



**A New Translation Course**

**For**

**Second- year Students  
(Level II)**

**By**

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## PREFACE

The Arab students of English departments who do not pay translation so much attention as they do other subjects of study must be quite unaware of the vital role it had and is still effectively playing in bridging the wide gulf among nations of the world and in the progress of human culture. Through translation peoples of the world have come, despite their own drastically different linguistic legacies and cultural concepts, to learn more about one another's various ways of living, thinking and worshipping God. This is far away from suggesting that translation can be behind the obliteration of all lines of demarcation between one culture and the other, as not all translated foreign works are welcomed in a nation unless they bring in social, cultural or religious values which suit the public taste of its people. To mention but one example, the Arab world was indeed greatly influenced by some of the Greek literary, philosophic and artistic traditions, and in the meanwhile it eschewed what it turned to be inconsistent with Islamic and Christian doctrines or teachings. On the other hand, the translation of numerous Arabic and Islamic works into various foreign languages must have helped the Western reader be more acquainted with unfamiliar cultural and ideological as well as religious issues.

Insofar as 'give and take' is a common feature of humanity, translation can hereby be taken, and logically, as a bridge that connects all distant parts of the globe, and as a most valuable contribution to the progress of human history, despite all it has experienced of life-threatening cultural and political conflicts.

As for the process of translation itself, all antecedent linguistic and translation studies have met at a united stand by stating that it is not simply a literal transformation of words, a passage or complete text from one language into another, as many naïve people may think, but rather a highly complicated and deceptive process: inasmuch as it provides us with fresh terms, expressions, linguistic conventions, ideas, themes, concepts or cultural and political matrices, it may also distort the original words or texts. The deep influence the native language, culture and politics exercise on someone makes him or her fail to give, consciously or unconsciously, accurate translations of foreign texts. Complications as such can present especially the young translator to a really great challenge.

The translator is required to transform to the reader the parameters of a text's content and form from a language, which has its own culture and traditions, into a completely different language. This may sound easy to do, but it is indeed very difficult because in order to

produce a faithful translation (assimilated in the linguistic and cultural traditions of the original text), which is a necessary requirement, the translator needs to be well conversant with the idiomatic usage and cultural matrix of that text's language, as exactly as s/he is with those of the native language. That words of a language are employed connotatively in different contexts is an inarguable fact. Arabic language, for instance, is a treasure house of words that can be utilized in various contexts that can allow the existence of meanings, images or tones other than the familiar ones. Such semantic feature of Arabic language has been elaborated on so much in many translation studies by M. M. Enani, a professor of English literature and translation at the Faculty of Arts of Cairo University. To refer to just one example from his *The Comparative Impulse*, the word الصبر is shown to function variably in more than a context. In one sense, the sense of the word changes as the context does. In Egypt, we are used to hearing such expression: الصبر مفتاح لفرج (patience is the key to success – literally "to the solution of the crisis"), or يا صبر أيوب (May I have Job's patience). It can be noticed here that the form of the word, whether in Arabic or English, has not changed in these two different contexts or expressions, however it may not be noticed that its concept does not remain the same. In the first example the reader's attention is referred to the bitter endurance of people who work hard, with unrelenting trust in God's will, to get to what they dream of or get over what they are afflicted

with. To the contrary, the second example gives the concerned word this implied sense: صبري ينفذ (My patience is running out.). Furthermore, this same word in the following Arabic verse:

واصبر على كل ما يأتي الزمان به صبر الحسام بكف الدارع البطل

to mean 'confrontation' instead of 'endurance' or even 'patience' as appears in such English translation: Confront whatever the times bring about with the perseverance of a sword in the hand of a hero wearing [a suit of] armor.

Like Arabic, and any other languages, English is rich with countless words that are made by abled minds to function variably in more than a context, and whose literal translation disfigures their original meanings and associated images. Because of the limitation of space, we are going to give just two simple examples. Consider the following various usages of the word 'flesh' from Enani's *فن الترجمة، ص*

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- Sins of the *flesh* خطايا الجسد
- To go the way of all *flesh*. يقضى نحبه (كغيره من البشر)
- It mad my *flesh* creep. أفز عني المنظر
- In the *flesh* (or *flesh* and blood) شخصياً (بلحمه ودمه، أو بلحمه وشحمه)
- كما يقول بعض العرب)
- More than *flesh* and blood can stand فوق طاقة البشر

To take another example, someone may render 'summary dismissal' into الطرد الموجز (which sounds very strange and meaningless) when it actually means الطرد الفوري. The word 'summary' bears the same meaning when used in other contexts, such as 'summary execution' (الإعدام الفوري، بدون محاكمة) and 'summary trial' (المحاكمة الفورية).

Needless to go any further, it is quite clear now that the semantic features, along with many other linguistic devices, seem to put the translator in a great challenge with the text s/he happens to translate. The translator needs to be well acquainted with the linguistic structures or forges in a text. The dictionary may be helpful in this respect, yet it is not enough. Tantamount in importance to all this is the translator's adequate knowledge of the surrounding human world, known for its continuous flux or change in thought, which of course touches the language: there can be no existence for any ideas in this world without a language to express them. Isn't this everlasting change of concepts another but greater challenge to the translator?

According to my long, thirty-year, experience of teaching English literature and translation for English-department students at some universities inside and outside Egypt, I can appreciate how agonizing it is to translate certain types of texts from English into Arabic and vice versa. For this reason, I have decided to prepare this

course in the way it is with a view to helping the serious translators learn more about how to have an appropriate standing from the literary and other types of texts to be translated. The first part of the course comprises two of my outstanding articles on translation which have been published separately in Egyptian periodicals over the early years of this century (2000-2009), and are put together here for they, I hope, serve the goal I have mentioned above. The second part presents miscellaneous English economic passages which I have picked up from materials on line and rendered their most difficult words and expressions into Arabic as are used to mean or imply in their structural and formal aspects. A similar effort is exerted in the third and last part on rendering various but Arabic passages into English.



## Translation Studies

### (1) Science and Technology

There is a difference between science and technology. Science is a method of answering theoretical questions, technology is a method of solving practical problems. Science has to do with discovering the facts and relationships between observable phenomena in nature and with establishing theories that serve to organize these facts and relationships; technology has to do with tools, techniques, and procedures for implementing the findings of science. Another distinction between science and technology has to do with the progress in each.

#### (1)

facts	حقائق	science	علم
relationships	علاقات	technology	التكنولوجيا
has to do with	يتعلق بـ	method	منهج / أسلوب
tools	أدوات	practical	عملي
procedures	إجراءات	discover	يكتشف
techniques	تقنيات	observable	قابل للملاحظة

implement	ينفذ/ يطبق	phenomena	ظواهر
distinction	تمييز		
findings	مكتشفات	phenomenon	ظاهرة
progress	تقدم	establish	يضع / يثبت /
nature	الطبيعة	organize	ينظم

### Exercise1

#### A) To the teacher

1. Explain to the student the basic and common English structure 'there is....' Show him/her that although in Modern Standard Arabic it is usually rendered ( هناك ) the real meaning is ( يوجد ) .

The first sentence could therefore be rendered.

1- هناك فرق / اختلاف بين العلم والتكنولوجيا.

or

٢ - يوجد فرق / اختلاف بين العلم والتكنولوجيا.

2. Proceed to illustrate the possibility of doing away altogether with the modal auxiliary (to be) through a simple transformational trick, namely to change.

a) There is a difference between A and B.

**into**

b) A differs from B.

This will make it possible for the translator to render the the sentence as: (يختلف أ عن ب).

3. Proceed to apply this to the next sentence where a different substitution is made through a similar transformation, namely changing verb 'to be' into the Arabic (يعتبر) .
4. Further apply the transformational rule to the last sentence in the passage, where another distinction may be rendered as (كما يتميز).
5. Explain to the student the need to change the peculiarly English structure 'has to do with', for which there is no identical construction in Arabic, into the easily translatable 'deals with.
6. Finally focus on the need to paraphrase words with no equivalent form in Arabic, such as 'observable', so as to

make the meaning accessible (التي يمكن ملاحظتها). This is better simplified into either (القابلة للملاحظة) or even better into (التي نلاحظها). Not that the root meaning of (ملاحظة) will always be there.

7. Finally explain to the students that the words given in Arabic after the passage are commonly accepted as Arabic equivalents so that most Arab readers will get their meaning directly and unequivocally.

B) Give examples of your own to illustrate the use of verb "to be' in various contexts:

1. There is a book on the table.

أ - هناك كتاب على المنضدة.

ب - يوجد كتاب على المنضدة.

but the better and more idiomatic is :

ج - على المنضدة كتاب.

2. Learning is a continuous process.

أ - التعلم عملية مستمرة.

ب يعتبر التعلم عملية مستمرة.

C) Give examples of your own to illustrate the transformational trick referred to above, namely changing a noun into a verb:

1. There is a difference between man and woman.

2. A distinction must be made between science and technology.

٢ - أ - لابد من التمييز بين العلم والتكنولوجيا.

2- ب - لابد من ( إيضاح ) الاختلاف بين العلم والتكنولوجيا.

3- ج - لابد من النص على ما يميز العلم عن التكنولوجيا.

Explain the difference(s) between the English and Arabic in each case. You may choose to leave this to a later stage in the student's career.

## (2)Yasser Arafat

Mohamed Abdel- Raouf Arafat Al-Qudwa al-Hussaeini was born in 24 August 1929 in Cairo, his father a textile merchant who was a Palestinian with some Egyptian ancestry, his mother from an old Palestinian family in Jerusalem. She died when Yasir, as he was called, was five years old, and he was sent to live with his maternal uncle in Jerusalem, the capital of Palestine, then under British rule, which the Palestinians were opposing. He has revealed little about his childhood, but one of his earliest memories is of British soldiers breaking into his uncle's house after midnight, beating members of the family and smashing furniture.

### Exercise 2:

textile(s)	منسوجات	capital	عاصمة
merchant	تاجر	under	في ظل / تحت / خاضعة لـ
ancestry	أسلاف	rule	حكم
old	قديم / عريق	oppose	يعارض
maternal	من ناحية الام	reveal	يكشف
uncle	خال / عم	earlies	أوائل / أقدم
paternal	من ناحية الأب	early	مبكر / أول / مبادر
break into	يقتحم	14 memories	ذكريات
smash	يكسر / يحطم		

**To the teacher: -**

1 Explain to the student the basic translation rule of adjusting the syntax to that of the target language (TL). Here you could, if you choose, begin with the noun, followed by the verb, and the nominal structure is perfectly acceptable (indeed, idiomatic) in Arabic:

ياسر عرفات ولد في القاهرة.

but it is more common when you have an operative verb to begin with it in Arabic:

ولد ياسر عرفات في القاهرة.

2. Explain to the student the importance of verbs in Arabic, whether given in English explicitly or implied. The second part of the first sentence has an implied verb:

(his father a textile merchant)

That is:

his father was a textile merchant

or

his father worked as a textile merchant

Always preferable in Arabic, the operative verb is used in this part, though verb 'to be' is kept in the following part:

لأب يعمل بتجارة المنسوجات وكان فلسطينياً

The same rule applies to:

descended from some Egyptian ancestry and this is reflected in the Arabic rendering:

يتحدر من بعض الأسلاف المصريين

You would not be wrong to say:

وله بعض الأسلاف المصريين

Still, the object of the exercise is to impress on the student the need to be flexible, allowing implied verbs to appear in your text, as long as the implication is clear and definite. Apply this to the last part of the sentence:

his mother from an old Palestinian family

وكانت والدته تنتمي لأسرة فلسطينية عريقة

3. Encourage the student to translate the following sentence according to the above rule. Consult the key answers in the Appendix. Show the student why an Arabic auxiliary was added in the translation of 'then under British rule'.
4. Explain in detail the difference in meaning between 'little' and 'a little', as well as between 'few' and 'a few'. Without the



indefinite article both words have a negative meaning, with the article 'a' positive one. So, when Alexander Pope, the poet, says:

A little learning is a dangerous thing.

the meaning is positive: It is dangerous to acquire a limited amount of learning.

أ - من الخطر ( الاكتفاء ) بقدر يسير من العلم.  
ب - ( لا تقنع ) من العالم بنزر يسير ، فهذا خطر.

The bracketed words are implied; but if you say:

I could find little evidence to support your accusation the meaning would be:

I could hardly find any evidence to ...that is,

لم أكد أجد دليلاً واحداً يؤكد اتهامك / تهمتك.

The meaning is, obviously, negative. The same applies to 'few'.

Read this:

Q- Are there students in the classroom?

A - Yes, quite a few.

س - هل في الفصل تلاميذ ؟

ج - نعم عدد لا بأس به.

The meaning is positive; but when William Wordsworth, the poet, says:

She lived unknown and few  
could know when Lucy ceased to be

the meaning is negative:

أ- عاشت مجهولة ولم يكدها يعرف أحد متى ماتت لوسي).

ب - لم يكن أحد يعرف لوسي في حياتها

ولم يكدها يعلم أحد متى توفيت

5. Explain to the student the problem of the comparative form in English, if there is time; otherwise keep it until a later, more advanced stage in his/her career.

### **(3) My Grandmother**

I am beginning to wonder whether my grandmother isn't right when she complains, as she frequently does, that children nowadays aren't as well-behaved as they used to be. Whenever she gets the opportunity, she recounts in detail how she used to be told to respect her elders and betters. She was taught to speak only when she was spoken to, and when she went out on her own, she was reminded to say please and thank you.

### (3)

To wonder	اعجب / أتسال
To be right	على حق / على صواب
Complain	يشكو
Frequently	كثيراً / في أحيان كثيرة
Nowadays	هذه الايام / حالياً
Well-behaved	(يتمتعون) بحسن السير والسلوك
Used to be	كانوا عليه / كان حالهم
Whenever	حيثما / كلما
Opportunity	فرصة
recounts in detail	يحكى بالتفصيل
Used to be told	تؤمر / تلزم ( هنا فقط )
respect	يحترم
elders and betters	الاكبر سناً والأفضل
Remind	يذكر

### Exercise3:

#### To the teachers

1. The passage gives you an opportunity to give your class an initial lesson in semantics. You may only give them rudiments, initially, but these will be basic enough to constitute the reference material needed for the future. Be practical and start

with the structure 'I am beginning to'. The tense aspect is significant; the 'ing' does not always denote a continuous tense as you and I were told in our childhood; it can imply a future', or, as here, a simple present. The meaning is therefore 'I have begun, or, more precisely, am at present in the process of: It is a simple statement of fact in the present. Amazingly, and you have to stress this, the Arabic has no equivalent. Indeed, the common equivalent of the present perfect, or the present simple tense implied, is the Arabic past! Hence what you have here is simply (بدأت) but not, indeed, never (أبدأ)!

The problem is, as you can see, one of idiom. The expression in question has become an idiomatic unit of meaning' implying an action begun, and, of course, continuing. The idiomatic Arabic equivalent means the same. If you find that it may be difficult for the class to grasp your point, put it off for the moment but simply tell them the gist of it and let it go. You will have plenty of time in the future to broach the subject again.

2. Another problem in the passage concerns the meaning of, (wonder if he is /to wonder if he isn't'). The meaning of the first is negative, the second positive. This is again a semantic

question but it is essential to the language skills required. The first means:

(أتساءل لعله ليس)

and the second:

(أتساءل لعله يكون)

Be careful to show the student that to use the Arabic linguistic equivalent (the literal) would be misleading:

أتساءل إذا ما كان / أتساءل إذا لم يكن

Apart from vagueness, a bad enough quality, the formulation will be hard to understand, and is indeed, often, misunderstood. Now we, Arabs, prefer the idiomatic:

بدأت أقول في نفسي لعلها على حق ؟

3. You may like to focus on the parenthetical clause, as she frequently does', explaining that it is better to repeat the Arabic operative verb itself (تفعل) instead of the clumsy (تشكو). Preferably this is followed by the 'explicitatory' (قائلة).

4. Explain the difference in Arabic between (1) and The first has problems connected (حسن السير والسلوك). common with the general meaning of (خُلُق) and its various interpretations i.e. morality, manners, politeness etc. (See On Translating Arabic : A Cultural Approach, GEBO, 2000, by the present author).

The latter occurs more commonly in the expression 'good behaviour'. When a prisoner is released from prison before completing his sentence, the justification normally given is 'for good behaviour' and the Arabic equivalent is also used.

5. Devote some time to explaining the different meanings of 'to tell,' and why in the present context it means to order or command. (See my *فن الترجمة*)

6. Encourage the students to use the passive voice in Arabic "She was told (كانت تؤمر) echoes the perfectly idiomatic (and Quranic) (فأصدع بما تؤمر). Alliteratively, you could say (كان يأمرها أهلها) remember the Quranic: (وكان يأمر أهله). The following sentence in the key gives this alternative.

Explain the need for cultural adjustment in translating "to say please and thank you". Consult the "key".

#### **(4) Margaret Thatcher (1979.90)**

Margaret Thatcher was Britain's first female prime minister. A graduate of Somerville College, Oxford, with a master of arts degree from the University of Oxford she worked as a research chemist and a barrister, concentrating on tax law, before being elected to the House of Commons in 1953. She held several ministerial appointments including education minister (1970-74). Elected leader of her Party (the Opposition) in 1975, she became prime minister in 1979, Known as a strong leader and "an intelligent Parliamentary tactician," she knew how to handle all sorts of disagreement.

(4)



Prime Minister	رئيس وزراء
graduate	خريج / يتخرج في
master of arts	ماجستير
Degree	درجة
Research	بحث
Barrister	محام
Concentrate	يركز
Appointments	تربية وتعليم
Education	تعيينات
Elect	ينتخب
Leader	زعيم/رئيس
Opposition	معارضة
Tactician	قادر على المناورة/ التكتيك
Handle	يتعامل مع
Disagreement	خلاف

#### Exercise 4:

To the teacher:

1. The importance of this exercise is difficult to exaggerate: it should teach the student how to handle gender in Arabic translation. The first problem is that as gender does not appear to change the form of a noun (which remains the same in the masculine and feminine cases) English should

use a qualifier, such as male or female, man or woman. As we do have gender in Arabic, such qualifiers are unnecessary. So, in a sentence like:

Female workers call for equal wages with men.

The Arabic would be:

العاملات يطالبن بمساواتهن مع الرجال في الأجور.

On the other hand, there are certain words in English which specify their gender unless otherwise indicated. A word like 'nurse' automatically means ممرضة and to refer to a ممرض you have to say 'male nurse'. When the job (or the noun etc.) is neutral, the qualifier is necessary. Traditionally Prime Minister' refers to a man, and the adjective 'female' is therefore essential.

2. How to do this in Arabic presents a number of difficulties. If you apply the general rule and simply say in your rendering of the opening sentence:

كانت مارجريت تاتشر أول رئيسة وزراء لبريطانيا

A confusion may occur. A reader who had never heard of that person may think that before Margaret Thatcher Britain had had any prime ministers. This is, of course, unlikely in the present

instance as the reference is to near history. But the problem exists: and it does arise in different situations, especially if in connection with less known countries. The solution is to rephrase the idea by splitting the qualifier and the noun in Arabic, thus

كانت مارجرت تاتشر أول امرأة تشغل منصب رئيس وزراء بريطانيا

All ambiguity is thus precluded.

3. Draw the students' attention to the difference between Arabic and English with regard to the expression a graduate of or 'to graduate from which in Arabic becomes "يتخرج في" *not* "من"! Also draw their attention to the fact that when a noun is used as an adjective, it remains in the singular, though its meaning may be plural. Thus the Arabic قانون الضرائب (which consists of a noun plus another in the genitive case) become 'tax law' where "tax" is now used as an adjective to qualify 'the law'.
4. Impress on your class the need for transformation, consistently. "Before being elected to' is a peculiarly English expression which cannot be copied or paralleled in Arabic. Therefore you have to change it to 'Before *she was* elected to'. Note, also, that the English expression implies being *elected member of*; and this is what you should do in Arabic.

5. You should impress on your students the need to handle cultural differences adequately. "The House of commons' is the British equivalent of 'The House of Representatives' (the lower house of the U.S. Congress) and the 'Chamber of Deputies' in France, and the 'People's Assembly' in Egypt. Give the Arabic name for it, as it generally rendered, but add (بالبرلمان) as to indicate to the inexperienced Arabic reader that it is that which you have in mind.
6. Explain that 'to hold a ministerial appointment' means 'to be appointed to / in a ministerial post, or 'to be appointed minister'.
7. Use your transformational skills to show the student how to change any Initial *reduced clause* used adjectivally or adverbially into a clause, a complete sentence in Arabic. In this case the *clause* would be "She was elected leader of her Party;' and here you have a choice: either to keep the passive voice or to change it into an active voice. So, you may either opt for:

وانتُخِبَتْ رئيسةً لحزبها (في المعارضة)

or the active;

وانتخبها حزبها رئيسةً له . ( أثناء وجوده في المعارضة )

Both are correct, strictly speaking, though I prefer the latter as it make easier reading in Arabic. Remember the golden rule of translating the English passive voice:

*If the agent (the subject الفاعل) is mentioned explicitly or in English, you must change the passive structure into an active structure in Arabic.*

The rule applies here. The agent is implied unequivocally, namely the Party or senior members of the party. Note that in Egypt we have a leader of the Party and a General Secretary (or Secretary General): the former we call (رئيس) the latter (أمين عام) In Britain the latter is equivalent to the Party Chairman.

8. Now apply the above rule to the last sentence. You could, in the absence of an agent, turn the object into subject! So, you may choose to begin the last sentence by saying:

وقد عُرفت بزعامتها القوية

وقد عُرفت عنها قوة الزعامة

That is to say, people knew her to be a strong leader or, in Arabic:

عرف الناس فيها / عنها قرة الزعامة

Or you may change that, *keeping the meaning intact*, into:

ولقد اشتهرت بزعامتها القوية / بقوة الزعامة

Anyway, you must change the initial reduced clause into an independent sentence. This is the object of the exercise.

9. Now when faced with words that have no precise Arabic equivalent, such as 'tactician', especially as it is modified by two adjectives, you must resort to transformation yet again. This time you change the English in your mind into 'Parliamentary intelligent tactics' or into 'tactical intelligence in Parliament'. Both 'tactics' and 'tactical' are easily rendered in Arabic. Finally show that 'Parliamentary' means nothing more than 'in Parliament', and use whichever you like. Both are correct.

## **(5) When Nature Roars**

What is Mother Nature up to ? Why is she unleashing such rage and wrath against us poor mortals of planet earth ? Without warning, rhyme or reason our Mother marches up and down our globe mercilessly ranting and raving, dispatching her messengers and envoys to wreak havoc and despair among us, leaving us writhing and reeling from her blows. What have we done now to deserve such scathing punishment ? Our early ancestors offered penance and sacrifice to appease her fire and fury. How can we make amends?

Earthquakes, hurricanes, typhoons, floods, fires and storms strike again and again leaving death and destruction in their path. Even on the great and prosperous American continent, with all her sophisticated meteorologists, climatologists, and technologists, satellites and computers, Nature is forever dealing her calamitous blows, devouring homes, businesses, crops and lives as they watch helplessly.

(5)

up to	ينتوي/ يقصد (هنا)
Unleash	يطلق الزمام / يطلق
Rage	غضب / حنق
Wrath	غضب / حنق
Mortal	فان / بشري (هنا)
Planet	كوكب
Warning	إنذار
(without) rhyme or reason	(بدون) أدنى سبب
March	يسير / يزحف
up and down	جبهة وذهاباً
Globe	الكرة الأرضية
Mercilessly	بلا رحمة/ بلا هوادة
ranting and raving	تصيح وتهذي في صخب
Envoy	مبعوث
wreak havoc	يحدث الخراب/ الدمار
writhing and reeling	نتلوى ألماً وبنا دوار ( من أثر الضرب)
Scathing	لاذع / قارس / قاسٍ
Ancestors	أسلاف
Penance	التوبة
Sacrifice	ضحية / قربان
Appease	يرضى / يهدئ
fire and fury	غضب وحقداً/ حنق
to make amends	نقدم ترضية (للطبيعة)
Prosperous	مزدهر
Continent	قارة
Earthquake	زلزال
Hurricane	إعصار
Typhoon	زوبعة
Flood	فيضان/ طوفان
Sophisticated	متقدم
Meteorologist	خبير أرصاد جوية
Climatologist	خبير مناخي
Satellite	قمر صناعي / تابع صناعي
Calamitous	مفجع
Devour	يلتهم/ يزدهر / يبلع
helpless	عاجز/ بلا حيلة



## Exercise5 :

To the teacher:

This is a different piece altogether, as the style appears to be literary, but is not. It is quite common to read such a style in daily newspapers, and it may be worth your while to examine it with the students in class.

1. Focus first on the idiomatic binomials; and you have to explain that a binomial is a combination of two nouns, of near enough senses but in fact slightly different: they reinforce one another. In Arabic ( العلم والمعرفة ) for example, and in English the most we have common today is law and order'. In this passage we have combinations not only of nouns but of verbs and adjectives a well; such as (rage and wrath); the expressions (without rhyme or reason); (up and down). (ranting and raving), (messengers and envoys), (writhing and reeling), (fire and fury) (death and destruction) and even (great and prosperous) 1 Some are obviously, not nouns but adjectives and gerunds, but the used in translating binomials is also used in translating them.

2. Now, fortunately we have Arabic equivalents for these. Here you may have to tell your students one or two things about collocations (see my book on Dictionaries); but the main thing is to explain them the need to echo the apparent literary tenor by injecting measure of Arabic rhetoric in the passage. Consult the "key's get my point!
3. Tell your class initially that "Mother by itself can mean y 'our mother, never anybody else's mother unless you we identifying with them ! So, the initial sentences my include the implied 'our, even though it is mentioned explicitly in line 3.
4. Seize the opportunity of having a useful word like unleash to show that it is now used in political, social and general contexts to mean 'open up', 'give full chance to', such as in the expression 'unleashing of energies', that is (إطلاق الطاقات) quite common in our contemporary Arabic political parlance. The g of the word comes from keeping an animal on the leash, that (مربوطاً بمقودٍ) such as dogs. Show the students that al "mortal" can mean مهلك (lethal), that is causing death, it is commonly used to refer to human beings who are destined to die (البشر القانون) An ordinary mortal therefore means (عادي) without any suggestion of death specifically.

5. Stress the military context of "march"; it does not simply walk, but to advance, 'demonstrate (يتظاهر), or even fight (يكافح) for a cause (من أجل قضية). The march be peaceful, and it is therefore (مسيرة سلمية) or it is offensive, that is, warlike (حربية) and it is then (الزحف)
6. To wreak havoc' is an idiomatic collocation, so is writhing (يلتوي) and reeling (يشعر بدوار من ضربات الخصم)
7. Note the difference, however slight, between hurricane and a typhoon. The former is (إعصار) as it is usually accompanied by lightning fire (إعصار فيه نار) the latter is specifically that which blows in the Southern Pacific Ocean. The Arabic given (زوبعة) is a near equivalent, though some geographers believe it is closer to a cyclone (إعصار حلزوني). As this is not a scientific text, we need not worry too much about the precise Arabic equivalent of each.
8. Now note the last, long sentence, crammed as it is with nouns and adjectives: the main verb is (is dealing) which HERE indicates continuity! The meaning is NOT, however, that this is happening now at this moment, but that it happens all the time

and will continue to happen in the future! Hence the formula in Arabic is: لا تتوقف أبداً!

9. Finally note that for the word 'calamity' we have in Arabic close on 400 words! So, there is no need to focus our minds on the word كارثة as though it is the only one in use! Among the choices are مصيبة / فارة / نازلة / باقعة / حاطمة / باقعة / نازلة / قارعة / محيبة ! فاجعة The last and of course lends itself to the adjectival mode and is therefore the favoured one!

## **(6) The Arab League Summit**

The Arab League received an official request on 5 November from Qatar for an Arab summit to be held on the crisis facing Iraq and the Palestinian territories. In a letter to league head Amr Mousa Qatari Foreign Minister Hamad bin Jassem bin Jabr Al-Thani said that It was time to discuss the means with which the Arabs will deal with the current situation in the Middle East, as the (UN) Security Council prepares to issue a new resolution..." Libya had threatened to pull o of the Arab League, which it criticizes for failing to act developments in the region.

The Arab League	الجامعة العربية
official	رسمي
request	طلب
Arab Summit	قمة عربية
(i.e Arab Summit Conference)	مؤتمر قمة عربية
head	رئيس
crisis	أزمة
territories	أراضي
foreign Minister	وزير خارجية
UN ( United Nations)	الأمم المتحدة
Security Council	مجلس الأمن
current	الراهن/ الجاري
prepare	يستعد/ يتأهب
issue	يصدر
resolution	قرار
threaten	يهدد
pull out	ينسحب
criticize	ينتقد
fail to act	لا يتخذ إجراء
developments	التطورات

## Exercise6:

To the teacher:

1. You may like to begin by explaining what is meant by diplomatic parlance. In diplomacy every word counts as it has both a definite denotation and other connotations. So a demand is not exactly a request but rather a call for something to be done which may or may not be attainable. When you say that the Arabs demand an Israeli withdrawal from all territories, you are not suggesting that Israel will willingly accept your demand (مطالبة); but when you request your colleague to see you after the lecture you will be expecting him or her to grant you your request (طلب). On the other hand, the word 'require' involves enforcement (إلزام) and the expression "you are required to do this" means you must or you should' (يجب / عليك أن تفعل هذا) 'Ask' is the most neutral, and it is rarely used in place of any of the other words = يطلب ) ( يسأل with little further connotations.
2. "The Arab League' is the journalese for the League of Arab State (جامعة الدول العربية). Point out to your class the different meanings of 'League' (عصبة / رابطة) as we translate the word differently in different contexts. The 'League of Nations' (عصبة)

(الأمم المتحدة) was the predecessor of the United Nations ( الأمم المتحدة ) and a 'League of Exporters' is a (رابطة المصدرين) etc.

3. Explain to the class the differences between "zone" (منطقة) "region" (إقليم) especially geographical) and area /مساحة (منطقة /مجال). The last two are often referred to popularly as (منطقة) regardless of the specific differences between them. The word 'territories' has the specific meaning of being area of land and that is why the word is rendered as (الأراضي).
  
4. Explain to the class that the word "head" used to describe Amr Mousa really means Secretary General (الأمين العام) Head is neutral word: it can refer to the king, the Amir or to the President as head of State, (رئيس الدولة), and to the Prime Minister as head of government. In some countries, the President is himself head of government, such as the USA (The United States of America) and Pakistan, but not in France and Egypt. Head has the further advantage of being gender-free: we often use it to avoid using "chairman", "chairwoman" or "chairperson". Most people nowadays substitute 'head' for any of these, though there differences (too advanced to be given the class at this stage).



5. You may like to give the students an idea of the differences among the various appellations of ministerial titles. Foreign Minis here stands for Minister for External /Foreign Affairs sometimes as in Britain Foreign Secretary, or, as in the USA 'Secretary of State'. Full titles are often avoided in the press, and "foreign minister" can be used indiscriminately to refer to any of these.
6. There are differences between to 'discuss' and to "debate": a discussion involves a study in depth; a debate مناظرة simply means an exchange of views, not necessarily in depth or conclusive. Thus, it is assumed that the Arab League will 'study' the situation, while a 'debate' at the UN is normally, and more often than not, rather inconclusive and leads to nothing.
7. To issue (يصدر) is another way of saying to 'adopt' (يعتمد) in UN contexts. They are exchangeable. The problem is the word resolution (قرار) which is the noun from to resolve' (يعتزم/ يحل). A 'UN resolution' is a decision, hardly binding (ليس ملزمًا) but a 'Security Council resolution' is a binding decision.

8. To pull out' is colloquial for 'to withdraw' (ينسحب). Note that to 'criticize' here means to blame' (ينتقد/يلوم) not involving the usual meaning of literary criticism.
9. Now 'to fail to do "simply means 'not to do "'but there are nuances which often make the word close enough to (يتقاعس) or it may imply inability (العجز).
10. Developments in the plural always means (تطورات). Some translate it nowadays as (مستجدات). Note that the word region in the end is used for the Middle East being regarded as rather than (إقليم) .

## (7) 65 Political Prisoners Freed

After more than a decade behind bars, 65 political prisoners were freed from prison after renouncing violence as a political tool. A charity organization called the Qadhafi Foundation was responsible for organizing the release and on 30 August said there were no longer any political prisoners behind bars except for people who pose a threat to Libyan security — a reference to members of the Libyan Islamic Fighting Group which has refused to renounce violence as a political tool. Despite release, Amnesty International and several other human rights organizations continue to report that there remain many political prisoners in Libyan prisons.

(7)

a decade	عقد ( عشر سنوات )
behind bars	خلف القضبان
freed	أطلق سراحهم
prison	السجن
renouncing	نبتذ / طرح / التخلي عن
political tool	أداة سياسية
Charity Foundation	خيرى / مؤسسة خيرية

responsible	مسئول
pose a threat	مثلون خطراً / يوجهون تهديداً
security	الأمن
reference	إشارة
fighting group	جماعة مقاتلة
refuse	يرفض
violence	العنف
human rights	حقوق الإنسان
report	يبلغ
remain	يتبقى

#### Exercise7 :

To the teacher :

1. You may like to stress that although it is not wrong to use the journalistic formula for translating the passive voice, that is, by using (تَمَّ) plus a noun (الإفراج) it is better that the student is encouraged to use the passive voice in Arabic. Personally, I prefer to supply the implied agent (فاعل subject) so that while the following are all correct and indeed acceptable, the last should sound better :

- 1- أطلق سراح 65 سجيناً سياسياً .
- 2- تم الإفراج عن 65 سجيناً سياسياً .
- 3- أفرجت السلطات الليبية عن 65 سجيناً سياسياً .

Note that you have not added anything to the meaning; but the text gains in clarity. Still, at this stage, it may be better to stick to the passive voice in choice 1.

2. Point out that 'freed' here simply means 'released'. Give the other word to the class and ask them to learn it.
3. Note the restructuring of the English sentence with the relegation in Arabic of the opening phrase to the tail-end of the sentence.
4. Note the change of the opening phrase into a clause with an operative verb. The Arabic text invariably gains by this change.
5. Note the change of verb to be (was) into an operative verb : 'was responsible' = 'shouldered the responsibility for'. This again helps the Arabic text to read better :

تولت مسئولية = كانت مسئولة

6. Encourage the students to learn all the new expressions given in the guide below the passage. 'To pose a threat' means little more than 'to threaten' (يهدّدون) and you may like to rephrase

the Arabic to accommodate the change. Note that the Arabic (يشكلون تهديداً) is equivalent to (يمثلون تهديداً) : they are a threat !

7. The 'fighting group' is a paraphrase of the Arabic (جماعة الجهاد) and you should give the original Arabic if known to you; if not, translate it in any way you like (جماعة القتال (الكفاح) المسلح or even ((جماعة النضال الإسلامي المسلح)) ! See ? It is better to give the original Arabic!

8. Explain in detail the meaning of 'renounce' not only through the Arabic equivalent but also by using it in sentences to show its meaning, both in English and in Arabic. The general meaning is obvious, namely

1- يتخلى عن

2- ينبذ ، يتنصل من / يتبرأ من

The second sense is the one used here; but consider:

1. He renounced his son after catching him stealing !

تبرأ من ابنه بعد أن ضبطه وهو يسرق!

2. He renounced any title to the house after finding a better flat in town.

تخلى عن كل حقوقه في المنزل بعد أن وجد شقة أفضل في المدينة.

3. He renounced any association with those boys who claimed he was their partner.

تنصل من أي ارتباط بهؤلاء الأولاد الذين زعموا أنه شريكهم

and finally:

4. He has finally renounced violence in the political struggle he is mounting.

أعلن أخيراً أنه نبذ العنف في النضال السياسي الذي يخوضه

9. Note that the translation of violence as ) عنف ( has come to be firmly established so that the Arabic word now means : “an unjust or callous use of force, as in violating another's rights”

(استخدام القوة ظلماً ودون مشاعر انتهاك حقوق شخص آخر مثلاً)

In other words, there are implicit innuendoes related to value judgment in the modern use of the term. The adjective ‘violent’ does NOT carry the same connotations. You can say a ‘violent storm’ or a ‘violent attack of fever’ etc. Done into Arabic, the meaning is: نوبة حمى ضارية / جامحة (عاصفة) The sense of violence in particular political contexts does not simply exist here.

The translator should always, therefore, stick to the Arabic noun, even if the English calls for an adjective or a verb. If an adjective, do not say **عنيف** to indicate the political sense but rather **بالعنف يتسم** - if a verb, do not say **يعتف** but **يستخدم العنف**. This is a lesson to remember.

10. Explain to the students that to 'report' does not mean to 'write a report' in every case; the original meaning is to say or inform or, better still, convey information (oral or written) i.e. **يروي** or **يبلغ**. The common expression "reports from Cairo indicate ..." means **وتفيد الأنباء الواردة من القاهرة**. This sense of the word is often lost to the beginners but they should learn it NOW!



## (8) Arab Inspectors for Iraq

On 11 November, Amr Mousa announced that he would speak to UN Secretary General Kofi Annan and ask him to include Arab nationals on weapons Inspection teams being sent to Iraq. "Having Arab inspectors or observers would enhance the credibility of the inspectors," Mousa told journalists after a briefing with President Hosni Mubarak. Syria, who sided with Washington on a UN resolution on Iraq, introduced the point of Arab inspectors to the League.

(8)

announce	يعلن
Secretary General	أمن عام
include	يضم / يشرك
national	مواطن
inspection	تفتيش
team	فريق
observer	مراقب
enhance	يزيد من / يرقى ب
credibility	مصداقية
journalist	صحفي

briefing

إحاطة موجزة

side with

انحاز إلى جانب

resolution

قرار ( هنا ) / حلّ / اعتزام

introduce

يقدم

Exercise8 :

To the teacher :

1. This is an instructive passage to translate. First, the student should learn where to put the date of the event reported: it should always come after the first complete sentence, that is, after the minimum words required to present a meaningful idea - in this case a verb plus subject. After the date comes the predicate or the complement : note that you could stop after the first part of that complement, namely after 'Annan'. The coordinating conjunction 'and' introduces further details which therefore constitute the second part of the complement taking the sentence to the full stop.

2. The student should further learn that as he/she is required to start the first sentence with a verb, the second should also start with a verb. What Amr Mousa told the journalists (مقول) should be delayed in the Arabic text until the main verb plus subject are given, and even until the parenthetical

adverbial phrase (beginning with 'after' and ending with 'Mubarak'). So, you have a choice:

1- أكد عمرو موسى للصحفيين أن (إشراك.....) وكان ذلك بعد ، مقابلة إحاطة موجزة مع الرئيس حسنى مبارك.

OR :

2- أكد عمرو موسى للصحفيين بعد .... مبارك أن (إشراك.....) .

The meaning does not change in either case, though the emphasis slightly changes. The first keeps the emphasis of the source text (ST); the second makes the emphasis fall on the 'briefing' (a meeting where brief information is given). This may suggest that it was the President's suggestion that Syria's proposal be endorsed; or it may suggest that the President had accepted the proposal as put forward to him by Amr Mousa. Do not be afraid to change the emphasis; for it will change, anyway, as we never begin a sentence in Arabic with the quotation (the quoted words مقول القول).

3. And as in the previous sentences, begin the last one with a verb - in this case an auxiliary (كانت).

4. Explain to the students the difference between an inspector and an observer from the strictly legal point of view. The observer is no more than a guest : he/she does not take part in the actual process of inspection; nor is he/she allowed to venture an opinion. His/Her job is merely to observe and report to his/her superiors.

5. Impress on the student the need to use the passive voice in Arabic:

Weapons inspection teams now being sent to Iraq.

1- فرق التفتيش على الأسلحة التي يجرى / يتم إرسالها الآن إلى العراق  
العراق الأسلحة التي تُرسل حالياً إلى -2 فرق التفتيش على

I have earlier indicated my preference of the latter formula; but I would not prevent a translator used to the former from using it : I would NEVER use it myself!

6. Explain to the students in detail the meaning of 'briefing' - a common enough word in today current affairs language. Before a journalist is sent abroad to cover an event, he/she is normally 'briefed', that is, given brief information on his/her 'mission'. After a commander of a military unit has completed

a 'mission' (normally a combat mission abroad) he is 'de-briefed' by his superiors. Such operation is also performed after a hostage is released. It involves questioning and trying to establish the truth.

7. Consult the 'key' to find out how the word 'point' has been rendered (فكرة) . You could translate it into (اقتراح) or even (قضية) but never (نقطة)! See the following example:

A. I cannot see him now : he's too busy!

B. I see your point; but see him all the same!

أ - لا أستطيع أن أقابله الآن فلهذه ما يشغله عنى!  
ب - أدرك وجهة نظرك ولكن لا بد أن تقابله على أية حال!

You will come across 'point' in many contexts, and in each you will have to think out an appropriate Arabic word.

8. Consult the 'key' to see how other words have been rendered, especially 'speak to' (translated here as (يخاطب) while the common word for it is يتكلم مع!

## (9) Hizbullah Forces Launch Attack

Hizbullah forces launched an attack on 29 August against Israeli forces in the disputed Shebaa Farms region, wounding three Israeli soldiers. The disputed territory lies on the border between Lebanon and Syria and has been occupied by Israeli forces following the Israeli withdrawal from southern Lebanon two years ago. Israeli Defense Minister Binyamin Ben-Eliezer responded to the attacks by warning "I want to make it clear to the Syrians and Lebanese that they are playing with fire." Israeli troops retaliated with artillery strikes aimed at suspected Hizbullah hideouts near the Shebaa Farms with no casualties yet reported.

(9)

launch	يشن / يدشن / يبدأ
disputed	متنازع عليها
border	الحدود
occupied	محتلة
following	بعد
withdrawal	انسحاب
defense (defence)	دفاع
respond	يرد

warn	يحذر
make clear	يوضح
troops	قوات
retaliate	ردت / ثارت / انتقمت
artillery	مدفعية
strikes	ضربات / طلقات / قصف
suspected	مشتبه فيه
hideouts	مخابئ
casualties	قتلى أو جرحى

### Exercise9 :

To the teacher :

1. The student should learn how to deal with the past participle used adjectivally. You have two specimens here, one straightforward (i.e. disputed) the other rather difficult (i.e. suspected). 'Dispute' as a noun means (نزاع) or (خصام) though the former is the more common as used in political contexts. As a transitive verb, however, the word could mean ( يناهض / يطعن في / يعارض) and as an intransitive verb it could mean either (تنازع) or (تباحث / تناقش) The past participle (disputed) could only mean either (المتنازع عليه) or (محل / موضع) . Again the former Arabic is the most common. No problem here!

The other word (suspected) takes us back to the problem words in translation 'to suspect' and 'a suspect'. The latter is easier : it means (المشتبه فيه) that is, the person believed, or thought to have a hand in something (usually a misdeed) (يُظَنُّ أَنَّهُ) (ضالع في أمر/ جريمة) (suspicion) الظن / الشك with (doubt) الريبة / الشك! You could say if a person is a suspect : إن الظنون / الشكوك تحوم حوله ! : But to suspect is NOT at all to doubt : the first is positive : if you suspect that a man has broken into your house you will be believing / thinking that a man did; but if you doubt that anybody has broken into your house then you will be thinking NO ONE did ! The difference is vast enough to make them contradictory, the one positive, the other negative.

Never use the Arabic يشك except in translating to doubt; and always use يشتبه في in translating to suspect. REMEMBER THAT ALWAYS! The meaning will be clearer if we avoid both Arabic words:

Examples :

1. I cannot find my pen. I suspect Ali has borrowed it.

لا أجد قلّمي وأظن أن عليًا قد اقترضه.



2. I cannot find my pen. It must be mislaid : I doubt if anybody has taken it.

لا أجد قلّمي ولا أظن أن أحداً أخذه . لا بد أنه يخبئ في مكان ما.

See ? Beware!

2. The word 'suspected' therefore means 'which are thought to be' (التي يُظنُّ / يشتبه في أنها) As there is no single word in Arabic for this concept, the translator is forced to use the full sentence. Consult the 'key' to see how the problem is solved !

3. Teach the student to split a verb for the sake of better Arabic phraseology: to wound is (يُجرح) or (يصيب بجروح). In the 'key' I have opted for the latter for easier reading.

4. Now comes a problem of the first magnitude, namely that of the present perfect tense. Always remember that this formula means an action in the past which continues in the present and is therefore present, or an action in the past whose effect is still present ! It differs from the past simple in that an action expressed in the past simple may have stopped, and its effect may have disappeared altogether. Examples:

- I have not seen him since he arrived.

(لم أره منذ وصل)

This means that you still have not seen him. You are referring to a present condition (which continues).

A- Would you like a sandwich?

B- No, thank you. I have eaten!

أ - أتود تناول شطيرة ؟

ب - لا شكراً . أنا شبعان ! / غير جوعان!

Here you are NOT referring to the fact that you ate (some time in the past and might have gone hungry again) but to the fact that the effect of eating continues : at present you are not hungry !

So, even when you use the past in Arabic, make sure that the meaning is clear. Better still use the present, as in the present text. What does it say ? It says that the Israeli forces have been in occupation of the disputed region since they withdrew two years ago. That is, the Israeli forces are currently occupying that area ! The time is the present and so should the tense be :

(وتحتلها القوات الإسرائيلية منذ انسحابها من جنوبي لبنان قبل عامين)

If you must use the past, you should accompany it with an indication of the present:

(وقد احتلتها القوات الإسرائيلية ، وما زالت تحتلها ، بعد انسحابها منذ عامين ... إلخ)

The present simple in Arabic is more economic !

5. Show the student that the real meaning of respond is **يرد** not **يستجيب**. For we may have a positive or a negative response !  
(الرد الإيجابي والرد السلبي) Look at the following examples:

(1) We sent several inquiries to the government; but there has been no response.

أرسلنا استفسارات كثيرة إلى الحكومة ولكنها لم ترد عليها إلى الآن!

Note that I have added (إلى الآن) to indicate the present implied in the present perfect tense.

(2) We waited long for his response, but when it came it proved negative.

انتظرنا رده فترة طويلة ، وعندما وصل الرد كان سلبياً (بالرفض).

(3) A positive response is needed to the challenge of modern civilization.

لا بد من التصدي الإيجابي للتحدي الذي تمثله الحضارة الحديثة.

Note here that response bears a different meaning altogether : it can mean (استجابة) (only in the positive sense, but otherwise, it is always (ردّ)).

6. Show the students that 'casualty' means either 'wounded' or 'killed' and both words should be used in the translation.
  
7. Remember to point out to the students that 'reported' here means 'no reports came', and that reports, as mentioned earlier means 'news' or 'information'.
  
8. 'Yet' means 'up till now'.

## (10) China Quake Kills Hundreds

More than 250 people have died after an earthquake hit China's north-western region of Xinjiang on Monday morning. The death toll is expected to rise as news comes in from outlying areas of the arid region. The quake struck 40 kilometres east of Jiashi city, toppling homes and schools, with the magnitude of 6.8 on the Richter scale. Subsequent aftershocks have forced many people to remain outdoors in freezing temperatures. The tremor was felt about 150 km away from the epicentre. Officials in the provincial capital are organizing shipments of relief supplies, while relatives of the victims are preparing for funerals. Noteworthy, Jiashi County is an area populated mostly by members of the Muslim minority. It has suffered a number of powerful earthquakes in the past few years.

(10)

quake / earthquake /

زلزال

(tremor/ earth tremor)

زلزال

North-western

شمال غربي

death toll

عدد القتلى

expected

متوقع

outlying	نائية / قصية / بعيدة
arid	قاحل / مصاب بالجفاف
strike / hit	يضرب / يصيب ( يقع هنا )
topple	يسقط/ يطيح/ يقلب ( يهدم هنا )
magnitude	درجة / حجم / ضخامة
richter scale	مقياس ريختر
relief	إغاثة
supplies	إمدادات / مؤن
victims	ضحايا
funeral	جنازة
county	مقاطعة
mostly	معظم ( سكانها )
minority	أقلية
subsequent	لاحق / فيما بعد
aftershocks	توابع ( الزلزال )
force	يرغم / يضطر ( هنا )
remain	يظل
outdoors	خارج المنزل
freezing	متجمد / بالغ البرودة
temperature	درجة حرارة
was felt	أحس الناس به
epicentre	مركز الزلزال
Officials	المسؤولون

provincial capital

عاصمة المقاطعة

shipment

شحنة

relatives

أقارب

prepare for

يستعدون لـ

noteworthy

جدير بالذكر

populated

يسكنها

members of

أفراد (لا أعضاء) (هنا فقط)

powerful

قوى

Exercise 10 :

To the teacher :

1. Explain to the students the various forms in Arabic of the verb to die: here the obvious implication, as supported by the title, is that these people were killed. Hence (لقى حتفه) is more appropriate than (قضى نحبه). You could say (سقط قتيلاً) only in a military context; the Arabic (راح ضحية) is used, too, but in journalistic English, the meaning of 'victim' is not confined to death, but sometimes includes casualties (See passage 9), or even anybody suffering from the violation of their human right.

- The victims of human rights violations include those who are subjected to torture, rape or unfair trial.

يتضمن ضحايا انتهاكات حقوق الإنسان من تعرضوا للتعذيب أو الاغتصاب أو المحاكمة الجائرة.

2. Although it is common in the Arabic news bulletins nowadays to hear the expression (الزلزال الذي ضرب) I still prefer the verb (وقع)But you could use ضرب : it is not wrong.

3. Here you don't have to re-arrange the information given in the first sentence, but the second sentence must be changed. Now draw the attention of the students to the usual way of handling the expression “The number is expected to ...” This is automatically changed into “It is expected that the number ...” Impress this on the class. Tell them too that the same rule applies to the formula “He seemed to have believed me ...” which is changed into “It seems he has believed me” or “He believed me, as it seems”

يبدو أنه صدقني / صدقتني فيما يبدو

Tell your students to be always ready with the formula (فيما يبدو) whenever they spot the verb ‘to seem’ in a sentence.

4. Note that in the third sentence several changes are needed : first the addition of (في منطقة تقع على ) before “40 kilometres”; secondly the change of the verb ending in (—ing) into an



operative verb; and finally the addition of (وكانت...تبلغ). instead of the English “with”.

5. The word ‘subsequent’ is redundant, as ‘aftershocks’ only occur after the quake; so you may safely omit it.
6. ‘Freezing temperatures’ is used in the press to indicate ‘very low’ temperatures; show the students that English has more words for the degrees of cold than most languages of the temperate climates. Tell them the differences between ‘hot’ (red hot, boiling hot) and ‘warm’ (or ‘lukewarm’) and ‘cool’; the last normally refers to ‘room temperatures’ in cold climates. Then you have degrees of cold : crisp (منعش البرودة) chilly (شديد البرودة) (قارس) (البرودة قارس). Remind them that (قارس) by itself means ‘very cold’ and it is written with a (سين) not a (صاد) - a common enough mistake.
7. Remind you class to change the passive voice in the following sentence into an active voice, and to supply the implied agent (subject) (فاعل) .
8. Note that ‘Provincial Capital’ has been changed in the Arabic text into ‘Capital of the Province’.

9. The problem of 'while' requires explanation as it is not usual to use (بينما) in the middle of an Arabic sentence but always to begin a sentence with it. Normally translators sometimes prefer (على حين وقع/ في حين) or, as here (في الوقت الذي) but you would not be wrong if you used it, even here ! Still, as the meaning is not always indicative of time (which it is here) you may like to remember the alternatives and be prepared to use any of them.

The real problem is that 'while' does not always indicate time. When you say:

He arrived late while his brother was in time.

The meaning does not establish the simultaneous occurrence of two events but only a comparison. 'While' in this example means but, no more ! Consequently the Arabic would be :

وصل متأخراً ولكن أخاه وصل في مواعده.

10. Note that Jiashi is first referred to as having a 'provincial capital' that is, as being a province, then in the penultimate sentence as a County. This means that the word (مقاطعة) should fit both!

11. The penultimate sentence begins with a reduced clause :  
Noteworthy = it is noteworthy. The meaning is equal to 'it is  
worthy of note'. In all cases the Arabic formula is (ومن الجدير  
بالذكر)

## (11) Cabinet Reviews QIZ Agreement

Yesterday's Cabinet meeting chaired by Prime Minister Dr. Ahmed Nazif discussed the Qualifying Industrial Zones (QIZ) agreement that was signed between Egypt, the US and Israel. The agreement stipulates the establishment of industrial zones where 6 percent of production components come from Israel. Cabinet spokesman, Magdi Radi, announced following the meeting that QIZ represents a step towards ratifying a free trade agreement with the US. "The government has accepted QIZ to boost Egyptian textile exports to the US in the face of fierce competition from Asian countries". The Cabinet spokesman added that the QIZ agreement will give access to the Egyptian products to the US markets and will promote investments.

(11)

cabinet	مجلس الوزراء
chaired by	الذى رأسه / برئاسة
Prime Minister	رئيس الوزراء
discuss	يناقش
qualifying	مؤهلة
industrial	صناعي

zone	منطقة
agreement	اتفاق
convention	اتفاقية
sign	يوقع على نص
establish	ينشئ / يؤسس
percent	في المائة
production	إنتاج
components	مكونات / عناصر
come from	مصدرها
spokesman	المتحدث باسم
announce	يعلن
following	بعد / عقب / في أعقاب
represent	مثل
ratify	يصادق على
trade	تجارة
boost	يدعم
textile	نسيج / منسوجات
exports	صادرات
in the face of	في مواجهة
fierce	ضار / عنيف / شرس
competition	منافسة
access	دخول
promote	يروج / يعزز
investments	الاستثمارات

Exercise11 :

To the teacher :

1. Remind your students to look for the verb and start the Arabic sentence with it. Here you have two pieces of information : the first subsidiary (the cabinet meeting) and the second principal (a discussion of the QIZ agreement). If you can keep the original English structure, as I have done in the Arabic version, do so. If not, separate the two pieces beginning with the principal clause:

ناقش مجلس الوزراء اتفاق الكويز الذي وقعته مصر مع الولايات المتحدة وإسرائيل ،  
في اجتماعه أمس برئاسة الدكتور أحمد نظيف رئيس الوزراء

This has the advantage of presenting the main information directly, by foregrounding it. The reader does not have to go through the subsidiary information to get your message. Alternatively, you can do what I have done in the 'key', and use (تم توقيعه) though I always find it distasteful and prefer to avoid it ! I have given in this exercise what I believe is a better version, but then you are allowed to do what most journalists do and use (تَمَّ)!

2. Note that a change is needed in the structure of the second sentence. Instead of saying that 6 per cent of production

components 'come from' Israel, you could say 'where Israel contributes 6 per cent of production components'. 'Come from' refers to the origin (بلد المنشأ) not necessarily to the actual action of 'coming' ! In English you say 'he comes from New Zealand' to mean 'he is a New Zealander', or 'a national of New Zealand' (مواطن نيوزيلاندي). By the same token, 'come from Israel' means Israeli, pure and simple. Therefore you don't have to say (تأتي من إسرائيل).

3. Note that in English we may begin by the title before the name of the official : the order is reversed in Arabic. Always give the name first, followed by the title.
4. When there is a quotation not preceded or followed by 'he/she said', you should supply this in Arabic. As the expression 'he added' (وأضاف) occurs in the next sentence you should find an alternative; in this case either (موضحاً) or (مؤكدًا) .
5. Note that words like 'fierce' which deal with a quality refer in effect to the 'degree' (not the kind) of competition. You could use any Arabic word to indicate that:

منافسة ضارية / شرسة / شديدة ... إلخ

6. 'Access' is a problem word and the student may have to look it up in my (مرشد المترجم). For the time being he/she should remember that although I have kept the basic meaning in my Arabic version (دخول) he/she is free to use another expression with similar meaning:

أسواق الولايات المتحدة سوف تفتح الباب أمام الصادرات المصرية التي سوف تتيح لصادرات المنتجات المصرية غزو أسواق الولايات المتحدة.

Instead of

أسواق الولايات المتحدة سوف تسمح بدخول المنتجات المصرية إلى

These are substantially the same, with slight differences in emphasis. This must depend on individual choice, and the student should be encouraged to exercise his/her choice. Impress on the student the need to think for himself / herself and to reach his/her own decisions.

7. 'Promote' is indeed difficult to equate with any one Arabic word in all contexts. Basically it means to advance, the opposite of demote; hence a promotion in one's job is equal to the Arabic (ترقية). But in trade, the word normally means (بروج) and a promotion campaign for a given commodity is simply (حملة لترويج سلعة من السلع). Otherwise it can mean 'to



spread and establish' (as it is used in human rights contexts). The agreed UN rendering of the word, which I have adopted in my Arabic version is (يعزز) or, alternatively (يقوى / يدعم). This is the meaning intended here and my Arabic version gives it. You could use other words suggested by the context such as :

يزيد من الاستثمارات / ينهض بالاستثمارات ... إلخ

As 'investments' are not qualified, the word is best kept neutral in Arabic as well. Note that the Arabic word has an indefinite meaning, in spite of the definite article attached to it!

## (12) UN Rules Against Israeli Barrier

The International Court of Justice has ruled that Israel's West Bank barrier is illegal and construction of it should be stopped immediately. The ruling said that the barrier's construction was "tantamount to annexation" and impeded the Palestinian right to self-determination. Israel insists the barrier is needed to keep out West Bank militants. The Palestinians consider it a land grab. The court's decision is not binding, but can serve as a basis for UN action. The court in The Hague unanimously rejected Israel's argument that it has no right to rule on the legality of the wall. It declared that the construction of the wall created a *fait accompli* which could become permanent. Arab governments are likely to seek an emergency session of the UN General Assembly to try to secure a resolution endorsing the court's decision. But experts caution against any expectation of tough UN action because of the US veto in the Security Council.

(12)

International  
Court of Justice

دولي  
محكمة العدل

rule	يحكم / يقضى / يفتى
West Bank	الضفة الغربية
barrier	حاجز / جدار عازل
illegal	غير قانونى / غير مشروع
construction	إنشاء / بناء
immediately	فوراً
tantamount	مساوي
annexation	ضمّ
impede	يعوق
self-determination	(حق) تقرير المصير
insist	يصر
keep out	منع دخول / منع تسلل
militants	مقاتلون
grab	أخذ / سرقة / استيلاء
decision	قرار
binding	مُلزم
basis	أساس
action	إجراء
The Hague	مدينة لاهاي (في هولندا)
permanent	دائم
likely	محتمل
seek	يطلب
emergency	طارئ

session	جلسة / دورة
general	عام
assembly	جمعية
secure	يضمن
endorse	يؤيد / يظاهر / يصادق
expert	خبير
caution	تحذير / يحذر
expectation	توقع
tough	صارم / شديد
veto	حق الفيتو / النقض
Security Council	مجلس الأمن
unanimous(ly)	بالإجماع
reject	يرفض
argument	حجة
legality	شرعية / قانونية / مشروعية
a wall	جدار / سور / حائط
declare	يعلن
create	ينشئ / يوجد / يخلق
fait accompli	أمر واقع

## Exercise12:

To the teacher:

1. Point out to your students that 'to rule' is to issue a court decision (or judgment); but that 'ruling' can also mean a legal opinion (فتوي) which may not be binding. So, while the second sentence begins with 'ruling', and while the text proceeds to show that the "court's decision" is not binding, we must stick to the implication of the opening sentence, namely that a judgment has been passed.
2. Note the use of the present perfect accompanied by a verb in the present tense in the same sentence ! The latter confirms the former and should remind the reader that he/she is not dealing with the past, but with the present. This is why the Arabic version in the 'key' has added (يقول) followed by a sentence in the present.
3. Although the third sentence begins with a verb in the past, the meaning is present, and the verbs in that sentence may easily be changed to the present : indeed the present tense soon follows, and to the end of the paragraph it mixes happily with the apparent past.

4. Note that because the opening verb in the second sentence is in the past, all the verbs in the sentence have to be equally in the past : but as the meaning is present, your Arabic translation should be in the present. For instance, 'impeded' becomes (يعوق).
5. Explain to the students why 'barrier' is translated by two words (الجدار العازل). The reason is that it has become common practice in the Arab press to use this term. Otherwise it could be rendered as (الحاجز) or even (العازل). When the text later refers to the barrier as the 'wall', the translator should not be tempted to use (الجدار) although this is what is meant, but he/she should use (الجدار) (as though he/she is using (الجدار) in shortened form.
6. Impress on the class the fact that 'tantamount to', which means 'may be regarded as' or 'equal to', is now commonly translated as (مثابة) . The word (مثابة) has acquired a different meaning in Modern Standard Arabic from its ancient sense, and has come to carry the intended meaning.
7. Certain words have come to be regarded as 'official terms' and cannot be changed. One such word is construction : it

means little more than building but the 'term' reserved to it now is (إنشاء) . Note that 'building roads' is also translated as إنشاء (الطرق) another instance of the power of idiomatic usage. Another word is 'annexation' which has come to be translated always as (الضمّ). To 'annex' can mean (يُلحق / يُرفق) and, as a noun, an annex is (الملحق) (an attachment to a book, or a building attached to another; NEVER the make-up exam ! A third expression is self-determination, always translated as (تقرير المصير). A fourth is action, here translated as (إجراء). For similar terms see the Arabic words appended to the text.

8. When a reference is made to a noun in the singular with a plural meaning (The committee / the court decided unanimously) it is better to change the singular into plural in the Arabic text :

-قرر أعضاء اللجنة بالإجماع

-قرر قضاة المحكمة بالإجماع

In each case, the choice of plural is varied to suit the noun in question.

9. As in the examples given in point 3 of Exercise 10, the expression 'are likely to' in the penultimate sentence is rendered as

(ومن المحتمل أن تطلب ... إلخ)

ADD the expression to the ones you have already learnt.

10. Note that in the penultimate sentence the verb 'to secure' has a complex meaning : it means 'ensure that a resolution is adopted'. This should help you fashion your Arabic text.

11. The word 'veto' is normally transcribed as (الفيتو) but since the BBC Arabic Service has popularized the Arabic equivalent (النقض) you may like to include it, even in brackets after veto !

12. Ask the students to learn all the words given here by heart : they are too common and are likely to crop up every now and again.



### **(13) Nuclear Weapons : Can they be stopped?**

Nuclear technology is now so widespread that it is only political will which stops many countries from making nuclear weapons. Mohammed El-Bradei, head of the International Atomic Energy Agency (IAEA), said recently that 40 countries could make the bomb if they wanted to. The reason for this is that the technology legally used to enrich uranium to make fuel for nuclear power can easily be developed to make material for nuclear weapons. A country could do this in secret or withdraw from the Nuclear Non-Proliferation Treaty (NPT), and do it anyway. This is the Achilles' heel of the NPT— an agreement designed to stop the spread of nuclear weapons while allowing countries access to nuclear power. But even if only one or two of them go nuclear, it could bring tension and even war into their regions.

(13)

nuclear	نووي
widespread	منتشرة (على نطاق واسع)
will	إرادة
weapons	أسلحة
International	دولى
atomic	ذرى
energy	طاقة
agency	وكالة
recently	منذ عهد قريب / مؤخراً
legally used	المستخدمة بصورة
enrich	يُغنى/يُنْرى / (هنا) يخصّب
fuel	وقود
power	الطاقة الكهربائية / كهرباء
develop	يطور / ينمى
material	مادة / مواد
proliferation	انتشار / تكاثر
treaty	معاهدة
Achilles' heel	كعب أخياس / نقطة
to go nuclear	ضعف
tension	توتر

### Exercise13:

To the teacher :

1. Teach the student how to handle the comparative structure 'so ... that'. Give them simple examples to illustrate the usual Arabic modes used:

1. He is so rich that he can buy the entire building.

1- لقد بلغ من ثرائه أن أصبح قادراً على شراء المبنى كله ( العمارة كلها).

2. He is so poor that he cannot find food and clothing.

2- لقد بلغ من فقره أن أصبح عاجزاً عن شراء الطعام والملبس.

The formula (بلغ من .... أن) is the most common, in fact. There are, however, other formulas. Consider :

3. She feels now so embittered that no man can bear to live with her.

3- لقد وصل إحساسها بالمرارة إلى احد الذي لا يطيق معه أي رجل أن يعيش معها.

4. He is now so envious that every word he utters reveals it.

4- لقد ازدادت مشاعر الحسد لديه إلى الحد الذي أصبحت معه كل كلمة يلفظها تفصح عن حسده.

The formula (وصل ... إلى الحد) and (ازداد...إلى الحد) are equally valid. Notice that the sentence in question can be dealt with in a variety of ways:

5-بلغ من انتشار التكنولوجيا النووية الآن أن أصبحت الإرادة السياسية وحدها هي التي تمنع..

6- وصل انتشار التكنولوجيا النووية الآن حداً يجعل ... إلخ

7-انتشرت التكنولوجيا النووية انتشاراً واسع النطاق حالياً حتى أصبحت الإرادة السياسية إلخ...

So, an Arabic verb and a further qualification, followed by (حتى), is another way of handling the English structure. The qualification is important and required to establish the comparative mode. So, to handle the first English example above, other Arabic formulas using the qualification are possible:

:

8-لقد أدى الانتشار الكبير للتكنولوجيا النووية إلى أن أصبحت...

9-أدى الانتشار الهائل / كان من عواقب الانتشار الواسع ... / إلخ

So try to train the students to command these formulas and ask them to try their hand at easy examples. Note that you could easily change a noun into a verb or use it in its nominal form with qualifications.

2. Briefly explain the difference between 'do' and 'make'. The first refers to an action (فعل/ يفعل فعلا) while the second refers to either making (بذل/مكّن /جعل / صنع) or has special uses with which they will be acquainted in the course of their study. Note for instance:

1. I shall do my best to make your stay a pleasure.

1- سأفعل كل ما في طوقى أجعل إقامتك متعة.

2- سأبذل قصارى جهدى حتى تتمتع بإقامتك ( لدينا ).

The same idea can be expressed differently in English (using make)

2. I shall make every effort so that you enjoy your stay.

With 'effort', the usual verb is make; so is it with 'attempt', and with a host of other expressions (make breakfast) يعد الإفطار (make time) يتيح الوقت etc.

To make a nuclear weapon means to manufacture a bomb, or to build a bomb. Hence the Arabic (يُصنَع) or (يبنى). The same applies to making the material needed for the bomb.

3. Note that you can translate Achilles' heel here either as كعب (which may not mean much to the Arabic reader or opt أخيلاس)

for the meaning, expressed in an equally metaphoric expression (نقطة ضعف). This originally is a coined expression in Arabic (from European languages) but is now fully accepted as good Arabic. Note that the plural (نقاط الضعف) equals the English : Weaknesses not points of weakness!

4. Explain to the students that 'designed to' simply means 'aimed at'. There is no suggestion of 'design' in the architectural or industrial sense in it. Remember that ! However, the word 'design', both as a verb and as a noun, keeps its original meaning (شكل/تصميم/رسم / خطة). How the word changed its meaning is easy to understand : it originally meant:

وضعت ( بهذه الصورة ) من أجل

as the parenthetic ال (بهذه الصورة) got forgotten in common language use, the remainder came to mean 'for', 'for the purpose of'.

5. Whenever you have a chance focus on the word 'access'. Encourage your students to read about it in my (مرشد المترجم). The book is in Arabic and will explain fully the various meanings of the word and how it is rendered into Arabic in various contexts.

## (14) Mubarak, Wade Discuss Afro-Arab Summit

President Hosni Mubarak and Senegalese president Wade reviewed Wade's request for an Afro-Arab summit to improve co-operation between Arab and African countries yesterday. Wade is in Egypt on his first holiday since taking office. With his wife he will visit many tourist sites in Cairo, Giza, Luxor, Aswan and Sharm El-Sheikh. President Mubarak welcomed him, wishing him a pleasant stay. The Egyptian and Senegalese leaders discussed the African vital issues, including the African Union's efforts to settle the Sudanese conflict.

(14)

president	رئيس ( رئيس جمهورية )
review	يستعرض
request	طلب
improve	يحسّن ( هنا يزيد / يرقى ب )
co-operation	تعاون
holiday	عطلة / إجازة
taking office	تولى مهام المنصب
tourist	سياحي
sites	مواقع / أماكن
wish	يتمنى / يرجو
stay	إقامة

leader	زعيم
vital	حيوي / له أهمية حيوية
including	ما فيها / ومنها / وهي
efforts	تتضمن
to settle	جهود
conflict	يسوى / تسوية

#### Exercise14:

To the teacher:

1. The passage looks deceptively easy - indeed, simple enough. But consider the key verb 'reviewed'. Diplomatic parlance is very sensitive: the word does not mean 'discussed' or had 'talks' (much less 'negotiations') but simply casting a look at. We normally translate it by the Arabic (استعرض) and sometimes (نظر في). Now you must explain to the students the difference between this and a discussion (مناقشة) (which involves a study in depth) and a simple 'look' at an issue. To have talks (مباحثات / محادثات) is to exchange views, but to negotiate is to try to establish a case, to make a point, to achieve some sort of result through negotiations (مفاوضات) involving 'give and take', and making compromises (مفاوضات). This may require changing one's position, however slightly, to accommodate the other side's position, or to change one's



view of the situation in the light of the other side's view. Tell the students, therefore, never to confuse these words and to maintain the specific Arabic words for them.

2. Structurally, a change is needed for the better establishment of the time of the 'review'. To keep 'yesterday' after cooperation is to invite unnecessary confusion. The best way is to place it immediately after the verb or within the opening words.

3. I prefer to give the full meaning of Afro-Arab, as given in the 'key', to echoing the English (الأفروعربي) ! It is true that we say (الأفروآسيوي) but that has become an accepted term; when the first Afro-Arab Summit was held in Cairo in March 1977 (where I worked as a translator / reviser) it was called

(مؤتمر القمة العربي الأفريقي الأول)

This is definitely much better and all Arabs accepted the phrase unreservedly. Now we hear (اليورومتوسطى) as a translation of Euro-Mediterranean, and we have to accept it as indicating relations between the European Union and Mediterranean countries. Only when a term has been in current use are we allowed to use it, in the sure knowledge that it will be easily

understood. Consider the prevalent use of (التعاون العربي العربي) to mean Arab-Arab Cooperation, or inter-Arab cooperation. Would it not be better to translate it as (التعاون العربي) or even the rarely used (التعاون فيما بين العرب)(التعاون فيما بين البلدان العربية)

4. Explain to the students the real meaning of the word issue. In origin it means something that has come up ! True, we still translate it as (قضية) but it is different as a concept from either case or cause. A case is (حالة) and in legal contexts it can mean a court case, that is, (قضية أمام المحكمة); a cause means, apart from its usual sense of being a reason or a motive, any objective or movement that a person or group is interested in and supports, such as the Palestinian Cause (القضية الفلسطينية) or the Nationalist cause (القضية الوطنية) or any cause involving the claiming of rights or the attainment of an objective (social reform, raising the standard of living ... etc.).

5. Note, too, that 'vital' means originally (حيوي) but it can mean very important. You could say:

It is vital that Africans should unite.

What you mean is:

It is vitally important that Africans should unite

- 1-الإتحاد الإفريقيين له أهميته الحيوية / بالغ الأهمية  
2-وما له أهمية حيوية أن يتحد أبناء إفريقيا.

Still, the adjective 'vital' by itself can retain the original sense.

6. Now the verb 'to settle' (تسوية / يسوى) means much more than 'to end' (يضع نهاية / حداً). It involves a settlement, with the implications that the solution is durable (قابل للاستمرار) and acceptable to all parties (جميع الأطراف). This is why we say 'a settlement of the Middle East conflict', and we also refer to the settlement of disputes (تسوية النزاعات). Sometimes you hear of a 'settlement of debts' (الديون تسوية). This does not simply mean 'repayment of debts' (سداد الديون) but it can mean writing off (إسقاط) some of them, reducing (تخفيض) another part, or the repayment, indeed, of debts. The conflict referred to in the last sentence is the war in Southern Sudan between the Sudanese People's Liberation Army (SPLA) (الجيش الشعبي لتحرير السودان) and the government. Note that this is referred to currently as the Sudanese People's Liberation movement (SPLM) (الحركة الشعبية لتحرير السودان). It had fought a 'war', arising from the 'dispute

## (15) Egyptian-Kuwaiti Summit on Regional Scene, Bilateral Ties

President Hosni Mubarak, heading a top-level official delegation, arrived in Kuwait, the first stop of a short Gulf tour that also includes Bahrain, the presidential spokesman said yesterday. Upon arrival to Kuwait city, President Mubarak and the Kuwait Prime Minister, Sheikh Sabah Al-Jaber held an official round of talks that focused on enhancing political and economic co-operation ties between the two countries, ambassador Maged Abdul Fatah said.

(15)

regional	إقليمي
scene	مشهد / مسرح / ساحة
bilateral	ثنائي
ties	روابط
top-level	على أرفع مستوى
official	رسمي
delegation	وفد
Gulf	الخليج
tour	جولة

include	يتضمن
presidential	رئاسي / باسم رئاسة الجمهورية
spokesman	متحدث باسم
round	جولة
focus	يركز على / ينصبّ على
enhance	يزيد / يرفع / يرقى ب
ambassador	سفير

### Exercise15:

To the teacher :

1. The passage gives another dose of political jargon which should be memorized. To begin with the student should learn to change the 'regional scene (المشهد الإقليمي)' into 'the situation in the region' (الأوضاع, (الحالة في المنطقة) or, as given in the 'Key', (الأوضاع الراهنة في المنطقة), or, indeed, (الساحة الإقليمية). Sometimes the word 'scene' itself can be translated into (مسرح) or (ساحة) as when you say 'scene of the crime' (مسرح الجريمة) or 'then another man appeared on the scene' (ثم ظهر رجل آخر على الساحة). Here, however, (الساحة الإقليمية) will not sound as idiomatic as (الأوضاع) because, first, this is what is meant, and, secondly, because we are not used to metaphors from the theatre in Arabic.

2. Teach the students other words connected with bilateral such unilateral (متعدد الأطراف) and multilateral (من جانب (من طرف) واحد). Show them that bilateral means between two sides or two parties (بين جانبين أو طرفين); hence the expression (ثنائي). While you can say (من جانب واحد) in the translation of 'unilateral', you have to say (متعدد الأطراف) always in the translation of 'multilateral', NEVER? (متعدد الجوانب) as this can mean multifaceted, even multifarious or versatile!
3. 'Ties' is an idiom and the word does not mean much more than 'links' in political terminology; 'ties' may be a little stronger insofar as it implies 'binding'. Therefore we translate 'ties' as (روابط) and 'links' as (صلات).
4. Notice that a stop means (محطة) not (وقفة) or indeed (توقف). You could even say (زيارة) (in order to avoid this business of (توقف) and (وقفة)).
5. Explain to the students the difference between tour and round, both translated as (جولة) Give them examples:
  1. Visitors to Egypt usually enjoy a tour of historical sites.

1- عادة ما يستمتع زوار مصر بجولتهم في المناطق / الأماكن التاريخية.

2. Many army conscripts have a tour of duty of only one year.

2-كثيرون من المجندين في الجيش يقضون في التجنيد عاماً واحداً.

A 'tour of duty' here means (مدة/فترة التجنيد) but it can be used in other contexts as well. A tour is sometimes used to mean a tournament (دورة رياضية) though the latter is now reserved for sports contests. A round is, on the other hand, only part of a long series; in boxing you may have bouts consisting of three or twelve rounds. In negotiations you may have as many rounds of 'talks' as are necessary for the 'negotiations' to come to a conclusion (successful or otherwise). Metaphorically it can be used to refer to the battles fought in a given war. So, you refer to the 1947 war between the Arabs and Israel as the first round; until the last, and fourth round ending with the famous October '73 Egyptian victory.

6. Show the students that although 'Gulf' is used adjectivally here, and translated in the 'key' as (الخليجية) they could change it into a prepositional phrase in Arabic (في الخليج).

7. The problem with structure persists. Although the rule is to begin with 'the spokesman said' (قال المتحدث باسم رئاسة) (إبراز / تصدير) (الجمهوريّة...the foregrounding) of the main piece of

information is preferable. 'Who said that' is less important than the news of the President's arrival and talks.

8. Note that Maged Abdul Fattah is himself the Presidential spokesman. This is implied and is quite common in English. You may, if you like, 'edit' the report so as to indicate this 'fact'; it is better, however, if the translator refrained from any editing, especially when dealing with reports of less well known people and events. He is described as ambassador, and you should keep the adjective as used.
9. Remind the students that the title of the report is elliptic : it omits the verb and gives a series of words without a finite verb. The translator should supply the verb himself / herself : any verb meaning (يبحث) or (يناقش) will do. Alternatively you may supply a noun such as (محادثات) (making the title read:

في القمة المصرية الكويتية: مباحثات حول الأوضاع الإقليمية والروابط الثنائية.



## (16) Greek Bus Hijackers Seek Cash and Plane

Athens- Two gunmen thought to be Albanians hijacked a Greek bus with 24 passengers yesterday and demanded a \$1 million ransom and a plane to fly them to Russia. Nearly 12 hours after the early morning drama started, the hijackers had released 10 of their hostages in several batches throughout the day leaving 14 still captive. Shortly later, a police spokeswoman said two more hostages were released bringing the total of freed passengers to 12. "Another 12 people remain hostage" the spokeswoman said. Stella Marta, a hostage still on the bus, told state-run television in a mobile phone call that the hijackers planned to release all women hostages once a driver joined the vehicle.

(16)

gunman	مسلم
hijack	يختطف
plane	طائرة
ransom	فدية
drama	مأساة / دراما ( حادث مثير )
released	أفرج عن / أطلق سراح
hostage	رهينة

batch	دفعة
captive	أسير / سجن / محتجز
shortly	بعد قليل
spokeswoman	متحدثة باسم
state-run	تابع للدولة / تديره الدولة
plan	يعتزم / يخطط لـ / خطة
driver	سائق
vehicle	المركبة / العربية

### Exercise16:

To the teacher:

1. Give the students all the English words commonly translated as (يختطف/ اختطاف). The normal word used for taking away somebody against his / her will is to 'kidnap'. 'Abduct' is also used, especially in 'bride-abducting' -a (خطف العروس) العروس method of betrothal (خطبة) and marriage still practised among many tribesmen including some in Sinai called (الخطفة). A kidnapper may also demand a ransom (فدية) (for releasing the hostage, normally the child or a wife of a wealthy man. Hijacking, however, is reserved for the forcible taking over of a means of transport, complete with hostages, and demanding a ransom, either in cash or the fulfillment of some political objective (such as the release of prisoners). Sometimes the hijackers release some of their prisoners (as in the present

text) but sometimes they kill one or two to show they are serious and are often themselves killed in the end.

2. Note that although the hijacking operation has not ended, that is, although the time is present, the main verb is in the past. This should teach the student a valuable lesson:

Whenever a word indicating a specific time for a past action is mentioned (here it is 'yesterday') the past simple tense must be used. This is an unchangeable rule. Had the reporter NOT mentioned the word 'yesterday', the time would have been the present perfect or just the present.

3. Now note the change to the pluperfect or the past perfect tense : the first part of the second sentence started with the past, the second part refers to an earlier event in the more distant past. The first verb indicates the present, though in the past, the second indicates an earlier event which had to be formulated in the pluperfect because the recent one is in the past. Put differently, the sentence means (or should be understood to be built) as follows:

After the release of some of the hostages since the start of the drama, twelve hours have passed!

The pluperfect is commonly rendered in Arabic by using the formula (قد..كان). Here it is:

- 1-مرت 12 ساعة تقريباً على بداية المأساة ، وكان المختطفان قد أفرجا عن...
- 2-بعد مرور 12 ساعة تقريباً على بداية المأساة ، كان المختطفان قد أفرجا عن...

The first Arabic version preserves the original tense sequence; the second changes it a little.

4. The rest of the report is given in the past, and all the verbs would be in the past, even if indicating the future ! 'When a driver joined' means 'if a driver joins', or 'as a driver is brought [sometime in the future] to the bus' ! The Arabic verb is in the present (عندما يأتي) but it also indicates the future.
5. You may have to give exercises of your own to the students to train them on translating all the modulations of tenses based on the passage model:

1. I saw many corpses on the field; I had not thought that so many people had been killed.

1-رأيت جثثاً كثيرة في الميدان ولم أكن أظن أن عدد القتلى كان كبيراً إلى هذا الحد.

Here the pluperfect is expressed by ( لم أكن أظن ) .

2. So few passed their exams last year, after they had been told not to worry!

2-لم ينجح في امتحانات العام الماضي إلا أقل القليل ، بعد أن كانوا قد قيل لهم أن يطمئنوا!

Here it is expressed by the usual formula (كانوا قد قيل لهم).

3. He left for Europe after he had stolen all the money.

3-رحل إلى أوروبا بعد أن كان قد سرق المال كله.

You could give more examples of your own, as I say, to clinch the point.

6. Seize this chance to explain to your class the problem of gender in referring to numbers in Arabic (تمييز العدد). The rule is simple. One and two are NOT given in figures : you say (رجل) and (رجلان). From 3 to 10 (عشرة رجال) to (ثلاثة رجال), if the adjective is masculine the number would be feminine and vice versa (عشر نساء) to (ثلاث نساء) Tell the class to remember the Quranic verse (الفجر وليالٍ عشر) ، Eleven and Twelve have the same gender (اثنتا عشرة عينا) and (أحد عشر كوكبا) is feminine in Arabic. From 13 to 19 have a special rule : (ثلاثة عشر رجلاً) and (ثلاث عشرة امرأة) After that only the digits (3-10) are opposite and the rest neutral. In the present example (رهينة) is feminine - so you get أربع عشرة رهينة and اثنتا عشرة رهينة

## (17) The Lottery Ticket

And pictures came crowding on his imagination each more gracious and poetical than the last. And in all these pictures, he saw himself well- fed, serene, healthy, felt warm, even hot ! Here after eating a summer soup, cold as ice, he lay on his back on the burning sand close to a stream or in the garden under a lime-tree ... It is hot ... his little boy and girl are crawling about near him, digging in the sand or catching lady- birds in the grass.

(17)

lottery	يانصيب
crowding	تتزاخم
imagination	خيال / مخيلة
gracious	منعمة / جميلة
poetical	شاعرية
well-fed	سمن / شبعان
serene	مطمئن النفس
warm	دافئ
hot	حار
ice	جليد
snow	ثلج

lay (past of lie)	رقد
burning	بالغ الحرارة / ملتهب
close to	بالقرب من / بجوار
stream	جدول
lime-tree	شجرة ليمون
crawl	يحبو / يزحف
dig	يحفر
catch	يصطاد
ladybird	دعسوقة / نوع من الفراشات شبيهه بالخنفساء الصغيرة الملونة التي تطير ولا تؤذي أحدًا

#### Exercise17:

To the teacher:

1. Begin by telling your class that the passage comes from a story and is therefore a literary text. Here the style must reflect, up to a point, what is believed to constitute the literariness of style. Words have to be carefully chosen to give the Arabic reader a taste of the original. Explain to the students the context of the passage : a man who has won a great deal of money in a lottery is dreaming of the future !
2. First show them the difference between imagination which can mean (الخيال) or (المُخَيَّلَة) , and other words with similar meanings. 'Fancy' can mean (الوهم/ الواهمة). Explain to them

that in Arabic, the formula of الفاعل (اسم) (which we have here in مَلَكَةٌ of referring to the mental power (the faculty) (مخيلة/ واهمة) calling up or recalling images, whereas (الخيال) means simply the field of activity practised. The opening sentence could therefore be translated in more than one way:

1-ورأى بعين خياله صوراً تتزاحم ، وكل صورة أجمل وأكثر شاعرية.

2-وتزاحمت الصور في مخيلته ، وكل منها تزداد جمالاً وشاعرية عن سابقتها.

Or as given in the 'key'!

3. Do not waste much time on the meaning of 'gracious'. But if asked by a persistent student, you may explain that it means (كرم/عطوف/لطيف/منعم) . It is a word without precise meaning in itself : it is usually coloured by the context : here the meaning is 'full of grace' (مُنْعَم) but the nearest Arabic is (صور النعيم). The drift of the context suggests that the pictures coming to the protagonist's mind are simply attractive or beautiful (from 'grace', the original noun behind the adjective); and the general Arabic word (جميل) will do.

4. You may have to change the English

وكل منها أكثر جمالاً وشاعرية عن سابقتها.

Into:

ما فتئت تزداد جمالاً وشاعرية.



This is more economic and more idiomatic.

5. The idiomatic Arabic word for 'come to mind' is (تنثال في الذهن).

6. Note the change of well-fed which should mean (سمن) or (مملتئ) into (حتى) (as this is apparently the intended sense).

7. Note that in a literary style a measure of parallelism should give the style a degree of grace (رشاقة/ جمال). So, for 'serene and healthy' you may say (مطمئن النفس، موفور الصحة). Equally, you could say (والدفء يسري في) (يشع بالدفء) (for 'felt warm' or (بل ويشعر بالحرارة) (يحس) (يبدنه) putting off to the next segment).

8. In English you do not 'drink' soup, you eat it ! The reason is that English soup is thick and called 'cream of ...'; it is eaten with a spoon; French soup is different, called 'clear soup' (consommé) and may be sipped from a cup!

9. 'Burning' could be (شديد الوعدة) (or (حرارة الملتهب) (or (الملتهب) !

Remember that in a literary text you have more freedom than in a 'scientific' or informative text.

10. Teach the students that one way of dealing with an indefinite noun is to use the formula ) أحد ( followed by the plural. Thus when you translate:

If a husband suddenly complains of his wife's oppression, the fault may be his.

either as:

إذا اشتكى زوج فجأة من ظلم امرأته فرما كان العيب فيه.

OR

إذا اشتكى أحد الزواج فجأة من ... إلخ

Here you may translate 'a stream' either as (جدول) or أحد ( depending on the rhythm of the Arabic. Another way is to add (ما) to indicate the 'indefinite' (النكرة) - (في حديقة ما). I have given in the 'key' (شجرة ليمون) in the indefinite without (أحد) or (ما) to show that it is correct!

11. Explain to the students the rule of translating the impersonal pronoun 'it'. If the pronoun refers to a specific thing, as here it refers to the weather, you must supply the referent (الجو حار) ; if 'it rains' then (السماء تمطر) but if does not refer to anything but simply to (الحال /احالة) then you omit it; examples:

1. It is impossible to establish who did it, as the culprit left no trace whatsoever.

1- من المحال تحديد شخصية الجاني أنه لم يترك أي أثر على الإطلاق.

2. It is important to observe the rules of grammar even when you write at speed.

2- من المهم مراعاة قواعد النحو حتى أثناء الكتابة المسرعة.

3. It is thought abroad that Egypt is a beautiful land.

3- يعتقد الأجانب أن مصر بلد جميلة.

Not (من المعتقد في الخارج).

12. When you have an adjective applied to a masculine and a feminine at once (في نفس الوقت) you must change the structure; see the 'key'.

13. When you describe a baby as 'crawling' the word in Arabic is (يحبو).

14. A ladybird is (دُعسوقة). The Arabic word is odd even in the singular; instead of (دعاسيق) which is too unusual for the Arabic reader, use (الفراشات). After all, they are the nearest thing to ladybirds ! See my (فن الترجمة) (-- the last chapter.

## (18) Democracy

Democracy is the right of the people to choose their own government. In its purest form, people of every community from small villages to the whole nation would discuss and vote on every proposed law. This is rarely practical in today's busy world. In most democracies, citizens choose, or elect, representatives. Representatives are lawmakers who represent, or work for, all the people who elected them. Voters also choose the officials who will administer, or carry out, the laws.

(18)

democracy	الديموقراطية
right	حق
people	الشعب / الناس
choose	يختار / ينتقى
government	حكومة
pure —er —est	نقى / أنقى
community	مجتمع
villages	قرى
whole	كل / جميع
nation	أمة
discuss	يناقش

vote	يَصَوِّتُ/صوت انتخابي
proposed	مقترح
law	قانون
rarely	نادراً
practical	عملي
busy	مشغول
citizens	المواطنون
elect	يُنْتَخَب
representatives	ممثلون / نواب
lawmaker	واضع القوانين / مشرّع
administer	يدير / يطبق / يُنفذ
carry out	يُنفذ

### Exercise18:

To the teacher:

1. Seize this opportunity to show the students how to translate cognates of the word democracy, especially the verb to democratize and the noun democratization.

Examples:

1. Most third world countries are currently totalitarian; and the general trend in today's world is to democratize such regimes.

1-معظم بلدان العالم الثالث حالياً دول شمولية، والاتجاه العام في عالم اليوم هو إضفاء الديمقراطية على أمثال هذه النظم.

2. The democratization of a totalitarian regime is a long and gradual process.

2-تحويل النظام الشمولي إلى نظام ديمقراطي عملية طويلة وتدرجية.

2-إسباغ الديمقراطية على النظام الشمولي لا يكون إلا تدريجياً ويستغرق وقتاً طويلاً.

2-الأخذ بالحكم الديمقراطي في النظم الشمولية يتطلب وقتاً طويلاً ويتم بالتدرج.

All these Arabic versions carry the same idea as example 2 in English, with differences in style due to the translator's personal preferences.

2. Note that there is an ellipsis in the second sentence. The word 'democracy' which should be there is omitted; the sentence would otherwise read: "In its purest sense, democracy requires that people ....." The Arabic version must be clear and crisp, and it should therefore supply the deficiency (تستدرك) (تستدرك الحذف) (تستد النقص).

أ - وتقضى الديمقراطية في أنقى صورها بأن يقوم الناس...

ب - وفي أنقى أشكال الديمقراطية ، يقوم الناس...

ج - وأما أنقى أشكال الديمقراطية فهو قيام الناس...

3. Explain to the students the meaning of community: its original sense (the abstract) is (المشارك) and you find a ready example of it in the expression 'community of interests', (الاهتمامات)

(المشتركة، وحدة المصالح). The other meaning is concrete : in most contexts it refers to a group of people (مجتمع) ; often enough this is local (المجتمع المحلي) or a group of foreigners living somewhere (الجالية) . But, strangely, the Arabic (المجتمع الدولي) is the international community!

4. Explain to your class also the problem with 'practical'. It is commonly rendered as (عملي) but the meaning is (يسهل تطبيقه). Here you have a choice:

- 1-من النادر أن يكون هذا عملياً في عالم اليوم المشغول (ترجمة حرفية سيئة).
- 2-يندر أن يتيسر تطبيق ذلك في الواقع العملي في عالم اليوم المُثقل بالمشاغل . (ترجمة حرة إلى مدى بعيد)
- 3-ولكن يندر أن يتسم ذلك بالطابع العملي في عالم اليوم الذي لا يخلو من المشاغل (ترجمة حرة أقرب إلى الأصل).

Point out to the class that (ولكن ) (has been added in the Arabic version as a link between the two sentences, though it is only implied in the English text.

5. Show your class that the word 'democracy' can have a concrete meaning. For example:  
England is a democracy.

- 1-إنجلترا بلد ديموقراطي.
  - 2-نظام الحكم في إنجلترا ديموقراطي.
- So, in the plural it should mean (نظم الحكم الديموقراطية).

6. Instead of saying (مثلون) - a word which can also mean (actors) you could say (نواب) which is equally correct : after all, a deputy (نائب) does represent (يمثل) someone else ! Note that 'to depute'(ينيب) is a transitive verb : it takes an object (مفعول به). To deputize for (ينوب عن) is an intransitive verb.
7. Point out to the class that lawmakers are the legislative authority (السلطة التشريعية) or the legislature (الجهاز التشريعي) and so lawmakers can be translated as either (واضعوا القانون) or (أهل) (رجال التشريع) Do not say (التشريع) otherwise women would be angry!.
8. Explain the meaning of 'work for' (يعمل من أجل / يعمل لصالح) 'For' by itself can have the meaning of (من أجل) or (في سبيل) Think of the play *All for Love!* (كل شيء في سبيل الحب) OR the common English phrase 'For king and country' (في سبيل الملك والوطن).
9. Note that to administer can either mean (يسوي / يدير) or (يعطى) and with the sense of (يطبق) too. The first meaning is quite familiar; but see:
- to administer justice (أقام العدل)
  - .....medicine أعطى الدواء
  - .....an oath أقسم يميناً
- So the meaning here is to (يطبق القانون).



## **(19) The Media**

As a result of technological progress, many people in the world already have, or will soon have, access to many more TV channels than in the past.

Most of the TV channels in the world operate in the traditional way: national, public or commercial TV stations use transmitters to send UHF (ultra-high frequency) signals round the country. The aerials on our roofs receive these signals and pass them to our TV sets. Simple, and very similar to the way radio broadcasts work.

Some international TV channels use satellites in space. Programmes are transmitted up to the satellite, which then re-transmits them to a wide geographical area. If you have a special satellite dish aerial on your roof, you can receive these signals — though usually you have to pay for a signal-decoder. In this way, people can watch TV programmes transmitted on the other side of the hemisphere.

(19)

result	نتيجة / ثمرة
technological	تكنولوجي
progress	تقدم
already	فعالاً / حالياً / من قبل
to have access	يستطيع الوصول
TV	مشاهدة تليفزيون
channels	قنوات
operate	تعمل
traditional	تقليدي
national	قومي
public	عام
commercial	جاري
station	محطة
transmitter	جهاز بث
UHF	ذات تردد فائق الارتفاع
signal	إشارة
aerial	هوائي / إيريال
roof	السطح العلوى للمنزل
receive	يستقبل
TV sets	أجهزة التليفزيون
similar	ماتلة
radio broadcasts	البرامج الإذاعية

satellite	قمر صناعي / تابع اصطناعي
geographical area	مساحة / منطقة جغرافية
programmes	برامج
satellite dish aerial	طبق هوائي خاص بالقمر الصناعي
signal-decoder	جهاز لفك شفرة بالإشارة
watch	يشاهد
the other side	الجانب الآخر
the hemisphere	نصف الكرة الأرضية

### Exercise19:

To the teacher:

1. Explain to the students that they do not have to stick to the grammatical or structural formulas of the English text. 'As a result of' equals 'one of the results of'; so that you can say:

1-نتيجة للتقدم التكنولوجي

OR

2-من نتائج التقدم التكنولوجي / من ثمار التقدم

Indeed, in other contexts you could even say :

3-أدى التقدم التكنولوجي إلى...

2-كان من ثمار التقدم التكنولوجي أن أصبح...

These choices will depend on the nature of the sentence that follows.

2. 'In the world' may initially sound redundant (لا لزوم لها) (إطناب)but in fact in means 'everywhere' or 'in many parts of' the world.

3. When you have two main verbs in the same clause followed by an object (مفعول به) you may delay the second to the end of the sentence; you can say:

1-أصبح الكثيرون ، أو سوف يصبحون في الغد القريب ، قادرين

OR

2-أصبح الكثيرون قادرين على.... ، أو سوف يصبحون كذلك في الغد القريب .

If the sentence is too long to accommodate the second option, use the first.

4. Point out to the students that the word 'access' has changed its meaning again ! Literally it means 'many people can have or reach more TV channels', that is

أصبح المزيد من قنوات التلفزيون في متناول المزيد من الناس.

What is meant is:

أصبح المزيد من الناس قادرين على مشاهدة المزيد من قنوات التلفزيون.

5. Remind the students that 'in the world', repeated here, has not changed in meaning!

6. You may like to distinguish to the students between 'traditional' and 'conventional'. Both are often rendered as (تقليدي) ; but the first refers to maintaining the traditions of the past (تقاليد الماضي) the second to accepting the conventions of the present (أعراف الحاضر). Traditional may not be necessarily social or widespread like conventions, but they can be described as cultural or social.
7. Explain the difference between national and patriotic (قومي) and (وطني) . The Arabic (وطني) may be sometimes used to mean (قومي) but it is better in translation to observe the distinction. Note that the word (قومية) such as in the expression 'the various nationalities in the defunct Soviet Union' (ثنتى) refers to the 'national belonging' - based on race, language etc. - of each of the former Soviet republics. However (القومية العربية) means Pan-Arab Nationalism or Pan-Arabism! Tell your class to remember that!
8. Although 'public' is usually opposed to 'private' as (عام) and (خاص) the meaning is commonly known to refers to the people (الجمهور) (الناس دون استثناء). It is distinguished from 'general' in that this is opposed to 'special' (both rendered in the same way in Arabic !) and so 'general' does not depend

on the people but on the 'field', 'object' or 'subject'! A book on 'general medicine' may still be addressed only to doctors, but it deals with general subjects ! If the distinction is too difficult to explain in class, let it go!

9. When an Arabic word is coined for a new concept while its Arabized form is common, use both; thus هوائي (إيربيل).
10. Teach your students the difference between roof (السطح العلوي) and ceiling (سقف) (to translate the former!). Never use (سقف الحجره) (سقف للمنزل).
11. Show the students how to handle expressions such as "the way (something) works" i.e. (أسلوب عمله). If this 'something' involves action, you may change the formulation altogether, merging the noun with the verb. So:  
أسلوب العمل المستخدم في بث البرامج الإذاعية  
is the same as  
أسلوب بث البرامج الإذاعية
12. Tell your class that 'you have to pay for' means 'you have to buy'! 'To pay for' cannot mean anything else !

13. Explain that the last sentence is tricky ! The hemisphere meant is the Northern Hemisphere - that is, the upper half of our globe ! It is divided, theoretically, into East and West and we, in the east can watch what is going on in the West ! Unfortunately, the Southern hemisphere is almost totally forgotten ! We cannot watch Australian, Indian or Latin American programmes, can we?

## (20) Game Reserves

Today the game reserves of East Africa are facing a number of threats. Although they earn considerable "revenue" by attracting tourists, they take up land which is increasingly sought by the local people. While these reserves feed and protect animals, they are in danger of turning into "barren" areas or deserts. Trees, shrubs and grass are gradually being eaten by grazing herds.

Another problem is to be found in the changing attitudes of the animals themselves. Many of them are losing their hereditary fear of man. In this way they may become a danger to visitors and thus to themselves. Attacks on vehicles are beginning to increase, and it is possible that the problem will become serious in a few years' time.

(20)

game

حيوانات الصيد

reserve

محمية (طبيعية)

threat

تهديد / خطر

considerable

كبير



revenue	دخل / مكسب / إيراد
attract	يجتذب
tourists	سياح
take up	يشغل
increasingly	بوتيرة متزايدة معدل مطرد الزيادة/
local	محليّ
feed	يطعم / يغذى
protect	يحمى
turning into	يتحول إلى
barren	قاحل
shrubs	أعشاب / شجيرات
grass	كلأ / جيل / حشيش
gradually	تدريجياً
graze	يرعى
herd	قطيع
changing	المتغير / المتحول / المتبدل
attitude	موقف
hereditary	وراثي
man	الإنسان
danger	خطر
visitor	زائر
thus	هكذا
attack	هجوم / هجمة / اعتداء/

vehicle  
increase  
serious

عدوان  
عربة  
يزداد

### Exercise 20:

To the teacher:

1. Explain the students the meaning of 'game'. Apart from its meaning in sport (the game of tennis (لعبة التنس) a game of chess (لعبة الشطرنج) the word refers to animals that are hunted or captured (حيوانات الصيد والقنص). Hence the expression 'big game' (الحيوانات الكبرى المفترسة). The meaning is transferred in colloquial English, like 'big guns' (المدافع الكبرى), to high officials ! (Remember (اللعبة مع الكبار)! A very common expression is 'fair game' : its original meaning is (حيوان يباح صيده) but it now also means 'anybody who may be attacked or criticized'. Another common meaning is 'to be bold', as in the expression 'I am game for anything', and, also, to 'gamble'. Ask the students to make a list of all these meanings.
2. A 'reserve' is a piece of land protected by law where animals (often called wild life) are kept.
3. Note that the word 'threat' is never repeated except in its intended meaning 'danger' ! This is why the translation (in my

'key') gives only (خطر) not (تهديد) ! Compare this with its use in passage 7 above.

4. The word 'considerable' refers only to the 'amount' earned; and, in other contexts, it may be replaced by 'significant'. Both then simply mean (كبير).

5. Note the following structural change : as we have no word in Arabic representing the exact morphological equivalent (المعادل الصرفي) of the word 'increasingly' (commonly translated at the UN as (بصورة متزايدة) I prefer re-structuring the sentence in Arabic so as to change the word into a verb. Thus:

... land which is increasingly sought by local people.

becomes

local people demand more and more of that land

OR

local people's demands on that land increase

becomes

فأبناء البلاد تطلب المزيد من هذه الأراضي

OR

الأرض التي يزداد طلب أبناء البلاد عليها!

I personally find (بصورة متزايدة) inelegant and indeed infelicitous (ركيكة) for how can we imagine a picture (صورة) to be increasing (متزايدة) ? The problem is that while we have the

equivalent adjective in Arabic (متزايد) this cannot be made into and adverb!

6. Explain to the students the meaning of “barren” — that is, uncultivable land - and the difference between it and ‘arid’, both translated as (قاحل)! The latter means ‘dry’, (جافة / تعاني من) (الجفاف) that is, deprived of rain, and it is the lack of rain that is behind the formation of ‘deserts’! But “barren” lands may have rain, though other factors may cause the land to be incapable of being cultivated (uncultivable) that is, “barren”! Some of these factors are over-grazing, that is

(زيادة استهلاك الحيوانات لأعشاب والنباتات التي ترعى عليها)

- or the tendency of animals to use up all the water left by the rain in drinking and bathing. Such water is referred to by a technical term, which you may not find except in specialized dictionaries, namely “run-off”. So, deprived of plants and water, the land may become “barren”!
7. Note the use of the present continuous (losing) in the penultimate sentence. This implies a present plus future. Note how the sentence is rendered in the ‘key’!

## **(21) Stocks**

We've heard a lot lately about the stock market and the wild price swings taking place on Wall Street. But what are stocks anyway? Are they some form of gambling chips? It seems that way when you read about the large amounts of money that people make and lose when trading stocks.

Stocks, common stocks in particular, are actually parts of a company. If you own stock in Walt Disney Corporation, you are part owner of that company. You own part of Disney World! Companies that are divided into shares of stock that a few or many people can buy and sell, are called corporations. These corporations use much of their profits (money they make) to build the company. They spend it on such things as research and development to bring out new products, creating new jobs, building new factories and equipment, and sometimes buying other companies.

(21)

a lot	الكثير (عامية)
lately	في الآونة الأخيرة
stock markets	سوق الأوراق المالية
gambling	قمار / ميسر
chips	فيشات (هنا)
trading	بيع وشراء / تعامل / تبادل
common stock	الأوراق المالية العامة
in particular	خصوصاً / بصفة خاصة
actually	في الواقع
Company /corporation	شركة/مؤسسة/دار تجارية
joint stock company	شركة مساهمة
owner	مالك
divided	مقسمة
shares	أنصبة / أسهم
profits	أرباح
spend	ينفق
research	بحث
development	تطوير (هنا) / تنمية
bring out	التوصل إلى / ابتكار
products	منتجات
create	يوجد / يهيئ / يخلق
jobs	فرص عمل / وظائف
factories	مصانع
equipment	معدات

## Exercise21:

To the teacher :

1. Seize this chance to give your students a thorough idea of the meaning of stock, first, before stocks ! If you look it up in the dictionary (an excellent English-Arabic one like (النفيس) you will find 20 different senses ! And that only for the word as a noun ! You can ignore all the technical senses as they are likely only to confuse the student; focus on the general and common senses. The commonest is (المخزون): a shop assistant (بائع في محل) (is likely to tell you if you ask for a gramophone “We don't have it in stock !” that is, we do not stock it, or we do not sell it ! Another common sense is cattle (المواشي). A third, equally common, is the tools (الأدوات) and equipment (المعدات) (. Now we come to the sense intended and it occurs in the expression “Stock Exchange” (سوق الأوراق المالية/ البورصة). ‘Stocks’ by itself means (أوراق مالية) but if coupled with ‘shares’ it comes to mean the same as ‘bonds’ (سندات).
2. Explain that ‘wild’ means uncontrollable or extreme. Tell them the original meaning and how it came to be used thus metaphorically here.

3. Do the same with 'swing' which originally means يتأرجح (and give them the common expression 'the swing of the pendulum'. Here the movement is up and down, not sideways!

4. Tell them that Wall Street refers to the main financial centre of the USA. It is where most of the major companies have their headquarters. So either transcribe it in Arabic and let the reader guess its meaning, or give the meaning in your own words :

(في أسواق المال الأمريكية)

For example!

5. Explain to the students that in gambling at big casinos players do not use money but 'chips' (فيشئات) representing money. So the expression 'when the chips are down' means عندما يجد (الجد) colloquially) and to have 'a chip on one's shoulder' means to be indignant and always complaining.

6. Explain that 'that way' means "it seems to be true". Tell them that the opposite is 'the other way', hence the expression 'to look the other way', that is, to disregard or ignore!

7. Tell them that to make money means 'to gain' (يكسب).



8. I believe that the word trade requires a little explanation. The original meaning (which is kept here, see my مرشد المترجم (in Arabic) is to exchange (بيادل / المبادلة): hence the idea of 'trade' (التجارة) itself, beginning with 'barter' (المقايضة) and bartering) and ending in using money which represents the value (قيمة) of the things exchanged. So when you say I would like to 'trade in' my old TV set, what you mean is you would like to give it to a shop in exchange for a new one, plus the difference in value (paid in cash).
9. Note that development here, in this binomial (Research and Development - commonly referred to as R. & D.) is always (تطوير).
10. Jobs is either (وظائف) or (فرص عمل) i.e. job opportunities. A job can be manual or intellectual.

## **(22) Better Zoos**

There was a time when zoos were terrible places for animals to live. Even the largest animals were confined to small and uncomfortable cages. Restless beasts paced back and forth in their prisons, as countless visitors passed by.

While some zoos are still throwbacks to this era, more and more zoos have changed. Wild animals are now housed in larger areas that more closely resemble their natural habitats. This makes the existence of the animals much more pleasant. It also provides a better educational experience to visitors. Children and adults can see scenes that show more accurately how animals live in the wild.

Hopefully the day will come when all zoos will be humane places that gives top priority to the needs of their animals while creating ideal educational exhibits.

(22)

zoos	حدائق حيوان
terrible	رهيب / فظيع / بشع
confine	يحبس
uncomfortable	متعب / مرهق
cage	قفص
restless	قلق / مضطرب
pace	مشى (وسرعة المشي والجري)
back and forth	رائحاً غادياً
prison	سجن
countless	لا يُحصى / لا يُعد
visitors	زوار
throwback	نكوص / ارتداد
housed in	توضع لإقامة في
closely	إلى حد بعيد (هنا)
resemble	تشبه
wild animals	الحيوانات المتوحشة
natural	طبيعي
habitat	موطن / مكان إقامة
existence	وجود / معيشة / إقامة
pleasant	سعيد / بهيج / هانى
provides	توفر / تقدم

educational	تعليمي
experience	خبرة
children	أطفال
adults	كبار / بالغين
scenes	مشاهد
accurate	دقيق
in the wild	في الحياة البرية
hopefully	نرجو / نأمل / من المأمول
humane	شفوق / عطوف
priority	أولوية
exhibits	مادة معروضة / معروضات

## Exercise22:

To the teacher:

1. Although the style of this passage, like that of passage 21, is by and large 'colloquial', there are a number of difficulties and important lessons to be learnt, mostly structural.
2. Look at the first sentence carefully: where would you place 'there was a time'? Of course you could keep the English structure and say ... في وقت من الأوقات كانت حدائق الحيوان ... And you would not be wrong. However, it is more idiomatic in Arabic,

and the students should learn this golden rule, to begin with the main subject and verb : كانت حديقة الحيوان في وقت من الأوقات ....

Secondly, you must have noticed that there is no 'in' or 'at' after 'live' ! This is idiomatic in English as we commonly say 'what a place to live / to be' which means

ما أغرب الحياة / الوجود في هذا المكان!

Again, with 'place' it is idiomatic to say 'this boy will go places' (not to places) or 'let's go places' (colloquially). The first means (سيكون لهذا الغلام شأن) and the second (هيا نخرج من هنا للنزهة)! This is one of the problems of translating colloquial English.

3. Now check the 'key' to see how the structure is changed : instead of the verb (يحيا / يعيش) we have (حياته في). I daresay one is almost forced to undertake this structural change, for, otherwise the sentence may not sound idiomatic in Arabic. Note also that the adjective 'terrible' (which colloquially means 'bad' or 'nasty', hence tiresome and irritating) has been made into a verb.

4. Examine carefully the use of 'even'. What does the sentence, if the omitted word (which is clearly implied) is supplied, should read like ? It should read something like this:

All animals, even the largest, were confined etc.

And it is this formula that you should render into Arabic. Do not say (وحتى أكبر الحيوانات كانت....) as this is not idiomatic Arabic.

5. Note that uncomfortable does not mean NOT COMFORTABLE but means causing discomfort, that is (مرهقة / متعبة)

6. Note that restless is related causally to pacing up and down (or back and forth); and this should appear in your text.

7. Like uncomfortable, restless does not mean without rest but 'anxious', or 'unquiet' (مضطرب / قلق).

8. Note that 'countless' means ( ) يُعد ولا يُحصى لا and therefore too many; like 'invaluable' which means (لا يقدر بثمن) and hence too valuable.

9. Note the change of 'as countless visitors passed by' into 'in front of countless visitors passing by'. The latter form sounds much better in Arabic.
10. Remind your class that 'while' is not to be translated as (بينما) unless followed by an active verb - a verb of action. If the verb following is verb to be, as here, it is to be translated as (كانت / وإذا كان). See the earlier explanation in point 9, Passage 10 above.
11. Note the structural change of 'more and more'. It means that the number is on the increase, or is increasing, or that:  
Zoos are increasingly changing!  
Remember the example given in passage and exercise 20 ?
12. Note the change in the meaning of 'wild' from passage 21.
13. Now consider the change from the passive voice to the active voice in the second sentence of the second paragraph. It is a simple change which differs from that of the 2nd sentence of the 1st paragraph. There I provided a subject :

(إذا كان المسئولون يحبسون الحيوانات حتى أكبرها)

For the English:

Even the largest animals were confined ...

Here I changed the object into a subject :

Wild animals are now housed in ...

Into:

(إذ تقيم الحيوانات المتوحشة الآن في ...)

14. Note that we normally do not use intensifiers like 'very' and 'much' in Arabic; we prefer to 'intensify' the meaning by another adjective confirming the first. Thus, 'much more pleasant' becomes (وأهنأ/ أسعد) . You may, of course, say (أكثر أشد ( /سعادة)

15. Note that 'wild' has changed in meaning yet again!

16. Note how 'hopefully' is translated.

17. Explain to the students the difference between human and humane.

18. Give them the precise meaning of exhibits (معروضات) in a museum, or (مستندات) in a court of law, or (مادة تعليمية معروضة تزيد من خبرة المشاهد).



## **(23) Sleep**

There are various stages of sleep which are defined by body motions as well as by the character of the electrical activity in the brain. The typical patterns of electrical activity for the phases of sleep vary with age.

Sleep walking (medically termed somnambulism) as well as bedwetting occur usually during a particular phase of sleep during which the electrical activity slows down (slow wave sleep). These behaviours occur most commonly during arousal from slow wave sleep.

Sleep walking episodes can last for several minutes during which the walker may move around with eyes open, avoiding obstacles, while not recalling any of the walk upon awakening !

(23)

various	مختلف / منوع / شتى
stage	مرحلة
define	يحدد / يعرف
motions	حركات
character	نوع / طبيعة (هنا)
electrical	كهربائي
activity	نشاط
brain	مخ
typical	التي تتميز / المميزة لـ
pattern	نسق / نظام / شكل
phase	مرحلة
age	العمر / السن
somnambulism	المشي / التجول أثناء
bedwetting	النوم
slow down	التبول في الفراش
behaviours	يبيطئ
occur	أنواع السلوك
commonly	حدث
during	بصورة شائعة
arousal	الإفاقة
episodes	أحداث/حكايات/قصص
last	تستمر / مدتها تبلغ
several	عدة
minutes	دقائق
around	حول امكان / في الغرفة/ في المنزل
avoid	يتجنب / يتحاشى / يتفادى
obstacle	عقبة
recall	يتذكر / يذكر
awakening	التيقظ / الصحو / الإفاقة

## Exercise 23:

To the teacher:

1. Ask the students to translate the opening sentence to see if they remember and can apply the rule given in Exercise 1, namely NOT to use (هناك) but simply resort to inversion (the technical term is hyperbaton (التقدم والتأخير)). There are stages for the beginner who has not mastered the technique:

First use (هناك)

1- هناك مراحل مختلفة للنوم

Secondly begin with the prepositional phrase “of sleep” (للنوم) followed by the indefinite subject consisting of a noun and a genitive (مضاف إليه) :

2- للنوم مراحل مختلفة.

And there is your idiomatic formula ! The student will clearly see that he/she is not in need of ( or ) هناك ( at all ! If the student cannot still stomach the nominal structure and cries still for a verb, give him an initial ( ! يتكون من ) So that the sentence would read:

3- يتكون النوم من مراحل مختلفة!

This should satisfy his / her requirements!

2. Note that 'define' can mean (يُحدِّد) just as (يُعرِّف) and a common substitute is 'identify'.
3. REMIND the students that if they see a passive construction with the agent given (preceded by 'by') they must change it into active construction. Here we have the glaring example : (defined by ...).  
This must be changed into (تحددها) followed by the agent.
4. To know why 'typical' has been translated into (التي / التي تميز بها) look the word up in my (مرشد المترجم).
5. Explain to the students the difference between 'type' (نوع / نمط) and pattern (شكل / نظام / نسق).
6. 'Vary with' means 'change according to' and should be translated in the light of this sense.
7. Now when you have an English term that cannot be given an Arabic equivalent, you have a choice : either to give it in English as it is, even in the context of your Arabic text, or transcribe it in Arabic. Here I have chosen to omit it altogether! The choice is yours, anyway!

8. Note that the word 'particular', earlier translated as (خاص) can be translated, as here, into another word (معين). Impress this change on the students so that they may keep their options open.
9. 'Phase' is another word for 'stage'; the purpose of this change is nothing, in effect, more than stylistic variety or what is called by Fowler 'elegant variation'.
10. Note that sometimes Arabic words are added to clarify a given statement; so, the phrase bracketed in the second sentence of the second paragraph (slow wave sleep) is explained by the addition of (ويسمى هذا النوم الموجة البطيئة).
11. 'Behaviour' is a familiar word; I have explained elsewhere in this book. As it is an agreed term, stick to the Arabic term (السلوك).
12. Note that 'behaviours' here is dual (مثنى); and as we have this paradigm in Arabic, use it.
13. Examine carefully how 'occur most commonly' is translated in the 'key'.

14. Note that 'arousal' originally and elsewhere means (الإفاقة) . Here, however, it means (الخروج) or (الانتقال) from one stage to another. And the complement (إلى مرحلة أخرى) has been supplied in the Arabic text. The full meaning of (إفاقة) (occurs at the very end of the passage when you come across the word 'awakening'.
15. 'Episodes' — can mean (أحداث / قصص) (or such like. Here you need words with more general meaning; hence (حالات) .
16. Note the all-important change in the texture of the last paragraph which consists of one long sentence, including two active verbs and two gerunds (verbs ending with 'ing'). It goes, structurally, like this:

(episodes can last ... the walker may move ... avoiding ... not recalling ...)

While it is possible, and may indeed be desirable, to provide such variation in the English text, the Arabic text calls for parallelism.

Once you start with an active verb, you have to maintain the pattern:

(وقد تستمر حالات السير ... وقد يسير النائم فيها ... ويستطيع تفادى ... ثم ينسى...)

Note, of course, that 'not recalling' (لا يتذكر) has been changed into (ينسى).

## (24) What is Cholesterol ?

Cholesterol is a fatty substance (a lipid) that is an important part of the outer lining (membrane) of cells in the body of animals. Cholesterol is also found in the blood circulation of humans. The cholesterol in a person's blood originates from two major sources, dietary intake and liver production. Dietary cholesterol comes mainly from meat, poultry, fish, and dairy products. Organ meats, such as liver, are especially high in cholesterol content, while foods of plant origin contain no cholesterol. After a meal, cholesterol is absorbed by the intestines into the blood circulation and is then packaged inside a protein coat. This cholesterol-protein coat complex is called a chylomicron.

(24)

cholesterol

الكولسترول

fatty

دهني

substance

مادة

lipid

شحم (في الكيمياء)

outer

خارجي

lining

بطانة / كساء / غشاء

membrane	غشاء (اسم طبي)
cell	خلية
circulation	دورة / دوران
humans	البشر / الإنسان
originates	ينبع من / مصدره هو
major	رئيسي
source	مصدر
dietary	غذائي
intake	المتحصّل عليه / الداخل
liver	الكبد
production	إنتاج / إفراز
foods	أغذية
plant	نبات / نباتية
origin	مصدر
contain	فيه / يحتوى / يتضمن
meal	وجبة
absorb	يمتص
intestines (small intestines)	الأمعاء الدقيقة
packaged	يُغلف
protein	بروتين
coat	غلاف (هنا)
complex	مُرَكَّب
chylomicron	كيلو ميكرون / كايلو ما يكرون
organ	عضو (عضو داخلي)
content	محتوى



## Exercise 24:

To the teacher:

1. Begin by pointing out to your students that this is a scientific passage written in simplified English. Scientific style favours nominal structures . In these structure verb 'to be' is dominant. It appears in English but disappears in Arabic:

Man is a speaking animal . الإنسان حيوان ناطق .

Heart disease is a killer مرض القلب قاتل

Here we have verb 'to be' in the opening sentences explicitly; elsewhere it is implicit. Notice that even in the title we have it; and the translation of the title, if it is to be more idiomatic, should read:

(ما الكولسترول؟)

However, we are used, in Modern Standard Arabic, to the insertion of (هو) although it is only emphatic and is not really needed!

2. Now a lipid is a chemical term; and when we translate it we should point out that fact. We add (في الكيمياء) (to clinch the point!
3. As English style is enlivened by variation, so is Arabic style. Having produced a purely nominal structure initially, we now

proceed to vary the style: you could, of course, stick to the nominal mode by saying

وهذه المادة جزء / عنصر مهم في الغلاف الخارجي...

and would be absolutely correct and idiomatic. Still, variation is required for elegance and it is better to say :

وتعتبر هذه المادة عنصراً مهماً من عناصر الغلاف / الكساء...

4. As with 'lipid', you should qualify 'membrane' by adding in Arabic (واسمه العلمي).
5. 'Blood circulation' has the scientific Arabic equivalent of (الدورة الدموية). What it means in effect is (مجرى الدم). You are therefore free to choose : both versions are given in my 'key' answers!
6. Note that the Arabic word (إنسان) (has a plural meaning; so, just as you replace 'humans' (in the second sentence) with 'human beings', you can easily replace it by 'man'. A singular in Arabic is preferred here to (أبناء البشر) (as this is a scientific text where facts should be presented economically and without inviting any unnecessary connotations.
7. Now although the third sentence has an active verb (originates) the Arabic text prefers consistency in nominality (الأبنية الإسمية) and so the active verb in English is transformed into a nominal structure in Arabic : instead "... originates from

...” we say “The cholesterol in a person's blood (has/is of) two major sources.” Verbs ‘to have’ or ‘to be’ should give us the following:

وللكولسترول ... مصدران رئيسيان هما..

Note that this is the opposite of what we do normally in translating from English into Arabic.

8. When a noun in English is equated with a difficult Arabic word, it is better to change it into a complete sentence. So, ‘dietary intake’ literally means (الغذاء المُتَحَصَّل عليه). In this case it is better to say (الغذاء الذى يتناوله الفرد).

9. Note that out of the ten verbs in the passage seven are forms of verb to be (is/are). The other three are, though operative, quite replaceable verbs: 1. originates (already discussed above); 2. comes from (which can be equally changed into (is in / its source is) and 3. contain (which simply means have) ! Now in the third sentence I have continued my transformations, changing ‘comes mainly from’ into

(مصدره الأساسي هو)

10. When the word organ occurs without qualifications, and the context justifies its intended meaning, we normally assume

that it refers to the 'inner organs'. 'The inner organs of the beast' is a famous phrase that occurs in James Joyce's Ulysses; and it seems to have become idiomatic. These are normally opposed to the trunk (الجدع) and the limbs (الأطراف) as the major parts of the body (الجسم) apart from the head, of course ! Hence the need to qualify it in Arabic as الأعضاء الداخلية .

11. Although I keep the verb (تحتوى) in my translation of (contain) you could change into (ففيها), without loss to the sense. In fact, I have in my 'key' changed the 'are' in the first part of the sentence into (تحتوى) and changed (تحتوى) in the second part into (فيها) . You could reverse the process!
12. Notice how I changed the structure of the penultimate sentence by redressing the ellipsis. "Is absorbed by the intestines [and transfused] into the blood stream". I have supplied the bracketed word in Arabic.
13. Just as I have done earlier, when a scientific name occurs in English it is coupled in Arabic by such a qualification, sometimes appended by a parenthetical note.

## **(25) The Giant's Garden**

EVERY afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the springtime broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. How happy we are here ! they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

(25)

afternoon	عصر / العصر
used to	اعتاد
giant	عماق / مارذ
lovely	جميل / جذاب
soft	طرى
hard	عكس صلب
flowers	زهور / أزهار / زهر
stars	جوم
peach	خوخ
springtime	زمن الربيع / الربيع
broke out	تفتحت فجأة
delicate	رقيق / لطيف
blossoms	براعم
conversation	حديث / محادثة
determine	يعتزم / يقرر
pink	لون وردى / بَمْبَه / بَمْبِي
pearl	لؤلؤ / لون اللؤلؤ : أبيض
autumn	الخريف
bore (p. of bear)	حملت
rich	حافل / زاخر
fruit	فاكهة / ثمار
sweet	عذب / حلو
in order to	من أجل
he had been to ...	كان قد ذهب لزيارة
Cornish (from Cornwall)	من كور نوول (مقاطعة في إنجلترا)
Ogre	غول / بعبع
were over	بعد أن انتهت
limited	محدود
castle	قلعة

## Exercise 25:

To the teacher:

1. Encourage the students to translate the first sentence in stages. Stage one would be literal and would keep the original syntax intact. Example:

في كل عصر، عند خروجهم من المدرسة، اعتاد الأطفال أن يذهبوا ويلعبوا في حديقة العملاق.

As this is not satisfactory, stage two should play about a little with the text, while still keeping the syntax unchanged -- basically!

في عصر كل يوم ، عند خروج الأطفال من المدرسة ، كان من عاداتهم أن يذهبوا ويلعبوا في حديقة العملاق.

Better, but not applying the golden rule of beginning the Arabic text with a verb plus subject, this fails and a third stage begins.

The stage here is purely syntactical:

اعتاد / كان من عادة الأطفال عند خروجهم من المدرسة في عصر كل يوم أن يذهبوا ويلعبوا في حديقة العملاق!

Having tried and succeeded in changing the syntax, the students must be given the chance to try further changes. The Arabic adverbial phrase could be freely moved about in the long sentence; it could be placed after inversion three; or you could relegate it to the end, or even begin the sentence with it!

2. Encourage the students to use a variety of adjectives in Arabic rather than restricting their vocabulary to what they believe to be the 'exact' equivalents. For words describing size they should not only think of or but also of especially in describing a garden. For words describing beauty they should not only confine themselves to but also think of and a host of other words . Arabic is so rich!
3. Impress on your class the need to learn distinctions, fine distinctions, when it comes to nouns often misunderstood. Grass is or NOT or ! These latter are either weeds or herbs ! Weeds are often wild and commonly eradicated or killed as they interfere with other plants. Herbs are on the contrary deliberately planted and may have medical uses. The same applies to an adjective like soft which is often confused with smooth . **DO NOT CONFUSE THEM!**
4. Encourage the students to free themselves, now they have learnt one or two things, from literality. 'Here and there' could correctly be rendered as but it is definitely better that the sense is given in idiomatic Arabic :

وانتشرت في أرجائها الأزهار الفتانة التي تزهر برؤوسها فوق الكالأ...



Remind the students to change "there were twelve ..." into the recommended formula which I have earlier suggested as a substitute for. For example :

كما كانت في الحديقة اثنتا عشرة شجرة من أشجار الخوخ...

6. Explain why 'pearl' should be translated as not . As coupled with another colour the meaning intended must refer to a colour too!

7. Note that 'rich' does not mean ! Liberate the young minds in the class from this long association ! They should learn to change the noun into a verb such as

(تكثر فيها / تزخر / حفل / ممتلئ ... إلخ ) !

Note that rich may also have a hint of ripeness (النضج).

8. The sentence:

"The birds sat on the trees"

requires special attention. We have in Arabic a verb of action which we normally translate into this formula in English, namely (يحت على). You could think of (يجثم) too, or even (يقف) but never (يجلس)! Remember that 'to sit' by itself can mean more than the supposed Arabic equivalent. If you are standing then sit down then but if you are reclining and were ordered to 'sit

up', then you are ordered to (أن تعتدل في جلستك)! Birds cannot sit 'down' or 'up', they just sit, i.e. stand!

9. Remind the students of the rule concerning the translation of 'so ... that'.

10. 'To each other' must be translated as Do not forget the second!

11. When you have words quoted, followed by a statement, reverse the order in Arabic. See the 'key'.

12. Remind the students of the rule concerning the translation of the pluperfect (the past perfect tense). Explain again if the students had forgotten it. Tell them we have two things happening in the past, one : the return of the Giant, two, his visit and conversations with his friend. As the latter happened before the former, the pluperfect is used. In translation, the formula (كان قد فعل كذا) is used.

13. When the events narrated in the pluperfect are concluded we go back to the historical past (the past simple tense).

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