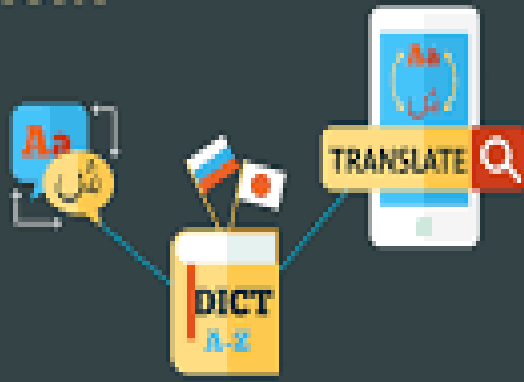




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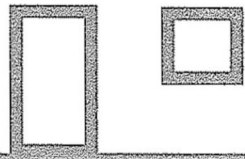
THIRD YEAR

FACULTY OF EDUCATION

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2022-2023

Dr. Rewaa A. Anwer



UNIT FOUR

ADJECTIVES, ADVERBS AND PREPOSITIONS

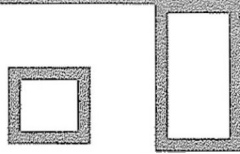


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1. Introduction

1.1. Preview

Dear student,

This unit deals with adjectives, adverbs and prepositions. It gives the characteristics of these parts of speech and trains students on how to find suitable TL equivalents to them and their respective types and combinations. In particular, the unit handles (the translation of) adjectival order, frequency adverbs, the differences between attributive and post-positive adjectives among other things. The unit furthermore attempts to increase the student's awareness of the subtleties and difficulties which involve the use of English prepositions and the translation of some of the common idiomatic combinations.

1.2 Unit Objectives

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

1. find suitable TL equivalents to various types and categories of adjectives and adverbs, and adjective and adverb phrases,
2. know the English adjectival order and refrain from transferring it to TL renditions,
3. translate frequency adverbs and adjunct clusters and position properly,
4. know the difference in meaning between the attributive and post-positive adjectives in English and transmit this to their Arabic renditions,
5. identify the subtleties and difficulties which involve the use of the English prepositions, and
6. recognize the difficulties related to English prepositional phrases and some of the more common idiomatic combinations.

1.3 Unit Sections

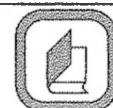
In this unit there are four main sections in addition to the introduction and the overview at the end of the unit:

The first section (Adjectives): Translating the attributive and predicative adjectives; translating post-positive adjectives; translating English adjectives into Arabic nouns (head of a noun phrase); verbless adjective phrases; translating some common -ly adjectives.

The second section (Adjectival Order and its Semantic Implications.)

The third section (Adverbs) modifiers of prepositional phrases; some common one-word adverbs not ending in -ly; translating: still, some, already, yet, just, since, ago, for, till, from.... to, from... through, during, throughout.

The fourth section (Prepositions and Prepositional Phrases); translating metaphorical and abstract use of place prepositions; prepositional phrases as modifiers; some verb-particle idiomatic combinations.



1.4 Supplementary Reading

You are advised to consult the following references while reading through this unit. for a complete list of references, see section 9 below:

- Al-Safi, a. (1984), pp. 70-74.
- Aziz, Y. (1990), pp. 181-233.
- Khallousi, S. (1958), pp. 117-121.
- Newmark, P. (1981), pp. 189-191.
- Quirk and Greenbaum, (1985), pp. 655-717.

2. Adjectives

2.1 Characteristics

An Adjective is one of the word classes or parts of speech (such as noun, verb, adverb, etc.). Like other words in the sentence it comes as a word on its own or as part of a phrase.

Ahmad is ill. (ill is an adjective). (أحمد مريض.)

Ahmad is very ill. (very ill is an adjective phrase). (أحمد مريض جداً.)

The very young boy ran away. (very young is an adjective phrase in the noun phrase The very young boy). (هرب الولد الصغير.)

Adjectives can be identified in several ways: semantically as words referring to qualities (as in the above examples); derivationally on the basis of the suffixes attached to verbs and nouns to form them, e.g. prefer-preferable, speech- speechless; or inflectionally to form the comparative degree, e.g. old- older, and to form the superlative degree, e.g. old- oldest. Adjectives that do not inflect for comparison are identified by words such as more, e.g. more expensive and most, e.g. most expensive. In this unit, the various forms of adjectives and adjective phrases will be discussed to enable you to translate them accurately into Arabic.

SAQs (1)



1. What are the parts of speech (or word classes)?
2. How does an adjective differ from a noun?
3. How does it differ from a verb?

Exercise (1)



Identify all adjectives and adjective phrases in the following sentences, then translate each sentence into Arabic:

1. His voice is louder than all the others.
2. This is one of the commonest mistakes.
3. We painted the door green.
4. Your plan seems foolish.
5. Many students are interested in foreign languages.

Exercise (2)



Translate the following sentences into English, Then identify all adjectives and adjective phrases in your sentences:

1. ابنتك فتاة جميلة.
2. هذا هو أفضل طعام أكلته.
3. من منا لا يحب السماء المشمسة؟
4. يتوقع كل طالب الحصول على درجات عالية جداً.
5. الإنسان اجتماعي بطبعه.

2.2 Attributive and Predicative Adjectives

Syntactically (that is, as far as word order in the sentence is concerned), adjectives in English (and Arabic) function as attributive adjectives or predicative adjectives. Examples:

- The exhausted labourer felt sweat trickle down his spine. (exhausted is an attributive adjective).
- She was ashamed of her behaviour. (ashamed is a predicative adjective).

Attributive adjectives, as the first of these two examples shows, are parts of the noun phrase. In English, an attributive adjective usually precedes the head of the noun phrase; in Arabic it comes after it. A translation of the first example into Arabic is

In some cases in English, attributive adjectives follow the head of the noun phrase, as it is in Arabic. Examples:

- The persons responsible الأشخاص المسئولون
- Members willing to serve أعضاء راغبون في الخدمة

These attributive adjectives are also called postpositive adjectives (see 2.3 below).

Predicative adjectives, on the other hand, are those adjectives that occur in the predicate rather than in the subject of the sentence. They describe or complete the subject (or the doer of the action) or the object. For this reason, they are called subject complements (or subject attributes) if they complete or describe the subject, and object complements (or object attributes) if they complete or describe the object. Examples:

- Your plan seems foolish. (تبدو خطتك سخيفة). (foolish is a subject complement or subject attribute because it completes or describes the subject of the sentence your plan).

I consider your plan foolish. (اعتبر خطتك سخيفة). (Foolish is now an objective complement or objective attribute because it completes or describes the object: your plan).

Exercise (3)



First identify the adjectives in the following sentences as either attributive or predicative, then translate each sentence into Arabic:

1. Last night they revealed an important secret.
2. We found the teacher upset yesterday.
3. The police held the strange man responsible for the theft.
4. Foolish ideas result in disasters.
5. The door is red.

Exercise (4)



First translate the following sentences into English, then identify the adjectives in your sentences as either attributive or predicative.

1. السماء صافية.
2. السماء الصافية تبعث على البهجة.
3. قابلت مجموعة من الصبية الصغار.
4. النيل نهر طويل.
5. روايته الجديدة جعلته مشهوراً.

Exercise (5)



The following sentences all have predicative adjectives. First state whether each of these adjectives is a subject attribute or an object attribute, then translate the sentences into Arabic:

1. The mother left her child asleep.
2. The village was aware of the coming dangers.
3. They left him ashamed of what he had done.
4. The police wanted the murderer alive or dead.
5. The solution offered by the city planners was perfect.

Exercise (6)



First translate the following sentences into English, then identify each adjective as subject attribute or object attribute.

1. أعتُبر الإفراط في اللعب خطأً.
2. قيادة السيارة في الشوارع المزدحمة ليس سهلاً.
3. أفضل الشاي حاراً.
4. هذا النوع من النقد قاتل.
5. هل وجد القاضي المتهم بريئاً؟

Most adjectives can be used both attributively and predicatively as the following examples indicate :

- This is a green door. (هذا باب أخضر) (Attributive adjective).
- The door is green. (الباب أخضر) (Predicative adjective/Subject attribute).

- We painted the door green. (صبغنا الباب أخضر) (Predicative adjective/object attribute).

Other similar adjectives are: foolish, hot, bad, simple, old, true, perfect, real, etc.

Other adjectives act attributively only; e.g.

- We live in the upper story. (نسكن في الطابق العلوي) (But not *the story is upper.)

- The former headmaster died. (توفي ناظر المدرسة السابق) (But not *the headmaster is former.)

Other similar adjectives are: mere, outer, inner, sole, main, previous, etc...

Many adjectives (particularly those beginning with a-such as alone) act predicatively only. Examples are

The man is asleep. (الرجل نائم) (But not *The asleep man ...)

His action is subject to scrutiny. (يخضع عمله للمراجعة الدقيقة) (But not *His subject action.)

Other similar adjectives are: alive, afraid, prepared(to), tantamount(to), etc...

Exercise (7)



Translate the following into Arabic:

1. The main cause of some diseases is still unknown.
2. All my children are dear to me.
3. No two exercises are alike; they are all different.
4. The child was afraid of sleeping alone.
5. Car accidents constitute a principal cause of death.

Exercise (8)



Translate the following into English:

1. عرض وزير الأشغال حلاً عملياً لمشكلة المرور.
2. إن ما ارتكبه من أخطاء يرقى إلى حد الجريمة.
3. استطاع الإنسان حتى الآن غزو الفضاء الخارجي.
4. ظل الحارس يقظاً طوال الليل.
5. الكتب القديمة تنطوي على كنز من المعلومات.



1. What is the difference between attributive adjectives and predicative adjectives?
2. What is the difference between subject attribute and object attribute?

2.3 Postpositive Adjectives

It was mentioned above that an attributive adjective in English usually precedes the head of the noun phrase whereas in Arabic an attributive adjective follows the head of the noun phrase. In English, adjectives can sometimes follow the head they modify, as it is in Arabic; e.g.

- The policeman involved in the bribery was jailed.

(سجن الشرطي المتورط في الرشوة)

A postpositive adjective (such as involved in the above example) together with any complementation it may have (such as in the bribery in the above example) is indeed a reduced relative clause, e.g.

- The policeman who was involved in the bribery was jailed.

(سجن الشرطي الذي تورط في الرشوة)

The following are the various positions in which an adjective can be postpositive:

1. With indefinite pronouns ending in -body, -one, -thing, and -where, the adjective must be postpositive:

- The richman did not like the new site. He wanted to find somewhere cleaner.

(لم يقبل الرجل الثري الموقع الجديد وأراد أن يجد مكاناً أكثر نظافة)

2. A few adjectives must be postpositive (such as elect and proper and usually have a different meaning when they occur attributively or predicatively, thus we say:

- The city of London proper is small in area.

(مدينة لندن الحقيقية صغيرة المساحة)

But we say .

- His proper behavior was praised by everybody.

(نال سلوكه المستقيم ثناء الجميع)

and

- It wasn't proper for a man to cry.

(لم يكن من اللائق بالرجل أن يبكي)

3. Several compound words such as attorney general, inspector general, secretary general, notary public, and court martial, have postposed adjectives. In normal usage such adjectives are used attributively or predicatively as the case maybe; e.g.

- The dishonest soldier was tried before a court martial.

(حوكم الجندي الخائن أمام محكمة عسكرية)

- In wartime, we listen to a lot of martial music.

(في أيام الحرب، نستمع إلى الكثير من الموسيقى العسكرية)

4. As in the above-mentioned compounds some a- adjectives and other adjectives such as absent, present, concerned, involved, and adjectives ending in-able, -ible, are used postpositively; e.g.

- The house ablaze was completely destroyed.

(دمر المنزل المشتعل تماماً)

- The stars visible in a moonlit night are rather dim.

(النجوم الظاهرة في الليلة القمرية تكون خافتة إلى حد ما)

5. Particular adjectives (and participles) requiring a preposition usually occur in a postpositive position); e.g.

- The young lady confident of her eloquence addressed the meeting for a full hour.

(السيدة الواثقة بنفسها ألقت في الاجتماع خطاباً استغرق ساعة كاملة)

6. If a noun phrase is general and indefinite, coordinating adjectives (or adjectives with a clause element added) can be postposed:

- Soldiers timid or cowardly are afraid of fire.

(الجنود الرعاعيد أو الجبناء يخشون النار)

- A lion usually fierce can sometimes be timid.

(الأسد المتوحش في العادة يكون جباناً أحياناً)

However, if an adjective is alone or premodified by an intensifier, (such as rather), it cannot be postposed; e.g.

The (rather) foolish girl was cheated by the stranger.

(خدعت الفتاة الحمقاء (نوعاً ما) على يد الرجل الغريب)

7. Adjective phrases are postposed; e.g.
- The boys easiest to teach were in my class.

(الأولاد الأسهل تعليماً كانوا في صفي)

- Students brave enough to discuss every detail deserve to pass.

(الطلاب الذين لديهم الشجاعة الكافية لمناقشة كل التفاصيل يستحقون النجاح)

-The girl too lazy to study was dismissed.

(طُردت الطالبة التي كانت كسولة إلى حد عدم الإقبال على الدراسة)



SAQs (3)

1. What is meant by “postpositive”?
2. Use the following words in sentences to show that each can have two different meanings: proper; general, public; apparent; involved.



Exercise (9)

Translate the following sentences into Arabic

1. The actor confused and embarrassed withdraw from the play.
2. We found the movie very dull.
3. The document has to be certified by a notary public.
4. Can you recommend something really interesting.
5. The people most difficult to understand are often members of one's own family.



Exercise (10)

Translate the following sentences into English:

1. لم أر في حياتي رجلاً يصعب فهمه مثل البخيل.
2. ظل المتسلقون المتشوقون لصعود الجبل متحفزين طوال الليل.
3. لا يعجبني هذا الحذاء؛ أريد شيئاً أخف.
4. سهر الرئيس المنتخب طوال الليل وهو يستعد لتسلم مهام منصبه.
5. حكمت المحكمة العسكرية عليه بالسجن المؤبد.

2.4 Head of a Noun phrase

Normally an adjective, as we have just seen, modifies a noun attributively (old man), predicatively (the man is old) or postpositively (The man old enough to have saved much money is still poor) .. However an adjective can often function as a head of a noun phrase.

- The old need a great deal of care.

(كبار السن بحاجة إلى قدر كبير من الرعاية)

Unlike nouns, adjectives used in this way do not inflect for number or for the possessive case and they must take a determiner. Such adjectives acting as heads of noun phrases commonly refer to persons rather than things; e.g.

Robin Hood robbed the rich to pay the poor.

(كان روبن هود يسرق من الأغنياء ليعطي الفقراء)

Fear of the unknown makes people cautious.

(الخوف من المجهول يجعل الناس حذرين)

The injured lay unattended for several hours.

(ظل الجرحى دون عناية طوال عدة ساعات)

The use of the adjective as head of the noun phrase (the rich) is often more common than the use of general words for human beings (rich people). The following are the main uses of adjectives as heads of noun phrases:

1. When an adjective has generic (general) and plural reference:

- The young are those who enjoy life to the full.

(الشباب هم أولئك الذين يستمتعون بالحياة كاملة)

2. Although adjectives functioning as noun-phrase heads generally require a definite article, they can do without it if they are joined by a coordinating conjunction; e.g.

- She is respected by both young and old.

(إنها محترمة من الصغار والكبار)

3. Adjectives referring to nationalities and ending in the derivational suffix-(i)sh, -ch and -ese, and the adjective Swiss can be noun-phrase heads; e.g.

The British, the French, the Portuguese and the Swiss are all European.

(البريطانيون والفرنسيون والبرتغاليون والسويسريون كلهم أوروبيون)

But notice the following:

- The Palestinians are an emerging nation.

(الفلسطينيون أمة آخذة في الظهور)

4. Unlike the above-mentioned types of adjectives acting as noun-phrase heads and plural in form and meaning, some adjectives with an abstract reference also act as noun-phrase heads but are singular in form and meaning; e.g.

- There are many new inventions; the latest is the computer.

(هناك الكثير من المخترعات الجديدة: أحدثها الحاسوب)

5. There are a number of fixed phrases in which adjectives can follow a preposition; e.g.

- He left the school for good.

(ترك المدرسة إلى الأبد)

They enjoyed life to the full.

(استمتعوا بالحياة على أكمل وجه)

SAQs (4)



1. What are the necessary conditions for adjectives to function as noun-phrase heads?
2. Do all derivational suffixes make adjectives act as noun heads?
3. Give examples of suffixes which do not act as in 2.

Exercise (11)



First underline the adjectives used as heads of noun phrases, then translate the following sentences into Arabic:

1. He suggested the obvious as the best solution.
2. The race is not always to the swift.
3. The Japanese are very respectful of each other.
4. The injured were conveyed in ambulances to the General Hospital.
5. Have you heard the latest? Surely it's just a rumor.



First translate the following sentences into English, then underline adjectives used as noun-phrase heads:

1. هل من يعرف أسماء الموتى صرعى المعركة؟
2. هناك مدارس خاصة للمعوقين في العديد من المدن.
3. يحب الفرنسيون أكل الطعام الشهى.
4. البورميون شعب منغلق إلى حد كبير.
5. لا نامت أعين الجبناء.

2.5 Verbless Adjective Clauses

Language consists of words joined together to make groups of words called phrases. Phrases, in turn, form sentences. There are four main kinds of phrases, namely: noun phrases, verb phrases, adjective phrases and adverb (including prepositional) phrases. A sentence embedded in or related to another sentence so that the two sentences form a new long sentence is called a subordinate clause. The other part in the newly-formed sentence is called the main clause; e.g.

1. I saw the girl who came here. (رأيت الفتاة التي جاءت إلى هنا). (who came here is an adjective clause).
2. I know that he was ill. (أعلم أنه كان مريضاً). (that he was ill is a noun clause).

Before he became ill, he travelled far and wide. (قبل أن يصبح مريضاً سافر). (Before he became ill is an adverb clause). (إلى كل مكان)

As you see from the above examples, each clause has a (finite) verb. However, the verb (as well as its subject) in the subordinate clause can be omitted and what remains is a verbless clause. An adjective (on its own or as an adjective-phrase head) can function as a verbless clause (that is, a subordinate clause reduced to an adjective or adjective phrase). This applies when the subordinate clause (whether it is a noun phrase, adverb phrase or adjective phrase) contains an adjective; e.g.

- His hair which was long and untidy played in the air.

(شعره الذي كان طويلاً غير مرتب كان يتلاعب في الهواء)

(The clause in italics is a full adjective clause)

- His hair, long and untidy, played in the air

(شعره الطويل غير المرتب كان يتلاعب في الهواء)

(The in italics clause is a verbless (reduced) adjective clause).

You must eat an apple when it is fresh.

(ينبغي أن تأكل التفاحة وهي طازجة)

(A full adverb phrase)

- You must eat an apple (when) fresh.

(يجب أن تأكل التفاحة (وهي) طازجة)

(A verbless adjective clause).

- I know that he was ill. (أعلم أنه كان مريضاً)

(A full noun clause).

- I know (of) his being ill. (أعلم عن مرضه)

(A verbless noun clause).

When a single adjective constitutes the verbless clause, the implied subject (of this verbless clause) is usually the subject of the main clause; e.g.

- Nervous, the man opened the letter.

(وبعصبية. فضّ الرجل الرسالة)

When the adjective is the head of an adjective phrase, the implied subject (of this verbless clause/phrase) is either the subject of the main clause or any other person or thing in the main clause; e.g.

- Always nervous, the man opened the letter.

(وبعصبية دائمة. فضّ الرجل الرسالة)

- The man opened the box heavy with gold.

(فتح الرجل الصندوق المثقل بالذهب)

The implied subject of the verbless adjective clause can also be the whole of the main clause, e.g.

- Unbelievable, it was he who stole the car.

(وبما لا يمكن تصديقه. أنه هو الذي سرق السيارة)

A subordinator (such as when, if, whether) is often present in the verbless adjective clause but it can be omitted; e.g.

- When angry, my father starts shouting.

- Angry, my father starts shouting.

(عندما يكون أبي غاضباً. يأخذ في الصراخ)

When an adjective is functioning as a verbless clause, as in the last example, it can be replaced by an adverb (with a slight change of meaning); e.g.

- Angrily, my father starts shouting. (وبغضب. يأخذ أبي في الصراخ)

The verbless adjective phrase is also mobile appearing before or after the subject of the main clause or at the end of the sentence.; e.g.

- When ripe, these apples are sweet.

(عند نضوجه. يكون هذا التفاح حلواً)

- These apples, when ripe, are sweet.

(هذا التفاح. عند نضوجه يكون حلواً)

- These apples are sweet, when ripe.

(هذا التفاح حلو (أو يحلو) عند نضوجه)

Finally, in addition to replacing adjective clauses, noun clauses and adverb clauses, an adjective verbless clause can be an exclamation; e.g.

- How good that you have made it!

(ما أحسن أن تكون قد جُحيت!)

- Excellent! you deserve it.

(رائع! إنك تستحق ذلك)

SAQs (5)



1. What is meant by a verbless adjective clause?
2. Why is such clause described as “mobile”?
3. Mention the various kinds of clauses which can be changed into verbless adjective clauses.

Exercise (13)



First underline verbless adjective clauses, then translate the following sentences into Arabic:

1. Eager to begin the climb, the men rose at first light.
2. The summit, bare and bleak, towered above them.
3. They crawled into their sleeping bags thoroughly exhausted.
4. The rescue party brought them down to the base camp, half-dead with the cold.



First translate the following sentences into Arabic, then underline the verbless adjective clauses in your sentences:

1. مع أن الخيمة كانت خفيفة كالريشة إلا أنها ظلت صامدة.
2. طلب رئيس الجلسة إجراء التصويت، حرصاً على اتخاذ قرار سريع.
3. من الغريب أن يكون هو أول من يغادر القاعة.
4. ما أحلى الرجوع إليه.
5. تساءل رئيس الوزراء فيما إذا كان من الممكن فض الاجتماع.

2.6 Some Common -ly Adjectives

When attached to adjectives the suffix -ly is a typical derivational suffix for the formation of adverbs, e.g. fully, intelligently, wisely. However, when attached to nouns, it is used as a derivational suffix for the formation of some adjectives meaning “like”, e.g. friendly, hourly, daily, saintly, cowardly, which are used to modify nouns. But the same form can be used adverbially, and like other adverbs, it modifies the verb; e.g.

- His friendly behavior impressed every body.

(سلوكه الحسن أثار إعجاب الجميع)

(Friendly is an adjective).

- I speak friendly to young people.

(أخاطب الشباب بطريقة حسنة)

(Friendly is an adverb).

Notice that when -ly is attached to a noun (e.g. friendly) following a linking verb such as verb to be, become, seem, appear, etc... it functions as an adjective; e.g.

- I became friendly to young people. (أصبحت لطيفاً مع الشباب)

But when it follows an ordinary verb, it could also be an adverb:

- I speak friendly to young people. (أحدث الشباب بؤ)

SAQs (6)



1. When is -ly suffix used to form adjectives only?
2. When is -ly suffix used to form adverbs only?
3. Is there any difference between -ly adjectives and other adjectives?

Exercise (15)



Translate the following sentences into Arabic

1. Being a kindly and reasonable man, he at once apologized.
2. He laughed a deep manly laugh.
3. We stayed at Petra Hotel, a homely and comfortable establishment.
4. When I visited Gaza, I didn't feel lonely at all.
5. To me, Jerusalem is one of the loveliest places in the world.

Exercise (16)



Translate the following into English:

1. كان جباناً في حياته ونكرة عند وفاته.
2. أستمع إلى الأخبار اليومية بكل شغف.
3. قابلت عجوزاً ودوداً.
4. الفضائل النسائية هي الرقة والعطف.
5. الزيارات الأسبوعية محببة لدى كبار السن.

3. Adjectival Order And Its Semantic Implications

Adjectives have various meanings and are therefore divided into semantic sets such as

1. Intensifying adjectives, e.g. a real problem;
2. Limiter adjectives, e.g. the second occurrence;
3. Adjectives liable to subjective interpretations e.g. useful, careful, lovely, etc...
4. Adjectives susceptible to objective measure, e.g. wealthy, large, square.
5. Adjectives denoting age, e.g. young, old, new.
6. Adjectives denoting colour, e.g. red, black.
7. Adjectives denoting material, e.g. woollen, or denoting resemblance to a material e.g. car-like.
8. Adjectives denoting provenance or style , e.g. British ship, a Parisian dress.

Syntactically (that is, as far as the adjectival order in the sentence is concerned) most of these adjectives function both attributively and predicatively

with some exceptions; these include the following:

1. If the adjective does not characterize the noun referent (that is, if the adjective is non-inherent); it is used attributively only; e.g.

- My old friend came to visit me at last.

(صديقي القديم جاء لزيارتي أخيراً)

Here old is not characteristic of friend (we cannot say my friend is old).

But if old is inherent, central or general, it can be used both attributively and predicatively; e.g.

- I saw an old man. (رأيت رجلاً عجوزاً)

- The man is old. (الرجل عجوز)

Some non-inherent adjectives however can be used predicatively; a new student could also be the student is new. (But notice that my new friend could not be my friend is new).

2. Intensifying adjectives are attributive only when they are non-inherent.

We can say he is a complete fool

(إنه غبي غباءً تاماً، أو انه مطبق الغباء) but we cannot say the fool is complete.

3. Adjectives which are related to adverbs (e.g. usual-usually) are attributive only; e.g.

- His usual behavior is impressive. (سلوكه العادي مثير للإعجاب)

But not

* His behavior is usual

4. Some adjectives which are derived from nouns are attributive only; e.g. criminal law, atomic expert, medical doctor, etc... They cannot be used predicatively.

5. Adjectives that look like verbs or adverbs (such as ill, well, faint, are restricted to a predicative position; e.g.

- Her cries grew fainter and fainter. (صار صراخها خافتاً أكثر وأكثر)

- She is ill with a deadly disease. (مصابة بمرض قاتل)

Some people, however, use these adjectives attributively as well.

6. A large group of adjectives that can or must take a complement are used predicatively; e.g.

- He is afraid of going at night. (يخاف من الخروج ليلاً)
- He is afraid that he might fail. (يخاف من أن يفشل)

Other such adjectives are afraid about, conscious (that, of), fond (of), loath (to), etc...

7. Nouns may function as attributive adjectives premodifying other noun phrases. Many such combinations are fixed and it is hard to distinguish them from compound nouns; e.g.

- She is an expert in sign language.
- We spent an enjoyable time in the garden city.
(قضيينا وقتاً ممتعاً في مدينة الحدائق)
- Government decisions are taken at a high level.
(تتخذ القرارات الحكومية على مستوى عال)

Similarly a noun may be premodified by another noun which, in turn, is premodified by another noun or nouns; e.g.

- London street guide. (دليل شوارع لندن)
- Transistor radio batteries. (بطاريات راديو ترانسستور)
- Social Science Research. (أبحاث العلوم الاجتماعية)
- Social Science Research Council. (مجلس أبحاث العلوم الاجتماعية)

8. Finally, in this section, it may be mentioned that there are no restrictions on the number of adjectives that may be used as attributive premodifiers. Some such adjectives tend to show some regularity in their positional behaviour. The following table (Quirk and Greenbaum, 1987) exemplifies such a regular order:

Deter- miners	general	age	colour	participle	proven- ance	noun	de- nominal	head
the	hectic						social	life
the	extrava- gant					London	social	life
a				crumbling		church		tower
a			grey	crumbling	Gothic	church		tower
some	intricate	old		Inter- locking	Chinese			designs
a	small		green	carved		jade		idol
his	heavy	new					moral	responsi- bilities



1. Find definitions and give examples of the following types of adjectives: intensifiers, limiters and premodifiers.
2. What is the difference between adjectives that are attributive only and those that are predicative only?
3. Which adjectives can be used both attributively and predicatively?

Exercise (17)



Translate the following into Arabic:

1. A criminal lawyer does not usually have a criminal record.
2. A certain friend of mine is by no means certain of the outcome of the negotiations.
3. The people present are waiting for the result of the present talks.
4. Men who spend days in a lunar module are real heroes.
5. Last week, I discussed the question of leasing the new developing cattle farm with my partners.

Exercise (18)



Translate the following into English:

1. اشتريت ساعة سويسرية ثمينة.
2. تغلب البطل العربي الشاب على كل أعدائه.
3. كان الرئيس الراحل يرغب في إعادة انتخابه.
4. كان زواجه المناسبة الوحيدة التي دعانا فيها للعشاء.
5. بنفق سالم راتبه بأكمله على زوجته الشابة.

4. Adverbs

4.1 Characteristics

Most adverbs are identified morphologically on the basis of their derivational suffix-ly, e.g. fully, wisely and intelligently. Although-ly is very productive in forming adverbs, not all words ending in-ly are adverbs but many, as you have seen above, are adjectives as well, e.g. friendly, lonely and beastly. Other adverbs are derived by adding the suffix-ward(s), e.g. afterwards, homewards and upwards(s), or the suffix-wise, e.g. clockwise, edgewise, and otherwise. Some other adverbs are one-word adverbs which are not derived in any of these ways such as still, already, yet, just, since, ago, through, throughout, and so on.

Like adjectives, some, not all, adverbs inflect for comparison. The majority of these are identical in form with adjectives.

early	earlier	earliest
hard	harder	hardest
well	better	best
badly	worse	worst

SAQs (8)



1. Which adverbs are identified with adjectives?
2. Do all adverbs end in -ly?
3. Are there adjectives ending in -ly?

Exercise (19)



- Translate the following into English:
1. Mary pronounces English vowels very well.
 2. Of the two, John speaks more clearly.
 3. The number of street accidents has rapidly increased in the last ten years.
 4. That cost almost a pound.
 5. Our teacher is really very kind.



Translate the following into English:

1. يقرأ التلميذ الصغير بوضوح أقل من طالب الجامعة.
2. ظل ينتظر في الخارج حتى سُمح له بالدخول.
3. بيته في نهاية الشارع تماماً.
4. عليك بأداء الواجب وإلا ستندم طويلاً.
5. حصل على درجات عالية وكذلك فعل أخوه.

4.2 Adverbs as Adverbials

Syntactically speaking, we can distinguish two functions of adverbs: one as adverbials, and the other as modifiers. In this section we will discuss the first of these two functions.

Adverbs act as adverbials when they are constituents of the sentence as much as a noun phrase or verb phrase; e.g.

- The plane arrived yesterday. (وصلت الطائرة يوم أمس)

Adverbs acting as adverbials and functioning as sentence constituents could be:

1. Adjuncts (as an integral part of the sentence) expressing such meanings as time, place, manner and degree; e.g.

- She graduated last year. (تخرّجت في العام الماضي)
- He examined the bag inside out. (تفقد الحقيبة بصورة دقيقة)
- The prisoner was treated cruelly. (عومل السجين بقسوة)
- He absolutely refused to come. (رفض الحضور رفضاً باتاً)

2. Disjuncts (as a distinct part of the sentence) expressing the attitude of the speaker towards or his evaluation of what he says; e.g.

- Unfortunately, no one was saved from the sinking ship.
(لسوء الحظ لم ينج أحد من السفينة الغارقة)
- Honestly, I don't like her permissive way of life.
(بكل صدق، لا أحب طريقة حياتها المتحررة)

3. Conjuncts semantically expressing a linking (or connective) function; e.g.

- She is very kind-hearted. However, she is not a fool.

(إنها طيبة جداً؛ لكنها ليست غبية)

- His son spends money foolishly, and yet he does nothing about it.

(ينفق نقوده بكل حماقة، ومع ذلك لا يحرك ساكناً)

SAQs (9)



1. What is the difference between adjuncts, disjuncts and conjuncts?
2. What is meant by “expressing the attitude and evaluation of the speaker”?

Exercise (21)



Translate the following sentences into Arabic:

1. He gave her the money reluctantly.
2. The children were well wrapped up.
3. Frankly, I am tired of trying to make you understand my problem.
4. Yesterday he played better than he had ever done.
5. By midnight we were very exhausted; yet we made it to the top of the mountain.

Exercise (22)



Translate the following into English

1. باختصار، هذا كل ما يمكنني قوله الآن.
2. كم كانت دهشنته عندما وجد أن الجميع قد رحلوا.
3. النتائج التي توصل إليها لا يمكن أن تعتمد عملياً في وجه أي نقد.
4. لم أتفحص مؤهلاته جيداً ولكنه يبدو لي على درجة كبيرة من الذكاء.
5. سنحاول قضاء الليل في فندق ريفي ومن ثم الانطلاق مبكرين لإكمال الرحلة.

4.3 Adverbs as Modifiers

Adverbs also function as modifiers: that is, as words, phrases, or sentence elements that limit or qualify the sense of another word, phrase or element in the same sentence; e.g.

- That was a very funny film. (كان الفيلم مضحكاً جداً)

- The nail went right through the wall. (دخل المسسمار الحائط مباشرة)

The following are the types of phrases in which the adverb functions as a modifier:

1. Modifier of adjectives

An adverb may premodify an adjective; the modifying adverb is, most commonly, an intensifier such as rather, usually, quite, pretty, and unbelievably (fat), but the most frequently used adverb is very; e.g.

- He is very/extremely/quite/rather thin.

(أنه نحيف جداً، جداً جداً، إلى حد ما، نوعاً ما)

Adverbs as premodifiers may also express a point of view; e.g.

- His invention is technically wrong.

(اختراعه خاطئ من الناحية الفنية)

Only one adverb, enough, acts as a postmodifier of adjectives.

- My father is rich enough to pay all my fees.

(أبي غني جداً إلى حد أنه يستطيع تحمل كل رسوم دراستي)

2. Modifier of adverbs

Adverbs can be modifiers of other adverbs. As with adjectives, they function as intensifying premodifiers (except enough which acts as a postmodifier):

- They are smoking very heavily.

(إنهم يدخنون بشراهة)

- (He writes badly enough to anger his teacher.)

(يكتب بطريقة سيئة جداً إلى حد أنها تغيظ مدرسه)

It should be mentioned in this respect that there are a great number of one-word adverbs which resist both pre- and post-modification. These include:

a. Adverbs of place; e.g.: abroad, ashore, in, indoors, underwater, etc..

These include:

b. Adverbs of time, e.g.: afterwards, already, ever, still, then, etc...

c. Interrogative adverbs, e.g.: why, how, when, etc.. However these adverbs are occasionally modified by postmodifiers such as on earth (Why on earth did you do that?) and ever (wherever, etc.),

- d. Intensifying adverbs and adverbs of degree, e.g.: almost, altogether, only, scarcely, very, wholly, etc.)
- e. Conjuncts, e.g.: accordingly, also, however, likewise, namely, otherwise, etc..
- f. Other adverbs, e.g.: needs, piecemeal, somehow, thus, etc.

3. Modifier of prepositional phrases, e.g.

- The nail went right through the wall. (دخل المسمار الحائط مباشرة)
- We are almost at the station. (كدنا نصل المحطة)

4. Modifier of determiners, e.g.

- Nearly everybody gave a helping hand.
(الجميع تقريباً قدموا نوعاً من المساعدة)
- Over ten people were reported dead.
(ذكر أن أكثر من عشرة أشخاص لاقوا حتفهم)
- I saw more than two hundred people in the party.
(شاهدت أكثر من مائتي شخص في الحفلة)

5. Modifiers of noun phrases

- (a) Intensifiers, e.g.: quite, rather
- He is quite fool.
- (b) The predeterminer such: (انه غبي تماماً)
- He told me such a funny story. (قص علي قصة مضحكة جداً)
- (c) Exclamatory What, how, etc...
- (d) The adverb so:
- I didn't know that he was so important in the company.
(لم أكن اعلم بأنه على ذلك الصّدر من الأهمية في الشركة)

Adverbs signifying place or time postmodify noun phrases, e.g. the way ahead, the day before; others premodify them, e.g. the then president, the upstairs neighbours.

SAQs (10)



1. What do adverbs modify?
2. Do all adverbs accept modification?
3. Which adverb always acts as a postmodifier?
4. Which adverbs postmodify noun phrases?

Exercise (23)



Translate the following sentences into Arabic:

1. She has a really beautiful face.
2. They didn't injure him that severely.
3. The nail went right through the wall.
4. Over two hundred deaths were reported.
5. What in heaven's name are you doing?

Exercise (24)



Translate the following into English:

1. كان اجتماع الأوس حافلاً بالنقاش الحاد.
2. لم أسمع قط عن مثل هذه الآثام.
3. ناولتني أكبر حبة برتقال تقريباً.
4. دفعت أكثر من عشرة دنانير ثمناً لهذه التذكرة.
5. لحسن الحظ لم يتقدم أحد بشكوى.

5. Prepositions And Prepositional Phrases

5.1 Characteristics

COMMON PREPOSITIONS				
about	behind	except	off	to
above	below	for	on	toward
across	beneath	from	out	under
after	beside	in	outside	until
against	between	inside	over	up
among	beyond	into	past	upon
around	by	like	since	with
at	down	near	through	without
before	during	of	throughout	

Prepositions constitute a closed word class and are morphologically invariable. (i.e. they do not change their form) Prepositions are either simple (one-word) such as those above, or complex (multi-word) such as the following.

According to	as to	in front of
because of	in spite of	in terms of
by means of	on account of	by virtue of
on behalf of	in accordance with	out of
in addition to	with regard to	

Generally speaking, a preposition expresses a relation between two things (or persons) one of which is the prepositional complement (see below).

A prepositional phrase consists of a preposition followed by a prepositional complement which is either a noun phrase, a wh- clause or a V-ing clause; e.g.

- At five'clock we had covered a long distance.

(كنا قد قطعنا مسافة طويلة بحلول الساعة الخامسة)

- I am worried about what he did. (إنني قلق بسبب ما قام به من أعمال)

- They became close friends after starting a joint project.

(بعد بدءهم مشروعاً أصبحوا أصدقاء حميمين)

Exceptionally, mainly in idioms, an adverb or an adjective may function as a prepositional complement; e.g.

- at once, before long, in there, until now, since when, at least, at best, in brief.

since when, at least, at best, in brief.

Prepositional phrases can themselves be prepositional complements;

e.g.

- He dragged the cat from under the table. (جَرَّ القَطَّ من حَتَّى الطاولة)

That-clauses can be prepositional complements through the use of the phrase the fact that; e.g.

She knew of the fact that she failed. (علمت بواقع فشلها)

SAQs (11)



1. What is the difference between simple and complex prepositions?
2. What is the difference between a preposition and a prepositional phrase.
3. What is a prepositional complement?
4. Give five examples of adjectives and adverbs as prepositional complements.

Exercise (25)



Translate the following into Arabic:

1. They are selling the old computers at exceedingly low prices.
2. The scene reminds me of my days in the army.
3. He was described as forceful at best, ruthless at worst.
4. The young man convinced every one of the fact that he was innocent.
5. Since when have you been visiting those suspected places?

Exercise (26)



Translate the following into English:

1. على الرغم من كل شيء فإن قطار الركاب لم يغادر (المحطة) إلا بعد أن حتى غادر قطار البضائع بعد الساعة السادسة.
2. لا بد أن نصبح قادرين على توفير المال الكافي لتعليم أبنائنا عن طريق العمل الجاد.
3. لم يتسلم الموظفون رواتبهم حتى الآن.
4. زحف جنودنا من تحت الأسلاك الشائكة إلى مواقع العدو.
5. لم أمكث طويلاً هناك.

5.2 Metaphorical and Abstract Use of Place Prepositions

What is a preposition? What is its meaning? What is it used for? These and similar questions have already been answered but we can add that a preposition is an indicator which typically expresses a spatial, (علاقة مكانية) temporal (علاقة زمنية) or other relationship. For this reason, prepositions can be divided into several types which are not always mutually exclusive (that is, some prepositions could indicate different relations, e.g. in could be used to indicate place, time or manner). Among the commonest relations expressed by prepositions are the following:

1. Place: in, at, on, away from, off, by, over, under, past, across, through, up, down, along, beyond, between, among, through, etc.; e.g.
- There were crowds along the street .

These prepositions are used for indicating position, destination, passage, orientation, result and pervasiveness.

2. Time: in, at, on, for, before, after, since, until, till, between, by, up to.
3. Cause, reason and motive: because, since, for
4. Purpose: for
5. Manner: with, in..manner, like
6. Opposition: against
7. Contrast: in spite of, notwithstanding

All these types of prepositions are used in their literal reference whether it is place, time or any of the above-mentioned senses. However, many place prepositions have abstract meanings which are clearly related, through a metaphorical connection, to their explain or change uses:

1. In shallow water (purely literal); e.g.
- When the fish comes into shallow water, grab it by the tail.

(عندما تصبح السمكة في المياه الضحلة أمسكها من ذيلها)

Similarly we say a shallow bowl, a shallow valley, etc...

2. In deep water (both literally and metaphorical); e.g.

- The ship sailed in deep waters. (أبحرت السفينة في مياه عميقة)

- It was difficult to wake him as he was in deep sleep.

(كان من الصعب إيقاظه لأنه كان مستغرقاً في النوم)

3. In difficulty/in difficulties (the preposition is used metaphorically).

- We went to the aid of a swimmer in difficulty.

(ذهبنا لمساعدة السباح الذي كان يواجه مشكلة)

4. In a spot (metaphorically meaning in a difficult or embarrassing situation). On the spot means the same, among other meanings).

- By inquiring about his qualifications, I think you've put him in a spot.
(بسؤالك عن مؤهلاته اعتقد أنك وضعتَه في دائرة الضوء)

Other place (and direction) prepositions used in a metaphorical or abstract sense are: above, below, between, beyond, from, over, past, under.

SAQs (12)



1. Which prepositions have different meanings?
2. What is meant by "metaphorical use of prepositions"?

Exercise (27)



Translate the following sentences into Arabic:

1. Don't panic. The situation is under control. The captain knows exactly what to do in the circumstances.
2. The purpose of welfare services is to provide security from the cradle to the grave.
3. Owing to circumstances out of our control, we have run in debt. The situation is, however, not past hope, and I am confident that we can soon put our affairs in order again.
4. We've been out of stock for several days.
5. The company decided to release the manager from his responsibilities.

Exercise (28)



Translate into English:

1. إذا وقعت في ورطة أو وجدت نفسك في أية مصاعب فستجدني بجانبك.
2. كان لدي انطباع أنك أصغر سنًا.
3. ما فعلته اليوم يتجاوز حد الدعابة.
4. حصل على درجة فوق المعدل.
5. علينا أن نرد على أكاذيبه من باب المحافظة على الكرامة.

5.3 Prepositional Phrases as Modifiers

As a constituent of the sentence, the prepositional phrase usually functions as an adverb phrase (whether adjunct, disjunct or conjunct); e.g.

- They were singing in the street (Adjunct) (كانوا يغنون في الشارع)
- In all honesty, he is not a good friend. (Disjunct).
(بكل صدق. إنه ليس ذلك الصديق الجيد)
- He failed the exam. On the other hand, he started working hard again. (Conjunct)
(فشل في الامتحان. إلا أنه. من ناحية أخرى بدأ يدرس بجهد ثانية)

Typically, however, a prepositional phrase functions as a postmodifier (in the noun phrase and in the adjective phrase); e.g.

- The engineers built a road through the jungle (Post-modifier of the noun phrase) (شقّ المهندسون طريقاً في الغابة)
- The manager was pleased with the new employee's performance. (modifier of the adjective phrase)
(سّرّ المدير من أداء الموظف الجديد)

Less typically, a prepositional phrase may occur as a postmodifier in an adverb phrase; e.g.

- He spent his time far away from home.
(قضّى وقته بعيداً عن المنزل/ الوطن)

Less usually, a prepositional phrase may occur as subject After the 15th of June would suit me better.

- (بعد الخامس من حزيران موعد يناسبني أفضل)

SAQs (13)



1. Do prepositional phrases function as premodifiers? Why?
2. When do prepositional phrases function as postmodifiers?

Exercise (29)



Translate into Arabic:

1. In all fairness, I should add that he suffered from violent pains in the head.
2. As a result, I decided to give up smoking
3. The people on the bus were singing
4. Before the raining season would be the right time for outdoor sports.
5. People in pain do not try to hide any thing from their doctor.

Exercise (30)



Translate into English:

1. أمضيت خمس سنوات في المدرسة الثانوية.
2. سبح عبر النهر هرباً من الأعداء.
3. كان طلاب صفي مغرمين بالمداعبات السمجة.
4. وعلى أية حال، فقد جاوز سن التقاعد.
5. دُهِش الجميع بما كان ينجزه بسرعة.

5.4 Some Verb-Particle Idiomatic Combinations

Multi-word verbs consist of the main verb and one or more particles. Multi-word verbs are three types: phrasal verbs, prepositional verbs, and phrasal-prepositional verbs; e.g.

- The plane has now taken off. (phrasal verb) (أفلعت الطائرة تواء)
- They look forward to your birthday party. (phrasal-prepositional verb) (يتطلعون بشوق لحضور حفل عيد ميلادك)

In phrasal verbs, the particle constitutes an integral part of the verb (cf. adjuncts) and therefore the verb together with the particle has a special idiomatic meaning which is different from the meaning of the verb without the particle; e.g.

- Ash dropped (fell down) from his cigarette. (سقط الرماد من سيجارته)
- If there's anything you want to see, just drop by (visit normally). (إذا كان هناك شيء تريد رؤيته، تعال لزيارتنا)
- He gave up (stopped) smoking. (أفلق عن التدخين)

Phrasal verbs, like other ordinary verbs, are either transitive (taking an object) or intransitive (without an object); e.g.

- The students sat down. (Intransitive phrasal verb) (جلس الطلاب)
- The army set up a new unit. (Transitive phrasal verb)
(أنشأنا الجيش وحدة جديدة)

In intransitive phrasal verbs, the particle is usually inseparable from its verb (The plane has now taken off), though sometimes (for example when referring to direction) the particle could be modified; e.g.

- He wanted to go right on his way. (أراد أن يذهب إلى حال سبيله)

With most transitive phrasal verbs, the particle can either precede or follow the direct object; e.g.

- They switched on the light. (preceding in the direct object) (أنشعلوا الضوء)
- They switched the light on. (following the direct object)
(أنشعلوا الأضواء)

But the particle cannot precede its direct object if it is a pronoun. It must come after it.

- They switched it on. (أنشعلوها)

In prepositional verbs, the preposition must precede its complement. This means that you can distinguish between a phrasal verb and a prepositional verb by deciding whether the preposition can or cannot precede the complement or object. If it can, then the combination is a phrasal verb; but if it cannot, it is a prepositional phrase; e.g.

- He gave up smoking/He gave smoking up. (أقلع عن التدخين)

The sentence is correct with the particle before or after its complement. So gave up is a phrasal verb.

But look at the following examples:

- They called on (visited) the man. (زاروا الرجل)
- * They called the man on.

The first form of the sentence is correct but the second is ungrammatical, so called on is a prepositional phrase. (Notice that in transitive phrasal verbs the particle cannot precede the pronoun, but it can do that in the prepositional phrase; e.g.

- He gave it up (but not he gave up it)→ phrasal verb.

They called on him (but not they called him on) → prepositional phrase.

Another difference is that the prepositional verb, unlike the verbal phrase, allows an inserted adverb after the verb and a relative pronoun (whom, which, whose) after the preposition; e.g.

- They looked carefully at the picture (نظروا إلى الصورة بإمعان)

- The picture at which they looked is beautiful

(الصورة التي نظروا إليها جميلة)

Finally, a phrasal-prepositional verb consists of a verb followed by two particles; e.g.

- The UN Secretary-General stood up for (supported) human rights.

(ناصر الأمين العام للأمم المتحدة حقوق الإنسان)

Like phrasal and prepositional verbs, multi-word (or phrasal-prepositional) verbs differ in their idiomacity (that is, whether the verb retains its meaning as a one-word verb or acquires a new meaning in its new combination with the particles). Some such verbs like stay away from do keep their original meaning but many others do not such as stand up for. Examples of the first type are: cut down on (curtail), and get away with (avoid punishment). Idiomatic examples are: look down upon (despise), look up to (respect), walk out on (abandon) and the like.



SAQs (14)

1. What are the three types of muti-word verbs?
2. What is the difference between a phrasal verb and a prepositional verb?
3. What are the characteristics of phrasal-prepositional verbs?

Exercise (31)



Translate the following into Arabic:

1. We must cut down on expenses.
2. Winston Churchill: "If you want to know why this war is fought, look up to Norway."
3. You should get on well with the job before you expect a promotion.
4. The headmaster said he was then going to see to that matter.
5. I want you to break down these figures.

Exercise (32)



Translate the following sentences into English, using phrasal, prepositional or phrasal-prepositional verbs where possible:

1. صرع بطل الملاكمة خصمه بضربة قاضية في دقائق معدودة.
2. استطاعت حمل المضايقات الصغيرة بسهولة.
3. تحول إلى برنامج الإذاعي المفضل بعد نشرة الأخبار.
4. وأنا أيضاً أذهب إلى ما ذهبت إليه في هذا الأمر.
5. فقد سيطرته على السيارة واصطدم بعامود الكهرباء.

6. Overview

This unit has been devoted to adjectives, adverbs and prepositions. Their combinations in phrases and their syntactic characteristics and semantic functions have also been presented in detail. The implications of these divisions to translation from English into Arabic were exemplified with a sufficient number of sentences. Various applications from English into Arabic and vice versa were given.

7. Preview of Unit Five

The next unit deals with sentence expansion and transformation. For this reason, various types of sentences (simple, compound and complex) and the two main types of joining sentences or parts of sentences (namely subordination and coordination) will be discussed. Various question types and negative constructions will also be presented. The implications to translation from English into Arabic and vice versa will be introduced through examples and exercises.

8. Answer Key

Exercise 1

Adjectives: louder, commonest, green, foolish, interested in, foreign

1. صوته أعلى من أصوات الآخرين جميعاً.
2. هذا من أكثر الأخطاء شيوعاً.
3. صبغنا الباب باللون الأخضر.
4. تبدو خطتك غبية.
5. الكثير من الطلبة يهتمون بدراسة اللغات الأجنبية.

Exercise 2

1. Your daughter is a beautiful girl.
2. This is the best food I have ever eaten.
3. Who doesn't enjoy a sunny sky?
4. Every student expects to get very high marks.
5. Man is social by nature.

Adjectives: beautiful, best, sunny, very high, social.

Exercise 3

Important (A), upset(A), strange(A), responsible(P), foolish(A), red(P).

1. الليلة الماضية كشفوا سراً هاماً.
2. وجدنا المدرس منزعجاً يوم أمس.
3. حوّلت الشرطة الرجل الغريب مسئولية السرقة.
4. الأفكار السخيفة تؤدي إلى المصائب.
5. الباب أحمر اللون.

Exercise 4

1. The sky is clear. clear(P).
2. The clear sky causes pleasure. clear(A).
3. I met a group of young boys. young(A).
4. The River Nile is long. Long(p).
5. His new novel made him famous(p).

Exercise 5

- | | |
|----------------|---|
| asleep (OA) | 1. تركت الأم طفلها نائماً. |
| aware(SA) | 2. أدركت القرية الخطر القادم. |
| ashamed(OA) | 3. تركوه خجلاً بما فعل. |
| alive/dead(OA) | 4. تريد الشرطة القاتل حياً أو ميتاً. |
| perfect(SA) | 5. الرجل الذي قدمه مخططو المدن كان حلاً كاملاً. |

Exercise 6

1. Overplaying was considered wrong. wrong(SA).
2. Driving a car in a crowded street is not easy. easy(SA).
3. I prefer it hot. hot(OA).
4. This type of criticism is deadly. deadly(SA).
5. Has the judge found the defendant innocent? innocent(OA).

Exercise 7

1. ما زال السبب الرئيسي لبعض الأمراض غير معروف.
2. جميع أطفالنا أعزاء علي.
3. لا يوجد تشابه بين أي تمرينين، فكلاهما مختلفة.
4. كان الطفل يخشى أن ينام وحيداً.
5. حوادث السيارات تشكل أحد الأسباب الرئيسية للوفاة.

Exercise 8

1. The Minister of Public Works suggested a practical solution to the traffic problem.
2. The mistakes you have committed are tantamount to a crime.
3. Man has already invaded the outer space.
4. The watchman remained awake all night long.
5. Old books constitute a treasure of information.

Exercise 9

1. انسحب الممثل من الرواية مرتبكاً خجلاً.
2. وجدنا الفيلم ملاً.
3. ينبغي تصديق الوثيقة من قبل الكاتب العدل.
4. هل تنصح بشيء متع حقاً؟
5. الناس الذين يصعب جداً التفاهم معهم يكونون عادة من أفراد العائلة.

Exercise 10

1. I have never seen a man difficult to understand such as a miser.
2. The climbers eager to go up the mountain remained alert all night long.
3. I don't like this pair of shoes; I want something lighter.
4. The President Elect remained awake all night preparing himself to assume his post.
5. The court martial sentenced him to life imprisonment.

Exercise 11

The obvious, the swift, the Japanese, the injured, the latest

1. اقترح الحل الواضح كأفضل حل.
2. لا يكسب السباق الحصان السريع دائماً.
3. يحترم اليابانيون بعضهم البعض احتراماً جماً.
4. نقل المصابون بسيارة الإسعاف إلى المستشفى العام.
5. هل سمعت آخر الأخبار؟ من المؤكد أنها مجرد إشاعة.

Exercise 12

1. Does anybody know the names of the dead....?
2. There are schools for the disabled...
3. The French like delicious food.
4. The Burmese are a closed people to some extent.
5. May the cowardly enjoy no sleep!

Exercise 13

Verbless Adj-clauses: Eager to .., bare and bleak, thoroughly exhausted, when fresh, half-dead...

1. نهض الرجال مع أول خيوط الفجر وهم متلهفون على البدء في تسلق الجبل.
2. أطلت عليهم القمة وقد بدت عارية فائمة.
3. دلفوا إلى أكياس النوم وقد أخذ منهم الإعياء مأخذه.
4. أحضرهم فريق الإنقاذ إلى المعسكر الرئيسي وهم شبه أموات من شدة البرد.

Exercise 14

1. Although the tent was as light as a feather, it remained firm.
2. The chairman eager to take a quick decision requested taking vote.
3. Strange that he was the first to leave the hall.
4. How nice to go back to him.
5. The Prime Minister inquired whether to close the meeting.

Exercise 15

1. لما كان رجلاً ودوداً ومعقولاً فقد اعتذر في الحال.
2. ضحك ضحكة رجولية عميقة.
3. نزلنا في فندق البتراء وهو مؤسسة عائلية الجو مريحة.
4. عندما زرت غزة لم أشعر بالوحدة قط.
5. القدس عندي من أجمل الأماكن في العالم.

Exercise 16

1. He was cowardly when alive, unknown when dead.
2. I listen eagerly to the daily news.
3. I met a friendly old man.
4. Female virtues are gentleness, and compassion.
5. Weekly visits are favoured by older people.

Exercise 17

1. لا يوجد لحمي القضايا الجنائية سجل إجرامي في العادة.
2. أحد أصدقائي غير متأكد إطلاقاً من نتائج المفاوضات.
3. ينتظرون نتائج المحادثات الحالية.
4. الرجال الذين يقضون أياماً في كبسولة قمرية أبطال حقيقيون.
5. في الأسبوع الماضي بحثت مع شركائي مسألة تأجير مزرعة الماشية المتطورة.

Exercise 18

1. I bought an expensive Swiss watch.
2. The Arab hero defeated all his enemies.
3. The late president was willing to be elected again.
4. His marriage was the only occasion on which he invited us to dinner.
5. Salim spends all his salary on his young wife.

Exercise 19

1. تلفظ ماري الأصوات الإنجليزية الصامتة (أو حروف العلة) بصورة جيدة جداً.
2. من بين الاثنين يتكلم حنًا بوضوح أكثر.
3. تزايد عدد حوادث الطرق بصورة سريعة في السنوات العشر الماضية.
4. كلف ذلك ما يقرب من جنيه واحد.
5. مدرستنا لطيف جداً بالفعل.

Exercise 20

1. A young pupil reads less clearly than a university student.
2. He waited outside until he was allowed to enter.
3. His house is right at the end of the street.
4. You have to do your duty or else you will repent it long.
5. He got high grades and so did his brother.

Exercise 21

1. أعطاهما النقود عن غير طيب خاطر.
2. لُفَّ الأطفال بصورة جيدة جداً.
3. بصراحة، تعبت من محاولة إقحامك مشكلتي.
4. بالأمس لعب أفضل من أي وقت مضى.
5. بحلول منتصف الليل كنا في غاية الإعياء؛ ومع ذلك تمكنا من الوصول إلى قمة الجبل.

Exercise 22

1. In short, this is all I can say for now.
2. How surprised he was when he found out that they all had gone!
3. The result he arrived at could not stand any objective criticism.
4. I haven't thoroughly examined his qualifications, but he seems highly intelligent.
5. We'll try to spend the night at a country hotel, hence start off early to complete our journey.

Exercise 23

1. لها وجه جميل حقاً.
2. لم يؤذوه إلى ذلك الحد.
3. دخل المسمار إلى الحائط مباشرة.
4. تم الإبلاغ عن مائتي وفاة.
5. بالله عليك، ماذا تفعل؟

Exercise 24

1. Yesterday's meeting was full of heated discussion.
2. I have never heard such sins.
3. She handed me almost the biggest orange.
4. I paid more than ten dinars for this ticket.
5. Fortunately, no body complained.

Exercise 25

1. يبيعون الحواسيب القديمة هذه الأيام بأسعار منخفضة جداً جداً (أو) للغاية.
2. يذكرني المنظر بالأيام التي قضيتها في الجيش.
3. وُصف بأنه إكراهي في أفضل حالاته، قاسي القلب في أسوأ الحالات.
4. أقنع الشاب الجميع بحقيقة كونه بريئاً (أو ببراءته).
5. منذ متى وأنت تزور هذه الأماكن المشبوهة؟

Exercise 26

1. Despite every thing, the passenger train did not leave until the cargo train left after six.
2. We have to be able to save enough money to educate our children through serious work.
3. The employees haven't received their salaries yet.
4. Our soldiers crept through barbed wires to the enemy positions.
5. I haven't stayed there (for) long.

Exercise 27

1. لا تفزع! فالوضع مسيطر عليه والقبطان يعرف تماماً ما الذي ينبغي عمله في هذه الظروف.
2. الهدف من خدمات الرعاية هو تقديم الشعور بالأمان من المهد إلى اللحد.
3. نتيجة لظروف خارجة عن سيطرتنا، غرقنا في الدينز غير أن الموقف على أية ليس سيئاً إلى الحد الذي نفقد عنده الأمل وأنا واثق أننا سرعان ما سنسوي أمورنا ثانية.
4. نَمَذ مخزوننا منذ أيام.
5. قررت الشركة إعفاء المدير من مسؤولياته.

Exercise 28

1. If you face a crisis or find yourself in any trouble, you will find me beside you.
2. I had a feeling you're younger.
3. What you've done today exceeds mere kidding.
4. He got an above -the- average grade.
5. We have to respond to his lies to maintain our dignity.

Exercise 29

1. وإحقاقاً للحق لابد أن أضيف أنه كان يعاني من الألام الشديدة في رأسه.
2. ونتيجة لذلك فقد قررت عدم التدخين.
3. الناس المسافرون في الحافلة أخذوا يغنون.
4. الفترة السابقة لموسم المطر هي أفضل الأوقات للرياضة الخارجية.
5. الناس الذين يعانون من الألام لا يحاولون إخفاء أي شيء عن الطبيب.

Exercise 30

1. I spent five years in the secondary school.
2. He swam across the river to escape from his enemy.
3. My classmates were fond of practical jokes.
4. Anyhow, he has passed retirement age.
5. Everyone was surprised at what he was rapidly achieving.

Exercise 31

1. ينبغي أن نخفض من النفقات.
2. قال ونستون تشرشل: "إذا أردتم معرفة سبب قيام هذه الحرب (العالية الثانية) فانظروا بإعجاب إلى الترويج".
3. ينبغي أن تؤدي عملك جيداً قبل أن تتوقع الحصول على ترقية.
4. قال مدير المدرسة أنه كان سينظر في المسألة عندئذ.
5. أريد منك أن تحلل هذه الأرقام.

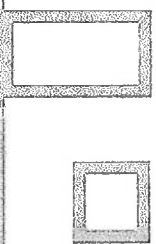
Exercise 32

1. The wrestling champion knocked out his opponent in a few minutes.
2. She could easily put up with small difficulties.
3. He turned on to his favorite program after the news bulletin.
4. I too would do what you have done concerning this matter.
5. He lost control over the car and collided with an electric post.

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UNIT FIVE

SENTENCE EXPANSION AND TRANSFORMATION



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1. Introduction

1.1. Preview

Dear student,

This unit deals with (the translation of) mainly compound and complex types of sentences. Subordination and coordination are highlighted. In Addition, question-types, negative formation and various pro-forms will be discussed. The implications of all these types to translation from English into Arabic and vice versa will be exemplified and sufficient practice will also be given.

1.2 Unit Objectives

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

1. translate compound and complex sentences from varied contexts,
2. find suitable Arabic equivalents for English sentences in which several types of ellipsis are found (in predication, determiners, operators and pronouns),
3. identify and solve problems related to translating polite question-type requests and toned down commands,
4. translate questions with positive/negative orientation into Arabic and English,
5. translate explicit and implicit negation found in TL, and
6. find the suitable equivalent terms for various Arabic and English pro-forms.

1.3 Unit Sections

In this unit, there are seven main sections in addition to the introduction and the overview:

The first section

(Subordination): translating sentences containing such simple subordinators as *after, although, as, because, before, ...*; translating sentences with compound subordinators such as in *that, so that, except that, in order that, ...*

The second section

(Coordination): translating English and Arabic conjoins; semantic implications of coordination by *and, or, but, ...*; English and Arabic connectives.

The third section

(Modification): translating sentences containing adverbs modifying other adverbs, modifiers of noun phrases, modifiers of prepositional phrases.

The fourth section

(Ellipsis): Translating sentences with ellipsis to auxiliary, coordinated clauses, predicates, adverbials, heads of a noun phrases.

The fifth section

(Substitution): translating sentences with pro-forms for noun phrases, adverbials, predicates and predication; complex pro-forms (so do+ auxiliary + subject, ...).

The sixth section

(Interrogatives): Questions with negative/positive orientation; exclamatory questions; tag-questions.

The seventh section

(Negation): non-assertive negation: negative intensification, seldom, rarely; negative prefixes.



1.4 Supplementary Reading

Students are advised to consult the following references while reading through this unit. For a complete list of references see section 12 below:

- Al-Safi, A. (1984), pp. 76-78
- Al-Wakil and Al-Jabouri, (1981), pp. 26-35
- Hajjar, J. (1982), pp. 60-91
- Fowler, R. (1986), pp. 273-276.
- Quirk and Greenbaum, (1985), pp. 915-985..

2. Subordination

2.1 Characteristics

COMMON SUBORDINATING CONJUNCTIONS		
after	if	until
although	lest	when
as	since	whenever
because	though	where
before	till	whereas
for	unless	while
COMMON PHRASAL SUBORDINATING CONJUNCTIONS		
as if	even if	in order that
as soon as	even though	insofar as
as though	inasmuch as	so that

Subordination is a grammatical means used to combine propositions (ideas) that would otherwise have to be expressed in a series of independent sentences; e.g.

- He is ill. He cannot come.

These two independent sentences could be expressed as one sentence by using a subordinator.

- Because he is ill, he cannot come.

Because and other similar words are subordinating conjunctions or subordinators. As you see from the two lists above, subordinators (like prepositions which they resemble in having a relating or connecting function) consist of simple (one word) conjunctions and compound (more than one word or phrasal) conjunctions. However both types function in the same way. Subordination also involves the use of a sentence as an element in the structure of another sentence. For example in the sentence:

- Because he is ill, he cannot come.

The first part cannot now (after using the conjunction because) stand by itself. It is part of or depends on the second part. The first part is called a subordinate or dependent clause, and the second is called a superordinate or independent clause. The two together (and often there are more than one subordinate clause) are called a complex sentence.

In a complex sentence, a subordinate clause may come before the superordinate clause as in the above example, or it may come after it, e.g.

- He cannot come because he is ill. (لا يستطيع الحضور بسبب مرضه)

SAQs (1)



1. What is the difference between a simple subordinator and a compound one?
2. Where is a subordinate clause usually placed in the sentence?

Exercise (1)



Translate the following into Arabic:

1. If you do that, you will be fired.
2. As he was watching her, he suddenly realized how beautiful she was.
3. She was angry because she resented him going away.
4. I wonder if you would tell me why he deserves to be promoted.
5. What matters is that he has confidence in us.

Exercise (2)



Translate the following into English:

1. لا بد أن تعترف بأنك ارتكبت خطأ جسيماً.
2. لن يستطيع السفر إلى الخارج ما لم يحصل على تأشيرة دخول من الدولة التي يرغب في زيارتها.
3. وإذا أنتك مذموني من ناقص فهي الشهادة لي بأني كامل
4. الطفل المكتوي بالنار يخاف النار.
5. ما كل ما يلهم ذهب.

2.2 Types of Clauses

Subordinate or dependent clauses are usually known as clauses for short. From a grammatical (citcatnys) point of view, there are three such clauses: finite clauses, non-finite clauses and verbless clauses.

A finite clause is a (subordinate or dependent) clause whose verbal element is a finite verb (or a verb that shows present or past tense), e.g.

- When he came here, he made many friends.

(عندما جاء هنا، كوّن صداقات كثيرة)

This sentence is a complex sentence because it consists of two clauses: a subordinate or dependent clause (when he came here) and an independent or main clause (he made many friends). The (subordinate or dependent) clause is a finite clause because the verb made is a simple past tense.

A non-finite clause is a (subordinate or dependent) clause whose verb element is a non-finite verb (or a verb that does not show present or past tense); e.g.

- When coming here, he made many friends.

(عند حضوره إلى هنا، كوّن صداقات كثيرة)

The clause (when coming here) is a dependent/subordinate clause but its verb coming does not show present or past tense. In this respect non-finite verbs are infinitives, present participles (-ing forms) or past participles (-ed forms); e.g.

- When coming here,...(-ing verb) (عند حضوره إلى هنا.....)

- When visited by friends,... (-ed verb)(عندما زاره أصدقاؤه.....)

- To say that *in public*,... (infinitive) (أن نقول ذلك علناً.....)

Verbless clauses constitute the third type of subordinate or dependent clauses, and they do not contain a verb form at all; e.g.

- Although always helpful, he often complains.

(رغم أنه مستعد دائماً للمساعدة، إلا أنه كثير الشكوى)

The clause although always helpful is a dependent/subordinate clause but has no finite or non-finite verb although it otherwise keeps (some) clause elements.

Two important points should be mentioned concerning the difference between finite clauses on the hand and non-finite and verbless clauses on the other:

1. Non-finite and verbless clauses look like phrases and many linguists call them phrases rather than clauses.
2. Certain kinds of non-finite and verbless clauses are particularly favoured in the careful style of written prose. But such a style may lead to ambiguity; e.g.
 - We met you when leaving the room. (قابلناك عند مغادرة الغرفة)
 - Who left the room: we or you??

SAQs (2)



1. What is the difference between verb clauses and verbless clauses?
2. Why may the use of non-finite or verbless clauses cause misunderstanding?

Exercise (3)



- Translate the following sentences into Arabic:
Notice that some sentences are ambiguous, requiring two interpretations
1. I ran over a dog crossing the square.
 2. Though shouting as loudly as possible, the rescuers could not hear us.
 3. My grandfather had a large room where we always breakfasted together.
 4. After we went through a long journey, we relaxed in the warm sunshine.
- Whether here or not, his application will have to be considered.

Exercise (4)



Translate the following sentences into English:

1. وباللباس الأبيض. ظننا أن زوارنا قساوسة يمارسون طقوساً غريبة.
2. سيكون من الخطأ أن تراها على انفراد.
3. لم أكتب أي بحث منذ بداية العام.
4. ما رآه آثار دهشته وأفزعه.
5. وبمنظرة على وجهي المتعب. تساءلت عما يسبب القلق.

2.3 The Function of Clauses

Subordinate or dependent clauses (whether finite, non-finite or verbless) are usually divided into three kinds:

1. Noun clauses beginning with *that*, *how*, *why*, etc...; e.g.
- I know why he came here. (أعرف لماذا حضر إلى هنا.)
2. Adjective clauses beginning with *who*, *whom*, *whose*, *which*, *that*, etc.; e.g.
- This is the lecturer whose class I attend.
(هذا هو المحاضر الذي أحضر فصله)
3. Adverb clauses, which constitute different kinds such as:
 - (a) *Time*: *When he came back*, he saw his old friends
(عندما حضر ثانية، رأى أصدقاءه القدامى)
 - (b) *Place*: *Wherever he went*, he made new friends.
(أينما يذهب، يكون أصدقاء جدداً)
 - (c) *Condition*: *If you treat her kindly*, she'll do anything for you.
(إذا عاملتها برفق، ستفعل كل ما تريد)
 - (d) *Concession*: He looked very fit, although he hadn't eaten for days.
(يبدو في حالة جيدة، رغم أنه لم يأكل شيئاً منذ أيام)
 - (e) *Cause*: I gave her the money, *because she needed it*.
(أعطيته النقود لأنها بحاجة لها)
 - (f) *Purpose*: I left early to (*or so that I could*) catch the train.
(غادرت مبكراً كي/لكي ألتحق بالقطار)
 - (g) *Result*: We planted so many shrubs that *the garden looked beautiful*.
(زرعنا الكثير من الشجيرات حتى بدت الغابة جميلة)
 - (h) *Manner*: The engineers built the bridge as(it was shown) in the map.
(أقام المهندسون الجسر كما (هو مبين) في الخريطة)
 - (I) *Comparison*: He waked harder *than his brother (did)*.
(كان يشتغل بجهد أكثر من أخيه)

However These various clauses can achieve a variety of functions in the complex sentence such as:

1. Subject of the sentence; e.g.

- What surprises me is her impolite behaviour.

(إن ما يثير دهشتي هو سلوكها السيء)

- Having breakfast early is healthy.

(تناول الفطور مبكراً عمل صحي)

2. Direct object, e.g.

- I believe what my friend says. (أصدق ما يقوله أصدقائي)

- I don't know what to do. (لا أدري ماذا أفعل)

3. Indirect object, e.g.

- She gave whoever met her a pleasant smile.

(أعطت كل من قابلته ابتسامة لطيفة)

4. Subject attribute, e.g.

- My feeling is that his story was a lie.

(لدي احساس أن قصته كاذبة)

- Our first duty is to defend our country.

(واجبنا الأول هو أن ندافع عن أوطاننا)

5. Object attribute, e.g.

- My father made me what I am. (أبي جعلني ما أنا عليه)

- I call that killing two birds with one stone.

(أدعو ذلك قتل عصفورين بحجر واحد)

6. Complement of the sentence, e.g.

- You get what you pay for. (تحصل على ما تدفع ثمنه)

- I fail to see your point of view. (لا أستطيع أن أفهم وجهة نظرك)

7. Adverbial; e.g.

- If he works hard, he will get a high grade.

(أن عمل بجد يحصل على درجات عالية)

- Speaking frankly, I hate his behavior.

(بكل صراحة أكره تصرفاته)

- A very broken-hearted man, he accepted divorce.

(وكإنسان محطم القلب، قبل بالطلاق)

SAQs (3)



1. How many kinds of subordinate/dependent clauses are there?
2. What are the common functions of the subordinate/dependent clauses?
3. What is the difference between concession and conditional clauses?

Exercise (5)



Translate the following sentences into Arabic:

1. Everyone tends to think that he is not sufficiently appreciated.
2. The idea that no action need to be taken yet is shared by most of us here.
3. Do you remember when we first met?
4. Because there was no quorum, the chairman ruled that the meeting must be reconvened.
5. Considering the weather is so uncertain, the reception will be held indoors.

Exercise (6)



Translate the following sentences into English:

1. يسيطر الإنسان على الطبيعة الآن أكثر من قبل.
2. أتذكر إذ قميصك جلد شاة...؟
3. "ألم يعلم بأن الله يرى"
4. إذا كنت في كل الأمور معاتباً صديقك
لن تلقى الذي لا تعاتبه.
5. أقول بكل أمانة إن الوضع أسوأ مما توقعنا.

3. Coordination

3.1 Characteristics

COMMON SINGLE COORDINATING CONJUNCTIONS			
and	for	therefore	moreover
or	yet	nor	neither
but	so	however	

COMMON PHRASAL COORDINATING CONJUNCTIONS			
both... and	not only.....	but also	
either... or	neither....	nor	

Coordination, like subordination, involves a linking relation between units (words, phrases and sentences). The difference however is that whereas one unit is dependent on another unit in subordination, in coordination both units are equally independent but joined together by coordinating conjunctions. Thus, a compound sentence is one in which two (or more) sentences, called conjoins, have been coordinated. Each of the conjoins is independent; e.g.

- I have bought a new shirt but it does not fit me.

(اشتريت قميصاً جديداً لكنه لا يناسبني)

Coordination may sometimes be used without an explicit coordinator; e.g.

Ahmad was a brilliant chemist, he was ten years ahead of his time.

(كان أحمد كيميائياً بارزاً، فقد كان يسبق زمانه بعشر سنوات)

Most compound sentences have coordination explicitly indicated by means of one of the coordinators; e.g.

- John must be tired for he did not turn up.

(لا بد أن حنا متعب لأنه لم يحضر)

As referred to above, coordination involves linking relators at the level of words, phrases and sentences; e.g.

- Men and Women like to have their own family.

(Joining words)

(الرجال والنساء يحبون أن تكون لهم أسر خاصة بهم)

- He jogged off down the lane and up the road briskly.

(Joining phrases)

(مشى مسرعاً في الحارة وعلى طول الطريق)

- Whether you speak to him personally or send him a letter does not make any difference. (Joining sentences)

(لا يهم سواء حدثته شخصياً أو أرسلت له رسالة)

A compound sentence may consist of:

1. two or more simple sentences; e.g.

- You could go to France and we could go to Spain.

(تستطيع أنت أن تذهب إلى فرنسا ونستطيع نحن)

- You could go to France, we could go to Spain, or we could all go to Egypt.

(تستطيع أنت أن تذهب إلى فرنسا، ونستطيع نحن أن نذهب إلى اسبانيا أو نستطيع جميعاً

أن نذهب إلى مصر)

2. One or more simple sentences + one or more complex sentences; e.g.

- Longman will publish that book in the spring or do you think that is too late?

(ستنشر دار لونغمان الكتاب في الربيع أم هل تظن أن ذلك سيكون متأخراً)

3. Complex sentence + complex sentence +.... e.g.

- He must have believed what I said about the club and that is why they decided to phone the police.

(لا بد وأنه صدق ما قلته عن النادي، ولهذا قرروا مهانفة الشرطة)

SAQs (4)



1. What is meant by conjoins?
2. What is the difference between subordination and coordination?

Exercise (7)



Translate the following sentences into Arabic:

1. We got up at six, the taxi was in time, but still we missed our train.
2. John plays the guitar; his sister, moreover plays the piano.
3. He asked to be transferred, because he was unhappy and because he saw no prospect of promotion.
4. Mary neither loves Sam nor does she want to marry him.
5. Not only did they break into his office and steal his books, but they also tore up his manuscripts.

Exercise (8)



Translate the following sentences into English:

1. لا حياة مع اليأس ولا يأس مع الحياة.
2. أعدوا العدة للرحيل ولكنهم آثروا الانتظار لبعض الوقت.
3. أعترف بأنه سرق النقود ولكنه يزعم أنه فقدتها كلها.
4. لم يؤكد مساعد الرئيس صحة الرواية كما لم ينفها الرئيس نفسه.
5. يواجه النمر خطر الانقراض. كما ان الأسد يواجه المصير ذاته.

3.2 Semantic Implications of Coordination

Coordinators are used to denote various relationships between the contents of the clauses in the compound sentence. These relationships can be made explicit by adding adverbs such as therefore, in contrast, yet, then, similarly, etc.... The following are the main relationships expressed by key coordinators: and, or, but, and nor. In the following section two-word coordinators (such as both...and) and their semantic implications will be discussed.

1. And

And is used to express the following relations:

(a) The event in the second clause is a result of the event in the first.

- They heard a knock at the door and they rushed to open it. (meaning: and so they...)

(سمعوا طرقتاً على الباب و(لذا) سارعوا بفتحه)

(b) The event in the second clause is chronologically following the event in the first; e.g.

- He put on his clothes and he went out. (then)

(ارتدى ملابسه وخرج. ثم)

(c) The second is a comment on the first; e.g.

- He supported his elderly parents-and that pleased them.

(ساعد والديه المسنين وهذا أبهجهمما)

(d) The second introduces a contrast; e.g.

- Ahmad is tall and his brother Ali is short. (in contrast)

(أحمد طويل القامة (ولكن) علياً قصير)

(e) The second introduces an element of surprise; e.g.

- He worked hard and he failed. (yet)

(بذل جهداً كبيراً و(مع ذلك) فشل)

(f) The first clause is a condition of the second.

- Study hard and you will succeed. (if you do so)

(ادرس بجد وستنجح (إن فعلت ذلك))

(g) The second clause makes a point similar to the first.

- The soldiers disliked the war and did not attempt to hide it.

(similarly)

(كره الجنود الحرب و(بالمثل) لم يحاولوا إخفاء ذلك)

(h) The second clause is a mere addition to the first; e.g.

- He has long hair and he wears dark glasses. (also)

(له شعر طويل ويلبس نظارات سوداء (كذلك)).

2. Or

Or is used to express the following relations:

(a) Expressing the idea that only one choice can be realized:

- He can go to the library or he can stay at home or he can go for a walk.

(يمكنه أن يذهب إلى المكتبة أو أن يبقى في المنزل أو يمكنه أن يتمشى)

(b) Sometimes including a combination of choices; e.g.

- You can study in the library or you can take some notes or you can do both.

(يمكنك أن تدرس في المكتبة أو تسجل بعض الملاحظات أو تعمل الاثنين معاً)

- (c) Restating or correcting what is said in the first clause; e.g.
- They are enjoying the trip or at least they are beginning to do so.
(إنهم يستمتعون بالرحلة أو أنهم بدأوا يفعلون ذلك على الأقل)

- (d) Implying a negative condition; e.g.
- Study hard for the exam or you will fail.
(ادرس جيداً للامتحان وإلا فانك ستترسب)

3. But

But denotes contrast. The contrast may be because what is said in the second conjoin (or clause) is unexpected; e.g.

- John is poor but he is happy.
(حننا فقير إلا أنه سعيد)

Or the contrast may be a restatement in a positive way of what has been said or implied negatively in the first conjoin; e.g.

- Ahmad did not spend his money foolishly as some young people do but he put it in a saving account.

(لم ينفق أحمد نقوده بحمق كما يفعل بعض الشباب ولكنه وضعها في صندوق توفير)

4. Nor

In addition to these three key coordinators, nor plays a role similar to and, only in a negative sense. It occurs in the second conjoin in the compound sentence when the first conjoin is negative. When nor is used, there is a subject conversion (see the following subsection) with or without ellipsis (see the following section); e.g.

- He is not rich, nor is he happy.
(إنه ليس غنياً ولا سعيداً)
- I did not visit my uncle, nor did my brother.
(لم أقم بزيارة عمي ولم يفعل أخي ذلك أيضاً)

Nor comes also as an element in the phrasal coordinator neither.... nor (see below).

SAQs (5)



1. What are the various meanings of and?
2. What is the difference in meaning between or and but?

Exercise (9)



Translate the following into Arabic:

1. Mankind has made unprecedented progress but some of it has led to destructive wars.
2. I often see men who went to school with me and who have done well for themselves.
3. He did not steal the money nor did he hide it.
4. At noon the sun blazes down with relentless fury, but during the long night the cold is intense.
5. Further research will probably enable us to decide between the two theories but this is not the same as solving the mystery of the creation.

Exercise (10)



Translate the following into English

1. إما أن الناس يحسدونني لعدم امتلاكي جهاز هاتف، أو أنهم يعتبرونني غريب الأطوار.
2. الحاجز المرجاني حديقة أزهار من الحجارة وتمتلئ بثشتى أنواع الحياة الزاهية.
3. نَظَرْتُ إلي بازدراء وتابعت مكالمتها الهاتفية.
4. انتظرنا لبعض الوقت ثم طَلَبَ منا الحضور لمكتبه.
5. اليزابث كانت مستغرقة في النوم أو أنها كانت تتظاهر بذلك.

3.3 Phrasal Coordinators and their Semantic Implications

And, but, or, nor come, as we have seen, as single coordinators linking two conjoins. They also come with other elements as phrasal coordinators (see list at the beginning of Section 3 above), known as correlative pairs. *And, but also, or* and *nor* come as the second element of the *pair*, and *both, not only, either* and *neither* as the first element of the correlative pair.

1. Both..... and

Both anticipates the addition introduced by *and*

- He both has long hair and wears jeans; e.g.

(شعره طويل ويلبس جينز)

With both, it is usual to have phrasal coordination in the subject of the sentence; e.g.

- Both Bob and Peter stole the shop.
(سرق بوب وبيتر الدكان)

2. Either...or

Either anticipates the alternative introduced by Or

- He either has long hair or wears jeans.
(إما أن له شعراً طويلاً أو انه يلبس جينز)

Unlike both, either (and neither) can be placed before the lexical verb;

e.g.

- You can either (neither) write elegantly or (nor) clearly.
(بإمكانك (ألا) تكتب بخط أنيق أو (ألا) تكتب بوضوح)

Either differs from neither in that it can be positioned initially without subject inversion.

- Either you can write elegantly, or you can write clearly.
(إما أن تكتب بخط أنيق أو بوضوح)

3. Neither...nor

Neither negates the first clause and anticipates the additional negation introduced by nor.

- He neither loves her nor wants to marry her.
(لا يحبها ولا يريد أن يتزوجها)

With neither, it is usual to have phrasal coordination in the subject;

- Neither the teacher nor the students came on time.
(لا المدرس ولا الطلاب حضروا في الوقت المناسب)

Neither (and either), unlike both, can be placed before the lexical verb;

e.g.

- You can neither(either) write elegantly nor (or) clearly.
(إما ألا تكتب (تكتب) بخط جميل أو ألا تكتب (تكتب) بوضوح)

Neither and nor correlate with a negative in the previous clause (see the previous subsection). In this way, they may be interchangeable. They may be linked to the preceding clause by and or but. Both neither and nor require subject inversion; e.g.

- We have no money, (and) nor do you.
(لا يوجد معنا أية نقود ولا معكم)
- We have no money, (but) neither do you.
(لا يوجد معنا أية نقود ولا يوجد معكم (كذلك))

By the same token, neither in the construction neither...nor, may be positioned initially (but with consequent subject inversion to produce a more dramatic effect); e.g.

- Neither did the teacher nor did the students come on time.
(لا المدرس ولا الطلاب حضروا في الوقت المناسب)

4. Not only... but also

Not only anticipates the addition introduced by but(also). Also in this construction is optional.

- They not only beat him but they (also) robbed him of his money.
(لم يضربوه فحسب بل جرّده من نقوده (أيضاً))

As in the construction neither...nor, a more dramatic effect is achieved by positioning not only initially with subject inversion in the first clause; e.g.

- Not only did they beat him but they (also) robbed him of his money.
(لم يضربوه فحسب بل جرّده من نقوده (أيضاً))

Three other constructions, namely hardly...when, scarcely...when and no sooner...than, have subject inversion when the first event is immediately followed by the second; e.g.

- Hardly had he uttered the words when they began laughing.
(ما كاد يفتح فمه للكلام حتى بدأوا يضحكون)
- Scarcely had the car drawn to a halt when armed police surrounded it.
(ما كادت السيارة تتوقف حتى أحاط بها رجال الشرطة المسلحون)
- No sooner had he closed his eyes than he fell asleep.
(ما كاد يغلق عينيه حتى أخذه النوم)

SAQs (6)



1. What is the difference between simple coordinators and correlatives?
2. When does subject inversion take place?
3. What are the different meanings of phrasal coordinators?

Exercise (11)



Translate the following into Arabic:

1. Not only did George shout a friendly greeting to me but he also shook me warmly by the hand.
2. Neither was he vacationing in Jerusalem nor was he working there.
3. He will either go to a summer school or spend the summer in Europe.
4. Thieves both broke into the house and ransacked it.
5. Neither whales nor fish can live outside water.

Exercise (12)



Translate the following into English:

1. فإما حياة تسر الصديق وإما مات يكيد العدا.
2. لم يقض على أعدائه فحسب بل استولى على ممتلكاتهم كذلك.
3. لم ينجح في حل مشاكله ولم يجد عملاً مناسباً.
4. ما كادوا يخرجون إلى الشارع حتى انهمرت عليهم الأمطار.
5. لا يسعى للحصول على قوته فحسب بل جمع ثروة كبيرة كذلك.

4. Modification

Modification is the use of modifiers in the construction of a given sentence. A modifier is a word, phrase or sentence element that limits or qualifies the sense of another word, phrase, or element in the same construction. The noun, adjective, adverb and prepositional phrases can all be modified by an adverb or other parts of speech.

4.1 Modification of Noun Phrases

Modifiers of the noun phrase can come before it (premodifiers), after it (postmodifiers) or before and after it (discontinuous modifiers).

Premodifiers of the noun phrase can be:

1. an adjective phrase; e.g.
 - an old lady; a very old lady; a sad and moving story.
2. a noun phrase; e.g.
 - sign language; language disorder; car battery.
3. a genitive; e.g.
 - a dog's tale; men's shop; women's rights.
4. an adverb phrase; e.g.
 - The *then* chairman; *late* September; an *up* train.

Postmodifiers of the noun phrases may be realized by the means of:

1. an adjective phrase
 - (a) in idiomatic expressions; e.g.
 - Attorney *General*, the sum *total*; the amount due.
 - (b) with certain adjectives; e.g.
 - The factor *involved*; all people concerned; the only persons responsible.
 - (c) when the noun phrase head is a pronoun; e.g.
 - Nothing *useful*; somebody important; anything original
 - (d) when the adjective is followed by a prepositional phrase or an infinitive clause; e.g.
 - Boys *interested* in tennis; books *hard* to come by.
 - (e) when the adjective is in the comparative degree or preceded by *as*, *more* or *less*, or *so*; e.g.

- a car faster than yours.
 - a building as tall as the Empire State.
 - a valley so beautiful as to defy description.
2. an adverb phrase; e.g.
 - The way down; the road ahead; the day before.
 3. a prepositional phrase; e.g.
 - The city of Rome; the book on top.
 4. a noun phrase; e.g.
 - girls your age.
 5. a relative clause; e.g.
 - He is the man whose house was burnt.
(إنه الرجل الذي احترق منزله)
 6. a non-finite clause; e.g.
 - He is the man to talk to. (infinitive clause)
(إنه الرجل الذي يمكن التحدث إليه)
 - It happened in the week following our visit. (ing-participle clause)
(حدث ذلك في الأسبوع الذي أعقب الزيارة)
 - The techniques used by the research team were sound. (-ed participle clause).
(الأساليب التي اتبعها الباحثون كانت صحيحة)

Discontinuous modifiers of the noun phrase come by themselves or allow alternative constructions with post modification only:

1. Adjective + noun + prepositional phrase; e.g.
 - a different house from Peter's (discontinuous modifier).
 - a house different from Peter's (past modifier).
2. Adjective + noun + infinitive clause:
 - an easy man to persuade.
 - a man easy to persuade.
3. Comparative adjective + noun + than + noun phrase:
 - a faster car than yours.
 - a car faster than yours.

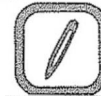
4. as + adjective + noun + as+ ...:
- as rich a man as my father.
 - a man as rich as my father.
5. So + adjective + noun + that-clause or as- to-clause:
- so dark a cave that we saw nothing.
 - a cave so dark that we saw nothing.
 - so intense a light as to blind the eyes.
 - a light so intense as to blind the eyes.
6. too + adjective + noun + infinitive clause; e.g.
- too heavy a chest to move.
 - a chest too heavy to move.

SAQs (7)



1. What is the difference between pre-, post-, and discontinuous modifiers of noun phrases?
2. Can a discontinuous noun modifier be a postmodifier?

Exercise (13)



Translate the following into Arabic:

1. All the visitors who were early got a good viewing.
2. The late afternoon train left earlier than the station master had told us.
3. Ahmad is as intelligent a man as I would like to be.
4. The World Bank discovered that the planned airport was too expensive a project to finance.
5. The decision when to leave will be taken tomorrow.

Exercise (14)



Translate the following into English:

1. وهذه هي الاعتبارات التي ينبغي أخذها في الحسبان.
2. ولد في العام الذي سبق انتخاب نيكسون رئيساً للولايات المتحدة.
3. يجري تطبيق القرارات الحكومية بصورة تامة.
4. تقدم الإذاعة ملخصاً للأخبار بعد منتصف الليل.
5. الناس المهتمون بمتابعة مباريات كرة القدم يتميزون بتعبيرهم عن بعض الانفعالات.

4.2 Modification of Adjective Phrases

Like those of the noun phrase, modifiers of the adjective phrase can have pre-, post- and discontinuous modifiers.

Premodifiers of the adjective phrase are realized by adverb phrases; e.g.

- *very useful.*
- *far more useful.*
- *hardly more useful.*

Postmodifiers of the adjective phrase are realized by:

1. the adverb *enough*; e.g.

- He was quick enough to be there in time.
(كان سريعاً لدرجة مكنته من الوصول هناك في الوقت المناسب)

2. a prepositional phrase; e.g.

- They found my brother qualified for the job.
(وجدوا أخي مؤهلاً للوظيفة)

3. a finite clause; e.g.

- I am glad that you can come to the party.
(أنتي مسرور لأنك تستطيع الحضور إلى الحفل)

4. a non-finite clause; e.g.

- She is afraid to go out alone.
(تخاف أن تخرج لوحدها)
- This problem is worth looking into.
(هذه مشكلة تستحق النظر)

Discontinuous modifiers of the adjective phrase are realized on the following:

1. So+adjective+that-clause/as to-clause; e.g.

- It was so hot that I could not sleep.
(كان الجو حاراً حتى أنني لم أستطع النوم)
- The price of the book was so high as to be prohibitive.
(كان ثمن الكتاب عالياً إلى الحد الذي يمنع من شرائه)

2. as+adjective+as+.....; e.g.

- She is as pretty as her sister.
(هي بجمال أختها)

- She is not as/so pretty as her sister. (negative)
(ليست جميلة بجمال أختها)

3. more/less+adjective+ than+....; e.g.

- The ticket was less expensive than the meal.
(كانت التذكرة أرخص من وجبة الطعام)

4. too+adjective+infinite clause; e.g.

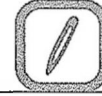
- It is too hot for the children to play outside.
(الجو حار إلى حد أنه غير مناسب للعب الأطفال في الخارج)

SAQs (8)



1. Can enough be used as a premodifier of adjective phrases?
2. Can too be used as a postmodifier of adjective phrases.

Exercise (15)



Translate into Arabic:

1. His campaign is too expensive for the party to finance it.
2. The shops were more crowded than they were on Christmas Eve.
3. The trip was as expensive as we had expected.
4. Were you afraid that he might not finish in time?
5. Everybody was glad of the change in his behavior.

Exercise (16)



Translate into English:

1. كان التمرين صعباً إلى الحد الذي لم يتمكن من حله سوى الأكثر ذكاءً.
2. من المؤكد أنه أكثر انزانياً من بقية زملائه.
3. وصلت متأخرة أكثر مما كان متوقعاً.
4. يتحدث اللغة الفرنسية بطلاقة كالناطقين بها أو أبنائها.
5. كان الولد يجري بسرعة كبيرة حتى أن رجال الشرطة لم يتمكنوا من اللحاق به.

4.3 Modification of Adverb (and prepositional) Phrases

In the adverb phrase, the head is an adverb which is modified by other adverbs either before the head (as a premodifier), or after the head (as a postmodifier which is rare in English), or on both sides of the head (as a discontinuous modifier).

The premodifier of the adverb phrase head can only be realized by intensifying adverb phrases such as very, perfectly, rather, too, much(more), quite, hardly, etc...; e.g.

- too optimistically , fairly easily, quite soon

The postmodifier in adverb phrases may be realized by:

1. the adverb enough; e.g.

- He speaks slowly enough to be understood by every one.

(إنه يتكلم ببطء يكفي لأن يفهمه الجميع)

2. a finite clause after than; e.g.

- The train left earlier than we expected.

(غادر القطار أبكر مما توقعنا)

The discontinuous modifier in adverb phrases is realized in four cases

1. so+adverb+that-clause/as to-clause; e.g.

- They worked so hard that they finished early.

(عملوا بجد كبير حتى أنهم انتهوا مبكرين)

- They worked so hard as to finish early.

(عملوا بجد كبير حتى أنهم انتهوا مبكرين)

2. as+adverb+as+...; e.g.

- He speaks Russian as fluently as a native.

(هو يتحدث الروسية بطلاقة أبنائها)

3. more/less+adverb+than+...; e.g.

- He behaved less politely than (we) expected.

(كان تصرفه أقل أدباً مما توقعنا)

4. too+ adverb+infinitive clause; e.g.

- He is writing too slowly to finish in time.

(يكتب ببطء شديد إلى حد أنه لن ينتهي في الوقت المحدد)

The *prepositional* phrase (itself an adverb phrase) can also be premodified. The modification of the prepositional phrase can be realized in two ways:

1. by an intensifying adverb such as right, partly, exactly, reasonably; e.g.
 - Right behind the house; reasonably near me.
2. by a noun phrase; e.g.
 - two weeks before his arrival;
 - a mile from the city center.

SAQs (9)



1. Do adverbs modify other adverbs?
2. Can a prepositional phrase be postmodified?
3. What adverbs modify prepositional phrases?

Exercise (17)



Translate into Arabic:

1. She behaved extremely stupidly towards the end of the party.
2. Caroline arrived later than my brother did.
3. The book was published as recently as last week.
4. This sort of accident seems to occur more frequently than in the past.
5. You reacted to the result exactly like your father.

Exercise (18)



Translate into English:

1. ستجتمع الوزارة الجديدة في وقت ما بعد الانتخابات.
2. تقع المدرسة خلف منزلنا مباشرة.
3. عرض خدماته بطريقة لم تدع لنا مجالاً للرفض.
4. قاتل الأعداء بشجاعة تكفي لمنحه وسام شرف.
5. من المؤكد أنه أكثر اتزاناً من بقية زملائه.

5. Ellipsis

Ellipsis is when a word or phrase is left out rather than be repeated in a sentence or in a text. In this section, the conditions under which ellipsis becomes possible will be discussed. For convenience, we will distinguish three types of ellipsis: noun, verb and clause ellipsis:

1. Noun Ellipsis

The head of the noun phrase can be ellipited if, of course, the precedent text makes it clear what is meant after. There are three types of noun ellipsis:

(a) with words such as some, other(s), all,... e.g.

- Doctors tend to be innovative but some may only abide by the rules.

(يميل بعض الأطباء إلى الابتكار ولكن البعض يلتزمون بالقوانين فحسب)

(b) with cardinal numbers (one, two, three,...) or ordinal numbers (first, second,...); e.g.

- He offered me many ties but I took only one.

(عرض عليّ عدة ربطات عنق ولكنني اخترت واحدة فقط)

He wanted to be on the first train but he was forced to wait for the second.

(أراد أن يستقل أول قطار ولكنه اضطر لانتظار (القطار) الثاني)

(c) with comparative(older, younger,...) and superlative (oldest, youngest) forms of adjectives.

- The older boy was tall, but the younger was short.

(كان الولد الأكبر طويل القامة ولكن الأصغر كان قصير القامة)

- Among the books I read, *The War of the Worlds* was the most intense but not necessarily the best.

(من بين الكتب التي قرأتها. كان كتاب حرب العوالم أكثرها إثارة ولكن ليس بالضرورة. أفضلها)

2. Verb Ellipsis

There are three kinds of verb ellipsis:

(a) The first kind leaves out the verb and any modifiers to the right of the verb; e.g.

- He does not hesitate to take his children to the park when he feels he has to. (take them to the park).

(هو لا يتردد في اصطحاب أطفاله إلى الحديقة العامة عندما يشعر أن عليه أن يفعل ذلك)

(b) If the verb is a form of be then this verb stays behind and only the modifiers to the right are left out; e.g.

- He decided that this should be the last time to go there and it was.
(the last time they went there).

(قرر أن تكون هذه آخر مرة يذهب إلى هناك وكانت كذلك بالفعل)

(c) In the third type of verb ellipsis the subject and the finite verb are left out. This takes place in coordinated clauses; e.g.

- Many students love languages but (they are) not interested in science.

(كثير من الطلاب يحبون اللغات ولا يهتمون بالعلوم)

- They could go to the British Museum or (they could go to) the National Gallery.

(إنه يستطيع الذهاب إلى المتحف البريطاني أو إلى المعرض الوطني للوحات

الفنية)

3. Clause Ellipsis

In this kind of ellipsis most of the clause is left out and all that remains is a question word like what, how, where,... e.g.

"I'm sure we'll find your mother" said the man with the search light,
"But God only knows where." (we can find your mother/her)

(... "انني متأكد انهم سيجدون والدتك" قال الرجل الذي يحمل المصباح الشعلة. "ولكن
الله يعلم أين")

SAQs (10)



1. What is ellipsis?
2. How many kinds of ellipsis are there?
3. What are the various types of noun ellipsis?
4. What are the various kinds of verb ellipsis?

Exercise (19)



Translate the following texts into Arabic :

1. I had just enough energy left to blow off the sheets, stall the boat and sit down behind the wheel, allowing accumulated exhaustion to envelop me. Twelve hour's sleep in the previous ten days and none in the last four, had pushed my mental and physical stamina to limits I never knew existed.
2. The critic new to the trade "lowers his standards" when faced with a weekly fare of rubbish, and so he does; that is, he excuses the badness of the plays and marks them higher than he knows he should. Which is only reasonable while he does it consciously; disaster comes when he crosses the line into truly believing that the bad plays are not really bad at all.

Exercise (20)

Translate the following texts into English. Practise the use of ellipsis in your English translation.

1. وماذا يفعل رئيس الوزراء وكل هذا يجري هنا؟ سأخبركم ماذا يفعل. يطوف هنا وهناك في سيارته الفارهة على حسابنا. هذا هو ما يعنيه. أو أنه يتجاذب أطراف الحديث مع زملائه الوزراء حول مدى نكراننا للجميل.
2. أرسل اتحاد المعلمين تعليمات لكل مدرسة في البلاد حول الطرق التي يمكن بها مساعدة التلاميذ الذين يتعرضون للضغوط النفسية. كما قامت العديد من الإدارات التعليمية في البلاد بإصدار النصائح حول هذا الأمر. غير أن كلاً منهما سيترك التنفيذ التفصيلي لأي سياسة من هذا القبيل للمدارس ذاتها.

6. Substitution

Substitution, like ellipsis, is used in order to avoid repetition (both within and across sentences) of certain linguistic items, that is, nouns, verbs or clauses. In ellipsis, as we have seen in the above section, a structural slot remains empty. Substitution means the replacement of one or more items by a substitute or pro-form. Pro-forms are special words such as one, do (or one of the other forms of do, namely does, did, done and doing) and so; e.g.

- He took the first train and I took the second. (train)

(Ellipsis)

(سافر هو بالقطار الأول وسافرت أنا بالتالي)

- He took the first train and I took the second one.

(Substitution)

(سافر هو بالقطار الأول وسافرت أنا بالتالي)

The commonest substitutes (pro-forms) in English are the following:

1. Pro-forms for noun phrases and their constituents

Noun phrases can be replaced by the 3rd person pronouns (he/him, they, them, etc.,...), by possessive and reflexive pronouns (his, himself, etc.,...), by the words one and ones (which replace count nouns or noun phrases with count nouns as heads), by that and those, and the phrase the same; e.g.

- The children saw the film but they did not like it.

(3rd person pronoun)

((شاهد الأولاد الفيلم إلا أنه لم يعجبهم))

- This is my friend's car and here are his keys.

(possessive pronoun)

(هذه سيارة صديقي وهذه مفاتيحه)

- Ahmad is not himself these days.

(Reflexive pronoun)

- Many students sat for the exam but only one got an A. (the word one).

((تقدم الكثير من الطلاب للاختبار ولكن واحداً فقط حصل على تقدير (أ))

(Notice that words such as all, any, both, each, either, neither, some and none can be pro-forms for noun phrases. They can also be regarded as elliptical, since

they can be expanded by of and a prepositional complement; e.g.

- Many students sat for the exam but none (of them) got an A.
(تقدم الكثير من الطلاب للاختبار ولم يحصل أحد على تقدير (أ))
- I prefer my mother's cakes but my sister prefers those of my aunt.
(أفضل الكعك الذي تصنعه أمي ولكن اختي تفضل كعك عمتي)
- Give me a cup of black coffee with sugar and the same to my friend.
(أعطني فنجان قهوة مع سكر ولكن بدون حليب والشيء نفسه لصديقي)

2. Pro-forms for adverbial

Pro-forms can replace time, place and process adverbials:

Time pro-forms are then (meaning at that time) and that (when it functions as subject); e.g.

- We saw the teacher on Monday and requested him then to postpone the exam.
(رأينا المدرس يوم الاثنين ورجوناه يومئذ أن يؤجل الاختبار)
- We can meet at 6 o'clock as that is when I am free.
(يمكن أن نتقابل الساعة وذلك عندما أكون غير مشغول)

Place pro-forms are here (meaning at/to this place), and there (at/to that place). That (that place) and it (that place) are also used as place pro-forms when they function as subject; e.g.

- Look in the upper room. You'll probably find your passport there.
(فتش في الغرفة العليا ربما وجدت جواز سفرك هناك)
- They sat right behind the band. There/That/It was where the noise was greatest.
(جلسوا خلف الفرقة الموسيقية. وهناك كانت الضوضاء على أشدها)

3. Pro-forms for predicate and predication.

The verb substitute is do which also has the forms does, did, done and doing. Therefore do is a pro-form for the predicate and carries tense and person distinction; e.g.

- My friend Leila passed the exam and I think Manal did too.
(مُجِّحت صديقتي ليلى في الامتحان واعتقد أن منالاً مُجِّحت كذلك)

When do is a general verb (not a pro-form) it functions as a synonym (or near synonym) to another verb; e.g.

- I do my homework everyday. I perform...

(أعمل واجبي كل يوم. أؤدي واجبي كل يوم)

Another distinction is between do as a pro-form and do as an auxiliary. Like other auxiliaries (can, could, will,...), do can.

(a) move to the front in questions; e.g. Does he play well?

(هل يلعب جيداً؟)

(b) have the word not after it in negative sentences; e.g.

- He does not play well.

(إنه لا يلعب جيداً)

(c) appear in tag-questions; e.g. He plays well, doesn't he?

(إنه يلعب جيداً، أليس كذلك؟)

4. Complex pro-forms

So is used to substitute for the entire clause (Are you coming to the party?- I hope so). Like the other pro-forms/substitutes, so has a wide range of uses. A simple test for so as a clause substitute is to replace it by not (itself a substitute); e.g.

- Does your father know you are ill?- I hope so.

- (هل يعلم أبوك أنك مريض؟)

- (I hope not.)

- (أمل ذلك). (أمل ألا يكون

كذلك)

However, the substitute may be a complex pro-form; that is , a combination of one or more auxiliaries with the pro-forms so, that or it.

(I) So do: so + auxiliary + subject; e.g.

- John drives a car and so does Mary.

(حنا يقود سيارة، وكذلك ماري)

- Ali will visit us; so will his brother.

(علي سيزورنا، وكذلك أخوه)

(II) So...do: so+subject+auxiliary; e.g.

- Look! That man seems confused. - So he does.

- (انظروا! ذلك الرجل يبدو مضطرباً)

- (إنه يبدو كذلك)

(III) Do so: subject+(auxiliary+) do+so; e.g.

- Have you finished?- I did so an hour ago.

- (هل انتهيت؟)

- (لقد فعلت ذلك قبل ساعة مضت)

- John can get an A. I am not sure he can do so.

- (يمكن لحنا أن يحصل على (أ))

- (لست متأكدًا أنه يستطيع أن يفعل ذلك)

(IV) Do that: subject+(auxiliary+) do that

- John can get an A.

- I am not sure he can do that.

(V) Do it: subject+(auxiliary+) do it; e.g.

- John can get an A. (يمكن لحنا أن يحصل على (أ)).

- I am not sure he can do it. (انه يستطيع ذلك)

Finally, in this section, it should be mentioned that verbs of bodily sensation (e.g. feel) admit only the auxiliary and so do, and so..do (types (I), and (II)) but not the other types; e.g.

- He feels much better now. - and so do I.

- (يشعر بأنه أحسن الآن)

- (وأنا كذلك)

- He feels much better now- so does he.

(يشعر بأنه أحسن الآن)

- (وهكذا أشعر أنا)

but not

* He feels much better now.- *And I do that.

SAQs (11)



1. In what ways are ellipsis and substitution similar or different?
2. What are the three key words used as substitutes/pro-forms?
3. What does each of the above key words substitute?

Exercise (21)



Translate the following into Arabic:

1. Plan your travelling to include plenty of opportunities to get up and stretch stiff joints. Don't expect to make a quick eight-hour car trip with one stop for lunch. Plan in other stretching rests. On a train or plane make sure to walk in the aisle with your child every hour or so.
2. The sparrow perched on the edge of the pram and stared down into the baby's open mouth. Then he turned to Teddy Robinson.
'That baby's hungry,' chirped the sparrow. 'Look, his beak is wide open.'
3. 'In effect your ex-husband is being asked to do you a favour. Does he know that?'
'I don't see...'
'He doesn't, does he? He thinks you've just been beaten down and have given up.'
She shrugged.
'What do you suppose he'll do when he finds out he's doing you a favour?'
'What do you mean?'
'I mean he's spent the last six months trying to get the kid away from you because he thought you wanted to keep him, and you've spent the last six months trying to keep him from getting the kid because you thought he wanted him. But he doesn't and you don't.'

Exercise (22)



Translate the following into English:

1. في القرن العشرين تغير مفهوم الاستغلال ولكن الاستغلال نفسه ظل موجوداً. فالمجتمعات الرأسمالية حاول الحفاظ على نفسها بنظام قائم على الجشع، ولذلك فهي تشجع الناس على التفكير على أنهم هم أنفسهم مستهلكون في الأساس يعيشون في مجتمع استهلاكي.
2. في محاولة للحد من سرقة السيارات، تشجع وزارة الداخلية المشتريين على الانتباه لإجراءات الأمان بقدر الانتباه الذي يولونه لأداء السيارات ومظهرها.

7. Interrogatives

Interrogative (and negative) sentences in English are formed in ways that are best illustrated by starting out from their positive declarative counter-parts.

- We are going to Ahmad's wedding.
(نحن ذاهبون إلى حفل زفاف أحمد)
- Are we going to Ahmad's wedding?
(هل نحن ذاهبون إلى حفل زفاف أحمد؟)
- We are not going to Ahmad's wedding.
(لسنا ذاهبين إلى حفل زفاف أحمد)

Interrogatives (or questions, as they are generally known) are divided into three major classes according to the type of answer they expect: YES-NO questions (including Tag questions), WH-questions, and ALTERNATIVE (or OR-) questions. To these, two minor types of question may be added: EXCLAMATORY and RHETORICAL questions.

7.1 YES-NO Questions

Yes/No questions are formed by placing the first auxiliary in front of the subject; e.g.

- She has arrived late. (وصلت متأخرة) -
- Has she arrived late? (هل وصلت متأخرة؟) -

If the corresponding declarative sentence does not have an auxiliary, do (does or did) must be used (and the finite verb is transformed into infinitive without to); e.g.

- He lives in Amman. Does he live in Amman?
(إنه يسكن عمان. هل يسكن عمان؟) -
- He lived in Amman. Did he live in Amman?
(كان يسكن عمان. هل كان يسكن عمان؟) -

Yes/no questions which have dare, need and used have two variants: one with these words as auxiliaries, the other as ordinary verbs; e.g.

- She dares to go alone. Dare she go alone?
(هل تجرؤ على الذهاب وحدها؟) -

Does she dare(to) go alone?

- (هل تجرؤ على الذهاب وحدها؟)

In yes/no questions which have the verb have meaning 'possess', these questions may be realized in three ways.

- She has three brothers. Has she three brothers?

- (لها ثلاثة أخوة. هل لها ثلاثة أخوة؟)

- Does she have three brothers?

- (هل لها ثلاثة أخوة)

- Has she got three brothers?

- (هل لها ثلاثة أخوة؟)

but notice the following:

- She has seen a ghost. Has she seen a ghost?

- (رأت شبحاً) - (هل رأَت شبحاً؟)

Where have is an auxiliary. (see first example above).

Another characteristic of yes/no questions is the use of the non-assertive forms any, ever, yet, etc... (see the following section) in the question, instead of their assertive counterparts some, sometimes, already, etc...; e.g.

Someone cried last night. Did any one cry last night?

(صرخ أحدهم ليلة أمس. هل صرخ أحدهم ليلة أمس؟)

- I think they are already there. Do you think they are there yet?

(أظن أنهم هناك بالفعل) (أتظن أنهم ما زالوا هناك؟)

However if a question, unlike the above two examples, uses assertive forms, *any*, *yet*, etc..., then such a question is said to have a positive orientation. This means that the questioner expects a positive answer rather than a negative one; e.g.

- Has the boat left *already*? (Yes, it has). (نعم.. هل غادر المركب بالفعل؟) (غادره)

When the non-assertive forms *any*, *even*, *yet*, are used in the question, as they usually are, then this question is neutral: it leaves open whether the answer is positive or negative; e.g.

- Did any one cry last night? (هل صرخ أحد ليلة أمس؟) (the answer may be yes or no)

- Did someone cry last night? (ألم يصرخ أحد ليلة أمس؟) (the questioner expects a yes-answer.)

On the other hand, negative orientation is found in questions which contain a negative form; e.g.

- Does no one believe me? (ألا يصدقني أحد؟) (The questioner expects a no-answer.)

The other variation of YES-NO questions is Tag-questions.

Tag-questions consist of a declarative sentence followed by a question. Furthermore, the subject of the tag-question is always a pronoun which is either a repetition or a substitution of the subject of the declarative sentence. The first auxiliary of the statement is repeated in the tag, but if the declarative sentence contains an ordinary (i.e. finite) verb in the present or past tense, a form of do must be used. Finally, positive statements are normally followed by negative tags, and negative statements by positive tags; e.g.

- The ship hasn't disappeared, has it?

- المركب لم يختف. أليس كذلك؟

- James lost his job, didn't he?

- جيمس فقد وظيفته. أليس كذلك؟

As students of translation and translators/interpreters in the future, you should remember that tag-constructions occur in Arabic as well as in English. The difference, however, lies in that the Arabic tag-question is always *أليس كذلك؟* (Literally: isn't it so?) regardless of whether the subject of the declarative sentence is a noun or pronoun, and of whether its verb is in the past or present tense; e.g.

- It might have been dangerous, mightn't it?

(ربما كان أمراً خطراً. أليس كذلك؟)

- He does not like women, does he?

(إنه لا يحب النساء. أليس كذلك؟)

- Queen Victoria died in 1901, didn't she?

(توفيت الملكة فيكتوريا عام 1901. أليس كذلك؟)

1. What is the difference between assertive and non-assertive forms?
2. What is the difference between positive and negative orientation?
3. What is the difference between Arabic and English tag-constructions?

Exercise (23)

Translate the following sentences into Arabic:

1. Is there somewhere we can talk quietly?
2. Haven't you finished your essay yet?
3. Have you something to say in your defense?
4. The shop assistant wouldn't believe you, would he?
5. You should have said that in the court, shouldn't you?

Exercise (24)

Translate the following sentences into English:

1. كان ينبغي عليه أن يعرف أكثر من ذلك. أليس كذلك؟
2. هل يمكن أن يكون القاضي منحازاً لطرف دون آخر؟
3. أتعلم أنك فزت بالجائزة الأولى؟
4. أكانت الشمس ساطعة عندما هبت العاصفة.
5. أتعلم إذ قميصك جلد شاةٍ وإذا نعلك من جلد البعير؟

7.2 WH-Questions

In WH-questions, the interrogative words (or Question-words) such as who/ whom/ whose/what/ which/ when/ where/ how/ why come in initial position. The subject of the sentence follows the first auxiliary or a form of do, except when the Q-word itself is the subject.

- Where did she go? (أين ذهبت؟)
- How has he come here? (كيف جاء هنا؟)
- What happened? (ماذا حدث؟)

The only exception is when the Q-word occurs in a prepositional complement (that is preceded by a preposition); e.g.

- Against whom do we fight? (ضد من حارب؟)

English, however, allows for a choice between two styles: formal and informal. In a formal style, the preposition precedes the complement as in the above example. In the informal (colloquial) style, the complement (i.e. the Q-word) comes first and the preposition maintains the position it has in a declarative sentence (e.g. at the end); e.g.

On what did you base your prediction? (formal)

(على ماذا بنيت توقعاتك؟)

What did you base your prediction on? (informal)

(بنيت توقعاتك على ماذا؟)

7.3 Alternative Questions

There are two types of alternative questions: one is similar to a yes/no question and the other a wh-question; e.g.

- Do you major in linguistics or translation?

(هل تخصصك الرئيسي علم اللغة أم الترجمة؟)

- What are you majoring in? Linguistics or translation?

(ما هو تخصصك الرئيسي؟ علم اللغة أم الترجمة؟)

The second type is really a compound of two separate questions: a wh-question followed by an ellipted alternative question. The second example above could indeed be written as two questions:

- What are you majoring in? Are you majoring in linguistics or translation?

(ما هو تخصصك الرئيسي؟ هل أنت متخصص في علم اللغة أم في الترجمة؟)

Furthermore, any positive yes/no question can be converted into an alternative question by adding or not? (equivalent to *أم لا* in Arabic) or a matching negative clause; e.g.

- Are you listening? (هل أنت منصت لي؟) (Yes/no)

- Are you listening or not? (هل أنت منصت أم لا؟) (Alternative)

- Are you listening or aren't you?

(هل أنت منصت أم أنت غير منصت؟) (matching negative)

7.4 Minor Types of Question

As mentioned at the beginning of this section, there are also two minor types of question: exclamatory questions and rhetorical questions.

The exclamatory question is a question in form but it functions like an exclamation. The formal version is a negative yes/no question which invites the listener to agree to something on which the speaker has strongly positive feelings. The (very) informal version consists of a positive yes/no question expressing a strong positive belief; e.g.

- Hasn't she grown! (ألا تبدو كبيرة؟)
- Has she grown! (هل تبدو كبيرة؟)

The rhetorical question, on the other hand, functions as a strong statement. A positive rhetorical question implies a strong negative meaning, while a negative rhetorical question implies a strong positive meaning. This is true of both English and Arabic; e.g.

Is that a reason for despair? (سأبئلا يبأسد اذها) (Surely it is not.)

Is no one going to defend me? (أليس هناك من يدافع عني؟) (Surely some one will.)

هل من معين؟ (Nobody.)

ألستم على علم بذلك؟ (Yes, we know that.)

Finally, there is also a rhetorical wh-question which is equivalent to declarative sentence with a negative element; e.g.

What difference does it make? (It makes no difference.)

(وهل هناك أي فرق؟)

SAQs (13)



1. What are the major types of interrogative constructions?
2. What are the minor types?
3. How do question-tags in English differ from those in Arabic?
4. What is a rhetorical question?

Exercise (25)



Translate the following into Arabic:

1. How long has he been at the university?
2. Which is longer? The life line or the heart line?
3. Are you going to help or aren't you?
4. Isn't it getting dark?
5. Isn't any one going to volunteer?

Exercise (26)



Translate the following into English:

وأندى العالمين بطون راح؟

1. ألسستم خير من ركب المطايا

2. أين المفرد؟

3. أموضع صبرٍ والقلوب على الجمر؟

4. ما أسوأ من ابن عاق؟

فقلت علام تنتحب الفتاة؟

5. مررت على المروعة وهي تبكي

8. Negation

Negative sentences contain not (or its contracted form n't.) which occurs after the first auxiliary. Where the positive sentence does not have an auxiliary, do must be used. Some and already in the positive sentence are respectively replaced by any and yet in the corresponding negative sentence. Negative imperative sentences take do; e.g.

- We are going away. We are not (aren't) going away.
(نحن ذاهبون بعيداً. لسنا ذاهبين بعيداً)
- They work hard. They do not (don't) work hard.
(يعملون بجد. لا يعملون بجد)
- I have finished already. I have not (haven't) finished yet.
(انتهيت بالفعل. لم أنه بعد)
- Open that window. Do not (don't) open that window.
(افتح الشباك. لا تفتح الشباك)

Generally speaking, the use of the above mentioned forms as well as other forms behave in systematic patterns which remind us of interrogative forms discussed in the previous section.

In this section, non-assertive negation forms, negative intensification, words negative in meaning but not in appearance and negative prefixes will be discussed.

1. Non-assertive forms

These are forms that do not normally occur outside negative, interrogative and conditional clauses. They are called non-assertive forms. The following is a list of such words each preceded by its positive form:

Positive form	Negative (non-assertive) form
some	any
someone	any one
somewhere	any where
somehow	in any way
sometimes	rarely/never/ever
some extent	at all
already	yet
too	either
still	any longer
one or other	either

These non-assertive forms cannot normally be the subject in a negative sentence; e.g.

I was meeting someone. I wasn't meeting anyone.

(كنت أقابل شخصاً ما. لم أكن أقابل أي شخص)

He's still there. He isn't there any longer.

(ما زال هناك. لم يعد هناك)

He saw one or other of them. He didn't see either.

(رأى واحداً منهما أو الآخر. لم ير أيّاً منهما)

2. Negative intensification

There are various forms which give emotive intensification to a negative. Among these are the following:

- There are no tickets available by any means.

(لا توجد تذاكر بأي حال من الأحوال)

a bit (informal).	You haven't changed <i>a bit</i> . (لم تتغير البتة)
at all	You haven't changed <i>at all</i> (لم تتغير على الإطلاق)
whatever	You have no excuse <i>whatever</i> (لا يوجد لك عذر مهما كان)
never, never	I'll <i>never, never</i> go there again (لا لن أذهب هناك ثانية قط)
never in (all)...	She has <i>never in (all)</i> her life seen such a crowd. (لم تر في حياتها مثل هذا الجمهور)
not one	<i>Not one</i> teacher would accept such a hand writing (لن يقبل أي مدرس بمثل هذا الخط)

3. Words negative in meaning but not in appearance

Such words include seldom, rarely, scarcely, barely, little, few and only. They behave like ordinary negative items in having a non-assertive (e.g. any) rather than assertive (e.g. some) forms, in causing subject inversion and in being followed by positive rather than negative tag-questions; e.g.

- I seldom get any sleep. (نادراً ما أجد أية فرصة للنوم)
- Rarely does he go out alone. (نادراً ما يذهب لوحده)
- She scarcely seems to care, does she?
(يبدو أنها نادراً ما تهتم. أليس كذلك؟)

Furthermore, there are some verbs (e.g. deny), adjectives (e.g. unaware) and prepositions (e.g. without) with negative meaning that take non-assertive forms; e.g.

- He denies that I have ever seen him before.
(ينكر أنني رأيته في أي وقت من الأوقات من قبل)
- Unaware of the danger, he walked into the mine field.
(سار في حفلة اللغام. غير مدرك للخطر)
- He demanded an urgent meeting without any delay.
(طالب باجتماع عاجل بدون أي تأخير)

4. Negative prefixes

Prefixes (that is affixes placed before a base) do not generally change the word-class of the base. There are different types of prefixes: negative prefixes (e.g. *un-*, *non-*), reversative prefixes (e.g. *un-*, *de-*, *dis-*), prefixes of degree or size (e.g. *super-*, *over-*), prefixes of time (e.g. *pre-*, *ex-*) and so on. Negative prefixes, together with related reversative and pejorative prefixes are respectively summed up in the following three tables (adapted from Quirk and Greenbaum, 1973).

Negative prefixes

	<i>meaning</i>	<i>:added to</i>	<i>examples</i>
UN-	'the opposite of'	adjectives	<i>unfair</i>
	'not'	participles	<i>unassuming</i> <i>unexpected</i>
NON-	'not'	various	<i>non-smoker</i>
		classes	<i>(non-drip (paint</i>
IN-	(as for un-)	adjectives	<i>insane</i>
DIS-	(as for un-)	adjectives	<i>disloyal</i>
		verbs	<i>dislike</i>
		abstract nouns	<i>disfavour</i>
A-	'lacking in'	adjectives	<i>amoral</i>
		nouns	<i>asymmetry</i>

Reversative or privative prefixes

	<i>meaning</i>	<i>added to:</i>	<i>examples</i>
UN-	'to reverse action'	verbs	<i>untie</i>
	'to deprive of'		<i>unhorse</i>
DE-	'to reverse action'	verbs	<i>defrost</i>
		abstract nouns	<i>deforestation</i>
DIS-	(as for un-)	verbs	<i>disconnect</i>
		participles	<i>discoloured</i>
		nouns	<i>discontent</i>

Pejorative prefixes

	<i>meaning</i>	<i>:added to</i>	<i>examples</i>
MIS-	'wrongly' 'astray'	verbs	<i>misinform</i>
		abstract nouns	<i>misconduct</i>
		participles	<i>misleading</i>
MAL-	'bad(ly)'	verbs	<i>maltreat</i>
		abstract nouns	<i>malfunction</i>
		participles	<i>malformed</i>
		adjectives	<i>malodorous</i>
PSEUDO-	'false, imitation'	nouns	<i>p s e u d o - intellectual</i>
		adjectives	<i>(n or adj)</i>

It is unfair to treat children badly.

(ليس من العدل معاملة الأطفال معاملة سيئة)

Insane people are usually isolated in special houses.

(يعزل المجانين عادة في بيوت خاصة)

He looked with disfavour at the glass in his hand.

(نظر بازدراء إلى الكأس التي كانت في يده)

I discovered the unholy pleasures of gossip and malice.

(اكتشفت البهاج غير المقدسة للثرثرة والتشفي)

SAQs (14)



1. Give three examples of:
 - (a) the negative prefixes: un-, non-, in-, dis-, and a-;
 - (b) the reversative prefixes: un-, de-, and des-;
 - (c) The pejorative prefixes: mis-, mal-, and pseudo-
2. What is meant by “non-assertive negative forms”?
3. What is meant by negative intensification?
(Note: Consult a monolingual dictionary.)

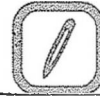
Exercise (27)



Translate the following sentences into Arabic:

1. There isn't anyone doing research in this field.
2. Your behaviour does not help at all in improving your image before her.
3. The doctor has never given me any bad advice.
4. Only then shall we begin to realize the appalling danger before us.
5. Not all students' errors show an asymmetrical pattern.

Exercise (28)



Translate the following sentences into English:

1. نادراً ما واجهت الأمة مثل هذه الأخطار في الماضي.
2. لم نسمع قط أداءً أكثر تميزاً.
3. لم ينجز أكثر من نصف العمل بعد.
4. لا يوجد أمامهم أي مكان على الإطلاق كي يذهبوا إليه.
5. لم أضع بتاتاً أي ملح على هذا الطعام.

9. Overview

This unit has focused attention on several points that are of special significance in translating from English to Arabic and vice versa. These points are mainly: joining simple sentences to make compound and complex sentences through, coordination and subordination; modification of adverbs, noun phrases and prepositional phrases; ellipsis and substitution; and finally interrogatives and negation. Various English-Arabic and Arabic-English exercises have been given on each of those points in the unit.

10. Preview of Unit Six

The next, final, unit focuses on information in elliptical SL texts such as proverbs and aphoristic sentences, newspaper headlines, cables, notices and the like. Personal letters, diaries and informal personal notes will also be discussed.

11. Answer Key

Exercise 1

1. إذا فعلت ذلك ستكون عرضة للطرده.
2. عندما كان يراقبها أدرك فجأة كم هي جميلة.
3. غضبت لأنها رفضت ابتعاده عنها.
4. أتساءل عما إذا كان بإمكانك إخباري لماذا يستحق الترقية.
5. إن ما يهم هو أنه يثق بنا.

Exercise 2

1. You must acknowledge that you have committed a big mistake.
2. He cannot travel abroad unless he obtains an entry visa to the country where he wishes to go/ which he wants to visit.
3. What bad things a bad person says about me is a proof that I am a good person.
4. A child who has been burnt fears fire.
5. Not every glittering object is gold /all that glitters is not gold.

Exercise 3

1. اصطدمت بكلب وهو يعبر (أو: وأنا أعبر) الميدان.
2. رغم صراخها بأعلى صوت لم يستطع عمال الإنقاذ سماعها.
3. كان لدى جدي غرفة واسعة كنا نتناول فيها طعام الإفطار دائماً.
4. بعد أن قمنا برحلة طويلة، استرخينا تحت الشمس الدافئة.
5. لا بد من النظر في طلب العمل الذي قدمه سواء أكان موجوداً هنا أم لم يكن.

Exercise 4

1. In their white attire, we thought our guests were priests observing strange rituals.
2. It will be wrong to meet her alone.
3. I haven't written any research paper since the beginning of the year.
4. What he saw both surprised and terrified him.
5. Looking at my tired face, she inquired about the cause of my anxiety.

Exercise 5

1. كل إنسان يميل إلى الشعور بأنه لا يلقى التقدير الكافي.
2. إن القول بأنه لا ينبغي اتخاذ أي إجراء فكرة يوافق معظمنا هنا عليها.
3. أتذكر أول مرة تقابلنا فيها؟
4. لما لم يكن هناك نصاب كاف، قرر رئيس الجلسة عقد الاجتماع مرة أخرى.
5. لما كان الجو متقلباً إلى هذا الحد، فإن الاستقبال سيقام في الداخل.

Exercise 6

1. Man has now stronger control over nature than before.
2. Do you remember when your attire was a sheep skin?
3. Doesn't he know that God sees all?
4. If you blame your friend for every wrong doing, there won't be any more friends to blame.
5. In all honesty, the situation is worse than we expected.

Exercise 7

1. نهضنا من الفراش الساعة السادسة وحضرت سيارة الأجرة في الموعد ومع ذلك لم نلحق القطار.
2. يعزف حنا على القيثارة؛ وفضلاً عن ذلك فإن أخته تعزف على البيانو.
3. طلب نقله لأنه لم يكن سعيداً ولأنه لا يرى أي فرصة للترقية.
4. ماري لا تحب سام ولا ترغب في الزواج منه.
5. لم يسطوا على مكتبه ويسرقوا كتبه فحسب بل مزقوا مخطوطاته أيضاً.

Exercise 8

1. There is no life in despair, nor despair in life.
2. They prepared for leaving but they preferred to wait for sometime.
3. He confessed he had stolen the money but he claims he had lost every thing.
4. The Assistant President did not confirm the authenticity of the report, nor was it denied by the President himself.
5. The tiger faces the danger of becoming extinct and the lion faces the same fate.

Exercise 9

1. حقق الإنسان تقدماً لم يسبق له مثيل، ولكن بعض هذا التقدم أدى إلى حروب مدمرة.
2. كثيراً ما أرى رجالاً كانوا معي في المدرسة وحققوا نجاحاً مرموقاً.
3. لم يسرق النقود ولم يخبئها.
4. عند الظهر تلهب الشمس بعنف لا رحمة فيه، ولكن البرودة تصبح شديدة أثناء الليل الطويل.
5. قد يمكننا المزيد من البحث من تقرير تبني إحدى النظريتين، ولكن هذا يختلف عن "حل أسرار الخلق"

Exercise 10

1. People either envy me having no telephone or they consider me strange.
2. The reef is a flower garden of stones and is full of diverse species of colourful life.
3. She looked down upon me and went on with her telephone conversation.
4. We waited for sometime then he called us to his office.
5. Elizebeth was either fast asleep or she was pretending to be so.

Exercise 11

1. لم يخبئني جاك بصوت عالٍ فحسب، بل صافحني بحرارة (كذلك).
2. لم يكن يقضي إجازته في القدس ولم يكن يعمل فيها.
3. إما أنه سيذهب إلى مدرسة صيفية أو سيقضي الصيف في أوروبا.
4. اقتحم اللصوص المنزل ونهبوه.
5. لا الحيتان ولا الأسماك يمكنها العيش خارج الماء.

Exercise 12

1. Either (we live) a life that pleases friends or (we die) a death envied by our enemy.
2. He not only defeated his enemies but also took their possessions.
3. Neither did he solve his problems nor find a suitable job.
4. Hardly had they gone into the street when rain began to fall heavily.
5. He seeks not just to earn his living but to collect a big fortune as well.

Exercise 13

1. وجد جميع الزوار الذين حضروا مبكرين مكاناً تتوفر منه رؤية جيدة.
2. غادر قطار المساء في وقت مبكر أكثر مما أخبرنا ناظر المحطة.
3. أحمد على درجة من الذكاء أمنائها لنفسه.
4. اكتشف البنك الدولي أن المطار المخطط له مشروع عالي الكلفة ولا يستطيع تمويله.
5. قرار المغادرة سوف يتخذ غداً.

Exercise 14

1. These are the matters that have to be taken into account.
2. He was born the year before Nixon was elected a U.S. President.
3. Government decisions are being fully implemented.
4. The Radio Station broadcasts a news summary after midnight.
5. People interested in watching football matches are characterized by showing certain excitement.

Exercise 15

1. حملته عالية التكاليف بحيث لا يتمكن الحزب من تمويلها.
2. كانت الأسواق مزدحمة أكثر مما يحدث في عشية عيد الميلاد.
3. كانت الرحلة باهظة التكاليف مثلها/كما توقعنا.
4. هل كنت تخشى أنه لن ينتهي في الوقت المحدد؟
5. سر الجميع من التحول الذي طرأ على سلوكه.

Exercise 16

1. The exercise was so difficult that no one except the most intelligent could do it.
2. It is certain that he is more cool-headed than his peers.
3. She arrived later than expected.
4. He speaks French as fluently as a native speaker.
5. The boy was running too fast for the police to catch him.

Exercise 17

1. تصرفت بمنتهى الغباء في نهاية الحفلة.
2. كارولين وصلت متأخرة أكثر من أخي.
3. نشر الكتاب حديثاً ليس أبعد من الأسبوع الماضي.

4. يبدو أن مثل هذا الحادث يتكرر أكثر مما كان عليه الحال من الماضي.
5. كان رد فعلك على النتيجة مطابقاً لرد فعل أبيك

Exercise 18

1. The new cabinet will meet sometime after the elections.
2. The school is right behind our house.
3. He offered his services in such a way we could not refuse.
4. He fought the enemy so courageously that he deserved a medal.
5. It is certain that he is more cool-headed than his peers.

Exercise 19

1. لم يتبق لدي من الطاقة إلا ما يكفي لرفع الأثـرعة والإمساك بالقارب والجلوس خلف الدفة وترك الإعياء يأخذ مني مأخذه. فالنوم لمدة أثنى عشر ساعة في الأيام العشرة الماضية وعدم النوم خلال الأربع ساعات الأخيرة دفع بطاقتي الذهنية والجسدية إلى الحد الذي لم أكن أعرف أنني يمكن ن تصل إليه.
2. الناقد الجديد على المهنة " يهبط بمستوياته " عندما يواجه بفيض أسبوع من المادة السيئة وهذا ما يفعله، أي أنه يلتمس العذر بسوء الروايات ويضعها في منزلة أعلى مما يعرف أنه ينبغي أن تكون فيها. وهذا أمر معقول طالما أنه يدرك ذلك؛ ولكن المصيبة تأتي عندما يتجاوز الحد الذي يعتقد عنده أن الروايات السيئة ليست في الواقع سيئة على الإطلاق.

Exercise 20

1. What is the Prime Minister doing while all this is happening? I'll tell you what he's doing. Driving around in his flash car at our expense, that's what. Or chatting with his cabinet friends about how ungrateful we are.
2. Teachers The Union has sent guidelines to every school about ways of supporting students under stress. A number of educational authorities in the country have already issued their own advice. Each of them will leave the detailed implementation of any policy to the schools themselves.

Exercise 21

1. خططي لسفرك بحيث يتضمن الكثير من الفرص لتنهضي وحركي مفاصلك ولا تتوقعي أن تقومي برحلة بالسيارة لمدة ثماني ساعات دون أن تتوقفي سوى مرة واحدة للغداء. وخططي لوقفات راحة أخرى. وإذا كنت مسافرة بالقطار أو الطائرة فاحرصي على المشي في الممرات مع طفلك كل ساعة تقريباً.
2. وقسف عصفور الجنة على طرف عربة الطفل ونظر إلى فم الطفل المفتوح. ثم التفت إلى ندي روبنسون قائلاً: "هذا الطفل جائع. أنظر، فمناقه مفتوح على آخره." - ورد تيدي روبنسون قائلاً: "أو تظن أن الأمر حقيقة كذلك؟"
3. - طلب بالفعل من زوجك السابق أن يقدم لك خدمة. هل يعرف ذلك؟ - لا أرى أن ... - لا يعرف. أليس كذلك؟ فهو يظن أنك ضربت لتوك وأنت استسلمت. - هزت كتفيها بلا مبالاة. - وماذا تظنين أنه فاعل عندما يكتشف أنه يقدم لك خدمة؟ - ماذا تعني؟ - أعني أنه قضى الشهور الستة الأخيرة يحاول أخذ الطفل منك لأنه كان يظن أنك تريدين الاحتفاظ به. وقضيت الستة شهور الأخيرة محاولين منعه من أخذ الطفل لأنك تظنين أنه يريد. ولكن لا هو يريد ولا أنت.

Exercise 22

1. In the Twentieth Century the concept "exploitation" has changed but exploitation itself remains. Capitalist societies now try to maintain themselves with a system based on greed, and so encourage people to think of themselves as consumers living in a consumer society.
2. In an attempt to prevent car-theft the Home Office/ or the Ministry of Internal Affairs encourages customers to pay attention to safety procedures as much as they do to car performance and appearance.

Exercise 23

1. هل هناك مكان نستطيع التحدث فيه بهدوء؟
2. ألم تنته من مقالتك بعد؟
3. الديك ما تقوله دفاعاً عن نفسك؟
4. البائع لن يصدقك. أليس كذلك؟
5. كان ينبغي أن تقول ذلك في المحكمة. أليس كذلك؟

Exercise 24

1. He should have known more, shouldn't he?
2. Could the judge be prejudiced for one party at the expense of the other?
3. Do you know you have won the first prize?
4. Was the sun shining when the storm broke out?
5. Do you remember when your attire was a sheep skin, and your pair of shoes a camel skin?

Exercise 25

1. كم مضى عليه وهو في الجامعة؟
2. أيهما أطول حبل الحياة أم حبل القلب؟
3. هل ستمد يد المساعدة أم لا؟
4. ألا يخيم الظلام؟
5. ألا يوجد متطوعون؟

Exercise 26

1. Aren't you the best horse riders and the most generous of all?
2. Where to escape?
3. Is it the time to be patient while being so anxious?
4. None is worse than a disobedient child!
5. I passed by honesty weeping and inquired why?

Exercise 27

1. ليس هناك أي باحثين في هذا المجال.
2. تصرفك هذا لا يساهم في تحسين صورتك عندي.
3. لم يقدم لي الطبيب نصيحة سيئة قط (على الإطلاق).
4. وعندها فقط سندرک الخطر الملاحق المحيط بنا.
5. لا تظهر جميع أخطاء الطلبة نمطاً شاذاً.

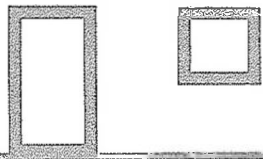
Exercise 28

1. Never has the nation faced such dangers before.
2. We have never heard of a more distinguished performance.
3. He hasn't yet completed half the job.
4. They have nowhere at all to go.
5. I have never added salt to this food.

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UNIT SIX

**BLOCK LANGUAGE AND
ABBREVIATIONS**

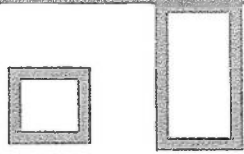


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1. Introduction

1.1. Preview

This unit deals with proverbs and aphoristic sentences. These two concepts will be defined and exemplified and some common proverbs and aphoristic items will be given in context.

In addition, newspaper headlines will be presented and their structures analyzed. The unit concludes with a discussion of personal letters, diaries, notices and the like. Translation practice on these components will be given.

1.2 Unit Objectives

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

1. identify the focus of information in elliptical SL texts,
2. know the different tense conventions common in block language texts,
3. recognize and reflect in TL renditions the practice of omitting closed-system words of low information value such as the articles and finite forms of the verb Be, and
4. translate elliptical texts, proverbs, aphoristics, newspaper headlines, cables, letters (business and personal), titles, notices, etc.

1.3 Unit Sections

This unit consists of the following three main sections:

The first section

(Proverbs and aphoristic sentences): verbless clauses; sayings of anomalous form; sayings made up of two equivalent constructions.

The second section

(Block Language and Newspaper headlines): headings with clause structures of (SVOd), (SV), (SVA), etc.

The third section

(Personal Communication): letters, cables, diaries, greetings, travel notices, informal personal notes, etc.



1.4 Supplementary Reading

You are advised to consult the following references while reading through the unit. For a complete list of references, see section 7 below

- Fowler, R. (1986), pp. 562-568
- Khallousi, S. (1985), pp. 59-73
- Newmark, p. (1981), pp. 148-149.
- Newmark, p. (1987), pp. 81-876
- Quirk et al, (1985), pp. 1507-1512.

2. Proverbs and Aphoristic Sentences

2.1 Major and Minor Classes of Sentences

The classification of sentences in English usually comprises four types:

(a) Declarative sentences which always have a subject before the verb; e.g.

- Amman is the capital of Jordan.

(عمان عاصمة الأردن)

- This story illustrates his sense of humour.

(توضح هذه القصة روح الفكاهة عنده)

(b) Interrogative sentences which contain a subject but open with an auxiliary verb or a wh-word (see Unit 5 Section 7 above); e.g.

- Does he work hard?

(هل يعمل بجد؟)

- Where did they meet yesterday?

(أين تقابلوا يوم أمس؟)

(c) Imperative sentences which contain a verb in the imperative mood. If a subject is present it is usually you, but as a rule the subject is "understood"; e.g.

- Find me another pen.

(أحضِر لي قلماً آخر)

- You go first.

(اذهب أنت أولاً)

(d) Exclamatory sentences in which the subject precedes the verb. They are introduced by phrases opening with the words *how* and *what*; e.g.

- How beautiful she is!
(ما أجملها!)
- What a good teacher you could make!
(أي مدرس جيد ستكون!)

These major classes of sentences are characterized by common relations that hold among themselves and among members of the same class such as subordination, coordination, substitution and expansion which we discussed in the previous unit.

However, There are some sentences which, though appearing to belong to one of these major classes, are rarely if ever capable of entering into the above-mentioned. These sentences include formulae, irregular and defective constructions, fossilized elements and aphoristic sentence structures found in many proverbs.

Formulae include social forms such as greetings, e.g.

- How do you do? (كيف حالك؟)

Irregular constructions include those which lack some of the elements normally found in a wh-question such as

- How about joining us?
(ما رأيك في الانضمام إلينا؟)

Defective constructions are those that do not follow the regular sentence structure including verbless imperatives, e.g.

- Down with the manager.
(يسقط المدير)

As well as some exclamatory types; e.g.

- If only I studied hard!
(ليتني درست بجد!)
- To think I won the lottery!
(تصور لو انني ربحت اليانصيب!)
- Now for some food!
(والآن هيا لنتناول بعض الطعام!)

Fossilized elements are those sentences that are no longer productively used in present day English; e.g.

- Suffice it to say that we lost.

(يكفي أن تقول إننا فشلنا)

- Long live the king!

(عاش الملك!)

- God save the Queen!

(حفظ الله الملكة!)

- May the best player win!

(ليت أفضل اللاعبين يفوز!)

- How goes it?

(كيف تسير الأمور؟)

An Arabic farewell

The normal exchange of farewells in Syrian Arabic is a three-part sequence. If A is said first, the addressee must reply with B, and the first speaker may then use C; but if B is said first, C is obligatory.

A. (b)xatrak 'by your leave'

B. *ma' ssalame* 'with peace'

C. *alla ysallamk* 'God keep you'

This language also illustrates the principle of replying to greetings by 'adding' to the original, as in

A. *marhaba* "Hello"

B. *Marhabten* "two hellos" or *mit marhaba* "100 hellos".

The Qur'an in fact says at one point (Surah IV, verse 86): "If someone greets you, either return the greeting or greet him better, for God takes everything into account." (After C.A. Ferguson, 1976).

Some English

politeness formulae

Greetings: Good Morning, Hello, Hi

Farewells: Good night, Bye, See you, Cheers.

Introductions: How do you do?, How's things? Hi.

Thanks: Thank you, Thanks a lot.

Toasts: Good health, Cheers, Here's to...

Seasonal greetings: Merry Christmas, Happy Birthday.

Apologies Sorry, I beg your pardon, My mistake.

Responses to apologies: That's OK, Don't mention it, Never mind.

Congratulations Well done, Right on, Congratulations.

Public noises Encore, Hear hear, Goal.

Body noises: Excuse me, Bless you, Pardon me.

SAQs (1)



1. What are the major sentence classes in English?
2. What are the minor classes?
3. Why are the minor classes so called?

Exercise (1)



Translate the following into Arabic:

1. How come you're so sure?
2. No coward, he.
3. What's to get excited about?
4. Why not relax?
5. If only we'd waited for him!
6. To think you might have been a space scientist!
7. Oh for some company!
8. Far be it from me to criticize.
9. May all your days be happy.
10. God help you.

Exercise (2)



Translate the following into English:

1. لا ليس هو بالجبان.
2. تصور لو أنك أصبحت في الفضاء الخارجي!
3. يا للمصاب الجلل!
4. ما أحلى الرجوع إليه!
5. جعل الله حياتكم مليئة بالبهجة والسرور!
6. ما أجمل الجو هنا في الأردن!
7. كيف صَبَرْتَ على هذا الفراق طوال هذا الوقت؟
8. وامعتصماه!
9. بادر الفرصة واحذر فوتها.
10. وما الباعث على الاستهجان؟

2.2 Proverbs and Aphoristic Sentences

Proverbs are common in every culture, though not as common in everyday speech in English as in many other cultures such as Arabic. Proverbs are language constructions containing popular wisdom expressed succinctly. They also rely on vivid images, domestic allusions, and word play; e.g.

- After rain comes fair weather.
(بعد المطر يصفو الجو/ ما بعد الضيق إلا الفرح)
- Age brings experience, and a good mind wisdom.
(طول العمر يكسب المرء خبرة، ورجاحة العقل تمدّه بالحكمة)
- The greatest wealth is contentment with little.
(الفنائة كنز لا يفنى)
- Learn weeping, and you shall gain laughing.
(تعلم البكاء تعرف قيمة الضحك)

Aphoristic sentences are terse sayings embodying a general truth or astute observation; e.g.

- Art is long, life is short.
(الفن عمره طويل والعمر قصير)
- Easy come, easy go.
(ما يأتي سريعاً، يذهب سريعاً/ ما جلبه الرياح تأخذه الزوابع)
- The more, the merrier.
(كلما زاد العدد، أصبح الوضع أكثر بهجة)
- Least said, soonest mended.
(كلما قلّ الكلام، سهل الإصلاح) (الحر تكفيه الإشارة)

In fact, there is little difference between most proverbs and aphorisms. Both types have indeed one structural (and interesting) feature in common: the balancing of two equivalent constructions against each other and often displaying parallel syntax and rhythm, and links of rhyme and alliteration; e.g.

- Absence sharpens love, presence strengthens it.
(زُرْ غُيْباً تَزِدُّ حُبّاً)
- High and low, must obey the law.
(الناس سواسية أمام القانون)
- The name of the game.
(بيت القصيد/ الموضوع الرئيسي)

- The pen is mightier than the sword.

(القلم أقوى من السيف)

Many of these sentences are considered grammatically anomalous (i.e. deviating from the common order as some of the above examples show). However, some patterns are more productive than others such as the so called clauses of proportion and those of reference. The former express equivalence of tendency or degree between circumstances, and are introduced by as...(so) or the ... the...

- As he grew disheartened, (so) his work failed.

(خاب فأله خاب عمله)

- As a man is, so is his company. (proverb)

(يُعرف المرء من أقرانه)

- The harder he worked, the happier he felt.

(كلما زاد عمله زادت سعادته)

- The more laws, the more offenders. (proverb)

(كثرة القوانين تؤدي إلى كثرة الجرائم)

The latter (clauses of reference) are introduced by rather than or sooner than; e.g.

- Rather than } go there by car, I'd take a bus.

- Sooner than } (أفضل الذهاب بالباص على الذهاب بالسيارة)

- Rather death than shame. (proverb)

(الموت ولا الهوان)

- Sooner begun, sooner done. (proverb)

(خير البرّ عاجله)

Proverbs and aphorisms are "as old as the hills", and because "old sayings contain no lies", they tend to last long. Many new, particularly aphoristic, structures enter the language all the time. In a recent article, in an American magazine (U.S. News and World Report, January, 1996), John Leo, a journalist, argues that although last year was not very productive for those who collect proverbs, sayings and axioms, a number of bright and memorable ones were added. Among those the writer mentions are the following:

- Television has made dictatorship impossible but democracy unbearable.

(قضى التلفزيون على الدكتاتورية ولكنه جعل الديمقراطية راحة)

- Professional wrestling is clean. The rest of the world is fixed.

(إذا كانت المصارعة الحرة نظيفة، يكون العالم أصابه الذهول)

- The aphorism with the best ring to it probably contains the least truth.

(لعل الكلام المعسول هو الذي لا يقول الحقيقة)

- A minor operation is one that is done on someone else.

(العملية الجراحية الصغيرة هي التي تجري على الآخرين)

- Integrity is like oxygen: the higher you go, the less there is of it.

(النزاهة مثل الأكسجين، كلما ارتفعت قلت كميتها)

Finally, there are sentences and phrases which, like proverbs and aphorisms, make a point more forceful or memorable either through their impact or because of the fame associated with the original speaker or writer. Among so many such “quotable quotes”, the following are only a few:

- Well done is better than well said.

(العمل خير من الكلام)

- No man can think clearly when his fists are clenched.

(الغضب يعمي البصيرة)

- Business? That's very simple. It's other people's money.

(التجارة هي التعامل بأموال الآخرين)

- Civilization is a method of living, an attitude of equal respect for all men.

(الحضارة هي منهج حياة وموقف يدل على الاحترام المتبادل)

- Education is life, not books.

(التربية هي الحياة وليس ما في الكتب)

- I know of no way of judging the future but by the past.

(لا أعرف طريقة للحكم على المستقبل سوى أخذ العبرة من الماضي)

SAQs (2)



1. Is there any difference between proverbs and aphoristic sentences?
2. What is meant by “productive constructions”?
3. What are some aphorisms you have come across lately?

Exercise (3)



Translate the following sentences into Arabic:

1. What the eye sees not, the heart rues not.
2. What is done cannot be undone.
3. The more knaves the worse company.
4. Art has no enemy but ignorance.
5. As the touchstone tries gold, so gold tries men.
6. The sooner the better.
7. Stay hungry, stay humble.
8. If you get the dirty end of the stick, sharpen it into a useful tool.
9. In the highest civilization, the book is still the highest delight.
10. These are the times that try men's souls.

Exercise (4)



Translate the following sentences into English:

1. جرح الكلام أشد من جرح الجسام.
2. لا ناصح كالأب.
3. لقد أعذر من أنذر.
4. الأقوال أسهل من الأفعال.
5. كل سريع الولوج سريع الخروج.
6. من شابه أباه فما ظلم.
7. السيف أصدق إنباءً من الكتب.
8. من لان للخطب الشديد توقع الخطب الأشدًا.
9. ما كل ما يتمنى المرء يدركه تجري الرياح بما لا تشتهي السفن.
10. إذا الشعب يوماً أراد الحياة فلا بد أن يستجيب القدر.

3. Block Language And Newspaper Headlines

“Block language” refers to such messages as labels, titles, headings, notices, and advertisement. These messages share with newspaper headlines the fact that like the formulae (discussed in the previous section), they depart from normal sentence structure that characterizes the use of sentences and utterances in normal discourse. Furthermore, block language and newspaper headlines depart from the usual sentence patterns and often omit grammatical function words of low information such as articles and finite forms of the verb.

3.1 Block Language

Block language is structured in terms of single words and phrases rather than in terms of the more highly organized units of clauses and sentences. Such messages consist of a noun, noun phrase, or an isolated noun clause. (cf. cables in the following section). The finite verb is not always needed, because the information necessary to the understanding of the message is given by the situational context.

The following table (from Quirk and Greenbaum (1973)) gives a variety of illustrations of block language.

ENTRANCE	ENGLISH DEPARTMENT	DANGER: FALLING ROCKS
PURE LEMON JUICE	FRESH TODAY	HIGHLY RECOMMENDED
A GRAMMAR OF CONTEMPORARY ENGLISH		WHERE TO GO IN LONDON
HOW TO WIN FRIENDS AND INFLUENCE PEOPLE	THEFIRSTLUXURYBOUNDCOLLECTOR'S EDITION OF AGATHA CHRISTIE'S WORK TO BE AVAILABLE IN THIS COUNTRY	

Exercise (5)




Translate the following into Arabic:

1. No unauthorized entry after dark.
2. His majesty King Hussein.
3. “Absolutely British!” All Week _At Forte Grand, Amman, June 14-21st.
Gary Williams _As seen on B.B.C. TV. Entrance JD 5.000 inclusive.

4. Market Watch. Highest and lowest performing stocks in the Amman Financial Market. All data provided by ACCESS.
5. Amman Little Baseball league.
6. This week's Horoscope.
7. Business Guide.
8. Translation 1.
- 9.

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Exercise (6)



Translate the following into English:

1. ممنوع دخول الكلاب.
2. جامعة القدس المفتوحة.
3. وزارة الثقافة والإعلام.
4. وزارة التعليم العالي.
- 5.

للاستثمار الفوري - 1

بني مكون من ستة طوابق تحتوي على ست شقق مساحة كل شقة 2051م² كاملة الخدمات في القويسمة

للإيجار - 2

للإيجار ست شقق مساحة الشقة 2051م² التسليم في شهر 69/8 حي العادي مقابل مسجد العادي كاملة الخدمات.

6. تاريخ العرب الحديث.

7. القضية الفلسطينية، ماضياً وحاضراً ومستقبلاً.

8. منحني خطر.

9. ممنوع الوقوف.

10.

أحبائنا الأطفال

ندعوكم للانضمام لمخيم الأطفال الصيفي لتعلم السياحة وركوب

الخيول و التزلج (يتضمن وجبة إفطار)

شارع الجاردنز-العساف سنتر-ط 1 مقابل بنك القاهرة عمان: ت

179469

SAQs (3)

?

1. What is meant by Block Language?
2. What is common between Block Language and other non-conventional sentence structures?
3. What type of words are normally deleted in block language: function words or lexical words? Why?

3.2 Newspaper Headlines

Newspaper headlines follow a tense convention different from normal tense patterns. Like other formulaic language, they often omit functional (grammatical) words of low information value such as articles. However, they often follow abbreviated clause structures such as the following:

1. Subject(S)+Verb(V)+Direct Object (Od)
King Hussein Visits Washington, D.C.
(الملك حسين يزور واشنطن العاصمة)
2. S + Subject Complement (Cs)
UN Yearbook Essential for Research.
(الكتاب السنوي للأمم المتحدة ضروري للأبحاث)
3. SVO
Prime Minister To Welcome Noble Prize Winner
(رئيس الوزراء يرحب بالفائز بجائزة نوبل)
4. S + Adverb(A)+ Cs
Share Prices Now Higher Than Ever.
(أسعار الأسهم الآن أعلى منها في أي وقت مضى)
5. S V A
Peace Negotiations Resumed Anew.
(استئناف محادثات السلام من جديد)
6. S V
Chances of Middle-East Peace Improving
(تحسن فرص السلام في الشرق الأوسط)

Exercise (7)



Translate the following news headlines into Arabic:

① **Anti-Rabies**

Serum Flown

To Brookline

Mounting

Diseased Squirrels

Roaming Streets,

Attack Children

Quake Razes

② **Chile Village**

Casualties

At Fires Break Out

Mayor Insists

③ **Police Chief**

'Defied Me'

- Lonely chip ⑦ Rain Forecast
- ④ Seeks Friends ⑧ Dismiss Band
At Midunogt
-
- ⑤ Schools Open ⑨ Country's Swim Pools
Elects Overload waterworks
- For Fall Term ⑩ Church Council
Bennett as Moderator
- ⑥ *May Flowers* ⑪ Fog Delays Wharf Job
Bloom Late ⑫ *Worm Turns; Car, Too*
- ⑬ Seven File In Race
For New Judgeship
- No Panic
- ⑭ False Fire Report
Evacuates Schools
- Homer in 11th
- ⑮ *Big Crowd Sees
Tigers Win Game*
- ⑯ Tax Increase Halts

State Injunction

⑰ *Clergymen Take Message to Rioters*

New Bridge Open

⑱ Traffic Jam Over

Sheltered Lincoln

⑲ *Storm Fells Elm*

⑳ *Snow Buries Valley*

㉑ Record Crops Seen

㉒ *Storm Signals Up*

㉓ Congressional Delegation Sets Up Shop in Country

㉔ Hospital Maternity Ward Rated Best in Midwest

Inspection Teams
Praise Records

㉕ Boys Find Hair Dressing

Very Manly Occupation

②⑥ *Council Approves Budget
In Shortest Session Ever*

②⑦ *New Factory Starts Hiring
For November Production*

②⑧ *Massed Bands Beat Tempo
For Giant Knights Parade*

②⑨ **Radio Tower Topples**

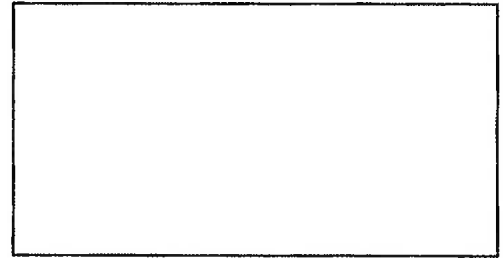
③⑩ **Police on New Hours**

③① **Fire Seeps Shoe Warehouse**

③② *Reservoirs All Overflow*

③③ **Final Testing Monday
to Select First American
Man in Space**

③④ Commencement
Talk Expected to
Explain Position on
China



③⑤ **Ancient Church Carillon
To Find Home in Museum**

③⑥ *Family Starts New Cruise
To Revisit Pacific Atolls*

③⑦ **City Sales Tax at Record High
Barometer of Business Here**

③⑧ *New Strain of Broom Straw
Rates High in Experiment*

③⑨ Onions on Menu

Now Strong Men Cry Too

④⑩ Pheasants Plentiful

Game Bird Season Opens

SAQs (4)



1. How do newspaper headlines differ from ordinary language?
2. What are the various patterns that appear in news headlines?

Exercise (8)



Translate the following news headlines into English:

1. القمة الأردنية الأمريكية تبحث ملف عملية السلام.
2. عبدالمجيد: القمة العربية مهمة لدعم عملية السلام.
3. الجيش الإسرائيلي ينسف سيارة في الخليل.
4. الفاتيكان يوضح وجهة نظره حول مستقبل القدس.
5. الجامعة عملت على تحقيق أهدافها التربوية منذ تأسيسها.
6. إحالة موظفين من مختلف الوزارات والدوائر الحكومية على التقاعد.
7. وفد صحي يغادر إلى بريطانيا اليوم.
8. وفد جمعية البيئة الأردنية يزور مديرية الدفاع المدني.
9. المؤتمر الدولي للمستوطنات البشرية يختتم أعماله مساء اليوم.
10. خبير طاقة أمريكي يؤكد على أهمية الأمن النووي.

4. Personal Communication

Written communication (such as letters, cables, telexes, faxes, and, most recently e-mail) is either personal or formal. The difference between the two will be clear when you read the following which we extract from Writing II; a course which you may have already studied..

Well, I'm back home now in my own little apartment, and I'm having fun getting in touch with all my old-friends and catching up on what I missed while I was gone. I had a wonderful time visiting with you and your mom last month, but now I miss you very much.

(حسناً، لقد عدت للبيت الآن لثقتي الصغيرة؛ ومسرور جداً لأنني اتصل باصدقائي القدامى واعوض ما فات أثناء غيابي. لقد استمتعت بزيارتك أنت والوالدة الشهر الماضي. وافتقدتكما كثيراً.)

1. We beg to acknowledge receipt of your letter of 30th June, in which you query the invoiced price of our new electric toaster.

We regret that you have had to draw our attention to this error and we ask you to accept our apologies.

(نرجو أن نعلمكم أننا استلمنا رسالتكم المؤرخة في 30 حزيران التي تستفسرون فيها عن السعر المسجل على الفاتورة الخاصة بمحمصة الخبز الكهربائية. نأسف لاضطراركم إلى لفت نظرنا لهذا الخطأ. ونرجو أن تقبلوا اعتذارنا عن ذلك.)

As you might have noticed, the two texts, are different. In the first, you notice that:

1. The language is simple, clear, informal, domestic, everyday English.
2. Sentences are loosely connected (notice the use of and); short forms (I'm) are used; and the vocabulary is very familiar: *Well, back home, was gone, mom, etc...*
3. The subject-matter and style is intimate and abounds in feelings.

On the other hand, in the second text, you notice that

1. The language is precise, restrained, formal and unfamiliar in everyday use.
2. Sentences are full of "special" terms (e.g. *acknowledge, receipt, invoiced, query, attention, etc..*).

3. The subject matter and style are formal, unemotional, and stereotyped.

The first is informal English, the second is formal. Of course, there are more differences between them, which you will see in this unit. Informal written English is very much similar to spoken English. It is used in conversation with family and friends, radio and TV serials and informal letters. Formal written English is used in speeches, lectures, radio and TV news broadcasts, newspapers and formal letters.

In this final section of this course, Translation I, we will attend to personal communication only. By its nature, this type of communication could be divided into two types: The first is communication addressed to someone else such as relatives, friends and acquaintances. This type includes letters, cables, telexes, faxes and e-mail. The other type is the one in which the writer addresses him/herself such as diaries and informal personal notes. Although these may eventually be read by others, initially and basically they are written for the satisfaction of the writer him/herself.

SAQs (5)



1. What is the difference between formal and informal letters?
2. Is all personal communication the same?
3. What is e-mail?

Exercise (9)



Translate the following letters into Arabic:

1. (Formal)

Dear Miss Johnson

Thank you for your letter of June 5, 1984 in which you apply for the job of summer salesperson at Catskill Bookstore. It is important for you to know that your duty will be to work in the Language and Literature Department. First, you will have to maintain that all books are arranged in alphabetical order by author and title. Second, you will have to guide customers to books of their choice should they ask for assistance. Thirdly, you will have to prepare a daily and weekly list of sales. Finally, you will have to submit any suggestions which may promote sales.

You are to work six days a week (not including Sundays) from 9 a.m. to 5 p.m.

Please let me know if you would like to arrange an interview.

2. (Informal)

(Thanking a friend for taking care of children)

Thanks so much for taking care of the children last weekend so that Ahmad and I could go and visit my parents in Amman. What a pleasure it was to know that the kids were happy and in good hands....

Exercise (10)

Translate the following letters into English:

1. (Formal)

السيد/رئيس قسم التوزيع الخارجي
دار البشير للنشر والطباعة
خية طيبة وبعد

أرجو الإفادة بأنني أطلعت على كتاب "أوضاع العالم 1993" الذي قمتم بترجمته في العام الماضي 1995. ونظراً لما يحتويه الكتاب من معلومات هامة وخصوصاً ما يتعلق منها بمشكلكم البيئة والمياه، فإننا نرغب في شراء خمس نسخ لمكتبة الجامعة. لذا يرجى إرسال هذه الكتب مع قائمة الأسعار وأجرة البريد على عنوان الجامعة المذكور أعلاه. وتفضلوا بقبول فائق الاحترام.

محمد حسن علي
أمين المكتبة

2. (informal)

عزيزي أحمد

أسعد الله أوقاتكم وبعد

مضت مدة طويلة منذ تسلمي لرسالتك والتي رددت عليها فوراً. أرجو أن يكون المانع خيراً لعدم الكتابة لي طوال هذا الوقت. هل هناك ما يمكنني عمله؟ أرجو إخباري وأنا على استعداد. أنت دائماً صاحب فضل.

المخلص
خليل سالم

4.1 Personal Letters

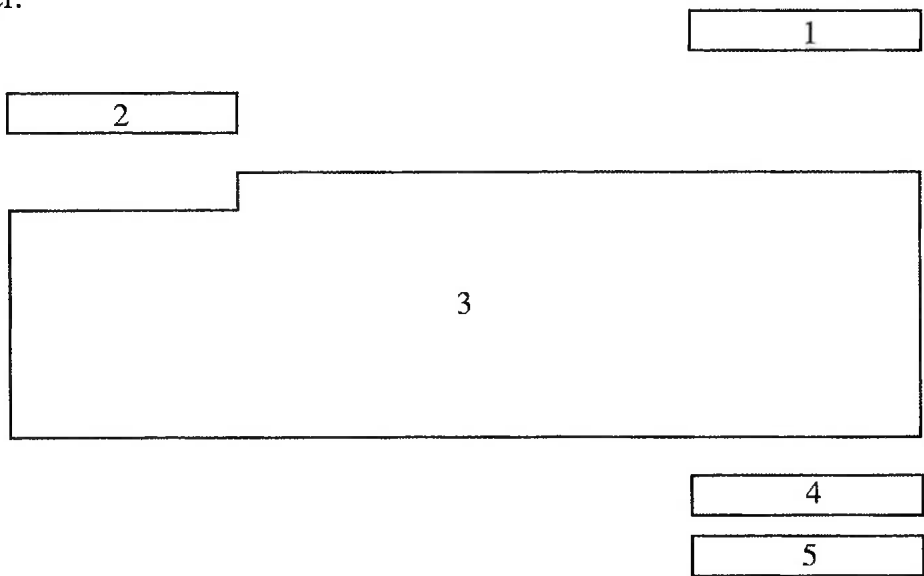
Whereas formal letters are addressed to individuals or institutions, informal letters are addressed to specific individuals such as a relative or friend. Also, formal letters pertain to a public or general issue (an application, a complaint, an order of goods, etc.) but informal letters are usually related to an intimate matter between sender and receiver.

The purpose of the informal letter is personal, concerned with social events (such as invitations, introductions, thanks, reminders, requests, among many others)

Congratulations! You made it! You are now the proud graduate of al-Quds Open University. I know it has taken you a lot of hard work. I admire your perseverance and commitment - to say nothing of the long hours it has required to master all courses.

The lay-out of the informal letter is simpler than that of the formal letter. There is no need to write your own address or address of the person to whom the letter is sent. You can add other information if you like in a postscript. Finally, if your letter is long, you can organize it in terms of beginning, middle and end. However such personal letters are usually concerned with intimate information which is expressed more spontaneously.

The following is a common layout of the personal letter given in boxes with numbers inside them. This is followed by an example of a longer letter.

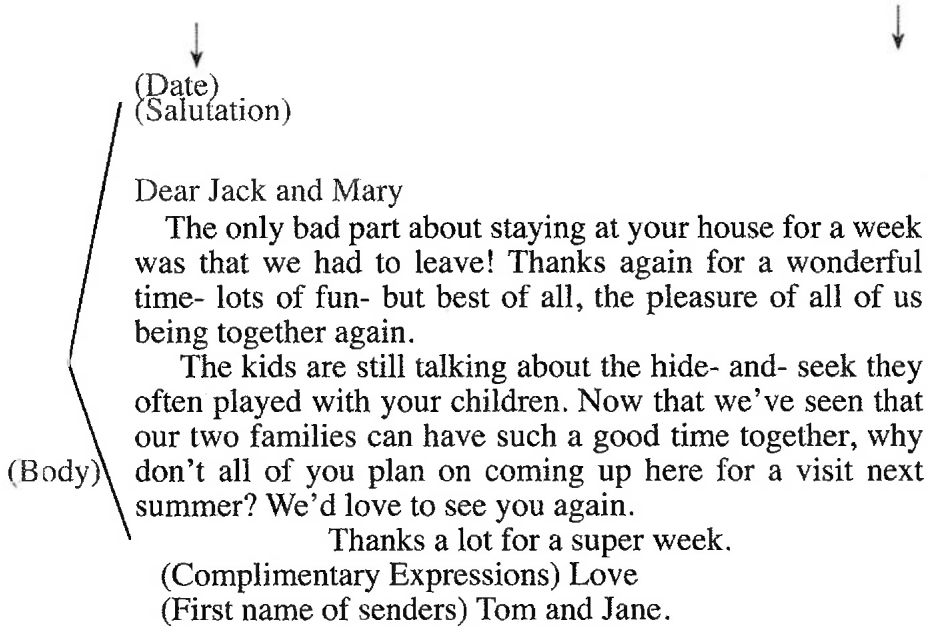


1. The date on which the letter is written.
2. Salutation, e.g.
 - Dear (first name of person to whom letter is sent) (عزيزي / عزيزتي)
 - Dear mother and father (Mom and Dad) (وهكذا)
 - Dear Aunt Leila
3. The body/main part of the letter.
One or more paragraphs
4. Complimentary expressions. Such expressions vary a great deal depending on the relationship between the persons concerned, e.g.
 - Love
 - All my love, (مع خالص المحبة!)
 - Love and kisses, (وهكذا)
 - With love,
 - Lots of love,
 - With appreciation,
 - As ever,
 - Best regards,
 - Thanks (again),
 - Missing you,
 - Forever yours
 - etc..
5. Your first name.

	(Letterhead if there is one)
Salutation	Date
Body of the Letter	
Complimentary Close Your first name	

As mentioned above the layout of the informal letter is simpler than that of the formal letter. There is no need to write your own address (unless it is there as a letterhead) or to write the address of the person to whom the letter is sent. However, you can add other information if you like, such as postscript (P.S.).

Finally, in the case of a long letter you can of course organize your letter in terms of beginning, middle and close. However, such personal letters, are usually concerned with intimate information which is expressed more spontaneously.



The language of the personal letter is characterized by the following:

- (1) Using certain expressions , phrases and structures:
In letterheads (if any) name, address, telephone, etc.
In salutations; Forms of address:
Dear (first name) (..... عزيزي)
Dear (Mr./Mrs./Miss/Ms). (..... عزيزي السيد...)
Dear Father/Mother/Dad/Mom (... والدي العزيز ...)

In the body of the letter, an affectionate, familiar and colloquial (conversational) language is used:

1. Functions such as inviting, explaining, apologizing, congratulating, inquiring, acknowledging and thanking (which make the body of an informal letter) all have their own associated vocabulary, choice of words and sentence structures, e.g.
 - It seems as if you've been gone for ever. It seems that we don't appreciate what we have till it's gone. That's how I'm feeling now.
(ظال غيابكم. يبدو أننا لا نعرف قيمة الأشياء حتى نفقدها...)
 - I'm sorry I've taken so long to answer your last letter. We have had a round of the flu bug in our home...
2. Use of short forms, e.g.
 - There's, don't, I've, etc.
3. Active rather than passive verb forms, e.g.
 - When I received your letter I was so happy! You sure know how to brighten your grandma's day. (سعدت برسالتكم...)
4. Excessive use of the first person (I, my, we, our) to refer to the speaker and the second person (you, your) to refer to the receiver, e.g.
 - We have been concerned that you have not mentioned our wedding gift. If it's an oversight we understand, but if you have never received it we will have to check with the post office.
5. Reference to addressee in the third person, e.g. (An uncle writing to his nephew)
 - I think I know my only nephew well enough to realize he didn't just put the check in a drawer and forgot about it. If it had never arrived, let me know and I'll send another one your own way as soon as I hear from you.
6. Use of a wide range of "openers" on various subjects, e.g.
 - To friend and loved ones:*
 - I am sorry to have taken so long to answer your letter.
(آسف لتأخري في الرد على رسالتك)
 - As usual, your letter was
 - We were all so pleased to hear..... (سررنا لسماع.....)
 - etc.
 - In appreciation:*
 - Just a note to tell you how we appreciate.....

- Your kindness in our time of need will never be forgotten.

(لن ننسى قط عطفك علينا وقت الشدة)

- Mary and I will be forever grateful for.....

Sympathy and condolence:

- My heartfelt sympathy to you

- The time of grief is always difficult.

7. In closing the letter : either you write your first name and/or use expressions such as:

- Love,

- All my love,

- With love,

- As ever,

- Fondly,

- Thanks again

etc.

(2) Using language that reflects caring, interest and depth of feelings,

e.g.

- I know you would want to know that your lovely gift arrived safely.

(اعرف انك تريد أن تعرف ان هديتك الجميلة وصلتنا)

- Every time I bake a cake I'll think of you. The set of stainless steel cake pans you gave me is fantastic.

(كلما صنعت كعكة تذكرتك. ان الطقم الفولاذي لصنع الكعكة رائع جداً)

.....

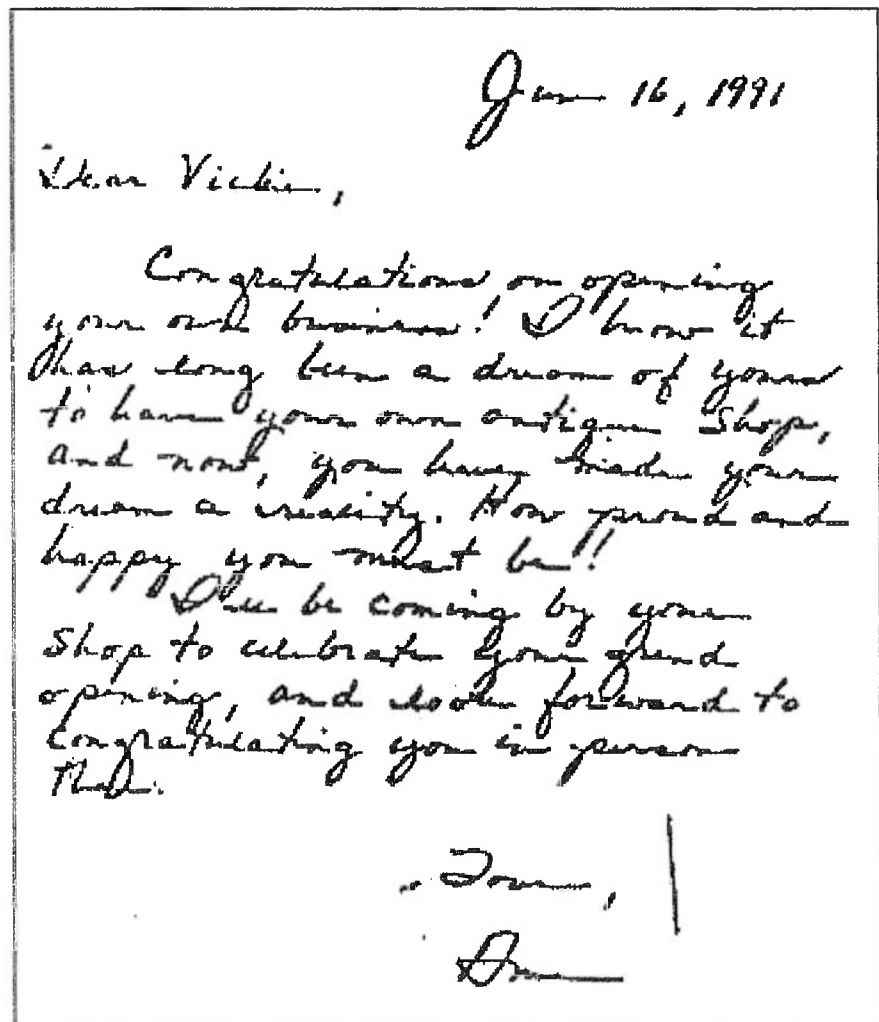
- It's always good to hear from you, but your last letter was something else! The news about your new job (especially the salary) blew my mind. It did my heart good to hear.....

(طبعاً من الجميل دائماً أن اسمع منكم. ولكن الرسالة الأخيرة كانت شيئاً مختلفاً

بما حملته من أخبار تكاد لا تصدق حول الوظيفة الجديدة (وبخاصة الراتب) وقد امتلأ قلبي

بالغبطة والسرور لسماع....)

SAMPLE OF HAND WRITTEN LETTER



As far as the style in personal letters is concerned, simplicity is your best policy. For this, the following rules are suggested:

1. Unless using stationery with your return address (as a letterhead) do not write it. Do not write the address of the recipient either.
2. Always write the date, so that your recipient will know when you wrote your letter.
3. Put a comma after the salutation.
4. Adopt a personal, informal style.
5. Indent the first line of each paragraph; that is, start the first line further into the page than other lines, e.g.

Thanks a lot for inviting me to visit you over the weekend. I'd really love to spend sometime with you reminiscing about college days....

6. Use an appropriate, informal closing, e.g.

- Love
- Fondly
- As ever
- etc.

Example:

June 10, 1996

Dear Ahmad,

How could I have forgotten your birthday! You can't imagine how embarrassed I was to discover that the day slipped past and I had failed to send a card or call you. You must let me make it up to you.

Are you free for lunch on the 15th of this month? There is an excellent restaurant close to the Hilton Hotel which serves fresh sea food, which, I remember, is your favorite.

I will call you on the 14th to confirm a time. I hope there will be no conflict with another commitment. Looking forward to seeing you.

Affectionately,
Sami

SAQs (5)



1. What are the main characteristics of personal letters?
2. What are the linguistic and syntactic features of such letters?

Exercise (11)



1010 Meadowbrook Lane
St. Philips, MN 58761-3313
July 8, 1988

Dear Gretchen,

Before these delightful summer evenings grow short, Bob and I are looking forward to an outdoor picnic with a group of our dearest friends—you, of course, among them! On Saturday, July 23, we hope you'll join us for an old-fashioned barbecue at our home, with appetizers at 5:00 and dinner at 6:30. Dress casually, since we'll be on the lawn. And maybe a sweater, in case the evening breeze grows cool.

Please let us know we can expect you!

Love,

(From Webster's Student Writing Book, 1992).

Exercise (12)



Translate the following letter into English:

التاريخ 6/51/6991

عزيزي أحمد

مضت فترة طويلة منذ أن تقابلنا في القدس في منزل صديقنا المشترك محمود عبدالله. أمل أن يكون المانع خيراً. على كل حال فسوف أسافر إلى غزة في أوائل الشهر القادم. أرجو أن أراك هناك. لا تنس أنني مشتاق جداً لزيارة غزة الجميلة ولقضاء بعض الوقت على شاطئ البحر وخاصة في المساء.

مع خياني

الخلص

علي

4.2 Cables, Telexes, Faxes and E-mail

A cable/telegram is a message or communication sent by telegraph. Normally the language used is concise, clipped or elliptical in style. Thus, this language differs from normal structural patterns in omitting most of the closed-system functional/grammatical words such as the article. A Telex is also a similar message sent by a two-way teletypewriter for direct communication between subscribers at remote locations.

The Fax, also called Facsimile, is a method or device for transmitting documents, drawings, photographs or the like by telephone or radio for exact production elsewhere. Fax modem is a modem that can fax data, such as documents or pictures, directly from a computer. (A modem is an electronic device that makes possible the transmission of data to or from a computer via telephone or other communication lines.)

Electronic mail (e-mail) is a system for sending messages via telecommunication links between computers. The most famous of these links today is Internet which is a huge computer network linking smaller computer networks worldwide. Smaller networks are called *Intranet*.

SAQs (6)



1. What is a cable?
2. How is a fax sent?
3. What is e-mail?

Exercise (13)

Translate the following into Arabic:

1.

15290 REGENT DK
57488 ABLE G

07/02/82

TO: ADVANCE RESERVATIONS, HOTEL REGENT, COPENHAGEN.
FROM: MICHAEL THOMAS, SALES DIVISION, UNIVERSAL PRODUCTS, YORK.

PLEASE RESERVE A SINGLE ROOM WITH BATH FROM THE EVENING OF
AUGUST 10TH TO AUGUST 25TH 1982. A QUIET ROOM ON A LOWER FLOOR
AWAY FROM THE STREET IS PREFERRED. PLEASE CONFIRM AS SOON AS
POSSIBLE AND INFORM ME IF A DEPOSIT IS REQUIRED.

57488 ABLE G
15290 REGENT DK

2.

837330 OXPRES g
MANDA MX 73653
23.7.82

ATTN: ADVANCE BOOKINGS

PLEASE RESERVE DOUBLE ROOM WITH BATH FOR 5 NIGHTS
FOR MR. ROD REVELL ARRIVING AT 15.40 JULY 23 ON BA3
FROM LONDON. HE LEAVES FOR JAPAN ON JULY 28 AT 10.30.

REGARDS TO CLARKE

MANDA 73653
837330 OXPRES G

(1 & 2 are taken from Five Star English, 1982).



Translate the following into English:

TELEX

NNNN
ZCZC JAM679 166
JOAM 07 SJJE 160



رقم كود 2200 25 160 11

TELEX

لترقيم 1969/مخ سعادة الا ساذ فمكتوب
قسم اللغة لا دبلنيزيه جامعه
عمان لا رهن

TELEX

بسر جامعه الملك عبد العزيز اختماركم عضوا باجته فمرا الا نتاج الطهر
للتدريسه لمرتبته لستاذ مشارك فتمى نتائج
وطرق تدريس اللغة الا دبلنيزيه ووسائل تدريسها
امل انادتنا نزلنا او بالخطكم [609491بانه] او بالفاكى رقم
[00-966-2-6400421] بموافقكم وبمعلوماتكم (الذ كان منتظفا عن العنوان
المسطر عاليه) [لا يزال ارجائه الطهره لكم طعمه باننا نرجو اكمال فمى
الا نتاج الطهره وارمال خذرسركم الجاهكم فى حدود (الريه ابايس) من تاريخ
استلامكم الا نتاج الطهره ونتمنى الجاهمه مكلفاه مقابل فمرا الا نتاج الطهره

TELEX

المقدمه للتدريسه وللطهره كذلك نطمعننا ان يكون العقم بمرتبته لستاذ او
استاذ مشارك كما اود انالكم باننا سبق ان ارسلنا لسطادكم هذه برقيات
مماظه علمه عنواتكم بمركز اللغة الا دبلنيزيه جامعه وحضر الا ن لم
نتلق منكم او جواب وشكرا
رطبي لحته الترتيبات الطهره
اه - بعمام مائله للتكدي
جامعه الملك عبد العزيز
رب [1540] حده [2144] المملكة العربيه السعوديه
الرقم الفاكسى [00-966-2-6400421]

4.3 Diaries and Personal Notes

A diary is a daily written record of one's experiences, observations, and feelings. It could also be a book for keeping such a record. The following are two different definitions of "Diary" taken from Encyclopedia Britannica 1962 and Encyclopedia Americana 1989, respectively.

DIARY, a written record of daily experiences. The diary (from the Latin dies, meaning "day") had very practical origins but has in the course of time taken on literary, social, and even philosophical dimensions. It is one of the most flexible of literary forms and consequently has attracted authors of an exceptionally wide range of interests and varying degrees of talent.

DIARY, the book in which are preserved the daily memorandums regarding events and actions which come under the writer's personal observation or are related to him by others. The person who keeps this record is called a diarist.

It is not until the close of the Renaissance (but see COMMENTARY II) that we find diaries beginning to have literary value. In the 17th century they began to be largely written in England, although in most cases without any idea of even eventual publication. Sir William Dugdale (1605-86) had certainly no expectation that his slight diary would ever see the light. Bulstrode Whitelocke (1605-75), whose *Memorials of the English Affairs* covers the ground from 1625-60, was a genuine diarist. So was the elder George Fox (1624-91), who kept not merely "a great journal," but "the little journal books," and whose work was published in 1604.

SAQs (7)



1. What is a diary?
2. How does it differ from other literary writings?
3. Who are some of the most famous Arab and non-Arab diarists?

Exercise (15)



Translate the following into Arabic:

The Modern Diary. By the beginning of the Christian era the two essential ingredients of the modern diary were in existence- the tradition of day-to-day recording of experience and an appreciation of expressions of personal awareness. Once these characteristics were established, the diary was recognizable as a unique literary form. On the one hand, its very dailiness distinguished it from such related forms as the memoirs and autobiography, which are recollective rather than immediate. They look backward from a completed experience, whereas the diary looks forward into an experience whose structure cannot be determined in advance. On the other hand, the personal aspect of the diary distinguishes it from the account book, the logbook, or the memorandum, which record external events without expressions of individual involvement.

(From Encyclopedia Britannica, 1962)

Exercise (16)



Translate the following into English:

ولدت في "توكاهوي" القريبة من "هيلسبورو"، والتي تقع على بعد اثني عشر ميلاً من "استون" في مقاطعة "تاليوت" بولاية ميريلاند. لم يكن لدي أية معرفة دقيقة عن سني، ولم أر أبداً أي سجل حقيقي له: فالقسم الأكبر من العبيد لا يعرفون أعمارهم كما تعرف الخيول أعمارها. هذه رغبة معظم الأسياد الذين، كما رأيت، يريدون الاحتفاظ بعبيدهم جهالاً. لا أتذكر أنني قابلت عبداً يستطيع أن يخبرني بيوم مولده، بل نادراً ما يقتربون منه فهم يقولون موسم الزرع أو موسم الحصاد، أو موسم الكرز، أو الربيع، أو موسم المطر. وكانت رغبتني في معرفة تاريخ مولدي مصدر تعاسة لي حتى في طفولتي، فالأطفال البيض يعرفون تاريخ ميلادهم. ولم أستطع أن أفسر لماذا انتزعت مني هذه الميزة. لم يكن مسموحاً لي بأي سؤال لسيدي عن هذا الموضوع، فهو يعتبر مثل هذه الأسئلة جانباً من فساد العبد ووقاحته. ودليلاً على الروح الشريرة. إن أقرب تقدير أستطيعه، يجعلني الآن بين السابعة والعشرين والثامنة والعشرين من

عمري، ولقد توصلت لذلك من سماعي سيدي وهو يقول ذات مرة عام 5381، أنني في حوالى السابعة عشرة من عمري.
(مذكرات عبد أمريكي ترجمة مؤسسة الأبحاث العربية، بيروت 6891.)

5. Overview

This unit began with a discussion of proverbs and aphoristic sentences. The two concepts were defined and exemplified. The unit concluded with a discussion of personal letters, diaries and the like. Exercises were given throughout.

6. Answer Key

Exercise 1

1. ما الذي يجعلك متأكداً إلى هذا الحد؟
2. انه ليس بالجبان.
3. وما الذي يثير حماسك؟
4. ولماذا لا تهدأ؟
5. ليتنا كنا قد انتظرناه.
6. تصور لو أنك كنت رائد فضاء.
7. مَنْ لي ببعض الأصدقاء.
8. حاشا لله أن أوجه النقد لأحد.
9. جعل الله أيامك كلها سعيدة؟
10. كان الله في عونك.

Exercise 2

1. No coward, he.
2. To think that you were in the outer space!
3. Oh, What a catastrophe!
4. Oh, how nice to go back to him!
5. May God keep your days always full of happiness!
6. What a nice weather it is, here in Jordan!
7. How could you bear such separation so long?
8. Oh, help me!
9. Seize the opportunity and don't miss it.
10. Why so surprised!

Exercise 3

1. بعيد عن العين، بعيد عن القلب.
2. ما فات مات.
3. كثرة الأوغاد تقود إلى صحبة السوء.
4. لا عدو للفن مثل الجهل.
5. المال محك الرجال.
6. بادر الفرصة واحذر فوتها.
7. ما ذل إلا ذل الجوع.
8. حاول الإفادة من أصعب الظروف.
9. حتى في أرقى الحضارات تظل القراءة أفضل متعة.
10. الأيام الصعبة محك الرجال.

Exercise 4

1. Words sometimes hurt more than actions.
2. No advice better than a father's.
3. No excuse is acceptable after warning.
4. Words are easier to say than actions to do.
5. Easy come easy go.
6. It is only fair to behave like one's own father.
7. Actions speak louder than words.
8. He who gives in to small things cannot stand up against bigger difficulties.
9. If wishes were horses, beggars would ride.
10. It isn't in our stars but in ourselves.

Exercise 5

1. ممنوع الدخول لغير المرخصين بعد المغيب.
2. صاحب الجلالة الملك حسين.
3. "بريطاني مائة بالمائة" طوال الأسبوع في فندق فورتى غراند، عمان 41-12 حزيران- غاري وليماز- كما يظهر على التلفزيون البريطاني. رسم الدخول 5 دنانير شاملة.
4. مراقبة السوق. الأسهم التي تحققت أعلى وأدنى المعدلات في سوق عمان المالي. جميع البيانات مقدمة من أكسس.

5. اتحاد عمان للبيسبول للصغار.
6. حظك هذا الأسبوع.
7. دليل الأعمال.
8. الترجمة أ.
9. الفرقة الموسيقية الوطنية/ مؤسسة نور الحسين.
- تقدم فريق الكونشرتو التابع للفرقة الموسيقية القومية قائد الفريق بريارا جونسون....
10. ذي ستار. المجلة الأردنية السياسية والاقتصادية والثقافية الأسبوعية على الخط- الشبكة العالمية.....

Exercise 6

1. No dogs allowed.
2. Al-Quds Open University.
3. Ministry of Culture and Information.
4. Ministry of Higher Education.
5. For Immediate Investment... (1)
To let. (2)
6. Modern Arab History.
7. The Palestinian Problem: Past, Present and Future.
8. A Dangerous Curve.
9. No Parking.
10. Our Beloved children.

Exercise 7

1. مصل مضاد لداء الكلب يُرسل جواً إلى بروكلين.
2. زلزال يحو قرية في تشيلي.
3. رئيس البلدية يصر على أن رئيس الشرطة "خدها".
4. شهبانزي مستوحش يبحث عن أصدقاء.
5. فتح المدارس للفصل الأول.
6. أزهار آبار تتفتح متأخرة.
7. المطر قريب.
8. طرد الفرقة الموسيقية.
9. مسابح البلاد تحمل الأشغال المائية فوق طاقتها.
10. مجلس الكنائس ينتخب بنت وسيطاً.

11. الضباب يؤخر أعمال الرصيف.
12. الدودة تلتف وكذلك السيارة.
13. سبعة يرشحون أنفسهم لمنصب القاضي الجديد.
14. لا داعي للهلوع: انذار حريق كاذب يسبب اخلاء المدرسة.
15. العودة للوطن في المرة الحادية عشرة: جمهور كبير يحضر فوز فريق تايجرز بالمباراة.
16. زيادة الضرائب توقف العمل في تقاطع الولاية.
17. رجال دين يحملون رسالة للمشاغبين.
18. افتتاح جسر جديد: نهاية زحمة المرور.
19. تمثال لينكولن الحمي: العاصفة تسقط الشجرة الكبيرة.
20. الجليد يدفن الوادي.
21. توقع محصول لم يسبق له مثيل.
22. العاصفة تلوح من بعيد.
23. وفد الكونغرس يفتح باب النقاش في المقاطعة.
24. جناح الولادة يعتبر الأفضل في وسط الغرب الأمريكي.
25. الشباب يجدون مهنة تصفيف الشعر مهنة رجالية.
26. المجلس يوافق على الميزانية في أقصر جلسة.
27. المصنع الجديد يبدأ في توظيف العمال للبدء في الانتاج في شهر تشرين الثاني.
28. الفرق الشعبية تعزف للاستعراض العظيم.
29. برج الاذاعة ينهار.
30. الشرطة تعمل ساعات جديدة.
31. النيران تجتاح مخزن أحذية.
32. جميع خزانات المياه تفيض.
33. الاختبار الأخير يوم الاثنين لاختبار أول رجل أمريكي للصعود للفضاء.
34. الحديث الافتتاحي يمكن أن يشرح الموقف من الصين.
35. أجراس الكنيسة القديمة تجد مكاناً لها في المتحف.
36. أسيرة تبدأ رحلة بحرية جديدة لاعادة زيارة الصخور المرجانية في الباسفيك.
37. ضرائب المبيعات في المدينة تصل أرقاماً قياسية وتمثل مؤشراً على الأوضاع التجارية فيها.
38. النوع الجديد من قش المكناس يسجل رقماً عالياً في التجربة.
39. البصل على قائمة الطعام: والآن حتى الرجال الأقوياء يكون أيضاً.
40. طيور الصيد وفيرة: افتتاح موسم صيد الطيور.

Exercise 8

1. Jordanian- American Summit Discusses Peace File.
2. Abdul-Majid: Arab Summit Crucial to Boost Peace Process.
3. Israeli Army Blows Up a Car in Herbon.
4. Vatican Explains own View on Jerusalem Future.
5. University Attempted Achieving Goals from the start.
6. Various and Government Employees Made to Retive.
7. Health Delegate Leaves to Britain Today.
8. Jordan Environment Society Visits Civil Defense Department.
9. Human Habitat International Conference Concludes this Evening.
10. US Energy Expert Stresses Importance of Nuclear Security.

Exercise 9

1. الأتسة المحترمة جونسون
خية طيبة وبعد

شكراً على رسالتك المؤرخة في 5 حزيران 4891 التي تتقدمين فيها بطلب عمل كبائعة خلال الصيف في مكتبة كاتسكيل. يرجى العلم بأن عملك سيكون في قسم اللغة والأدب. أولاً عليك المحافظة على الكتب مرتبة أبجدياً حسب المؤلف والموضوع. وثانياً عليك ارشاد الزبائن إلى الكتب التي يختارونها إذا طلبوا منك المساعدة في ذلك. وثالثاً عليك تفريد قائمة يومية وأسبوعية بالمبيعات. وأخيراً عليك تقديم أية مقترحات قد تشجع المبيعات. وسيكون عملك ستة أيام في الأسبوع (ما عدا أيام الأحد) من الساعة التاسعة صباحاً حتى الخامسة مساءً. أرجو إبلاغي إذا كنت ترغبين حضور المقابلة الخاصة بطلبك هذا.

2. (شكر صديق لرعايته أطفالك)

شكراً جزيلاً على رعايتك لأطفالنا في عطلة نهاية الأسبوع الماضية لكي نتمكن أنا وأحمد من زيارة والدي في عمان. وكم كنا مسرورين عندما علمنا أن الأطفال كانوا سعداء وفي أيد أمينة.

Exercise 10

1.

Manager External Distribution Department Al-Bashir Publishing House....

Dear Sir,

Please be informed that I have read the book State of the world, 1993 you translated last year (1995). As it is a useful book, especialy on the problems of the environment and water, we would like to buy 5 copies for the university library. please send price list and p.p. costs at the above address.

Yours sincerely

Mohammad Hassan Ali
Librarian

2.

Dear Ahmad

How are you? A long time has now Passed since. I received your letter to which I responded immechality. Hope these is nothing wrong. Can I be of any help? don't hesitate to write to me.

Yours

Khalil Salim

Exercise 11

العنوان

عزيزي غريبتشان

قبل أن تنتهي مباحث هذا الصيف أتطلع أنا وبوب للقيام برحلة أخرى مع مجموعة من أصدقائنا الأعراء- وأنت من بينهم بطبيعة الحال نأمل لأن تنضم إلينا يوم السبت 32 تموز وتشارك في حفل شواء على الطريقة القديمة في منزلنا. علماً أن المقبلات تبدأ الساعة الخامسة والعشاء السادسة والنصف. الملابس غير رسمية لأننا سنجلس في الحديقة. وقد يلزمك معطف خفيف خشية أن يبرد الجو.
أرجو اعلامنا حتى نكون في استقبالك.

الخلص

لوسيال

Exercise 12

Date 15/6/1996

Dear Ahmad,

A long time has now passed since we last met in Jerusalem at.....

.....
.....
.....
.....

Best Regards

Sincerely,
Ali

Exercise 13

.1

إلى: قسم الحجز مقدماً، فندق ريجنت، كوبنهاجن.
من: مايكل توماس، قسم المبيعات، يونيفرسال برودكتس، يورك.

أرجو حجز غرفة مفردة مع حمام من مساء 81 آب حتى 52 منه. يفضل أن تكون غرفة هادئة
على طابق منخفض بعيداً عن الشارع....

.2. كالسابق

Exercise 14

Your Excellency Professor

English Department, University

Amman, Jordan

It gives King Abdul Aziz University the greatest pleasure to choose you
a member of the committee for evaluating the academic work of DR.....

.....
.....

Exercise 15

المذكرات الحديثة. مع بداية العهد بالدين المسيحي كان المكونان الأساسيان للمذكرات الحديثة قد وجدا- وهما التقليد القائم على تسجيل التجربة يوماً بعد يوم وتثمين التعابير عن الإدراك الشخصي. وعند ترسيخ هذين الخاصيتين، تم الاعتراف بالمذكرات كعمل أدبي متفرد. فمن ناحية حدوثها اليومي في حد ذاته عمل على تمييزها عن الأشكال الأدبية المماثلة مثل الذكريات أو السيرة الذاتية والتي هي تذكيرية وليسست فورية. فمثل هذه الأشكال تنظر وراءاً إلى التجربة المكتملة. بينما المذكرات تنظر أماماً إلى التجربة التي لا يمكن تحديد بنيتها مسبقاً. ومن ناحية أخرى فإن الجانب الشخصي في المذكرات يميزها عن كتاب القصص أو الكتاب السجل أو التذكرة وهي التي تسجل الأحداث الخارجية دون التعبير عن المشاركة الفردية.

Exercise 16

I was born in Tokahway near Hisllsbough, twelve miles away from Euston, Talbot, Maryland and state. I had no clear idea about my age, and had never seen any records. Most of the slaves do not know their age as horses do. Such is the deceive of our Masters who, as I have experienced, would like to have slaves remain ignorant.



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Creating Colors

There are two ways to create colors in a photograph.

One method, called additive, starts with three basic colors and adds them together to produce some other colors. The second method, called subtractive, starts with white light (a mixture of all colors in the spectrum) and by taking away some or all other colors leaves the one desired.

In the additive method separate colored lights are combined to produce various other colors. The three additive primary colors are green, red and blue (each proportion, about one third of the wavelengths in the total spectrum). Mixed in varying proportions, they can

produce all colors. Green and red light mix to produce yellow, red and blue light mix to produce magenta, green and blue mix to produce cyan. When equal parts of all three of these primary colored beams of light overlap, the mixture appears white to the eye.

In the subtractive process, colors are produced when dye (as in paint or color photographic materials) absorbs some wavelengths and so passes on only part of the spectrum. The subtractive primaries are cyan (a bluish green), magenta (a purplish pink), and yellow; these are the pigments or dyes that absorb red, green and blue wavelengths, respectively, thus subtracting them from white light. These dye colors are the complementary colors to the three additive primaries of red, green and blue. Properly combined, the subtractive

primaries can absorb all colors of light, producing black. But, mixed in varying proportions they too can produce any color in the spectrum.

Whether a particular color is obtained by adding colored lights together or by subtracting some light from the total spectrum, the result looks the same to the eye. The additive process was employed for early color photography. But the subtractive method, while requiring complex chemical techniques, has turned out to be more practical and is the basis of all modern color films.

Organic Foods

Are organically grown foods the best food choices? The advantages claimed for such foods over conventionally grown and marketed food products are now being debated. Advocates of organic foods -- a term whose meaning varies greatly -- frequently proclaim that such products are safer and more nutritious than others.

The growing interest of consumers in the safety and nutritional quality of the typical North American diet is a welcome development. However, much of this interest has been sparked by sweeping claims that the food supply is unsafe or inadequate in meeting nutritional needs. Although most of these claims are

not supported by scientific evidence, the preponderance of written material advancing such claims makes it difficult for the general public to separate fact from fiction. As a result, claims that eating a diet consisting entirely of organically grown foods prevents or cures disease or provides other benefits to health have become widely publicized and form the basis for folklore.

Almost daily the public is besieged by claims for "no-aging" diets, new vitamins and other wonder foods. There are numerous unsubstantiated reports that natural vitamins are superior to synthetic ones, that fertilized eggs are nutritionally superior to unfertilized eggs, that untreated grains are better than fumigated grains and the like.

One thing that most organically grown food products seem to have in common is that they cost more than conventionally grown foods. But in many cases consumers are misled if they believe organic foods can maintain health and provide better nutritional quality than conventionally grown foods. So there is real cause for concern if consumers particularly those with limited incomes, distrust the regular food supply and buy only expensive organic foods instead.

Pottery

Ancient people made clay pottery because they needed it for their survival. They used the pots they made for cooking, storing food, and carrying things from place to place. Pottery was so important to early cultures that scientists now study it to learn more about ancient civilizations. The more advanced the pottery in terms of decoration, materials, glazes and manufacture, the more advanced the culture itself.

The artisan who makes pottery in North America today utilizes his or her skill and imagination to create items that are beautiful as well as functional, transforming something ordinary into something special and unique.

The potter uses one of the Earth's most basic materials, clay. Clay can be found almost anywhere. Good pottery clay must be free from all small stones and other hard materials that would make the potting process difficult. Most North American artisan potters now purchase commercially processed clay, but some find the clay they need right in the earth close to where they work.

The most important tools potters use are their own hands; however, they also use wire loop tools, wooden modeling tools, plain wire, and sponges. Plain wire is used to cut away the finished pot from its base on the potter's wheel.

After a finished pot is dried of all its moisture in the open air, it is placed in a kiln and fired. The first

firing hardens the pottery, and it is then ready to be glazed and fired again.

For areas where they do not want any glaze, such as the bottom of the pot, artisans paint on melted wax that will later burn off in the kiln. They then pour on the liquid glaze and let it run over the clay surface, making any kind of decorative pattern that they want.

The American Civil War

The military aspect of the United States Civil War has always attracted the most attention from scholars. The roar of gunfire, the massed movements of uniformed men, the shrill of bugles, and the drama of hand to hand combat have fascinated students of warfare for a century.

Behind the lines, however, life was less spectacular. It was the story of back breaking labor to provide the fighting men with food and arms, of nerve tingling uncertainty about the course of national events, of heartbreak over sons or brothers or husbands lost in battle. If the men on the firing line won the victories,

the means to those victories were forged on the home front.

Never in the nation's history had Americans worked harder for victory than in the Civil War. Northerners and Southerners alike threw themselves into the task of supplying their respective armies. Both governments made tremendous demands upon civilians and, in general, received willing cooperation.

By 1863 the Northern war economy was rumbling along in high gear. Everything from steamboats to shovels was needed and produced. Denied Southern cotton, textile mills turned to wool for blankets and uniforms. Hides by the hundreds of thousands were turned into shoes and harness and saddles; ironworks manufactured locomotives, ordnance, and armor plate.

Where private enterprise lagged, the government set up its own factories or arsenals.

Agriculture boomed, with machinery doing the job of farm workers drawn into the army. In short, everything that a nation needed to fight a modern war was produced in uncounted numbers. Inevitably there were profiteers with gold headed canes and flamboyant diamond stickpins, but for every crooked tycoon there were thousands of ordinary citizens living on fixed incomes who did their best to cope with rising prices and still make a contribution to the war effort. Those who could buy war bonds: others knitted, sewed, nursed, or lent any other assistance in their power.

Women in Colonial North America

The status of women in colonial North America has been well studied and described and can be briefly summarized. Throughout the colonial period there was a marked shortage of women, which varied with the regions and was always greatest in the frontier areas. This favorable ratio enhanced women's status and position and allowed them to pursue different careers.

The Puritans, the religious sect that dominated the early British colonies in North America, regarded idleness as a sin, and believed that life in an underdeveloped country made it absolutely necessary that each member of the community perform an economic function. Thus work for women, married or

single, was not only approved, it was regarded as a civic duty. Puritan town councils expected widows and unattached women to be self supporting and for a long time provided needy spinsters with parcels of land.

There was no social sanction against married women working; on the contrary, wives were expected to help their husbands in their trade and won social approval for doing extra work in or out of the home. Needy children, girls as well as boys, were indentured or apprenticed and were expected to work for their keep.

The vast majority of women worked within their homes, where their labor produced most articles needed for the family. The entire colonial production of cloth

and clothing and partially that of shoes was in the hands of women.

In addition to these occupations, women were found in many different kinds of employment. They were butchers, silversmiths, gunsmiths and upholsterers. They ran mills, plantations, tanyards, shipyards, and every kind of shop, tavern, and boardinghouse. They were gatekeepers, jail keepers, sextons, journalists, printers, apothecaries, midwives, nurses, and teachers.

Satiric Literature

Perhaps the most striking quality of satiric literature is its freshness, its originality of perspective. Satire rarely offers original ideas. Instead, it presents the familiar in a new form. Satirists do not offer the world new philosophies. What they do is to look at familiar conditions from a perspective that makes these conditions seem foolish, harmful, or affected. Satire jars us out of complacency into a pleasantly shocked realization that many of the values we unquestioningly accept are false. Don Quixote derides the stupidity of knights Brave New World ridicules the pretensions of science; A Modest Proposal dramatizes starvation by advocating cannibalism. None of these ideas is

original. Chivalry was suspect before Cervantes, humanists objected to the claims of pure science before Aldous Huxley, and people were aware of famine before Swift. It was not the originality of the idea that made these satires popular. It was the manner of expression, the satiric method that made them interesting and entertaining. Satires are read because they are aesthetically satisfying works of art, not because they are morally wholesome or ethically instructive. They are stimulating and refreshing because with commonsense briskness they brush away illusions and secondhand opinions. With spontaneous irreverence, satire rearranges perspectives, scrambles familiar objects into incongruous juxtaposition, and speaks in a personal idiom instead of abstract platitude.

Satire exists because there is need for it. It has lived because readers appreciate a refreshing stimulus, an irreverent reminder that they live in a world of platitudinous thinking, cheap moralizing, and foolish philosophy. Satire serves to prod people into an awareness of truth, though rarely to any action on behalf of truth. Satire tends to remind people that much of what they see, hear, and read in popular media is sanctimonious, sentimental, and only partially true. Life resembles in only a slight degree the popular image of it. Soldiers rarely hold the ideals that movies attribute to them, nor do ordinary citizens devote their lives to unselfish service of humanity. Intelligent people know these things but tend to forget them when they do not hear them expressed.

Food and Health

The food we eat seems to have profound effects on our health. Although science has made enormous steps in making food more fit to eat, it has, at the same time, made many foods unfit to eat. Some research has shown that perhaps eighty percent of all human illnesses are related to diet and forty percent of cancer is related to the diet as well, especially cancer of the colon. Different cultures are more prone to contract certain illnesses because of the food that is characteristic in these cultures. That food is related to illness is not a new discovery.

In 1945, government researchers realized that nitrates and nitrites, commonly used to preserve color

in meats, and other food additives, caused cancer. Yet, these carcinogenic additives remain in our food, and it becomes more difficult all the time to know which things in the packaging labels of processed food are helpful or harmful. The additives which we eat are not all so direct. Farmers often give penicillin to beef and poultry, and because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are administered to animals not for medicinal purposes, but for financial reasons. The farmers are simply trying to fatten the animals in order to obtain a higher price on the market. Although the Food and Drug Administration (FDA) has tried repeatedly to control these procedures, the practices continue.

Police and Communities

Few institutions are more important to an urban community than its police, yet there are few subjects historians know so little about. Most of the early academic interests developed among political scientists and sociologists, who usually examined their own contemporary problems with only a nod toward the past. Even the public seemed concerned only during crime waves, periods of blatant corruption, or after a particularly grisly episode. Party regulars and reformers generally viewed the institution from a political perspective; newspapers and magazines - the nineteenth century's media - emphasized the vivid and spectacular.

Yet urban society has always vested a wide, indeed awesome, responsibility in its police. Not only were they to maintain order, prevent crime, and protect life and property, but historically they were also to fight fires, suppress vice, assist in health services, supervise elections, direct traffic, inspect buildings, and locate truants and runaways. In addition, it was assumed that the police were the special guardians of the citizens' liberties and the community's tranquility. Of course, the performance never matched expectations. The record contains some success, but mostly failure; some effective leadership, but largely official incompetence and betrayal. The notion of a professional police force in America is a creation of the twentieth century; not

until our own times have cities begun to take the steps
necessary to produce modern departments.

Population Growth

The growth of population during the past few centuries is no proof that population will continue to grow straight upward toward infinity and doom. On the contrary, demographic history offers evidence that population growth has not been at all constant. According to paleoecologist Edward Deevey, the past million years show three momentous changes. The first, a rapid increase in population around one million B. C., followed the innovations of tool making and tool using. But when the new power from the use of tools has been exploited, the rate of world population growth fell and became almost stable.

The next rapid jump in population started perhaps 10,000 years ago, when mankind began to keep herds, plow and plant the earth. Once again when initial productivity gains had been absorbed, the rate of population growth abated. These two episodes suggest that the third great change, the present rapid growth, which began in the West between 250 and 350 years ago, may also slow down when, or if, technology begins to yield fewer innovations. Of course, the current knowledge revolution may continue without foreseeable end. Either way - contrary to popular belief in constant geometric growth - population can be expected in the long run to adjust to productivity. And when one takes this view, population

growth is seen to represent economic progress and human triumph rather than social failure.

Mother's Day

A special day for the celebration of mothers can be traced to the times of ancient Greece when tribute was paid to Rhea, the mother of many of the Greek gods. Early Christians also paid tribute to Mary, the mother of God, during Lent. This tribute evolved into “Mothering Sunday” in England. “Mothering Sunday” is a celebration of all mothers, and is observed on the fourth Sunday of Lent.

In 1872, in America, Julia Ward Howe, the author of "The Battle Hymn of the Republic", suggested the idea of Mother's Day. However, Anna Jarvis is credited with creating Mother's Day in 1905. Anna Jarvis campaigned for Mother's Day as a tribute to her mother,

who had tried to establish Mother's Friendship Day to help heal the scars of the Civil War in America.

In 1910, West Virginia became the first state to adopt a formal holiday to recognize mothers. A year later, nearly every state officially marked the day of celebration. In 1914, President Woodrow Wilson proclaimed Mother's Day as a national holiday, to be held on the second Sunday of May. Today, Mother's Day is celebrated in many countries throughout the world, although the celebrations do not fall on the same day in every country.

Mother's Day is celebrated in various ways, depending on the country, the family, and the mother. Many families honor mothers by dining out, giving flowers, sending cards, giving gifts, and visits.

Additionally, Mother's Day is reported to be one of the busiest days of the year for telephone calls.

Mother's Day should be every day. Mothers nurture us, teach us, protect us, and make us feel special. Mothers are the people in our lives who are most responsible for the way we grow and mature.

تاريخ الترجمة

الترجمة عملية قديمة قدم الزمن ... وليس هناك من شك فى أن كل

نهضة فكرية أو علمية لابد أن يسبقها حركة ترجمة نشيطة وتبدأ بها. ففي

العصور القديمة، قامت حركة ترجمة فاعلة ومؤثرة من اللغة اليونانية إلى

اللغة اللاتينية، بعد أن أفل نجم الحضارة الإغريقية، وبدأ الرومان يحتلون

مواقعها ... يقطع بذلك تاريخ الآداب الكلاسيكية وآثارها الباقية.

وقد ظلت أوربا قابعة فى ظلام العصور الوسطى حتى سقوط

القسطنطينية وانتقال كنوزها من آثار الإغريق والرومان إلى مدن الغرب

الكبرى آنذاك، فنشطت حركة ترجمة واسعة تنتقل تلك الآثار إلى اللغات

الأوربية حديثة النشأة: الإنجليزية والفرنسية والأسبانية، والتي تطورت معظمها عن اللاتينية، وعن عناصر من لهجات أو لغات إقليمية تتفاوت في التأثير والقوة من بلد إلى آخر.

إن التأريخ لعصر النهضة يبدأ بأعمال الترجمة تلك، واستقرار المنقولات وهضمها وتمثلها، ثم تأثيرها في تكوين العقل الأوربي.

وللترجمة في تاريخ الثقافة العربية عدة تجارب لها شأن عظيم، فقد تم نقل أغلب تراث الأمم التي سبقت العرب كالفرس والروم خلال القرنين السابع والثامن وما بعدهما إلى العربية بواسطة الترجمة السريانية، ثم عن اليونانية مباشرة. وأخذ العرب يتعلمون اللغات الأجنبية بعد استقرار الإسلام في البلاد المفتوحة، فاستطاعوا نقل الكثير إلى العربية.

وفى العصر العباسي بصفة عامة، مرت الترجمة بحركة انتشار واسعة، ويسر لذلك أن العراق كان يموج بالأطباء والفلاسفة والمنجمين. وقد مرت الترجمة فى هذا العصر بعدة مراحل، بدأت بترجمة الطب والفلك والرياضيات والفلسفة والمنطق، وانتهت بترجمة الكتب فى مختلف العلوم والآداب. وأدى ذلك إلى اتساع فى المعارف وتطور فى أساليب التفكير وتعاضم فى شأن الفرق الإسلامية التى تقوم مناهجها على الجدل، ثم أدى ذلك إلى ازدهار النحو وظهور البلاغة، كما يسر ولوج المسلمين إلى العلوم الفلسفية كالأهوت والمنطق.

وما يقال عن التجريبتين السابقتين يقال أيضا عن التجربة الأخيرة التي

بدأت منذ أواسط القرن التاسع عشر، حين أنشأ رفاة الطهطاوى "مدرسة

الألسن" فى مصر للترجمة عن اللغات الأوربية، فشملت كافة العلوم.

ومنذ ذلك الحين أصبحت الترجمة تتجه لتصبح علما له قواعده

وأأسسه، بعد أن كانت فنا يعتمد على قدرات المترجم ونبوغه.

أهمية الترجمة

لا مرأ فى أن للترجمة أهمية قصوى فى نقل التراث الفكرى بين الأمم، وأثر عظيم فى نمو المعرفة الإنسانية عبر التاريخ. والترجمة عملية ذهنية وفكرية ولغوية معقدة تتطلب إبداعاً مضاعفاً ممن يقوم بها؛ فالمرجم لابد أولاً أن يستوعب النص الذى كتب بلغة أخرى استيعاباً يتعدى الشكل والأسلوب إلى المضامين والأفكار، وهذا أمر يتطلب مهارة لغوية وفكرية نافذة، وبالتالى فإنه بلا شك ينطوي على إبداع. والمرجم ثانياً لابد أن ينقل النص إلى لغة أخرى تختلف فى التركيب النحوي، ومجال الدلالات والمعاني، نقلاً يضمن فهم النص بكل دلالاته ومعانيه، ويشمل كذلك إطاره

الثقافى والتارىخى، وهذا عمل ينطوي على إبداع أيضا. ولذلك لاغرو أن

نجد أن المشتغلين بالترجمة المبرزين فيها قلة من المختصين.

وقد اتصل العرب منذ جاهليتهم بالشعوب الثلاثة المحيطة بهم:

الروم فى الشمال، والفرس فى الشرق، والأحباش فى الجنوب، وكان لابد

من قيام صلات أدبية واقتصادية مع تلك الشعوب ولا سبيل إلى ذلك دون

وجود الترجمة. ثم تطورت الترجمة فى زمن الدولة الأموية، حيث ترجمت

الدواوين، غير أن العصر العباسي كان هو العصر الذهبي فى تطور

الترجمة عند العرب والمسلمين، حيث تمت ترجمة علوم اليونان فى الطب

والفلك والرياضيات والفلسفة والنقد، ومعظم الأعمال الأدبية الفارسية، وغير

ذلك كثير.

ولاشك أن الترجمة فى العصور الحاضرة - مع ازدياد وتيرة التقدم العلمى، وتسارع الاكتشافات والاختراعات - أصبحت ضرورة ملحة تحشد الدول النامية من أجلها كل الطاقات، وتوظف فى سبيلها كل الإمكانيات وذلك بهدف اللحاق بالركب العلمى مع الحفاظ على الهوية اللغوية والثقافية؛ فالترجمة تكفل نقل العلوم والاستفادة منها مع المحافظة على اللغة القومية وتنميتها وعدم استبدالها بلغة وافدة تقضى على الهوية، وتمكن الثقافة الوافدة من إضعاف مضامين الوحدة السياسية. وقد أثبتت الدراسات الجادة أن من يتعلم التقنية بغير لغته الأم، قد لا يستطيع فهم دقائقها - ذلك الفهم الذى يساعد على الإبداع والاختراع، وليس التلقى فقط، إذ أن الحاجز اللغوي سيبقى دائما حجر عثرة فى سبيل الإبداع. وإذا تيسر لأحد الأشخاص أن يبدع فى مجال تقنى معين تعلمه من خلال لغة أجنبية فإن

ذلك الإبداع سيبقى محدود الأثر فى أمته ومجتمعة ما لم يترجم ذلك

الإبداع إلى لغتهم.

وإدراكا لهذا الدور الرئيسى للترجمة فإن اليابان - مثلا - تقوم

بترجمة مئات الكتب يوميا من اللغات الأخرى إلى اللغة اليابانية مما ساهم

فى ازدهار الصناعة مع الحفاظ على اللغة اليابانية والهوية اليابانية فى

وقت واحد. وإذا كانت اليابان - وهي دولة واحدة - تؤمن بالترجمة كخيار

استراتيجى للمحافظة على وحدة تراثها ولغتها، فإنه من الأجدر بالأمة

العربية - وهي الأمة التى تكمن قوتها فى تراثها اللغوى فى المقام الأول -

أن تولى الترجمة أضعاف أضعاف ما توليها اليابان؛ أي أنه من المفترض

أن تترجم الآف الكتب إلى العربية يوماً خصوصاً في المجالات العلمية

والتقنية.

حركة الترجمة ودورها في بناء الحضارة

أظهر المسلمون في بناء حضارتهم إهتماماً كبيراً بحركة الترجمة، وأبدوا رعاية فائقة للثقافات والعلوم المتنوعة التي وجدوها في غرب آسيا، وامتازت الحضارة الإسلامية بالنقل من الفارسية والسريانية واليونانية والهندية والصينية إلى العربية، وكان بنو أمية على قسط وافر من الحكمة وبعد النظر ما جعلهم يتركون المدارس الكبرى المسيحية أو الصائبة أو الفارسية قائمة في الإسكندرية وبيروت وحران ونصيبين وجنديسابور، فاحتفظت هذه المدارس بأمهات الكتب في الفلسفة والعلوم، ومعظمها في ترجمتها من السريانية. وسرعان ما استهوت هذه الكتب المسلمين العارفين

باللغتين السريانية واليونانية، ولم يلبث أن قام بترجمتها إلى العربية جماعة من المسلمين، فضلاً عن اليهود المسلمين. وكانت طريقة السريان أن ينقلوا الكتاب اليونانى إلى لغتهم السريانية، ثم يترجموه بعد ذلك من السريانية إلى العربية، وهكذا أصبح السريان أعظم حلقة للاتصال بين الثقافة الهيلينية والإسلام.

واستمرت الحركة العلمية وحركة الترجمة إلى العربية فى العصر العباسى عندما ربط المسلمون بين تراث اليونان وعلوم الفرس والهنود والصينيون، مما جعل اللغة العربية أداة العلم والمعرفة التى تعبر عن أقصى ما بلغته الحضارة الإنسانية فى العصور الوسطى من سمو ورفعة. وقد تمكن العرب المسلمون من ترجمة كتب أرسطو وأفلاطون الفلسفية،

وجالينوس الطبية، علاوة على مجموعة من الكتب الفارسية والهندية. وهكذا تمكن طلاب المعرفة وبناء الحضارة من المسلمين أن يهضموا ما أنتجه اليونان في سنوات طويلة.

وهكذا لم يعد أمام الغرب الأوربي سوى الترجمة من العربية إلى اللاتينية، وزيادة على ذلك فقد وضع علماء المسلمون شروحاً لفلسفة أرسطو كما فعل ابن رشد واهتم بها علماء الغرب.

أما أهم مراكز الترجمة عن العربية إلى اللاتينية فكانت مركزين، الأندلس وصقلية، والواقع أن الأندلس كانت هي المركز الرئيسى للترجمة من العربية إلى اللاتينية، فاتجه إليها كثير من أعلام النهضة الأوربية فى القرن الثانى عشر يطلبون الإرتواء من فيض الحضارة الإسلامية فى

مختلف العلوم والآداب. وقد نشطت حركة الترجمة عن العربية في برشلونة وليون وطيطة، والتى أسس رئيس أساقفتها مكتبة كبيرة للترجمة عن العربية إلى اللاتينية، وقام (رديرن الشستري) بترجمة القرآن إلى اللاتينية لأول مرة كما ترجمت كتب كثيرة من العربية فى العلوم والفلك ورياضيات الخوارزمى والكيمياء والطب.

ولا ريب أن المسلمين بتسامحهم العظيم مع الأجانب (غير المسلمين) أتاحوا لهذه العناصر فرصة طيبة للتلمذ عليهم والإفادة منهم حتى قال أحد الكتاب الأوربيين: "إن الحضارة الإسلامية تمت بسبب تسامحها إزاء العناصر الأجنبية."

أما صقلية فقد أسهمت هي الأخرى في حركة النقل عن العربية في

وقت بناء الأوربيين حضارتهم الحالية، وساعد صقلية على ذلك موقعها

الاستراتيجي الجغرافي بين أوربا وإفريقيا، ثم احتفاظها بنسبة كبيرة من

سكانها المسلمين في عصر النورمان الذين خلفوا المسلمين في حكم

الجزيرة. وقد ترجم في صقلية الكثير من الكتب الإسلامية، ومن أبرز

مترجميها اليهودي (عشر فرج) ذو الأصل الصقلي، والذي ترجم الكثير إلى

اللاتينية.

وهكذا نرى أن الترجمة أسهمت في إثراء الحضارة الإسلامية،

وأشعلت شعلة لا تنطفئ لرواد الحضارة وبناتها، وذلك في عصر الأمويين

والعباسيين، كما نرى أن أساسها الذي ارتكزت عليه الحضارة العائلة

(الأوربية الحديثة) هى الترجمة من العربية إلى لغتهم، مما مهد الطريق

أمامهم للوصول إلى موقعهم الحديث.

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