Minister, Gladstone, who remarked:

'If you are cold, tea will warm you, if you are heated it will cool you, if you are depressed it will cheer you, if you are excited it will calm you.'

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What exactly is tea? Basically it is a drink made from the dried leaves of a plant that only grows in hot countries. The British first heard of tea in 1598, and first tasted it in about 1650. For nearly two centuries all tea was imported from China, until, in 1823, a tea plant was found growing naturally in Assam in India. Sixteen years later the first eight chests of Indian tea were sold in London and today, London's tea markets deal in tea from India, Sri Lanka (Ceylon) and Africa more than from China. (From *Reading for Adults 3*).

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## Computers Serve the Arts

Mary Waits, a university librarian, points out that computers serve the arts as well as the sciences.

‘I think many people associate computers with the world of science and maths, but they are also a great help to scholars in other subjects, in history, literature and so on. It’s now possible for a scholar to find a book or article he needs very quickly, which, when a million or more new books are published each year, is quite an advantage.

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There’s a system, controlled by computer, of giving books a code number, reducing them in size by putting them on microfiche, and then storing 3,000 or more in a container no bigger than a

washing machine. You tell the computer which subject you're interested in and it produces any microfiche you need in seconds. It's rather like going to an expert who has read all the works on your subject and can remember where to find the correct information, which few human experts can!

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There are also systems being developed to translate articles from foreign magazines by computer, and to make up the many lists of information that are needed in a modern library. So computers can help us to deal with the knowledge explosion in many ways. I can imagine a time when libraries will be run by computers, without any human beings at all. If that happens in my lifetime I hope there'll be a computer somewhere that can find me another job!

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## **Gandhi**

The ideas of Gandhi quickly spread. The cry “India for the Indians!” was heard everywhere. The people began to call Gandhi “Mahatma”, the Great-Souled One, and listened to his every word. Under his leadership, the Indians began to fight. They would not buy British materials; they would not serve in the British army; children left the British schools.

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His followers loved Gandhi, but many of them had had little schooling and did not completely understand his meaning when he spoke of peaceful methods and the power of love. They began to kill the British, and as a result thousands of Indians were made prisoners. Gandhi was brought before a judge. He said he was sorry that his people had gone beyond his orders, but he still could not let them follow a system that was not just. The judge said Gandhi would have to serve six years as a prisoner, but two years later, in 1924, he was freed by the British government.

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At the same time that Gandhi was fighting against British rule of India, he was also fighting another battle which would have seemed hopeless to almost anyone else living in his part of the world. He believed that India must give up the very strong and very old system known as “caste”, which said that every person was born into a certain position in life and could never change it. The caste system had become part of the Hindu religion, which also believed that men live many lives before and after the present one. A person could not marry outside his own caste. There were four chief castes, the top being the Brahmans who could become priests or teachers. Below them came the soldiers, the businessmen and farmers, and then the laborers.

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## French Climate

France has a predominantly temperate climate, with mild winters, except in mountain areas and the north-east. The Atlantic has a profound impact on the north-west, where the weather is characterized by high humidity, often violent westerly winds and lots of rain. France's north-east has a classic continental climate, with fairly hot summers and cold winters. Midway between the two, the Paris basin boasts the nation's lowest annual precipitation, but rainfall patterns are erratic. Paris' average annual temperature is 12°C (52°F), but the mercury sometimes drops below zero in January and can climb to the mid-30s°C (95°F) or higher in August. The southern coastal plains are subject to a pleasant Mediterranean climate: frost is rare, spring and autumn downpours are sudden but brief and summer is virtually without rain. The south is also the region of the 'mistral', a cold, dry wind that blows down the Rhône Valley for about 100 days a year. Relentless and unforgiving in spring, it is blamed for sending people into fits of pique.

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Weather-wise, France is at its best in spring ('April in Paris', remember?), with the beach resorts beginning to pick up in May. Autumn is pleasant, too, but the days are fairly short and the temperatures get chilly toward the end, even along the Côte d'Azur. Winter is great for snow sports in the Alps, Pyrenees and other mountain areas, though the Christmas school holidays send hordes of tadpoles in uniform scurrying for the slopes. Mid-July through the end of August is when most city dwellers take their annual five weeks' vacation to the coasts and mountains, and the half-desolate cities tend to shut down a bit accordingly.



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**Eiffel Tower & Champs-Élysées**

Eiffel Tower was built for the World Fair of 1889, held to commemorate the centenary of the French Revolution. Named after its designer, Gustave Eiffel, it stands 320m (1050ft) high and held the record as the world's tallest structure until 1930. Initially opposed by the city's artistic and literary elite - who were only affirming their right to disagree with everything - the tower was almost torn down in 1909. Salvation came when it proved an ideal platform for the antennas needed for the new science of radiotelegraphy. When you're done peering upwards through the girders, you can visit any of the three public levels, which can be

accessed by lift or stairs. Just south-east of the tower is a grassy expanse that was once the site of the world's first balloon flights and is now used by teens as a skateboarding arena or by activists bad-mouthing Chirac.

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## EDUCATION IN ISLAM

Islam is a constant struggle against ignorance. It promotes education and therefore, it was never a barrier to progress and science. It appreciates the intellectual activities of man. No other religion went ever so far in asserting the dominance of reason and, consequently, of learning, above all other manifestations of life. If we conform ourselves to the principles of this religion we cannot wish to eliminate modern learning from our life.

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We must have the wish to learn and to progress and to become scientifically and economically as efficient as the Western nations are. Therefore, the need for educational reconstruction in Islamic society for strengthening the foundations of faith as well as for enabling men and women to face the challenges of modern times with confidence has been fully recognized in all the

Muslim countries. Towards this end, some steps have already been taken to implement new educational policies and set up new educational institutions that conform to the spirit of Islam.

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Islam is a system of education which aims at developing an integrated personality in a harmonious way. It concerns itself with the education of the whole man, that is a man in his totality - body, mind and soul. It gives a spark of divine light that gives meaning to life and urges man to play his part to achieve his destiny. It urges man to strive for the constant development of his faculties at every stage of life.

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The genesis and the aspirations of education in Islam transcend the narrower scope of other systems and concepts of education. It is designed to cater for that large and liberal purpose which we associate with the historical mission of the Prophet of Islam (PBUH) and its main purpose is to enable the Muslims to realize the modern ideas and to conform to the spirit of Islam.

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Thus, in keeping with that large and liberal purpose of historical mission of the Prophet of Islam (PBUH) the concept of education in Islam is to serve the need of providing education in Islamic learning, sciences, arts, culture as are emphasized by the Quran and the Sunnah of the Prophet of Islam (PBUH). It serves humanity, brings relief to it in keeping with the letter and spirit of the teachings of Islam.

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The Prophet of Islam (PBUH), was an ardent advocate of the pursuit of knowledge and education. He (peace be upon him) made the acquisition of knowledge, a duty incumbent on every Muslim, male or female. It is reported, on the authority of Anas, that the Holy Prophet (PBUH) said, "Search of knowledge is compulsory upon every Muslim male and Muslim female."

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Encouraging education, the Prophet (PBUH) declared: "seek knowledge from the cradle to the grave, "and" go in quest of knowledge even unto China," meaning even unto the edge of the earth.

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## Parent-Child Relations

Among Muslims children are very much loved and wanted, a precious gift and trust from God. Many couples have large families by choice because they genuinely love and want several children. To the Muslim, his or her child is a very precious treasure, a gift from God, and the fondness of Muslims of all nationalities for children is well known.

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In particular the Muslim woman's role as mother is regarded as being of the highest importance, the most serious and challenging responsibility she could have. Muslim women as a rule possess a deep certainty that this role has been entrusted to them because of their innate fitness and capacity for the most important of all tasks: the shaping of the future generation of humanity. Islam



acknowledges the immensity of the debt which an individual owes to his parents, and especially to his mother, his first school in life, in many moving Qur'anic verses and Hadiths.

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The birth of a child is an event of great joy and thanksgiving which is shared by relatives and friends. It is Sunnah to slaughter an animal when a baby is born and to feed friends and the poor with its meat as a token of thankfulness to God for the new family member.

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Parents and their children are generally close emotionally and physically. Breast-feeding is considered the proper way to nourish a baby and nursing may be continued, if desired, for as long as two years. Mothers (and fathers as well) often sleep with their children when they are young in order to give them better care and more security, recognizing that the young child needs his mother as he needs food and air, not less during the night time than in the day. Leaving children with babysitters or in nursery schools is a practice which, until quite recently, was virtually unknown among Muslims.

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Children often accompany their parents, sharing in their experiences and pleasures and being part of their world, and if they must be left, as a rule they stay either with relatives or trusted servants. Hence, Muslim children generally grow up feeling very secure and loved, surrounded by a wide circle of family relationships within which they have a very secure place.

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Training and guidance begin very early. Their goal is the molding of the child into a sound Islamic personality, with a good character and morals, strong Islamic principles, sound

Islamic knowledge, proper Islamic behavior, and the equipment to handle the demands of life in a responsible and mature fashion. Such training does not consist merely of a set of directives but, far more important, the parents living-example of unfailing submission to God through a sincere and conscientious practice of the Islamic teachings. An essential of this training very early in life is obedience, respect and consideration for the parents themselves.

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Islamic training is total training: training in Islamic concepts, principles, attitudes, values, morals, manners and behavior. One reason why Muslims consider "family" so important, especially in selecting a spouse for their son or daughter, is because it is primarily the family which determines the sort of upbringing and

breeding an individual will have. Consequently a family of high standards and good repute can, as a rule, be depended upon to produce a young person - man or woman - of high quality.

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### **Uthman Ibn Affan**

Uthman, the son of Affan, the third Caliph was born forty-seven years before the Hijra. He belonged to a very respected class of Quraysh. He was also distantly related to the Prophet Muhammad May Peace and Grace Be Upon Him (PBUH). From the paternal side both were descended from the same great great-

grandfather, Abd Manaf; and from the maternal side, Uthman's grandmother was Muhammad's paternal aunt.

Uthman learned to read and write while still a child. As a young man he adopted the favourite profession of most Meccans and became a merchant. Even before Islam, Uthman was noted for his truthfulness and integrity. He and Abu Bakr were great friends and it was Abu Bakr who persuaded him to embrace Islam. He was then thirty -four years old. Only thirty-five or thirty-six persons had embraced the new faith by then.

Later the Prophet (PBUH) gave him his second daughter, Ruqayya, in marriage. In spite of the respect he enjoyed in the community Uthman's conversion to Islam was bitterly opposed by his relatives and kinsmen who subjected him to cruel persecutions. One of his uncles excelled the others in cruelty. When the Muslims migrated to Ethiopia, Uthman and his wife also bade goodbye to their homeland. During his stay in Ethiopia he heard a rumor that the entire Quraysh had embraced Islam. Uthman along with his wife returned to Mecca believing this to be true, only to be met by redoubled sufferings. Later, when the Prophet decreed en masse migration to Madina, Uthman once again sacrificed everything and left home. In Madina he resumed

his old trade. His business flourished and he was soon prosperous again. At one stage when the Muslims were facing a shortage of drinking water in Madina, Uthman purchased a well for twenty thousand drachmas and dedicated it to the community.

Uthman's wife Ruqayya (the daughter of the Prophet) (PBUH) was taken seriously ill when the encounter at Badr approached. He was, therefore, permitted by the Prophet (PBUH) to remain away from the battle and look after his wife. The illness of Ruqayya proved fatal and Uthman was deeply grieved, both at the loss of his wife and at the end of his kinship with his master. The Prophet (PBUH) was so moved that he offered Uthman the hand of another daughter Umm Kulthum. Thus Uthman came to be known as Zu-I-Nurayn ("The Possessor of Two Lights").

Like many other Companions of the Prophet (PBUH), Uthman knew the Qur'an by heart and during the Prophet's life-time he was one of the scribes who wrote down the words of the Quran as they were revealed and had an intimate knowledge, therefore, of the context and circumstances relating to each verse.

## **Ali Ibn Abi Taaleb**

Ali, the fourth Caliph of the Muslims, was in some ways uniquely distinguished. He was close Kinsman of the prophet May Peace and Grace be Upon Him (PBUH) being the son of Muhammad's beloved uncle and protector, Abu Talib. More than that he grew up in the household of his illustrious cousin as a member of the prophet's own household and remained in closest association with him for nearly 30 years. He was among the first to respond to the cause of the new faith and so was his mother Fatima, the daughter of Asad, whom the Prophet (PBUH) shrouded in his own shirt when she died.

Ali was about 10 years old when the message came to Muhammad (PBUH). It is related that once he awakened at night and saw the Prophet and his wife Khadiga kneeling and prostrating themselves in what struck his young eyes as rather strange postures. Then he heard his cousin reciting the words of the Qur'an and when the recitation was over, Ali asked them what all this meant and to whom they were praying. "To Almighty God", said Muhammad (PBUH), "Who has entrusted me with a message to summon His people to Him. You too should serve the same true God, the one and only God, without a



peer, and have faith in me as His Messenger". Then he recited for Ali some more verses from the Qur'an. Ali said that he would like to ask his father before he replied yes or no. He spent a sleepless night, his young mind was greatly perplexed by what he had seen and heard. He was a precocious child, intelligent beyond his years and when the morning came, he went up to the Prophet (PBUH) and said, "When God created me he did not consult my father, so why should I consult my father in order to serve God? I accept the truth of what you say".

During the difficult days in Mecca, he stood by these words and faced the miseries and hardships of the time even more manfully than those older and stronger than he. It was he who later wrapped himself up in Muhammad's clothes and lay in bed when the Quraysh planned to murder the Prophet (PBUH). Apart from the expedition of Tabuk, when he was left behind to look after the household of the Prophet (PBUH), Ali fought in all the early battles of Islam with great distinction, particularly in the expedition against Khaybar. It is said that during the encounter at Uhud he received no less than sixteen wounds. From his very early years Ali was the person closest to the Prophet (PBUH) and this association lasted all through the latter half of the Prophet's

life. Therefore, he had the most intimate understanding of the spirit and text of the Quran which he knew by heart.

In the field of arms, the heroic feats of Ali on many battle-fields are the subject of innumerable stories, legends, epics and panegyrics. Because of his piety, his wisdom, his simple and austere living, his gentleness and humility, his very humane and loving heart, most of the mystic orders in Islam trace their origin to his preachings, his life and work.

### **What is Language?**

It is language more obviously than anything else, that distinguishes man from the rest of the animal world. At one time it was common to define man as a thinking animal, but we can hardly imagine thought without words - not thought that is at all precise, anyway. More recently, man has often been described as a tool-making animal. But language itself is the most remarkable tool that man has invented, and is the one that makes all the others possible. The most primitive tools, admittedly, may have come earlier than language: the higher apes sometimes use sticks for digging, and have even been observed to break sticks for this purpose. But tools of any greater sophistication demand the kind

of human co-operation and division of labour which is hardly possible without language. Language, in fact, is the great machine tool which makes human culture possible.

Other animals, it is true, communicate with one another, or at any rate stimulate one another to action, by means of cries. Many birds utter warning calls at the approach of danger; some animals have mating calls; apes utter different cries expressive of anger, fear, pleasure. But these various means of communication differ in important ways from human language.

Animals' cries are not articulate. This means, basically, that they lack structure. They lack, for example, the kind of structure given by the contrast between vowels and consonants. They also lack the kind of structure that enables us to divide a human utterance into words. We can change an utterance by replacing one word in it by another. A sentry can say "Tanks approaching from the north", or he can change one word and say 'Aircraft approaching from the north' or "Tanks approaching from the west"; but a bird has a single indivisible alarm cry which means 'Danger'. This is why the number of signals that an animal can make is very limited. The Great Tit has about thirty different calls, whereas in human language the number of possible utterances is infinite. It

also explains why animal cries are very general in meaning. These differences will become clearer if we consider some of the characteristics of human language.

### **Louis Braille**

Although Louis Braille died when he was only forty-three years old, he succeeded in devising a system of reading and writing for the blind which is now taught all over the world.

Braille lost his sight accidentally as a child. Nevertheless, he was able to complete his education at a school for the blind in Paris and become a teacher. In his day, the few books that were available for blind people were printed in big, raised type; the letters used were those of the ordinary alphabet. The reading of such books required immense effort. Not only that, writing was almost impossible, for a blind person was still restricted to an alphabet which was extraordinarily difficult to reproduce on paper. Braille's idea was to use raised dots instead of raised letters. He evolved a system which made use of only six dots in all. By various combinations of these dots, it not only proved possible to represent each letter in the alphabet, but punctuation marks, numbers, and musical notation as well. The sensitive

fingers of a blind person can travel rapidly over the dots; and there is a small machine, something like a typewriter, which enables the blind to write quickly and clearly.

Improvements are continually being made on the system, though basically it is the same as that contrived by Braille. Large raised dots, printed on one side of a page only, make many books for the blind cumbersome. A single book in ordinary print often runs into several volumes when it is transcribed into the dot-system. Furthermore, the books that are used in lending, libraries for the blind eventually become unreadable. The dots are subjected to a great deal of wear and tear, and finally disappear, so that a book becomes useless. A machine has now been invented which fires plastic dots on to paper, instead of just making depressions in the pages. These dots do not wear out at all, and there is no danger of their coming unstuck. Since it is possible, by this means, to make use of both sides of a page, books for the blind are now less bulky. This new way of ‘dotting’ pages.

### **Winter Sleep**

If you live in the English countryside, you share your garden with all sorts of birds, animals and insects. Some of the birds will

fly away when the weather turns cold; the swallows will travel 8,000 kilometers or more to southern Africa. They will come back in the spring. Some of the birds and all the animals stay with you, but you will not see all the animals all through the winter. In the cold weather some of them hibernate.

In warm countries, where the winters are not very long or very cold, hibernation is not necessary. And in very cold parts of the world, like the far north of Russia, not many animals hibernate; the ground is so hard that they cannot make a deep hole to spend the winter in. But animals in a large part of the northern hemisphere spend every winter fast asleep.

They go to sleep in all kinds of places. Red squirrels disappear inside trees, bears use caves, frogs go deep under the mud, and very many other animals dig tunnels in the earth. A good many animals sleep under the snow; there is a lot of air in loose snow, and this helps to keep the cold out.

Some warm-blooded animals, like the cat, the dog and the wolf, do not need to hibernate; they lead an active life which keeps up their usual body temperature even in very cold winter weather. But for a cold-blooded creature such as a frog or a snake it is a

different matter. When the air temperature is below freezing, the creature's blood temperature drops too; it cannot move about in the usual way. And then it has no choice: it must simply lie down and sleep. To do that, it must find a place where it can keep fairly warm; and it must be a place where its enemies cannot find it.

Hibernation is more than sleep. It is a very deep sleep. The animal's temperature drops to just over 0° C and its heart beats very slowly. People who find hibernating animals asleep often think that they are dead: the body feels so cold and the creature may breathe only once every five minutes. A hibernating animal cannot feel any pain; you can touch it, or even give a hard pull to its tail, without causing it to move or wake up. In its hibernating state it can even live in a poisonous atmosphere for a long time without bad effects.

Hibernating in that way, the animal can sleep all through the winter. You might wonder how it manages to live without eating for so many months. The answer lies in two facts. The first is that it has stored supplies of fat in its body during the summer and autumn. The second is connected with the main use the body makes of food - to supply the energy for movement. We have seen that the hibernating animal reduces movement too far below

the ordinary level. Even the movements of the heart and lungs are greatly reduced. The animal makes hardly any movement, uses hardly any energy, and needs hardly any food. (From *Reading for Adults 2*)

### **The Nature of Speech**

Speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as walking, and only less so than breathing. Yet it needs but a moment's reflection to convince us that this naturalness of speech is but an illusory feeling. The process of acquiring speech is, in sober fact, an utterly different sort of thing from the process of learning to walk. In the case of the latter function, culture, in other words the traditional body of social usage, is not seriously brought into play.

The child is individually equipped, by the complex set of factors that we term biological heredity, to make all the needed muscular and nervous adjustments that result in walking. Indeed, the very conformation of these muscles and of the appropriate parts of the nervous system may be said to be primarily adapted to the movements made in walking and in similar activities. In a very



real sense the normal human being is predestined to walk, not because his elders will assist him to learn the art, but because his organism is prepared from birth, or even from the moment of conception, to take on all those expenditures of nervous energy and all those muscular adaptations that result in walking. To put it concisely, walking is an inherent, biological function of man.

Not so language. It is of course true that in a certain sense the individual is predestined to talk, but that is due entirely to the circumstance that he is born not merely in nature, but in the lap of a society that is certain, reasonably certain, to lead him to its traditions. Eliminate society and there is very reason to believe that he will learn to walk, if indeed, he survives at all. But it is just as certain that he will never learn to talk, that is, to communicate ideas according to the traditional system of a particular society. Or, again, remove the newborn individual from the social environment into which he has come and transplant him to an utterly alien one. He will develop the art of walking in his new environment very much as he would have developed it in the old. But his speech will be completely at variance with the speech of his native environment.

Walking, then is a general human activity that varies only within circumscribed limits as we pass from individual to individual. Its variability is involuntary and purposeless. Speech is a human activity that varies without assignable limit as we pass from social group to social group, because it is a purely historical heritage of the group, the product of long-continued social usage. It varies as all creative effort varies - not as consciously, perhaps, but nonetheless as truly as do the religions, the beliefs, the customs, and the arts of different peoples. Walking is an organic, an instinctive, function (not, of course, itself an instinct); speech is a non-instinctive, acquired, cultural function. (*Language* by Edward Sapir)

## **French Events**

The French are a festive bunch with many cities hosting music, dance, theatre, cinema or art events each year. Rural villages hold fairs and fêtes honoring everything from local saints to the year's garlic crop. Saintes-Maries-de-la-Mer in Provence is the venue for a colorful gypsy festival in late May honoring Sarah, patron saint of the gypsies. Frenzied singing and dancing characterize this extravaganza.

Prominent national days off are May Day (1 May), when many people buy muguet (lily of the valley) - believed to bring good luck - to give to friends; and Bastille Day (14 July), which is celebrated by throwing firecrackers at friends. Regional events include the primping and preening prêt à porter fashion show in Paris (early February); the glittering and often canned Cannes Film Festival (mid-May); the International Music Festival in Strasbourg (first three weeks of June); the mainstream and fringe theatre of the Festival d'Avignon (mid-July to mid-August) and the Jazz Festival in Nancy (9-24 October).

## **Cannes**

This resort, on the world-famous Côte d'Azur, is the perennial favorite of wealthy scions and the shop-till-you-drop set. During the International Film Festival in May, Cannes is crammed with more money, more champagne, more mobile phones and more cleavage than anywhere else in the world. Apart from posturing boutiques, hotels and restaurants, it also has beaches with the equivalent of room service, which the sallow studiously avoid.

If you're not in town discussing the grim phenomena of John Travolta's resurrection or puckering up to the paparazzi, then

you're here to people-watch. Every possible specimen is on promenade along the famous Boulevard de la Croisette: yesteryear starlets in string bikinis; vacationing Frenchmen carrying purses; wide Americans with Coppertone skins who wear their jewelry in the pool; and side-whiskered peasants in rough waistcoats and country boots wondering what all the fuss is about. After a walk, settle back at one of the many cafes and restaurants - overflowing with gold-carded patrons - which light up the area with splashy neon signs. Just offshore is the eucalyptus and pine-covered Isle Saint Marguerite, which was exploited so effectively by Alexander Dumas in his classic novel *The Man in the Iron Mask*. This small island is vectored by trails and paths while its beaches are considerably less crowded than those on the mainland. Even smaller is the nearby Isle Saint Honorat, once the site of a renowned and powerful monastery founded in the 5th century, and today the home of a Cistercian monastic order. Ferries run to both islands.

## **Corsica**

Corsica, 170km (105mi) south-east of the Côte d'Azur, is the most geologically diverse of all the islands of the Mediterranean. From mountain ranges with tumbling torrents to endless stretches

of fine-sand beaches, it offers highly photogenic scenery as well as ample opportunities for hiking. Corsica is suffused with a welcoming ambience courtesy of the islanders' distinctive language, cuisine and way of life.

The port city of Ajaccio, birthplace of Napoleon Bonaparte, is where most begin a visit to the island. Apart from a number of monuments and museums devoted to Napoleon lore, you can visit the Pointe de la Parata, a black granite promontory famed for its sunsets, or bathe in the beaches just out of town.

The island's most famous natural sight is Les Calanche, a spectacular mountain landscape of red and orange granite forms resembling nightmarish and prosaic people, animals and buildings. When it's clear, there are terrific views of both the Mediterranean and the northern mountains.

The best time to visit Corsica is during May and June, when the island is generally sunny, the wildflowers are in bloom and it's not overrun with Eurotourists. Corsica's towns are accessible by direct air connections from mainland France's large metropolitan airports, as well as from other European cities. Ferry links are

cheaper, but all routes are frequently cut by strikes, sometimes for weeks at a time.

### **Destination Paris**

Both the capital of the nation and of the historic Isle de France region, Paris is located in northern central France, 265km (165mi) south-west of Brussels, 295km (185mi) south-west of Luxembourg and 510km (315mi) west of Stuttgart. The city center - known as Intra-Muros, or within the walls - is bisected by the River Seine. The area north of the river, the Rive Droite (Right Bank), includes the tree-lined Avenue des Champs-Élysées, running west to the Arc de Triomphe.

East of the avenue is the massive Musée du Louvre, the Centre Georges Pompidou and a lively district of museums, shops, markets and restaurants. Immediately south of the Pompidou Centre on the Isle de la Cité is the world-famous hunchback hangout, Notre Dame. The area south of the river, the Rive Gauche (Left Bank), is home to the city's most prominent landmark, the Eiffel Tower. To the east, in the Saint Germain de Prés and Montparnasse districts, Paris' famous academic, artistic

and intellectual milieus waft in and out of focus through a haze of Gitanes smoke.

### **The Louvre & the Pompidou**

The enormous building of the Musée du Louvre, constructed around 1200 as a fortress and rebuilt in the mid-16th century for use as a royal palace, began its career as a public museum in 1793. As part of Mitterrand's grands projets in the 1980s, the Louvre was revamped with the addition of a 21m (67ft) glass pyramid entrance. Initially deemed a failure, the new design has since won over those who regard consistency as inexcusably boring. Vast scrums of people puff and pant through the rooms full of paintings, sculptures and antiquities, including the Mona Lisa, Venus de Milo and Winged Victory (which looks like it's been dropped and put back together). If the clamor becomes unbearable, your best bet is to pick a period or section of the Louvre and pretend that the rest is somewhere across town.

The Centre Georges Pompidou, displaying and promoting modern and contemporary art, is far and away the most visited sight in Paris. Built between 1972 and 1977, the hi-tech though

daffy design has recently begun to age, prompting face-lifts and closures of many parts of the center. Woven into this mêlée of renovation are several good (though pricey) galleries plus a free, three-tiered library with over 2000 periodicals, including English-language newspapers and magazines from around the world. A square just to the west attracts street musicians, Marcel Marceau impersonators and lots of unsavory types selling drugs or picking pockets.

### **Child Welfare Clinics**

THE CHILD WELFARE CLINICS advise mothers on infant feeding and mothercraft, and the antenatal clinics teach expectant mothers, particularly those expecting their first baby, the rules of health in pregnancy, and help them with domestic problems. Local authority doctors attend the clinics together with health visitors and midwives, who also visit mothers and babies in their homes to give on-the-spot practical advice. There are also immunization clinics for vaccinating children against smallpox, diphtheria and whooping cough. Thanks to immunization, diphtheria, that once-dreaded killer of children, is now rare, but it could soon become common again if parents neglected to have



their children protected. The germ is always waiting round the corner to catch the policeman asleep.

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1. child welfare clinics عيادات (مستوصفات) رعاية الطفولة
2. mothercraft تربية الأطفال
3. antenatal clinics عيادات رعاية الحوامل  
ante بادئة معناها "قبل"
- anti بادئة معناها "مضاد"
4. expectant mothers الحوامل
5. pregnancy الحمل
6. midwife المولدة
7. immunization تطعيم - تقوية المناعة  
immunity مناعة - حصانة
8. vaccinate يطعم
9. whooping cough السعال الديكي
10. waiting round the corner يتربص

## CHAPTER SIX

### PASSAGES FOR TRANSLATION INTO ARABIC

#### علم الترجمة

الترجمة من أقدم مناحى النشاط الإنسانى . ويصعب ، بطبيعة الحال ، تحديد البداية التاريخية للترجمة ، ولكن من الممكن القول بأنها ظهرت بظهور الحاجة إلى وسيلة للتفاهم بين ناطقى اللغات المختلفة . ولعل النصوص الدينية والوثائق الرسمية - وما إلى ذلك من نصوص تسجل التعامل بين الدول والشعوب - هى أقدم الترجمات من الناحية التاريخية . ولقد لعبت الترجمة ، ولا تزال تلعب حتى يومنا هذا ، دورا هاما ومحسوسا فى خدمة الحضارة الإنسانية والتقارب بين الشعوب .

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وتشهد الترجمة فى قرننا الحادى والعشرين ازدهاراً لم تشهد مثيلاً له من قبل. ويعود ذلك إلى ما وصل إليه العالم المعاصر من توسع فى العلاقات الرسمية والتجارية والثقافية وغير ذلك من مجالات للاتصال بين الدول والشعوب . كما أن تطور العلوم والتكنولوجيا وعدم بقاء إنجازاتها حبيسة حدود إقليمية واحدة وما صاحب تطورهما السريع الخطى من تراكم كم هائل من المعلومات قد تصعب ملاحقته فى عالم اليوم - كل هذا أدى إلى تنشيط الترجمة وجعلها وسيلة من أهم وسائل التبادل العلمى والفكرى بين الأمم والدول . ونظرة واحدة إلى مجالات استخدام الترجمة تكفى لوصف عصرنا الذى نعيشه "بعصر الترجمة" .

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فالترجمة تشكل قوام العمل فى المنظمات الدولية والوكالات المتخصصة ولا غنى عن الترجمة فى نشاط الهيئات والأجهزة الدبلوماسية ، وأجهزة الحدود والجمارك ، ومؤسسات التصدير والاستيراد ومراكز البحوث ، والمؤسسات العسكرية ، وخطوط النقل والمواصلات الدولية ، وأجهزة السياحة والاستعلامات والإعلام على اختلاف أنواعها من صحافة وإذاعة وتليفزيون وسينما . وبهذا نجد أن الترجمة أصبحت من أهم سبل التفاهم فى عالمنا المعاصر ، كما يمتد أثرها ليشمل كل مجالات النشاط الإنسانى، ويتعدى حدود الأجهزة الرسمية ليصل إلى كل بيت من بيوتنا من خلال مختلف قنوات الاتصال المعروفة اليوم .

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اقتضى اتساع مجالات استخدام الترجمة وتطرقها إلى مختلف جوانب النشاط الإنسانى ضرورة إعداد المترجمين فى معاهد وكليات متخصصة ، الأمر الذى تطلب وضع برامج وكتب تخدم العملية العلمية والتعليمية فى هذه المؤسسات . ومن البديهى ألا تقتصر هذه البرامج والكتب على إيراد نصوص من اللغات المختلفة توضح أوجه التقارب والاختلاف بين اللغات، بل نراها وضعت نصب عينيها دراسة اختلاف نظم اللغات ، وطرق التعبير فيها ، ووضع قواعد وشروط للترجمة من خلال تقنيات علمية تخضع للتجريب والتحليل وفق مذاهب علمية محددة كما هو الحال فى شتى الدراسات العلمية المنهجية .

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ولكن هناك من يقول : " الترجمة فن يعتمد أساسا على التمكن من لغتين ووجود ملكات أدبية لدى المترجم ، أما القول بأن الترجمة علم من العلوم ، فليس سوى "حذقة" ، وقد يصل الأمر إلى استخدام كلمة "هراء" أو "كلام فارغ" . لا جدال أن الترجمة تعتمد إلى حد كبير على مهارات أساسية يجب توافرها في المترجم ذاته ، وهي مهارات تكتسب وتصل من خلال الممارسة وبناء الذات . وتتجسد هذه المهارات في الجوانب الفنية للترجمة من حسن اختيار للتعبير وتميز في الأسلوب وغير ذلك من القيم الفنية التي سنتعرض لها في هذا الكتاب . ولكن يكفي للرد على هؤلاء إثارة قضية واحدة من قضايا الترجمة وهي قضية مطابقة الترجمة للأصل المترجم منه . ما هي المعايير التي يمكن الحكم بها بأن هذه الترجمة مطابقة / غير مطابقة للنص الأصلي ؟ لكن يكون مثل هذا التقييم موضوعيا ، لا بد من وجود أسس وقواعد علمية يمكن عن طريقها الحكم على الترجمة ، ومن بين هذه الأسس ، على سبيل المثال لا الحصر ، ضوابط تطابق مشتملات المضمون ، ضوابط تطابق الأسلوب وغير ذلك من ضوابط تكفل الحيدة العلمية والبعد عن النظرة الذاتية . (علم الترجمة - د / فوزى عطية محمد)

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## كيف تترجم

الترجمة تعنى نقل الأفكار والأقوال من لغة إلى أخرى مع المحافظة على روح النص المنقول. ولهذا ، فإذا كانت الكلمات هي التي تشكل اللبنة التي يتكون منها البناء اللغوي فإن القواعد اللغوية هي القوالب التي تصاغ فيها الأفكار والجمل . وروح المترجم وأسلوبه في التعبير ومواهبه الكامنة فيه وخلفيته الثقافية هي التي تميز الترجمات المختلفة لنفس النص . ولهذا فإنه يمكن القول إذا كانت الإجابة اللغوية تعتبر من الأساسيات الضرورية اللازمة للمرء حتى يقدم على ترجمة تعبير أو جملة أو فقرة أو نص ما فإن الموهبة والثقافة والإطلاع ونوعية التعليم الذي حصل عليه المترجم والممارسة والتدريب المستمر هي التي تصقل مهارات المترجم وتعمل

على نضوجه وبلورة شخصيته كمبتكر ومبدع ومكتشف لديه القدرة على كشف درر وكنوز اللغة المنقول منها ووضعها فى أماكنها السليمة فى اللغة المنقول إليها .

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ويتضح من هذا أن هناك عدة عوامل يجب أن تتوفر فى المترجم وهى:

- 1- إجادة اللغة التى ينقل منها وإليها.
- 2- إجادة القواعد اللغوية التى تحدد القنوات الفنية التى تنقل خلالها الأفكار الواردة فى النص الأسمى.



- 3- إجادة خاصة لفروع العلوم المختلفة التي يقوم بالنقل منها وإليها مع الإمام بمصلحاتها والقدر الأعظم من مفرداتها.
- 4- الأمانة في نقل الأفكار الواردة في النص الأصلي ونقلها بلغة واضحة وسلسلة ومفهومة إلى اللغة المترجمة إليها.
- 5- محاولة بناء الفكرة في أسلوب مشابه إلى حد كبير للأسلوب الذي كتب فيه النص الأصلي.
- 6- إظهار القطعة المترجمة بنفس روح القطعة الأصلية.

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الخطوات التى يجب إتباعها عند الترجمة:

1- يجب على المترجم قراءة النص المراد ترجمته بإمعان مرة أو مرتين على الأقل حتى يتضح المعنى بشكل تام لأنه ليس بوسع المرء أن يترجم بشكل مفهوم نسا لم يفهمه ولم يستوعبه.

2- إذا اعترضت المترجم بعض الكلمات أو العبارات التى يصعب عليه فهم معناها فلا يتردد فى الرجوع إلى القواميس العامة أو المتخصصة ، وإذا لم يسعفك قاموس ما فى إيجاد بغيتك فعليك بالالتجاء لغيره لأن القواميس درجات وتخصصات فبعضها يضم عددا من المفردات التى قد تصلح فقط لمستوى طالب الثانوى وبعضها الآخر يصلح للطالب الجامعى بصفة عامة فى حين أن فئة الثالثة تصلح للمتخصصين فى فرع بعينه من فروع اللغة .

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3- يبدأ المترجم بعد ذلك في محاولة ترجمة كل جملة ترجمة صحيحة سليمة على حدة .

4- إيجاد أدوات الربط المناسبة لربط الجمل ببعضها حتى لا يكون النص مفككا وغير متصل .

5- إعادة قراءة النص بأكمله بغرض مراجعة الأخطاء النحوية والتأكد من أن المعنى الذى أراده الكاتب قد أمكن نقله نصا وروحا .

6- البعد تماما عن عملية الحذف أو الاختصار أو التلخيص أو اللف والدوران حول النص عندما يصعب فهمه وترجمته لأن هذا الأمر يعتبر تشويها وتحريفا ، فالترجمة ليست تلخيصا أو اختصارا أو لفا ودورانا حول المعنى . فكم من المعانى الأصلية ضاعت وراء ما يسمى بالتخمين. فالترجمة (إبداع) وليست (ابتداع) والترجمة أمانة فى عنق المترجم وإذا عجز عن حملها فعليه أن يتخلى عنها .

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7- الحذر فى اختيار معانى الكلمات والعبارات والتعبيرات اللغوية ،  
والتأكد من أنها مناسبة للنص . وإذا اضطر المترجم تحت إلحاح  
الضرورة القصوى إلى التخمين فعليه أن يدقق فى اختياره وأن يكون  
تخمينه فى أضيق نطاق ممكن بحيث لا يزيد عدد الكلمات التى يخمنها فى  
الفقرة عن كلمة أو كلمتين على الأكثر ، لأنه كلما زاد التخمين كلما زاد  
احتمال وقوع المترجم فى الخطأ ، وكلما حملنا المؤلف الأسمى معانٍ لا  
تمت بصلة لأفكاره ، كلما حملناه مسئوليات هو ليس مسئولاً عنها .

8- قد يخلط المترجم بين الأمانة فى الترجمة وبين الحرفية فى الترجمة  
ونود أن نفصل هنا بين مفهوم الأمانة والحرفية ، فالأمانة تتطلب من  
المترجم أن ينقل لنا النص روحاً ومعنى وصدقاً وتعبيراً ، أى أن يكون  
النص المترجم المعادل الموضوعى للنص الأسمى بمعنى أن النص يجب  
أن ينسجم مع روح الكاتب قلباً وقالباً وأن يراعى المعنى الذى يقصده  
الكاتب والذى يكمن وراء كل كلمة وعبارة مع التقديم أو التأخير بالشكل

الذى يخدم المعنى والصور البلاغية من جناس وطباق ومقابلة وتشبيه واستعارة . فى حين أن الترجمة الحرفية تعمل فقط على نقل النص حرفياً بمعنى الالتزام بالنص المنقول منه من ناحية معانى المفردات والتراكيب اللغوية متجاهلاً تباين الأساليب اللغوية المختلفة من لغة لأخرى . وفى مثل هذه الحالات تخرج الترجمة ركيكة لغوياً ولا تنقل بصدق النص المترجم من حيث الصياغة والمضمون .

(عبد العليم منسى وعبد الله إبراهيم 1988)

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## التليفزيون

التليفزيون متهم فى الغرب بأنه مسؤل عن حالة التباعد ما بين أفكار الجيل القديم والجيل الجديد والذين يوجهون إليه هذا الاتهام يقولون إنه قبل أن يدخل التليفزيون البيوت كان أفراد الأسرة الواحدة يجلسون معا لقضاء وقت الفراغ يستمتعون إلى الأب أو الأم أو الجد أو الجدة وهم يتحدثون إليهم فى كثير من أمور الحياة ، مما يخلق حالة من الرباط الفكرى بين الجيلين ، ويعمل على نقل تجارب الكبار إلى الصغار. أما بعد ظهور التليفزيون وما يقدمه من برامج مشوقة ، فإنه أدى إلى تلاشى الدور التقليدى للأباء فى أن يكونوا مركز التفاف يومى للأبناء وأصبح الجميع يصبون اهتمامهم وتركيزهم على التليفزيون.

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## التقدم العلمى

شهد القرن العشرين تقدماً علمياً - نظرياً وتكنولوجياً - مذهلاً فاق ما حصل فى تاريخ الإنسان بأسره منذ ظهور أسلافه البدائيين على سطح الأرض قبل زهاء (5.000.000) سنة.

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وقد عبر هذا التقدم العلمى النظرى والتكنولوجيا عن نفسه فى النظريات الحديثة فى الفيزياء والكيمياء وعلم الفلك وفى الرياضيات العالية وفى السفن الفضائية والحاسبات الإلكترونية. وفى هذا السيل المنهمر من الأجهزة العلمية المستخدمة فى جميع نواحي الحياة فى المجتمع المتقدم الحديث (الاشتراكى و الرأسمالى على حد سواء). هذا بالإضافة إلى أسلحة الدمار الجماعى التى أنتجها العلم الحديث وفى مقدمتها الصواريخ عابرة القارات والأسلحة النووية والكيمياوية والبكتيريولوجية .

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والتقدم العلمى والتكنولوجى هذا فى جوهره ثمرة التطور النظرى الذى حصل فى الرياضيات العالية بالدرجة الأولى وفى العلوم الطبيعية الأساسية أو الأصلية : الفيزياء والكيمياء وعلم الفلك وعلوم الحياة. وهو ذو مزايا خاصة ينفرد بها بالموازنة بنظيره الذى حصل فى القارة الأوربية فى القرون الثلاثة الماضية منذ نشوء الثورة الصناعية.

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### التقدم العلمى والأخلاق

يمكننا القول بأنه من الملاحظ كثرة الكتابات سواء من جانب الغربيين أو حتى الشرقيين بوجه عام عن موضوع التقدم العلمى وأثر ذلك على القيم والأخلاق . ونجد مجموعة من الآراء حول هذا الموضوع ولكنها تتبلور



حول بيان الآثار السيئة للتقدم العلمى على مجال الأخلاق تارة ، والقول بأنه لا تعارض بين التقدم العلمى والأخلاق تارة أخرى . بل إن التعاطف مع الحضارة الغربية من جانب فريق من الباحثين ، والهجوم عليها ووصفها بأنها ظلام فى ظلام من جانب فريق آخر من الدارسين والباحثين، إنما يرتبط كل موقف منهما بقضية الصلة بين التقدم العلمى والأخلاق .

نوضح ذلك بالقول بأن من يهاجمون التقدم العلمى إنما يركزون على القول بأنه يعد إفساداً للأخلاق وهدماً للبشرية . أما من يدافعون عن العلم وتطبيقاته فإنما يذهبون على العكس من الفريق الأول إلى القول بأن العلم يمثل الفكر المستقل . يمثل التعاطف ، يدعو إلى القضاء على الخرافات والأساطير التى تشكل أخلاق الكثيرين وعاداتهم وتقاليدهم ، يتبلور حول تحقيق سعادة أفراد البشر .. إلى آخر المزايا والإنجازات التى يتكفل بها العالم وتؤدى إلى التأثير تأثيراً إيجابياً فى مجال الأخلاق .

والواقع أن كل فريق من الفريقين له مجموعة من الحجج تتفاوت قوة وضعفاً . وقبل أن نبرز رأينا حول هذه القضية ، قضية التقدم العلمى وصلته بالأخلاق ، نود أن ننبه إلى شيء هام وهو ضرورة الالتزام بالموضوعية وطرح الأسباب الخارجية أو العوامل غير الرئيسية جانباً . واقصد من ذلك إلى التنبيه بأننا قد نجد هجوماً على العلم من جانب فريق من المفكرين لتوهمهم وجود صلة بين العلم وبين الاستعمار الغربى . كما

نجد هجوماً على العلم من جانب أناس ينظرون إلى الدين نظرة ضيقة متحجرة وذلك حين يظنون أن العلم إذا كان قد ازدهر في الغرب ، والحضارة الغربية قد باعدت بين نفسها وبين الدين وقامت على أساس العلم ، فلا بد إذن من الهجوم على التقدم العلمى باسم الدين . بالإضافة إلى أننا قد نجد من جانب البعض تركيزاً على الكوارث التي تعد بصورة ما نتيجة للإنجازات العلمية كاستخدام أسلحة شديدة الفتك بالإنسان في الحروب وغيرها ، واستخدام المبيدات سواء في السلم أو في الحرب ، فينتقلون من ذلك إلى القول خطأ بأن العلم يعد ضللاً وظلاماً حالك السواد. (الأهرام)

### لا تقلق يا أبى

سافر أحد التجار فى رحلة .. وكان له ابن وكان قد أوصاه أن يرسل له بأحوال الأسرة . فأرسل الابن إلى والده يطمئنه : قائلاً ، أكتب إليك يا أبت لأطمئناك .. نحن كما يسرك ، وأحوالنا على ما تشتهى ، لم يحدث لنا منذ سفرك إلا كل خير . إن حائطاً لنا وقع على أمى وأختى وأخى والخادمة والحمار والديك والشاه ولم يفلت غيرى ، والسلام .

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## القيلولة - حاجة إنسانية

هل يحتاج الجسم البشرى فعلا إلى النوم والاسترخاء بعد الظهر ، أو ما اصطالحنا على تسميته بالقيلولة ؟ يبدو أن العلم استيقظ فجأة للإجابة عن هذا السؤال . القيلوللة حاجة إنسانية أساسية وفقا لنتائج الدراسات التي أجراها الباحثون على إيقاعات النوم واليقظة البيولوجية فى الجسم البشرى وتكمن أهمية هذا الاكتشاف فى أن اللجوء العقلانى إلى القيلوللة قد يكون كلمة السر التي تحافظ على يقظة أصحاب المهن الخطرة كسائقى الشاحنات والأطباء المقيمين فى المستشفيات ، كما أنها تجعل الإنسان العادى أكثر حيوية ونشاطاً .

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برز الاهتمام العلمى بالقيلولة مصادفة بينما كان العلماء يعملون على تقصى دورات النعاس واليقظة خلال اليوم . وقد وصل عدد كبير من الدراسات التى اعتمدت على وسائل مختلفة ، كتسجيل الموجات الدماغية وتدوين مفكرات النوم ، للنتيجة المذهلة عينها : هناك استعداد بيولوجى قوى للاستسلام إلى النوم خلال فترة بعد الظهر حتى لو كان الأشخاص قد ناموا طيلة الليل .

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إن القيلوللة التى تدوم دقائق قليلة فقط تصل بالشخص إلى مرحلة النوم الأولى لا أكثر . ومثل هذا النوم الخفيف قد لا يساعد النائم كثيراً على تعزيز وعيه العقبلى بعد استيقاظه ، على نقيض مراحل النوم العميق . ولذلك لم تحظ فترات القيلوللة القصيرة بالاهتمام خلال الأبحاث .

وعلى الرغم من اعتقاد الكثيرين بأن النعاس بعد الظهر سببه تناول غداء ثقيل ، فإن الأبحاث الجديدة تظهر بطلان هذا الاعتقاد ، فتراجع مستوى

اليقظة والمقدرة الذهنية بعد الظهر يحدث سواء أكان المرء قد تناول غداءه أم لا ، وهو يعتمد فقط على توقيت معين من النهار .

حتى الآونة الأخيرة لم يول الباحثون اهتماما يذكر بالقيلولة لكن الدليل الأقوى على حاجة الجسم المتوارثة لها نشر قبل عام 1986 بعد دراسات دخل فيها متطوعون إلى غرفة تحت الأرض قضوا بداخلها أسابيع بعيدين عن الساعات وأى دليل آخر على تعاقب الليل والنهار .

وقد قيل للمتطوعين انهم يستطيعون النوم متى شاءوا ، وتبين أن لديهم ميلا إلى النوم خلال فترتين ، الأولى طويلة خلال الليل ، والثانية قصيرة قد تمتد ساعة أو ساعتين بعد الظهر . ولأن زمن الجسد الإيقاعى عند فقدان دليله الوقتى (البعد عن الساعات) يجعل الإنسان يتحرك فى بيئة من انعدام الزمن فى يوم مدته 25 ساعة ، فقد تغير وقت النوم مع مرور الأيام، لكن القيلولات كانت تبدأ فى المتوسط بعد حوالى 12 ساعة من منتصف فترة النوم الأساسية ، فمن ينام ، مثلا ، بدءا من منتصف الليل حتى السادسة صباحا ، يكون مستعدا للقيلولة تمام الاستعداد حوالى الساعة الثالثة بعد الظهر . أعطت هذه الدراسات أول دليل حسن على أن الشعور بالحاجة إلى القيلولة بعد الظهر يولده الدماغ داخليا ، كونه يشكل جزءا من الساعة البيولوجية التى تؤقت دورات النوم واليقظة . ("الشاهد")

## الحرية

ليس هناك أهم من الحرية. والحرية هي الشيء الوحيد الذى يبدو أقل قيمة من الطعام والشراب. ولكنه فى حقيقة الأمر أهم منهما. فبغير الطعام والشراب تحتضر الحياة الجسدية ، وبغير الحرية تحتضر الحياة العقلية والروحية ، ويتحول الناس إلى كباش وجاموس وبقر وثيران وخنازير ، وتتهدل ملامح وجوههم فتصبح مثل الكباش والخنازير. والحرية ليست تحفة أثرية توضع فى صدر الإنسان مثل دبوس الماس فى ربطة العنق ، وليست الحرية أيضاً هى الحديث عن الحرية وتقليب أوجه النظر فيها. الحرية مفهوم أعمق من هذا كله. إنها سلوك يومي ، وإدراك لمسئولية الأفراد والجماعات ووقوفها أمام طغيان الفكر والمادة والأنظمة المقيدة للحرية.

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## متى عرف الإنسان اللغة؟

عرف المجتمع الإنساني اللغة ومارسها آلاف السنين قبل أن يدونها ، وكتبها قروناً طويلة دون أن يفكر في طبيعتها أو في وظيفتها تفكيراً علمياً. إن الإنسان رأى الماء وأحس به واستخدمه في حياته ، ولكن التحليل العلمى لمكونات الماء وخصائصه عمل علمى لا يعرفه كل من يستخدم الماء أو يشربه. وشبيه بذلك أمر اللغة ، فممارسة اللغة شيء وسبر أغوارها ببحث طبيعتها الصوتية أو وظيفتها الاجتماعية شيء آخر. اللغة قديمة قدم المجتمع الإنساني ولكن علم اللغة علم حديث رغم أنه يستفيد من كل الجهود القديمة والوسيلة في بحث اللغات.

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## الفرق بين الإنسان والحيوان

لو قارنا بين الإنسان والحيوانات الأخرى ، لوجدنا الإنسان يتميز بقدرته على الكلام . فالحيوانات جميعاً لا تتكلم ، بل تصدر عدداً محدوداً من الأصوات التي تحمل معانى محدودة لبنى جلدتها . أما الإنسان فيستطيع أن يصدر عدداً لانهائياً من الأصوات ، وفى نبرات مختلفة تحمل من المعانى ما يصعب حصره ، والفرق لا يكمن فقط فى عدد الأصوات وعدد معانيها، بل فى أمر أشد خطورة .

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فقد لاحظ علماء الحيوان أن حيواناتهم لم توهب - ولو بشكل أولى - وسيلة للتعبير الدقيق عما تمارسه من فعل . فصرخات الخوف أو دعوات الحب عند الحيوانات هى علامات صوتية أو حركية ثابتة تحمل معنى واحداً وعماماً لغيرها من الحيوانات ... فمن ملاحظاتهم على خلايا النحل وجد أنه عندما تكتشف نحلة ما فى الخلية مصدراً للرحيق تعود إلى الخلية وتؤدى



ما يسمى بالرقصة الدائرية . وهى لغة تعتمد على الحركة الجسمية ،  
وتفتقر إلى الحوار .

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أما الإنسان فيمكنه أن يخبر أمراً أخبره غيره إذا كلمه عنه ، بل إننا  
الحيوان الوحيد صاحب التاريخ ، فما خبره أجدادنا نقلته لنا أحاديثهم  
ومازلنا نقلها إلى أبنائنا ... إن الإنسان هو الحيوان الوحيد الذى يتمتع  
بامتيازات اللغة . إنه يستطيع أن يصدر العديد من الأصوات وينغمها  
ويضيف إلى بعضها أجزاء ، ويحذف من بعضها أجزاء فيختلف معناها.  
إنه يرتب تلك الأصوات بصورة مختلفة لينقل إلى بنى جلدته خبرات عديدة  
بكلمات قليلة . إنه يستغل اللغة فى تلخيص واقعه .

(من : التفكير عند الإنسان - للدكتور أحمد فائق)

## الريف

هل تذهب إلى الريف ؟ قلتها وكل صور الريف وروائحه وسكونه  
وبساطته تأخذني بالأحضان والقبلات. واستغرقني ذلك الحنين إلى أيام  
الطفولة. يوم كنا صغاراً وكل شيء حولنا كبير .. الأشجار والقنوات  
والطيور والزهور والأغنام. ويوم كان العسكرى هو أقوى إنسان فى العالم  
.. ويوم كان العمدة هو أعظم إنسان .. ويوم كانت كلمة الأب قانوناً ،  
ونصائح الأم قرآناً .. ويوم كانت الدنيا تولد كل يوم مع الشمس وتموت مع  
غروبها.

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## بحوث الإعلام

سعدت كثيرا حين شاركت فى الحلقة الأولى لبحوث الإعلام فى مصر التى نظمها المركز القومى للبحوث الاجتماعية والجنائية (وحدة بحوث الرأى العام والإعلام). وقد استمرت الحلقة ثلاثة أيام أقيمت فيها بحوث من أساتذة الجامعات ومن العاملين فعلا فى نطاق الإعلام. والمؤسف أن أجهزة الإعلام لم تعطى أية مساحة (ولو عدة سطور) لهذه الحلقة العامة التى تعد فى رأى الأولى من نوعها. الأولى من نوعها لأنها استطاعت أن تجمع بين أساتذة كلية الإعلام والباحثين الميدانيين وممثلى أجهزة الإعلام، الذين تدارسوا معا مشاكل بحوث الإعلام واتخذوا بعض التوصيات التى ، أن نفذت ، من شأنها أن تحقق الكثير.

ولعل من أهم ما أثير فى الحلقة ضرورة القيام ببحوث مشتركة بين أجهزة الإعلام (الإذاعة والتلفزيون والصحافة والاستعلامات) وبين كلية الإعلام والمركز القومى ، كما ظهرت أيضا أهمية دور علم النفس فى البحوث الإعلامية وخاصة قياس التأثيرات المختلفة لأجهزة الاتصال الجماهيرية على الناس. وقد أجمع الحاضرون على ضرورة خلق مفهوم مصرى للبحوث الإعلامية وخاصة فى إطار التنمية. والتنمية عملية مستمرة ولا نستطيع أن نقول أن دولة ما انتهت فيها التنمية.

## الصحفيون الأجانب

لعل من أسهل الأخطاء التي ينزلق إليها الصحفيون والمراسلون الأجانب ، في تغطيتهم الإخبارية وتحليلهم للأوضاع السياسية في دولة من الدول - وبالذات في دول العالم الثالث التي مازالت تخوض تجربة الوصول إلى الاستقرار السياسى والاقتصادى - هي في تطبيق المعايير والمقاييس التي توجد في بلادهم ومحاولة الحكم على الأمور من خلال منظور سياسى يختلف كل الاختلاف في نشأته وتكوينه ودرجة نضجه عن الواقع السياسى القائم في البلد الذى يكتبون عنه .. الأمر الذى يؤدى في كثير من الأحيان إلى شطط في الرأى أو قسوة في الحكم أو رؤية مهزوزة غير صادقة تجسم الأخطاء دور مبرر.

ومادام الصحفيون الأجانب يتمتعون في مصر بكل الحرية التي يمكن أن يتمتع بها صحفى في العالم .. لا قيود على حركتهم واتصالهم ، ولا رقابة على رسائلهم ، فالأجدر بهم أن يكونوا أكثر قدرة على النفاذ إلى الحقيقة ونقلها بأمانة ، دون أفكار مسبقة ، ودون تحيز مع مراعاة المصاعب والظروف التي تمر بها البلاد التي تستضيفهم.

وقد يكون من الملائم ، بهذه المناسبة ، لو عمدت أجهزة الدولة والمؤسسات السياسية في مصر بالتنسيق مع وزارة الإعلام ، إلى تنظيم

لقاءات دورية مع الصحفيين والمراسلين الأجانب على غرار ما يفعله رئيس الدولة .. فإن هناك قدراً كبيراً من الحقائق الصغيرة التي يجب أن يعرفوها ، ومن المعلومات غير الصادقة التي يجب أن يصححوها.

### أخبار الجريمة

نعم نحن من القائلين أن من حق الصحف أن تنشر أخبار الجريمة ومن حق المواطن أن يقف على أخبار الجريمة ولكن نشر الجرائم شيء والطريقة التي تتبع في هذا النشر شيء آخر. فلا ينبغي أن يكون القصد من نشر الجرائم هو التشهير بأصحابها أو الإساءة إلى سمعة الأسر والأفراد والهيئات والجماعات والمؤسسات المتصلة بها. ولا ينبغي أن يكون الغرض من النشر كذلك مجرد تسلية الجمهور بإذاعة الفضائح وكشف الأسرار ومحاربة بعض الناس في أرزاقهم وأفكارهم وأعراضهم.

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## دور الصحافة في تكوين الرأي العام

من الخطأ أن نعتقد أن الصحافة هي صانعة الرأي العام ، أو هي وحدها المؤثرة فيه على الدوام . فالأصح من ذلك أن يقال أن الصحافة تؤثر في الرأي العام وتتأثر به ، وتقود هذا الرأي وتنقاد له . ولكن ذلك لا ينفى مطلقاً أن الصحافة من أقوى وسائل الإعلام إلى الآن ، وأنها من أقدر هذه الوسائل كلها على تكوين هذا الرأي. وعلينا أن نلاحظ هذين الأمرين معاً عندما نتحدث عن فضل الصحافة على الآراء العامة ، وفضلها على النهضات . أما عن الطريقة التي تؤثر بها الصحافة على الرأي العام فإنها تتلخص في نشر الأخبار وكتابة التعليقات والأعمدة والأحاديث والتحقيقات، ونشر الصور والرسوم الكاريكاتورية ونحو ذلك .

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والصحافة بمعناها الواسع تشمل جميع وسائل الإعلام الحديث ، ومنها  
الصحيفة والإذاعة والتلفزيون والسينما والمسرح والندوة والكتاب والنشرة  
والمعرض والمنابر العامة وما إلى ذلك . أما الصحافة بمعناها الضيق فإنها  
تقتصر على الصحف والمجلات ، ولا شك أن القارئ ينتظر منا الكلام  
عن الصحافة بمعناها الأخير فقط . ولا نستطيع أن نتصور أمة من الأمم  
في عصرنا الحاضر بدون صحافة . وهناك الرأي العام المسيطر والرأي  
العام المستنير والرأي العام المنقاد ، وهناك رأى الأغلبية ورأى الأقلية ،  
وللصحافة فى تكوينها جميعاً دور هام .(عن الصحافة والمجتمع - للدكتور  
عبد اللطيف حمزة)

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## الكتاب والالتزام الجديد

لم تعد فى العالم أماكن محمية حيث يستطيع الإنسان أن يحيا وأن يعمل بعيداً عن الأعاصير التى تواجه العالم كله . أن الإبداع الفنى يعيش اليوم فى عالم الإشعاعات الذرية . من منا يستطيع أن يهرب من ذكرى هيروشيما والعيون التى خبت فيها الحياة والقوى التى أطلق سراحها تعبت فى العالم . إن غروب الشمس الذى تغنى به الشعراء فى الماضى تلمع فيه ذرات غير منظورة جاءت نتيجة للإنفجارات والتجارب النووية .

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وإذا دمرت البشرية نفسها بالأسلحة النووية لن يكون هناك من يعيش التجربة بعد حدوثها ولن يكون هناك من يتحمل شرها ومن ثم فعلى الكاتب أن يتحمل المسؤولية الآن . وقد تتغير الحقيقة من جيل إلى جيل ولكن لا يوجد ما نستطيع أن نسميه الحقيقة الكاملة وأقصى ما نأمل فى الوصول



إليه هو نوع من التآلف الهش بين أصوات متباعدة وأن نعرف أن العقل ليس مجرد النور وأن الغريزة ليست مجرد الظلام وعلينا أن نقيم توازنا فيما بين مكان للراحة والتوقف .

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### الرواية الإنجليزية المعاصرة

إن المثقف فى القرن التاسع عشر كان ينظر إلى بطولة الفرد الذى يرفع رأسه شامخاً كالطود الأشم فى وجه المجتمع الذى يعيش فيه على أنها قيمة إنسانية عليا ، كما أنه كان ينظر إلى هذا المجتمع ، وإلى الطبقة التى ينتمى إليها هذا البطل باعتبارها عائقاً يعترض سبيله ، وحاجزاً لا بد من تخطيه وتجاوزه ، رغبة منه فى تحقيق ذاته .

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ولكن المثقف المعاصر يختلف عن سابقه في القرن التاسع عشر في أشياء كثيرة ، منها أن فكرة البطولة قد تلاشت من ذهنه تماماً . ولا شك عندي في صحة هذا الرأي ، فالنقاد يجمعون على أن الرواية الإنجليزية المعاصرة تصور (بطلاً) من نوع جديد ، (بطلاً) ليس فيه من البطولة غير اسمها . فالبطل الروائي المعاصر لا ينفرد بتلك الفضائل الفريدة التي كان أبطال الرواية في القرن التاسع عشر وفي أوائل القرن العشرين يتحلون بها ... تلك الفضائل التي تحملنا على الإعجاب بهم ، والتتويه بشأنهم ، فبطل الرواية الإنجليزية المعاصرة إنسان عادي بكل ما في هذه الكلمة من معان ، فيه من الخسة والدناءة أحياناً ما ليس في سائر العاديين من البشر . وهذا ما يدعو النقاد إلى تلقيب بطل الرواية الإنجليزية المعاصرة "بالبطل غير البطولي" الذي فيه أحياناً من الضعف ولاشتهاء والأثرة أكثر مما فيه من القوة والطهارة والإيثار .(الرواية الإنجليزية المعاصرة - د. لويس عوض)

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## أحمد أمين

يعد أحمد أمين من القلة من الكتاب العرب الذين تتفق كتاباتهم مع حياتهم الخاصة والعامة التي يعيشون .. فشخصيته المتألمة وطبعه الهادئ وصدقه الذي يكره التعصب ، انعكست على دفاعه عن الحق ووقوفه مع المبدأ وموضوعيته في تناول . وكان ذلك همه الأول الذي يعطيه كل احتفائه .. تقديساً لمسئولية الفنان ، وكان سبيله إلى ذلك البساطة الشديدة واتخاذ الصدق منهجاً .. ولذلك كان المعنى عنده أسبق من اللفظ بالاهتمام . يقول أحمد أمين : إن البساطة في التعبير هي خير وسيلة للإقناع والإفهام ، ورب كلمة صريحة صادقة بسيطة ، فعلت ما لا تفعل الخطب المزوقة والأحاديث المنمقة ، وخير الأدب ما مال إلى البساطة وخير التمثيل ما جرى على الطبع ، وخير الفن ما عبر عن النفس في بساطة ويسر .

## محمود حسن إسماعيل

كان محمود حسن إسماعيل من أعظم أبناء هذا الجيل الرائد ، حيث استأثرت التجربة الشعرية بحياته كلها ، ولعله الشاعر العربي المعاصر الوحيد الذى ظل ينجب ويغرد فى حيوية وعذوبة وشباب طوال أربعين عاماً دون أن يتوقف ، أو يحس نضوب معينه الشعرى الزاخر . وقد ظل راهباً فى محراب الفن طوال حياته ، لم تستطع الأجناس الأدبية الأخرى أن تشده إليها ، أو تجذبه إلى دروبها ... ولقد كان يمتلك موهبة كبيرة ، وطاقة شعرية عاتية ، نقف حياها مبهورين خاشعين كما نقف حيا مظاهر الطبيعة الجليلة ، وكانت له طريقة خاصة فى التصوير والتعبير ، وزاوية جديدة يرى من خلالها الأشياء وقاموس شعرى منفرد ، وقدرة خارقة على الغوص إلى أعماق الهمسات وأدق الخفايا .

## النفس الإنسانية

معرفة النفس الإنسانية ليست من الأمور اليسيرة الهينة ، ولكن برغم ذلك فإن كل إنسان يخال نفسه أهلاً للتحدث عنها والخوض فى أسرارها وغوامضها ، والظاهر أن الإنسان يبيح لنفسه هذا الحق ويستمسك به ويصر عليه لمجرد كونه إنساناً ، بغض النظر عن مستوى عقليته ومدى ثقافته ، وقد يحدونا فرط الثقة بالنفس وتنزوا بنا نزوات العجب فنتحدث

عنها بلهجة الواثق وتأكيد المستيقن ، ولست أبرئ نفسى ولا معظم الناس من هذا اللون من ألوان الغرور والادعاء الذى تفرضه علينا طبيعة الحياة وملابسات المجتمع ، ويملى لنا فيه . إن معرفة الكثير عن طبيعة الإنسان وبناء المجتمع لا تستلزم تدريباً خاصاً ولا تقتضى الحصول على إجازة معينة من إحدى الجامعات ، وكثيرون ممن عرفوا أشياء قيمة عن طبيعة الإنسان لم يتلقوا دراسة منظمة ، ولم يحملوا ألقاباً علمية جامعية ، وإنما تهدوا إلى تلك الحقائق بخواطرهم الملهمة ونظراتهم النافذة ، ومن يدرى فربما كانت اللحات الخاطفة أهدى إلى الحق من تعمق العلماء وتروية المفكرين . (نظرات فى الحياة والمجتمع - على أدهم)

### القنوات التليفزيونية المتخصصة

أدت التطورات التكنولوجية الهائلة فى مجال البث التليفزيونى إلى تحول التليفزيون من وسيلة إعلام قومية إلى وسيلة إعلام دولية تتخطى الحواجز والحدود وتصل إلى المشاهدين فى أى دولة من دول العالم ، وقد أتاح ذلك للمشاهدين الفرصة للتعرض إلى قنوات دولية عديدة بالإضافة إلى القنوات التليفزيونية القومية التى تبث برامجها فى بلادهم .. وفى إطار حق الفرد فى الاتصال والمعرفة كانت مصر من الدول التى سمحت باستيراد وتصنيع الهوائيات القادرة على استقبال الإرسال من الأقمار الصناعية العالية القوة أو أقمار البث المباشر.

وفى ظل التنافس الدولى فى إطار البث التليفزيونى الخارجى سعى العديد من الدول العربية إلى استئجار قنوات فضائية لتقديم برامجها التليفزيونية إلى البلدان الأخرى ، وظهر العديد من القنوات الفضائية العربية ولكن من الواضح حتى الآن أن هذه القنوات العربية تفتقد لوجود استراتيجية إعلامية تربطها بما يحقق الفاعلية والتأثير المطلوبين لهذه القنوات بما يخدم المشاهد العربى أينما كان .

وقد أدى هذا التزايد فى القنوات سواء العربية منها أو الأجنبية إلى عدم السيطرة على البرامج والمضامين التى تصل إلى المشاهدين الذين يمتلكون هوائيات الاستقبال المعروفة باسم "الدش" .

وقد زادت المخاوف من التأثيرات الثقافية والاجتماعية المحتملة للمضامين البرمجية التى تقدمها هذه القنوات الدولية خاصة أن بعض هذه المضامين تشتمل على بعض الأنظمة الثقافية والاجتماعية التى قد تتعارض مع أنماط القيم والسلوك والنظام الثقافى الموجود فى مصر أو البلاد العربية ..  
( د. عدلى رضا - أستاذ مساعد بكلية الإعلام - جامعة القاهرة )

## أناتية الغرب

خلق الله الدنيا بغير أسلاك شائكة بين الدول ، والأصل في الحياة أن البشر يسعون وراء رزقهم في هجرات مستمرة من الأرض القاحلة إلى الأراضي الخضراء ومن البقاع الجافة إلى أودية الأنهار . وهذه هجرات طبيعية تقع منذ أن دب النوع الإنساني على الأرض وهي باقية إلى أن يرث الله الأرض ومن عليها . غير أن عصرنا الحديث بات يحمل تغييراً جوهرياً في قوانين الهجرة بين الشعوب والدول .

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لقد أحكمت الدول قبضتها على الحدود ، فلم تعد الفئران قادرة على التسلل منها ، ولم يعد التنقل بين الحدود أمراً ممكناً ، وعمدت دول الشمال الغنية إلى مقاومة أى هجرات من دول الجنوب الفقيرة ودفع هذه الموجات البشرية ومنعها من الهجرة . وصار موضوع الهجرة مسألة أمنية فى

الأساس الأول ، بعد أن كان عملاً طبيعياً لا عقاب عليه . يحدثنا الله تعالى في القرآن الكريم عن أن الملائكة تسال المستضعفين في الأرض يوم القيامة : " ألم تكن أرض الله واسعة فتهاجروا فيها." وهذا السؤال يعنى فيما يعنيه إباحة الهجرة واعتبارها حقا يلام المرء على التفريط فيه.

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إن الغرب يتشدد بحقوق الإنسان ولكنه إذا اتصل الموضوع بحق الهجرة الطبيعي أنكر ذلك الحق وأسدل عليه ستائر النسيان. لقد نشأت في أوروبا أحزابٌ تضع قضية الهجرة ومقاومتها في السطور الأولى من برامجها الانتخابية. هذه الأنانية التي يتعامل بها الغرب في حقوق الإنسان مع إهدار حق الجنوب في الهجرة إلى الشمال.. هذه الأنانية صارت سمة مميزة من سمات عصرنا ، كما أن نسيان التاريخ صار طبيعة ثانية للغرب.

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فبعد الحرب العالمية الثانية وقتل الملايين فى المعارك التى دارت لم ينقذ  
اقتصاد أوروبا سوى عمال آسيا وإفريقيا. واليوم توضع العراقيل أمام  
هجرة هؤلاء العمال بعد انتهاء الأزمة.  
( أحمد بهجت - الأهرام 1999/2/21 )

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## تاريخ القدس

تعاقت القرون على القدس ، والغزاة من كل جنس يحاولون اغتصابها واجتثاث جذورها العربية ، فقد حاول بنو إسرائيل أن يطردوا القبائل الكنعانية العربية منها ، وذلك بعد خروجهم من مصر قبل ظهور المسيح .  
وحيثما أتى المسيح إلى القدس في أواخر 18 م ليبشر بتعاليمه الجديدة حاول اليهود إثارة القلاقل والمتاعب في وجهه لكي تبقى الأوضاع الاقتصادية على ما كانت عليه قبل مجيئه . ووفق ما يروونه متمشياً مع امتيازاتهم ونفوذهم من الناحية الاقتصادية . لكن هذه الامتيازات ما لبثت أن تقلصت وذلك النفوذ ما لبث أن تلاشى عندما احتل الرومان القدس وطردوا اليهود منها وحظروا عليهم دخولها.

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وفى عهد "عمر بن الخطاب" تم للعرب تحرير القدس وكانت النفسية العربية المتسامحة هى التى دفعته إلى أن يعطى الأمان لغير المسلمين إذ أعطاهم عمر بن الخطاب أماناً لأنفسهم وأموالهم وكنائسهم وصلبانهم. كما أمر بالأهدم كنائسهم أو يكرهون على التخلّى عن عقيدتهم.

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وظلت القدس العربية آمنة يرفرف التسامح فى أجوائها إلى أن دهمها الصليبيون المتسترون تحت قناع الدفاع عن المسيحية فى عام 1099 ، وإن كانوا فى حقيقة الأمر قد جاءوا لاستنزاف الثروات العربية ، مما دفع العرب بعدئذ إلى أن يوحّدوا صفوفهم ويواجهوا مغتصبى ديارهم وناهبى ثرواتها وقد تحقّق هذا فى عهد صلاح الدين الأيوبي الذى انتصر على الصليبيين فى حطين ، ثم تتابعت انتصاراته إلى أن فتح القدس .. وقد تنافس الشعراء فى ذلك العصر على تسجيل فتح القدس وتحريرها على يد صلاح الدين .

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تعاقبت على القدس بعد انقضاء عمر الدولة الأيوبية المماليك فالأتراك ،  
وحاول نابليون بونابرت من بعد أن يستولى عليها ، لكنه تراجع بعد فشله  
فى الاستيلاء على عكا . وحرر إبراهيم باشا القدس من قبضة الأتراك  
عندما حاربهم عام 1831 . لكن تدخل الدول الكبرى فى ذلك الوقت  
أرغمه على أن يعيد الشام - بما فيها القدس - إلى الدولة العثمانية التى  
كانت شمسها توشك أن تغيب . وفى عام 1918 دخل "اللورد اللنبى"  
القدس بعد أن تحالفت تركيا مع ألمانيا ضد بريطانيا فى الحرب العالمية  
الأولى . وقد كان استيلاء بريطانيا على فلسطين بداية المأساة التى نعيش  
تحت وطأتها إلى اليوم. ( حسن توفيق - الهلال - ديسمبر 1969 )

### المايكروويف لإتلاف الأورام الدماغية

قام باحثان من جامعة ميريلاند بتجربة استعمال موجات المايكروويف  
لإتلاف الأورام الدماغية. إذ قاما بتسليط هذه الأشعة إلى الورم عبر سلك  
رفيع يتصل بهوائى يثبت فى رأسه. وقد أجريا التجربة على مريض يبلغ

من العمر ثمانية وعشرين عاماً كان قد أجرى عملية جراحية قبل ذلك لاستئصال الورم إضافة إلى العقاقير الكيميائية إلا أنه عاود الظهور مرة أخرى. أما بواسطة الأسلوب الجديد فقد اختفى ، حيث أن هذه الموجات تقوم بقتل كافة الأورام بفعل الحرارة العالية ودون أن تؤثر على الأجزاء السليمة من الدماغ كما ظهر ذلك على الحيوانات المختبرة فإذا ما نجح هذا الأسلوب يكون الطب قد انتصر على أشد أنواع السرطان خطورة.

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| Microwave   | المايكروويف  |
| brain tumors  | أورام  |
| Maryland  | ميرييلاند  |
| wire  | سلك  |
| aerial  | هوائى  |
| who had undergone a surgical operation (Use the past perfect) | كان قد أجرى (لأن هذا الفعل سبق الفعل الماضى الآخر من حيث الزمن |
| removal   | استئصال  |
| reappeared  | عاود الظهور  |
| healthy   | السليمة  |
| cancer  | السرطان  |
| had been used   | وكانت .. قد استخدمت  |

## الأسبرين

اكتشف العلماء الأسبرين عام 1899 ومنذ ذلك الحين أصبح الأسبرين الدواء الأكثر انتشاراً سواء كان فواراً أو أقراصاً أو حقناً. فهو يستعمل للأنفلونزا والصداع والمباجو أو آلام الظهر والروماتيزم والدوخة. التحذير الوحيد المأخوذ عليه هو الخوف من إصابة جدار المعدة بقرحة.

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واليوم تعالت صيحات التحذير خوفاً من خطورة الأسبرين الذى يتعامل معه 60 % من المرضى على أنه دواء رخيص وشعبى وسهل. والأغلبية لا تعتبره دواء.. فتأخذ منه دون حساب الجرعات وبدون استشارة الطبيب مما يجعله غير فعال. فلكل مرض جرعات محددة ولا يجب أن يتناول المريض الأسبرين بعشوائية.

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## الكيمياء

الكيمياء من العلوم التى لها علاقة بالطب ، وقد بلغ فيها العرب شأواً بعيداً حتى أن علماء أوربا يضعون العرب فى المقام الأعلى عند بحثهم فى تاريخ الكيمياء. وأول من أدخل الكيمياء خالد بن يزيد الأول المتوفى عام 85 هـ حين استخدم بعض العلماء من مدرسة الإسكندرية. ومن الأسباب التى دعت العرب إلى العناية بالكيمياء (أ) الرغبة الشديدة فى تحويل المعادن الرخيصة إلى ذهب. (ب) محاولتهم اكتشاف الإكسير الأعلى أو ما يسمى بحجر الفلاسفة لإعادة الشباب وإطالة العمر.

وجابر بن حيان أول من حضر حامض الكبريتيك المعروف بزيت الزاج، واكتشف حامض النتريك ، وهيدروكسيد الصوديوم. وأوجد العرب التقطير، والترشيح والتبخير ، التذويب ، واكتشفوا القلويات ، ونواتر الفضة وقد ظلت تعاليمهم فى الكيمياء معمولا بها حتى القرن الثامن عشر. ويعتبر أصحاب الكيمياء العلمية ، أما اليونان فهم أصحاب الكيمياء النظرية.

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|---------------------------------|------------------------------|
| transmute base metals into gold | يحول المعادن الرخيصة إلى ذهب |
| philosopher's stone             | حجر الفلاسفة                 |
| rejuvenate (v)                  | يعيد الشباب / يستعيد الشباب  |
| rejuvenation (n)                | استعادة الشباب               |
| to prolong life                 | يطيل العمر                   |
| Jabir Ibn Hayyan                | جابر بن حيان                 |
| Sulfuric acid                   | حامض الكبريتيك               |
| Nitric acid                     | حامض النتريك                 |
| Sodium hydroxide                | هيدروكسيد الصوديوم           |
| distillation                    | التقطير                      |
| filtration                      | الترشيح                      |
| crystallization                 | التبلور                      |