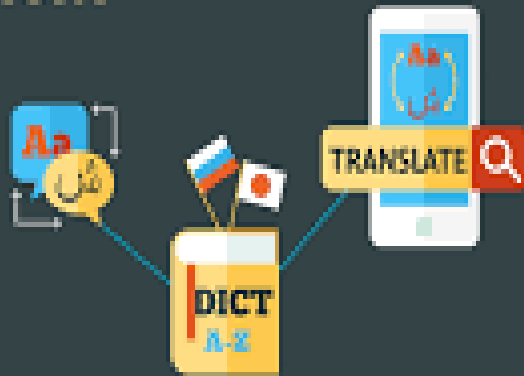




What is TRANSLATION?



TRANSLATION

SECOND YEAR

FACULTY OF EDUCATION

2022-2023

CURRICULUM DATA

TRANSLATION

SECOND YEAR

FACULTY OF EDUCATION

GENERAL EDUCATION

2022-2023

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1. Introduction

1.1. Preview

Dear Student,

This Unit aims to introduce you to the discipline of translation studies. First, it addresses itself to equivalence and context as major concepts, arguing for considering equivalence a correlative of context in the process of translating. Second, it deals with different types of translation, viz., literal, metaphorical, precis, adaptation, and free translation. Third, the unit discusses naturalization and Arabization, cultural approximation, and descriptive translation as major translation strategies. Finally, it touches on using the dictionaries in translation, shedding light on different kinds of dictionaries and their uses in the process of translating.

1.2 Unit Objectives

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

1. identify the qualities and functions of a good translator,
2. recognize the types and demands of translation,
3. use some of the translation strategies suggested when encountering unfamiliar or low-frequency vocabulary items,
4. choose the dictionary that may best meet your needs,
5. know the principles and methods guiding effective word choice in order to transmit the meaning of the source language text faithfully,
6. use information found in monolingual dictionaries, and
7. identify the limitations and incompleteness of dictionaries despite their immense value as an indispensable guide for words with which you have had little personal experience.

1.3 Unit Sections

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

The First section: (Background) consists of three sub-sections. The first sub-section gives a general definition of translation, distinguishing, firstly, between intralingual and interlingual communication and, secondly, between denotative and connotative meaning. The second sub-section discusses different types of translation equivalence, viz., formal, functional, and ideational equivalence. Finally, the third

sub-section deals with the notion of context in translation, showing the importance of author, text, and audience as contextual factors in determining the type of equivalence opted for in translation.

Types of Translation (Types of Translation) consists of four sub-sections. The first sub-section deals with literal translation, differentiating it from word-for-word translation. The second sub-section discusses metaphorical translation. Finally, the third and fourth sub-sections address themselves briefly to precise translation, and adaptation and free translation, respectively.

Translation Strategies (Translation Strategies) is made up of three sub-sections. The first sub-section deals with naturalization and Arabization as important translation strategies. The second discusses cultural approximation whereby culture-specific expressions in the source language are translated into their cultural substitutes in the target language. Finally, the third sub-section addresses itself to descriptive translation whereby a source language expression is paraphrased into the target language by describing it conceptually.

Using the Dictionaries (Using the Dictionaries) consists of five sub-sections. The first sub-section deals with different kinds of dictionaries. The second dwells on the different kinds of information found in monolingual dictionaries. The third sub-section touches on the problems with bilingual dictionaries. Finally, the fourth and fifth sub-sections are concerned with the use of dictionaries for translation purposes and with usage versus the authority of the dictionary, respectively.



1.4 Supplementary Reading

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

1. Baker, p304.
2. Newmark, p291.
3. Hatim and Mason, p258.
4. Shomali, p312.
5. Beaugrande de et al. (eds), p256.



2. Background

2.1 Definition

Translation is often regarded as a project for transferring meaning from one language to another. As can be seen, there are two key words in this definition, that is, transferring and meaning. The first key word indicates that when translating, we must deal with two languages because translation, in the standard sense, is a form of interlingual communication that involves a Source Language (SL) and a Target Language (TL), i.e., the language we translate from and the language we translate into, respectively. So, whatever exercises we engage ourselves in within the same language belong to what is usually referred to as «intralingual communication». Paraphrase, explanation, interpretation, etc. are all examples of intralingual rather than interlingual communication.

The second key term in the above definition tells us that the main concern of translators is to capture and convey meaning in interlingual communication. However, meaning is a complex notion. Linguists usually divide meaning into denotation (the basic meaning of the word) and connotation (the shades of meaning that are sometimes added to the denotation of the word). For example, the English lexical pairs die/pass away and friend/comrade share the same denotations, but they differ in their connotations, that is, pass away expresses positive connotations that do not exist in die, and comrade has a political connotation (i.e., a communist) that is completely missing in friend. It should be noted that translators are supposed to capture both denotation and connotation in their translation. Because the concept of meaning is a rather thorny one, some translation experts often talk about translation as a project for transferring messages from one language to another.

SAQs (1)



1. What is translation? Try to give a definition other than the one given above.
2. Explain the difference between interlingual and intralingual communication.
3. What is the difference between denotation and connotation? Give examples of your own.



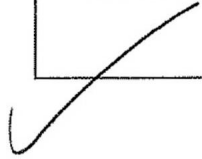
Exercise (1)



Translate the following English sentences into Arabic.
Example: Sami's grandmother passed away last month.

انتقلت جدة سامي إلى رحمة الله في الشهر الماضي

1. Ali often goes to bed early.
.....
2. Sarah went shopping last night.
.....
3. My sister works as an officer in the army.
.....
4. Maha is twenty years old.
.....
5. Shops stay open until midnight in Amman.
.....
6. Finally, the police have managed to capture the killer.
.....
7. Translation is an interesting subject.
.....
8. A large number of tourists come to see the Roman ruins in Jordan every year.
.....
9. Layla failed her driving test two days ago.
.....
10. Ahmed will graduate in the fall.
.....



Exercise (2)



Explain and/or paraphrase the following English sentences (Use a good English-English dictionary where necessary).

Example: I didn't know that Sue moonlights.

I didn't know that Sue has another job at night.

1. Zayd managed to produce an alibi during the trial yesterday.
.....

2. If things go on like that, the whole business will go to the dogs.

3. John saw red when I told him about the meeting.

4. I turned to Peter for help, but he gave me the cold shoulder.

5. Jane takes after her mother.

6. The match was called off on account of rain.

Exercise (3)

Translate the following English expressions into Arabic, making sure that you transfer both the denotations and connotations of these expressions (For many of these important colloquial expressions in English, you may have to use colloquial Arabic expressions in order to capture both denotation and connotation).

Example: Boys are boys. الولد ولد (لو أنه قاضي بلد) الأبو هيفي الألف

1. Business is business.

2. Let bygones be bygones.

3. Enough is enough.

4. War is war.

5. A girl is a girl.

6. Life is life.

7. A father is a father.

8. A war is a war.

فده الحباله والماسي

صاف صاف

2.2 Equivalence

Equivalence is a key concept in the process of translating. In fact, we cannot think of translation without taking equivalence into consideration. It should be noted that the notion of equivalence relates to even the ordinary senses of the verb to translate. That is why we are often asked to translate our feelings into words and our words into actions, etc. So, the result of any act of translating revolves, in one way or another, around equivalence.

In general, we can speak of three types of equivalence: Formal, *Functional* and *Ideational* equivalence. Firstly, formal equivalence seeks to capture the form of the SL expression. Form here relates to the image employed

in the SL expression as can be illustrated by the underlined English idiomatic expression and its underlined formal Arabic equivalent below:

The treaty has remained deadletter since then.

وقد بقيت المعاهدة حرفاً ميتاً منذ ذلك الوقت.

Although the Arabic expression حرفاً ميتاً is not a natural idiom, it can theoretically be used to demonstrate what is meant by formal equivalence.

Secondly, we have functional equivalence which seeks to capture the function of the SL expression independently of the image utilized by translating it into a TL expression that performs the same function. This can be illustrated below by the underlined Arabic functional equivalent of the English expression above:

وقد بقيت المعاهدة حيراً على ورق منذ ذلك الوقت

Sometimes, functional and formal equivalence may coincide to furnish what can be called 'optimal translatability' The following English proverb and its Arabic translation illustrate this:

Birds of a feather flock together / إن الطيور على اشكالها تقع

Finally, there is ideational equivalence which aims to convey the communicative sense of the SL expression independently of function and form. That is to say, the translator seeks to relay the meaning of the SL expression regardless of functional and formal equivalence. The following two Arabic translations of the English example involving «deadletter» reflect this type of equivalence:

ولم يتم تطبيق المعاهدة منذ ذلك الوقت.

وقد بقيت المعاهدة غير مفعلة منذ ذلك الوقت.

SAQs (1)



1. Explain how equivalence is an important concept in translation.
2. What are the three types of equivalence? Give examples other than those given above to illustrate your answer.

Exercise (4)



Translate the following English proverbs into corresponding formal equivalents in Arabic (Colloquial Arabic versions are possible here).

Example: A drowning man clutches at a straw. الغريق يتعلق بقشة.

1. All that glitters is not gold.
..... ليس كل ما يلمع ذهباً
2. Necessity is the mother of invention.
..... الحاجة أم الاختراع
3. The end justifies the means.
..... الغاية تبرر الوسيلة
4. A man is known by the company he keeps.
..... يعرف الرجل بشركته
5. There is an exception to every rule. =
..... لكل قاعدة استثناء
6. Strike while the iron is hot.
..... دق الحديد وهو حامي
7. There is no smoke without fire.
..... حامي رمان بدون نار

Exercise (5)



Translate the following English proverbs into corresponding Arabic functional equivalents, which also feature a good degree of formal equivalence (Colloquial Arabic versions are possible here).

Example: Like father like son. من شابه أباه ما ظلم.

1. Cleanliness is next to godliness.
..... النظافة جنب الإيمان
2. A fault confessed is half redressed.
..... الاعتراف بالذنب دفءة
3. A bird in the hand is worth two in the bush.
..... كالموجود في اليد خير من عشرة على الشجرة
4. Actions speak louder than words.
..... الأفعال أقوى من الأقوال
5. Beggars must not be choosers.
..... سكارر و عسر لا

Beggars must not be choosers

6. Silence gives consent.

..... السكوت علامة الرضا

7. Circumstances alter cases.

..... لكل مقام مقال

Exercise (6)



Translate the following English proverbs into corresponding Arabic functional equivalents which do not feature any formal equivalence at all (Colloquial Arabic versions are possible here).

Example: The spirit is willing, but the flesh is weak.

العين بصيرة واليد قصيرة.

1. A burnt child dreads the fire.

..... ابقرود ما يهاب النار

2. One man's meat is another man's poison.

..... لحمنا سموم قومنا

3. Don't count your chickens before they are hatched.

..... لا تقول قولي قبل يكوي

4. A live dog is better than a dead lion.

.....

5. Beauty is in the eye of the beholder.

.....

6. After a storm comes a calm.

.....

7. Even Homer sometimes nods.

.....

Exercise (7)



Translate the following English expressions into Arabic functional equivalents and then into ideational equivalents (Colloquial Arabic expressions are possible here).

Example: Instead of solving the problem, Ali added insult to injury.

Functional: زاد عليّ الطين بلةً بدلاً من أن يحل المشكلة.

Ideational: عقّد عليّ المشكلة بدلاً من أن يحلها.

1. Zayd turned a deaf ear to his father's suggestion.

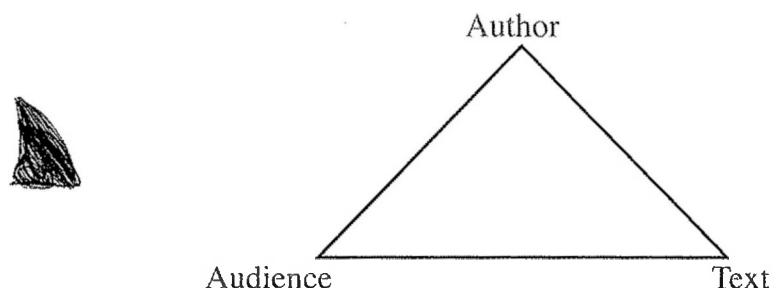
Functional:

Ideational:

2. My brother stuck to his guns despite all my endeavors.
 Functional:
 Ideational:
3. Layla was at her sixes and sevens when I met her yesterday.
 Functional:
 Ideational:
4. My friend is going to move heaven and earth in order to get the new job.
 Functional:
 Ideational:
5. I want you to tell me the story from A to Z.
 Functional:
 Ideational:
6. All of us hate Mona because she's an apple polisher.
 Functional:
 Ideational:
7. We should be patient with Ramsy because he's still wet behind the ears.
 Functional:
 Ideational:

2.3 Context

Context is an important notion in the process of translating because the type of equivalence that the competent translator opts for depends primarily on contextual factors. Basically, there are three contextual factors: the author, the text, and the audience. These factors can be diagrammatically illustrated as shown below:



The competent translator should never lose sight of these three contextual factors, as equivalence is, in the final analysis, a correlative of context; that is, the type of equivalence opted for depends entirely on the importance that the translator assigns to each of the foregoing contextual factors. For example,

if the translator is dealing with an authoritative text such as a legal or a religious one, he/she should concentrate on formal equivalence at the expense of other types of equivalence because text type here emerges as the most significant contextual factor. By way of illustration, the key biblical concept 'Death by Crucifixion' ought to be only translated into a formal equivalent regardless of whether this kind of death is familiar in the TL culture or not.

By contrast, the translator is advised to avoid formal equivalence in some contexts in favor of functional or ideational equivalence because he/she considers the audience more important than the text type. In a news report or a newspaper editorial, for instance, translating the Arabic expression الكيان الصهيوني may cause serious problems relating to the differing connotations associated with 'Zionism' in the Arab world and in the Western world. Whereas Zionism is condemned by the Arabs as a 'racist, expansionist movement', it is generally regarded by the Westerners as a 'national, liberation movement.' To avoid this problem, the translator should give up formal equivalence by translating the foregoing Arabic expression into 'The Jewish State' or even 'Israel'.

Finally, there may be some contexts where the author is more important than the other contextual factors. For example, when translating the poetry of Nizar Qabbani and Mahmoud Darwish, the competent translator should relay the 'delicacy' of the former versus the 'fury' of the latter regardless of the topics that the two poets are addressing. By way of illustration, formal equivalence would fail Qabbani when adopted in translating his verse يا أنثاي من بين ملايين النساء into 'O Beirut, my female from among millions of women', because the rather detached emotions associated with the English lexical item 'female' are completely incongruent with the renowned delicacy of this poet. This being the case, the translator is supposed to opt for functional equivalence thus: 'O Beirut, my beloved/lady from among millions of women.'

SAQs (3)



1. Explain the relationship between context and equivalence.
2. Give examples of your own to show how one contextual factor can be more important than others during the process of translating.

Exercise (8)



- a) Translate the following extract from an English news report into Arabic.

Baby Steps for Peace

There will be no Hail Mary passes in this round of the Arab-Israeli search. As he completed his trip to the Middle East last week, Secretary of State James Baker argued for incremental progress, not a big, bold plan. «You have to crawl before you walk, and you have to walk before you run,» he said in Damascus. Baker didn't lean on anyone during this visit. The pressure will begin gently this week with Baker's follow-up phone calls to the leaders he saw, then intensify when President Bush makes his own trip to the region, expected later this spring. Bush aides say . . .

(From the Time Magazine)

- b) Is formal equivalence a priority in this text type? Why?
c) What type of equivalence have you used for the metaphors 'baby steps' and 'Hail Mary passes'?

Exercise (9)



- a) Translate the following extract from one of Nizar Qabbani's poems on the Lebanese situation into English.

قبل عامٍ تلاقينا
كان جرحي لا يزال في بدايته
بعد عامٍ تلاقينا
أصبح جرحي قبيلةً من الجراح
كنت أتصور أن الحزن يمكن أن يصبح صديقاً
لكنني لم أتصور أنه سيصبح وطناً
نسكنه
ونتكلم لغته
ونحمل جنسيته ككل الأوطان

- b) Is formal equivalence a priority in this text type? Why?
c) What type of equivalence have you used for the creative metaphor قبيلةً من الجراح ?

3.Types of Translation

3.1 Literal Translation

Literal translation is probably the oldest type of translation practice. It involves the conveyance of denotative meaning of phrases and sentences in a text from one language to another. Therefore, literal translation works where there is correspondence between the two languages in terms of semantics (i.e. meaning) and structure as can be illustrated by the following English sentence and its Arabic translation:

Ali went to the market yesterday. ذهب عليّ إلى السوق أمس.

It should be mentioned that literal translation is different from word-for-word translation, which is often condemned as bad translation practice, especially between languages of remote origins like English and Arabic. Word-for-word translation is not recognized as mature translation practice because it does not take structural mismatches such as word order and modification differences between languages into consideration. By way of illustration, consider the following sentence and its Arabic word-for-word translation:

I bought a red car. أنا اشتريت حمراء سيارة.

As can be seen, the word-for-word Arabic translation above is ungrammatical and does not make a lot of sense. Consequently, the translator should opt for literal translation where structural differences between English and Arabic are taken care of. Thus the English sentence above should be rendered as:

اشتريت سيارة حمراء

It should be noted that literal translation often falters, especially in the case of multi-word units like collocations and idioms as can be illustrated below (The appropriate Arabic expressions are parenthesized):

to pay a visit	يدفع زيارة (يقوم بزيارة)
to take after	يأخذ بعد (يشابهه)
to rain cats and dogs	تمطر قططاً وكلاباً (تمطر بغزارة)
strong tea	شاي قوي (شاي ثقيل)

However, literal translation may sometimes work in the case of multi-word units as can be illustrated below:

to take a decision	يتخذ قراراً
war and peace	الحرب والسلام
crocodile tears	دموع التماسيح
the cold war	الحرب الباردة

SAQs (4)



1. What is the difference between literal and word-for-word translation? Give examples of your own.
2. Explain how literal translation sometimes works, at other times does not work in the case of multi-word units? Give examples of your own.

Exercise (10)



Give literal translations of the following English sentences.

Example: Ahmed reads the newspaper every morning.

يقراً أحمد الصحيفة كل صباح.

1. Most of the students attended the meeting last week.

.....

2. Ali saw a snake in the garden two days ago.

.....

3. When will you travel to the United States?

.....

4. My friend speaks German fluently.

.....

5. Mona has graduated from university lately.

.....

Exercise (11)

Give five English multi-word units that lend themselves readily to literal translation in Arabic.

Example: public opinion: الرأي العام

1.

2.

3.

4.

5.

Exercise (12)



Give five English multi-word units that do not lend themselves to literal translation in Arabic.

Example: To let the cat out of the bag: يكشف السر عن غير قصد

1.
2.
3.
4.
5.

Exercise (10)



Translate the following English collocations into Arabic; (pay special attention to the different collocational patterns in English and Arabic).

Example: deliver a letter: يسلم رسالة/خطاباً

1. deliver a speech
2. deliver a baby
3. deliver a blow
4. deliver a verdict
5. deliver news

Exercise (10)



Translate the following Arabic collocations into English; (pay special attention to the different collocational patterns in Arabic and English).

Example: to cut diplomatic relations يقطع العلاقات الدبلوماسية

1. يقطع الطريق
2. يقطع الإشارة الضوئية
3. يقطع عهداً
4. يقطع إجازته
5. يقطع مسافةً طويلةً
6. يقطع رخصة سواقه

3.2 Metaphorical Translation

Metaphorical translation involves the translation of SL metaphors into TL metaphors. It is inevitable in literary translation, as serious works of literature abound in creative metaphors whose formal rendition in the TL is as important as the conveyance of the messages they carry. Therefore, in creative metaphors the vehicle (i.e., the form) and the tenor become intertwined and subsequently inseparable, as they are indicative of the unique properties of both the author of the work of art and the SL culture. This being the case, metaphorical translation of such creative metaphors becomes a necessity, regardless of how hard-going the resulting TL texts will be. By way of illustration, consider the following metaphors of the renowned Iraqi poet Badr Shakir al-Sayab and their metaphorical renditions:

عيناك غابتنا نذير ساعه السحر
أو شرفتان راح بنأى عنهما القمر

Your eyes are two palm orchards at daybreak.

Or two balconies wherefrom the moon was receding.

However, metaphors are not always creative; they are frequently used as decorative metaphors, basically intended to decorate the text by injecting it with flowery language that is laden with figures of speech. A quick look at advertisements and various forms of media, among other things, reveals how metaphorical the language used for general purposes has become. For instance, general English texts are packed with metaphorical expressions like a wild goose chase, in deep water, jump the gun, raise the roof, flog a dead horse, get the push, a drop in the ocean, as dry as a bone, etc.

It should be noted that decorative metaphors may lend themselves readily to metaphorical translation that exhibits functional equivalence and, in some cases, a coincidence between functional and formal equivalence. Nevertheless, they may also lend themselves to non-metaphorical translation that exhibits ideational equivalence independently of functional and formal equivalence. By way of illustration, note the metaphorical English sentence below and its possible Arabic translations; (the first two renditions exemplify metaphorical translation while the third exemplifies non-metaphorical translation):

Ahmed will be flogging a dead horse if he ever tries to do a Ph.D. in linguistics.

1. ستذهب جهود أحمد أدراج الرياح إذا ما حاول أن يحصل على شهادة الدكتوراة في اللغويات.
2. سيعود أحمد بخفي حنين إذا ما حاول أن يحصل على شهادة الدكتوراة في اللغويات.
3. سيضيع أحمد جهده عبثاً إذا ما حاول أن يحصل على شهادة الدكتوراة في اللغويات.

SAQs (5)



1. What is metaphorical translation? Give examples of your own.
2. What is the difference between creative and decorative metaphors? Give examples to show how you can deal with them in translation.

Exercise (15)



Translate the following creative Arabic metaphors into English.

Example: The breeze dallied her hair داعب النسيم شعرها

1. بكت المأذن
2. كانت الأشجار ترقص حولي
3. ابتسم لها القدر
4. أرض البرتقال الحزين
5. وتسقط أدمع القمر

Exercise (15)



a) Translate into English the following stanza from one of Fadwa Tuqan's poems «الطوفان والشجرة», which was written in the aftermath of the 1967 Arab-Israeli War.

ستقوم الشجرة
ستقوم الشجرة والأغصان
ستنمو في الشمس وتخضر
وستورق ضحكات الشجرة
في وجه الشمس
وسيأتي الطير
لا بد سيأتي الطير
سيأتي الطير
سيأتي الطير

b) Have you opted for metaphorical or non-metaphorical translation? Explain why.

Exercise (17)



a) Translate the following text into Arabic, preserving all the metaphors in it.

The high street is having a facelift. In an unprecedented flurry of activity, new retailing concepts are being launched, while some of the 'oldies' are being revitalised. Marks and Spencer is testing new layouts, shops within shops, satellite stores. The experimental Woolworth stores are light years away from the traditional Woolies. Burton has begun a blitz to install some of its high street names in branches of the department store chain Debenhams, which it has just acquired - with the controversial 'galleria' concept to follow.

b) Now give another Arabic translation of the same text, doing away with all the metaphors in it.

c) Why is it possible to strip the text of its metaphors in the second translation?

3.3 Precis Translation

Precis translation is a translation method whereby the translator gives a TL summary of the SL text he is dealing with. Such TL summary translations usually provide the reader with only the main points of the SL text, thus ignoring many fine details that are deemed contextually unimportant or, even, irrelevant. This translation practice is often common in different forms of media like newspapers and News Agencies, and in various business newsreports as ordinarily dealt with in different firms, among other contexts.

SAQs (6)



1. What is precis translation?
2. Where is it usually practiced?

Exercise (17)



Give an Arabic precis translation of the following English newspaper report.

Gunmen grab £1m in security van raid

SIX men armed with rifles and shotguns escaped with £1,014,000 in notes after ambushing a Securicor van on a country road near Chatham, Kent, yesterday.

After failing to cut their way into the van with what is believed to have been a chain saw, some of the gang forced the driver and a guard to open the rear door at gunpoint.

Other members of the gang went along a line of 20 cars which had been forced to stop by the ambush, threatened the drivers and seized their ignition keys which they threw into woodland beside the road.

The robbery, which lasted about 10 minutes began soon after 9 a.m. on the A229 road at Bluebell Hill. The Securicor van, with a crew of four and carrying money to London

from its base near Aylesbury, was sandwiched by two vehicles.

One braked in front of the van and, as it slowed, reversed into its bonnet. The other rammed the rear of the van.

"They took a number of bags of cash but left some behind," a Securicor spokesman said.

Van abandoned

The gang escaped in a white Transit van and a green Ford Granada, which they abandoned about a mile away and drove off in at least two other cars, one of them a white Jaguar with a V registration, and possibly a brown Cortina.

The Securicor crew sent out a radio call for help after they were ambushed. Kent police set up roadblocks, but the raiders escaped the net.

3.4 Free Translation and Adaptation

Free translation is a translation method whereby an SL literary text is relayed into the TL by reproducing the matter without the manner, or the content without the form. Therefore, it is usually a paraphrase that is much longer than the original and often wordy and pretentious. In fact, many people would not consider it translation at all.

As for adaptation, it is another translation method whereby the SL text is freely translated into the TL. It is mainly a procedure appropriate to particular circumstances such as translating plays for the stage which aims to achieve a particular kind of equivalence that can be appreciated within the TL culture. Consequently, the themes, characters, and plots are usually preserved, while the SL culture is converted into the TL culture and the text rewritten. There are several literary masterpieces that have been adapted from their SLs into other TLs, e.g. most Shakespearean plays have been adapted into Arabic for the stage, and the popular *A Thousand and One Nights* has also been adapted into English and many other languages.

SAQs (7)



1. What is free translation?
2. What is adaptation? Provide examples other than those given.

4. Translation Strategies

4.1 Naturalization and Arabization

Naturalization is a translation strategy whereby SL usage is converted into normal TL usage. This naturalization process is basically carried out at lexical, collocational, and structural levels. By way of illustration, the English lexical item negotiable translates into قابل للتفاوض, the English collocation pay attention translates into يعير الانتباه, and the English sentence It is raining now translates into الجو ماطر الآن. This being the case, naturalization of usage is inevitable in translation, as literal translation would produce unnatural expressions in the TL in cases where naturalization is called for.

As for Arabization, it is a kind of naturalization that takes place either at the sound level where SL spelling and pronunciation are converted into Arabic ones or at the concept level where an SL concept is loan-translated into Arabic. Thus, Arabization is related to both lexical borrowing and loan-translation. In lexical borrowing, an English word is borrowed into Arabic and subsequently undergoes Arabization in terms of spelling and pronunciation, e.g. garage is Arabized to become كراج. By contrast, the concept rather than the word itself is borrowed in loan-translation, e.g. skyscraper is Arabized to become ناطحة سحاب.

SAQs (8)



1. What is naturalization? Give examples of your own.
2. What is the difference between lexical borrowing and loan-translation in Arabization? Give examples other than those given to illustrate your answer.

Exercise (19)



Translate the following English phrases into Arabic; (make sure that your translations are naturalized).

Example: drinkable water ماء صالح للشرب

1. a readable book
2. a conceivable resolution
3. retrievable properties
4. an arguable issue
5. a greenish field

- 6. a boyish behavior
- 7. a feminist writer
- 8. laudable endeavors
- 9. an unrealizable objective
- 10. to rewrite the report
- 11. the translatability of idioms

Exercise (20)



Translate the following English collocations into Arabic; (make sure that your translations are naturalized).

Example: fast color لون ثابت

- 1. a fast friend
- 2. strong tea
- 3. a heavy smoker
- 4. running stockings
- 5. a plain shirt
- 6. weak coffee
- 7. rich food
- 8. a rough sea
- 9. to give a party
- 10. break the law

Exercise (21)

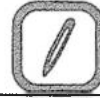


Translate the following English sentences into Arabic; (make sure that your translations are naturalized).

Example: How intelligent this girl is! ما أذكى هذه الفتاة

- 1. It won't rain tomorrow.
- 2. What a beautiful garden!
- 3. This idea sounds very convincing.
- 4. The weather is changeable in this country.
- 5. The factory was attacked yesterday.

Exercise (22)



Give the Arabized words, whether they be lexical borrowings or loan-translations or both, for the following lexical items.

	Lexical borrowing	Loan-translation
Example: radio	الراديو	المذياع
1. telephone
2. bus
3. automobile
4. mechanic
5. truck
6. puncture
7. television
8. course
9. physiology
10. football
11. bicycle
12. tennis
13. democracy
14. computer
15. technology
16. goal-keeper

4.2 Cultural Approximation

Cultural approximation is a translation strategy whereby a culture-specific expression in the SL is translated into a cultural substitute in the TL, i.e., an approximately culturally corresponding TL expression. Examples that may demonstrate cultural approximation are so many: lexical items, e.g. God is translated into الله; phrases, e.g. American Secretary of State is translated into وزير الخارجية الأمريكي, cliches, e.g. as busy as a bee may be translated into إقلب الجرة, proverbs, e.g. Like mother like daughter may be translated into إقلب الجرة إقلب البنت لأُمها; and many other items that may belong to various linguistic levels.

SAQs (9)



What is cultural approximation? Give examples of your own.

Exercise (23)



Give Arabic cultural substitutes for the following English lexical items and expressions.

Example: The American Senate: مجلس الشيوخ الأمريكي

1. The British Home Office
2. The American Congress
3. violin
4. sheriff
5. watchdog press
6. lap-dog press
7. Every Jack must have his Jill
8. sleep like a log
9. like a cat on hot bricks
10. Attorney General

Exercise (24)



Find English cultural approximations for the underlined expressions in the following excerpts from Najeeb Mahfouz's novel *Awlad Haritna*.

1. البلطيقى: وإنك شديد الحذر، ولكنك ستأنس إليّ سريعاً وتفضي لي بكل أسرارك.
جبل: إن شاء الله.
2. ضحك البلطيقى وتساءل: هل طمعت عينك في إحدى الهوائيم؟
جبل: إتق الله يا شيخ!
3. وصاح فرحات وسط الزحام: تعال إسمع ما يُقال وانظركيف يعبث العابثون بآل جبل على آخر الزمان.
فهمتف عبده جرماً: وحدوا الله والمسامح كريم.
4. وفي مساء ذلك اليوم ضجّ الخي بصوتٍ ينعي ميتاً . . .
فأطل قاسم من النافذة وسأل فطين عن الأمر فأجابته:
«تعيش أنت: شعبان مات!»
5. قال أدهم: مساء الخير يا عم كريم.
فقال الرجل بتأثر: لعلك أنت وأهلك بخير؟
الحمد لله يا عم كريم.
6. فانتفض عرفة واقفاً ومدّ للضيف يديه مرحباً وهو يقول:
- أهلاً، أهلاً، زارنا النبي.

4.3 Descriptive Translation

Descriptive Translation is a translation strategy whereby an expression in the SL is paraphrased into the TL by describing it conceptually. This often occurs when the translator comes across a referential or cultural gap where the SL concept is completely missing in the SL culture, i.e., it does not exist in the experience of the native speakers of the TL; e.g. *زكاة* may be translated descriptively into 'compulsory charity in Islam when income conditions are met' and *تيمم* into 'making ablutions with earth by Muslims when water is scarce or missing.' It may also occur when the translator encounters a lexical gap where a lexical item in the SL does not have a single corresponding lexical item in the TL despite the fact that the concept exists in the experience of the native speakers of the TL, e.g. the Arabic kinship term *خال* does not lend itself to translating into a single English kinship term, hence its being translated descriptively into 'maternal uncle.'

SAQs (10)



1. What is descriptive translation? Give examples to illustrate your answer.
2. What is the difference between referential and lexical gaps? Give examples to illustrate your answer.

Exercise (25)



Give descriptive Arabic translations of the following English terms.

Example: a cool (day) *يوم معتدل البرودة*

1. alibi
2. dating
3. cohabitation
4. Thanksgiving
5. Good Friday

Exercise (26)



Give descriptive English translations of the following Arabic terms.

Example: كوفية A special kind of headgear traditionally worn by the Arabs.

1. ضُرَّة
2. عُمرة
3. عدیل
4. مَحْرَم (فِي الْحَج)
5. خَالَة
6. خَنْصَر
7. مَخْتَار

5. Using the Dictionaries

5.1 Kinds of Dictionaries

There are two main types of dictionaries: monolingual and bilingual dictionaries. Monolingual dictionaries, on the one hand, list the words within one language, giving the meanings of these lexical items in the same language. These dictionaries, particularly English ones, vary greatly in terms of size and features, ranging from abridged pocket dictionaries to college desk dictionaries to stationary unabridged dictionaries. They may also vary as to the mode of presentation, e.g. English monolingual dictionaries present words alphabetically, whereas most Arabic ones present words in accordance with their three-consonant and four-consonant roots. Further, some monolingual dictionaries are dedicated to special areas in the vocabulary of a language, e.g. there are dictionaries of English idioms, proverbs, scientific terms, etc.

Bilingual dictionaries, on the other hand, deal with two languages by listing the words within one language, say English, unexplained, along with their equivalents in another language, say Arabic. So, the Arabic equivalents appear against each English word. If the dictionary is English-Arabic, the English words are presented alphabetically, but if it is Arabic-English, the Arabic words are listed according to their roots. Normally, bilingual dictionaries range from highly impoverished pocket dictionaries to well-prepared college desk dictionaries. Further, many bilingual dictionaries on the market deal with specialized vocabularies by presenting SL terminologies and their TL equivalents in areas such as political, medical, and legal discourses.

SAQs (11)



1. What is the difference between monolingual and bilingual dictionaries?
2. How are Arabic and English dictionaries different in terms of presentation? Illustrate your answer.



- a) Using an English monolingual desk dictionary, give the meanings of the following two lexical items:
 1. to allay:
 2. guru:
- b) Using an Arabic monolingual desk dictionary, give the meanings of the following two lexical items:
 1. حَلَجَ:
 2. هَوَّزَ:
- c) Using an English-Arabic bilingual dictionary, give the Arabic equivalents of the two words below:
 1. zealot:
 2. constitution
- d) Using an Arabic-English bilingual dictionary, give the English equivalents of the two words below:
 1. تَهَيَّبَ:
 2. رَكَّلَ:
- e) Using an English dictionary of idioms, give the meanings of the following two idiomatic expressions along with their Arabic equivalents:
 1. tighten one's belt:
 2. roll up one's sleeves:
- f) Using an English monolingual dictionary of scientific usage, give the meanings of the following two scientific terms:
 1. epicondyle:
 2. sonometer:
- g) Using a bilingual Arabic-English dictionary of Arabic literary and linguistic terminology, give the English equivalents for the following two terms:
 1. التطهير:
 2. المفارقة:

5.2 Information in Monolingual Dictionaries

Monolingual dictionaries provide users with various kinds of information about lexical items. For example, the average English monolingual desk dictionary like The Random House College Dictionary, The Webster's Collegiate Dictionary, Oxford Dictionary,

or Longman Dictionary usually furnishes the user with phonological, syntactic, semantic, and etymological information about English words, among other things.

Firstly, phonological information consists of phonemic transcription that indicates the pronunciation of the word, its syllable structure, and its stress pattern including both primary and secondary stress assignment in multi-syllabic words, e.g. narcotism (nar ka,tIz, am).

Secondly, syntactic information indicates the part of speech of the word, that is, whether it is a noun, verb, adjective, or adverb, and also shows whether a verb is transitive or intransitive. For instance, it tells us that excite is a transitive verb and that excitement is a noun.

Thirdly, semantic information constitutes the core of what dictionary-makers do, as it revolves around the meanings of words in a language. So, the dictionary lists the various senses of words, occasionally giving some pictures of objects in the real world and some example sentences to illustrate rather abstract senses. Further, it may refer to synonyms and antonyms of a given word in the course of explaining what a word means. For example, The Random House College Dictionary lists the senses of the word excess and also mentions its synonyms and antonyms.

Finally, good monolingual dictionaries provide the user with brief etymological information that indicates the origin of the word. For instance, the above-mentioned dictionary tells us that the English word *zero* originated in Arabic as *sifr* before it was borrowed into Middle Latin, then into Italian, and then into English. In addition to all this, English monolingual dictionaries often include appendices providing signs and symbols, names of colleges and universities, lists of geographical places, and English names, among other things.

SAQs (12)



1. What are the things included in the phonological information in English monolingual dictionaries? Give two examples from your own dictionary.
2. What does the syntactic information in English monolingual dictionaries consist of? Give two examples from your own dictionary.
3. Why is semantic information the most important component of a monolingual dictionary?
4. What is etymology? Give the etymology of two English words from your own dictionary.



Use your own dictionary to give phonological, syntactic, semantic, and etymological information about the two words below:

1. excerpt:

.....

2. assassin:

.....

5.3 Problems with Bilingual Dictionaries

Bilingual dictionaries can be very useful, especially when it comes to finding TL equivalents for SL lexical items where there may be one-to-one correspondence between the two languages, e.g. the English word dictionary corresponds to the Arabic word قاموس/معجم. However, one-to-one correspondence rarely obtains, as it is often the case that there is one-to-many or many-to-one correspondence, that is, one SL lexical item may have many different TL equivalents in various contexts. By way of illustration, the Arabic lexical item نظام may have different English equivalents in the following phrases:

1. The racist regime in South Africa النظام العنصري في جنوب أفريقيا

2. The phonological system in Arabic النظام الصوتي في العربية

3. The new world order النظام العالمي الجديد

This being the case, the user of the bilingual dictionary should be able to determine the intended sense of the SL lexical item in the context in question and subsequently look for the TL lexical equivalent that bears the same sense. This task is not so easy as one might think because, practically, all lexical items could be homonymous, i.e., they may have different senses that are completely unrelated to each other, e.g. the word bank may refer to a financial institution or the side of a river, among other things; or polysemous, i.e., they may have various senses that relate to a core meaning, e.g. the word foot can be used to refer to the foot of a human being, the foot of a mountain, or the foot of a bed. So, the user of the bilingual dictionary should guard against falling victim to the lengthy lists of equivalents for one SL lexical item by being able to rely on context for deciding the relevant equivalent.



1. What is the difference between one-to-one correspondence and one-to-many or many-to-one correspondence? Give examples of your own.
2. Why is the task of finding the relevant equivalent in the bilingual dictionary not so easy? Give examples to illustrate your answer.



Using an English-Arabic bilingual dictionary, find equivalents for the underlined lexical items in the sentences below:

Example: Man is not aggressive by nature. الإنسان

1. Who's the head of this department?
2. John's going to chair this meeting.
3. We have to keep law and order in this town.
4. Everyone thinks that George is a mug.
5. (At a restaurant) May I have the check, please?
6. I always drink tea with sage.
7. Are you going to the ball tonight?
8. Can you see that bank of seats.
9. The tail of this raincoat is a bit too long.
10. A bat is a nocturnal mammal.

5.4 Use of Dictionaries for Translation Purposes

Dictionaries are a necessary tool for translators because they can provide them with different types of information that may help them make sound decisions in the process of translating. However, dictionaries by themselves cannot make competent translators, as translating is a complex process involving many facets that are practically missing in most dictionaries such as collocational, textual, and discursal parameters, in addition to the cultural parameter, which is inadequately covered in most dictionaries. Therefore, dictionaries are important only in so far as denotations of words are concerned - something without which translation cannot materialize in the first place. This being the case, dictionaries should be available for translators to fall back on when needed, but translators should never over-depend on them if they want to produce natural translations. That is, dictionaries should be used sparingly and

intelligently by translators to make sound lexical decisions, but without losing sight of the context, which is, in the final analysis, the determining factor in searching for equivalence, whether it be lexical, grammatical, or discursal.

SAQs (14)



1. Can dictionaries alone make competent translators? Why (not)?
2. What is the ideal relationship between dictionaries and translators?

Exercise (29)



Translate the underlined material in the following two excerpts by first relying on the dictionary, then on the context.

- a) Programmes to teach heritage languages to ethnic youngsters in upper elementary or high schools are all quite laudable, but if it is merely a question of trying to reinforce or replant first language competence already lost for all practical purposes, then this is rather like shutting the stable door when the horse has bolted.
- b) Canada has chosen to 'entrench' its dual cultural heritage in its institutions and, as a result, official translation has taken firm root.

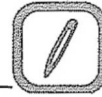
5.5 Usage vs. the Authority of the Dictionary

As it has been already stated, dictionaries are mainly interested in capturing the denotations of words. More often than not, however, usage overrides such denotations by highlighting some expressive shades of meaning that can be contextually demonstrated by words. Consequently, dictionary meaning may be at great variance with expressive meaning. In such a situation, the translator should consult the context that determines the relevant sense of the word and subsequently translate it into the TL.

SAQs (15)



1. What is the difference between dictionary and expressive meanings of words?
2. What should the translator do when the dictionary meaning is different from the expressive meaning?



Translate the following excerpt from a cars brochure, focussing your attention on the expressive meaning of the underlined words.

Whilst it stimulates your love of action, the MG also cares for your comfort. Hugging you on the bends with sports seats. Spoiling you with luxuries such as electric door mirrors, tinted glass and central locking. And entertaining you with a great music system as well as a simply masterful performance.

6. Overview

This unit has addressed itself to the main issues in translation studies. First, it has dealt with equivalence and context as key concepts in translation. Second, the unit has discussed different types of translation, including literal translation, metaphorical translation, precis translation, and adaptation and free translation. Third, it has provided an account of naturalization and Arabization, cultural approximation, and descriptive translation as major translation strategies. Finally, the unit has dwelled briefly on using different kinds of dictionaries for translation purposes.

7. Preview of Unit Two

The Next unit will focus on the translation of the English sentence into Arabic. First, it will look at sentence basic divisions and sentence types, including the noun phrase and definitivization in English and Arabic. Then it will address itself to issues relating to Number and Gender in both languages. Finally, it will deal with the translatability of English abstract, proper, common, and collective nouns into Arabic.

8. Answer Key

Exercise (1)

(1) كثيراً ما يذهب عليٌّ للنوم مبكراً (2) ذهبت سارة للتسوق الليلة الماضية (3) تعمل اختي ضابطةً في الجيش (4) تبلغ مهى عشرين عاماً من العمر (5) تبقى المتاجر مفتوحةً حتى منتصف الليل في عمان (6) وأخيراً تمكنت الشرطة من إلقاء القبض على القاتل (7) الترجمة موضوعٌ مثيرٌ للاهتمام (8) يأتي عددٌ كبيرٌ من السائحين لزيارة الآثار الرومانية في الأردن كل سنة (9) فشلت ليلى في اختبار السواقة قبل يومين (10) سيتخرج أحمد في فصل الخريف الدراسي (الفصل الأول).

Exercise (2)

(1) Zayd managed to produce a proof that he was at another place at the time of the crime during the trial yesterday (2) If things go on like that, the whole business will be ruined (3) John was extremely angry when I told him about the meeting (4) I asked help from Peter, but he was not responsive to that (5) Jane resembles her mother (6) The match was postponed because of rain.

Exercise (3)

(1) الشغل يشغل (لا يوجد فيه عواطف) (2) اللي فات مات (3) طفح الكيل / بلغ السيل الزبي (4) الحرب حرب (فيها مأسى ومعاناة) (5) البنات كلهن واحد (6) الحياة بحلوها ومرها (7) الأب يعني أب (8) الحرب يعني حرب (ما فيها مزح).

Exercise (4)

(1) ليس كل ما يلمع ذهباً (2) الحاجة أم الاختراع (3) الغاية تبرر الوسيلة (4) يُعرف المرءُ بقرينه (5) لكل قاعدة شواذ (6) دق الحديد وهو حامٍ (7) ما فيه دخان بلا نار.

Exercise (5)

(1) النظافة من الإيمان (2) الاعتراف بالذنب فضيلة (3) عصفور في اليد خيرٌ من عشرة على الشجرة (4) الأفعال أقوى من الأقوال (5) شحاذ ومشنط (6) السكوت علامة الرضى (7) لكل مقام مقال.

Exercise (6)

(1) المقروص يخاف جرة الجبل (2) مصائب قوم عند قوم فوائد (3) لا تقول فول حتى يصير بالكيول (4) كلب حائم ولا سبع نائم (5) القرد بعين أمه غزال (6) ما بعد الشدة إلا الفرج (7) لكل جواد كبوة.

Exercise (7)

(1) ضرب زيد عرض الحائط بإقتراح أبيه / جاهل زيدٌ باقتراح أبيه (2) ركب اخي رأسه

رغم كلِّ محاولاتي / أصرَّ أخي على رأيه رغم كلِّ محاولاتي (3) كانت ليلى تضرب أحساساً بأسداس عندما قابلتها أمس / كانت ليلى مرتبكة جداً عندما قابلتها أمس (4) سيقوم صديقي الدنيا ويقعدها من أجل الحصول على الوظيفة الجديدة / سيفعل صديقي كلَّ ما يستطيعه من أجل الحصول على الوظيفة الجديدة (5) أريد أن تخبرني القصة من ألفها إلى يائها / أريد أن تخبرني القصة بكافة تفاصيلها (6) كلنا نكره مني لأنها ماسحة جوخ / كلنا نكره مني لأنها منزلة (7) ينبغي أن نتمتع بالصبر مع رمزي لأن عوده لا يزال أخضراً / ينبغي أن نتمتع بالصبر مع رمزي لأنه قليل التجربة.

Exercise (8)

أ- خطوات بطيئة اتجاه السلام

لن يكون هناك تقدم سريع (حاسم) في هذه الجولة من البحث عن سلام بين العرب وإسرائيل. فمع انتهاء الرحلة التي قام بها وزير الخارجية الأمريكي جيمس بيكر إلى منطقة الشرق الأوسط الأسبوع الماضي، دعى إلى تقدم تدريجي وليس إلى خطة شاملة وجريئة. حيث قال في دمشق إن على المرء أن يحبو قبل أن يمشي وأن يمشي قبل أن يركض. ولم يضغط بيكر على أحد في هذه الزيارة حيث سيبدأ الضغط خفيفاً هذا الأسبوع عبر متابعة بيكر الهاتفية مع الزعماء الذين رآهم ثم يشتد عندما يقوم الرئيس بوش برحلته إلى المنطقة والمتوقعة فيما بعد في فصل الربيع الحالي.

(منقولة عن جريدة تايمز)

b- No, because this is a news report addressing an exoteric audience (the general public).

c- Ideational equivalence.

Exercise (9)

a) A year ago we met.
My wound was in its beginning.
A year later we met.
My wound became a clan of wounds.
I could imagine that sadness would be a friend.
But I never imagined it would be a homeland,
That we live in,
And speak its language,
And bear its nationality as other homelands.

b) Yes, because this is a highly authoritative text.

c) Formal equivalence (in order to bring out the unique associations meant by the poet, e.g. proliferation and struggle in tribal society).

Exercise (10)

(1) حضر معظم الطلبة الاجتماع الأسبوع الماضي (2) رأى عليّ أفعى في الحديقة قبل يومين (3) متى ستسافر إلى الولايات المتحدة؟ (4) يتكلم صديقي الألمانية بطلاقة (5) لقد تخرّجت مني من الجامعة مؤخراً.

Exercise (11)

(1) budget deficit (2) عاجلاً أم آجلاً sooner or later (3) حرية التعبير Freedom of expression (4) حرب إستنزاف war of attrition (5) يأتي بـ .

Exercise (12)

(1) a bone of contention (2) يخدع give someone hell (3) يسلخ من bury the hatchet (4) يوجه لكمة pick on someone (5) يصادر حكماً (6) ينقل أخباراً .

Exercise (13)

(1) يلقى خطاباً (2) يؤلّد امرأةً (3) يوجه لكمةً (4) يصدر حكماً (5) ينقل أخباراً .

Exercise (14)

(1) cross the road (2) jump the traffic light (3) make a promise (4) discontinue his leave (5) travel a long distance (6) take out a driving licence.

Exercise (15)

(1) The minarets wept (2) The trees were dancing about me (3) Destiny smiled to her (4) The land of sad oranges (5) The tears of the moon fall.

Exercise (16)

a) The Tree will rise again;

Her branches will grow and become green in the sun;

Her smiles will leaf in sunshine;

The Bird, the Bird shall surely come.

The Bird will come, the Bird will come.

b) metaphorical translation, because poetic texts are highly authoritative.

Exercise (17)

(أ) يتعرض الشارع الرئيسي لعملية جميلة. ففي موجة من النشاط لم يسبق لها مثيلاً. يتم إطلاق مفاهيم جديدة في جارة التجزئة في حين يتم إحياء بعض المفاهيم القديمة. فمحلات «ماركس أند سينسر» تقوم حالياً باختبار تصاميم جديدة لأسواق الأقماع التي تضم متاجر ضمن متاجر أخرى. وتتقدم محلات «وولزويرث» التجريبية بسنوات ضوئية على نظيراتها التقليدية. كما بدأ محل «بيرتون»

حملةً محمولةً لتركييب بعض الاسماء التي يستخدمها في الشارع الرئيسي في الفروع التابعة لمجموعة محلات «دينهامز» التي تم ضمها للتو وسيتبع ذلك إستخدام مفهوم «العرض» الجديد والمثير للجدل.

ب) هناك تغييرات مهمة في الشارع الرئيسي. ففي عدد من النشاطات التي لم يسبق لها مثيلاً يتم إستخدام مفاهيم جديدة في تجارة التجزئة في حين يتم إعادة بعض المفاهيم القديمة. فمحلات «ماركس أند سبنسر» تقوم حالياً باختبار تصاميم جديدة لأسواق متداخلة تضم متاجر ضمن متاجر أخرى. أما محلات «وولزويرث» التجريبية فتتقدم بمسافة كبيرة على نظيراتها التقليدية. كما بدأ محل «بيرتون» بتركييب بعض الاسماء التي يستخدمها في الشارع الرئيسي في الفروع التابعة لمجموعة محلات «دينهامز» التي تم ضمها للتو وسيتبع ذلك إستخدام مفهوم «العرض» الجديد والمثير للجدل.

c) because they are decorative metaphors.

Exercise (18)

تمكن ستة رجال مسلحين بالبنادق من سرقة ما بنوف عن المليون باوند في كمين نصبوه لعربة تنقل أموالاً من «لندن» إلى «أيلزبري» على أحد الطرق الريفية في مقاطعة «كنت» البريطانية أمس. فقد أجبر بعض المسلحين السائق وأحد الحراس على فتح الباب الخلفي للعربة تحت تهديد السلاح بينما قام آخرون بإيقاف حوالي عشرين سيارة أخرى على الطريق أثناء الغارة. وقد قام المهاجمون بتطويق العربة وسرقوا عدداً من الحقائق المعبأة بالنفود قبل أن يفروا هاربين بسياراتهم. وقد قام طاقم العربة بإرسال إشارة إستغاثة لكن الحواجز التي أقامتها الشرطة لم تفلح في القبض على الجناة.

Exercise (19)

(1) كتاب سهل القراءة (2) حل يمكن تخيله (3) أملاك يمكن إستعادتها (4) موضوع قابل للنقاش (5) حقل يميل إلى الخضرة (6) سلوك أولاد (7) كاتب مناصر لحقوق المرأة (8) جهود تستحق الثناء (9) هدف لا يمكن تحقيقه (10) يعيد كتابة التقرير (11) طواعية التعابير الاصطلاحية للترجمة.

Exercise (20)

(1) صديق وفي (2) شاي ثقيل (3) مدخن مفرط (4) جرابات يتنسل (5) قميص ساهه (6) قهوة خفيفة (7) طعام دسم (8) بحر مائج (9) بقيم حفلة (10) يخالف القانون.

Exercise (21)

(1) لن يكون الجو مائطراً غداً (2) ما أجمل هذه الحديقة/يا لها من حديقة جميلة (3) تبدو هذه الفكرة مقنعة جداً (4) الطقس متقلب في هذا البلد (5) تعرّض المصنّع للهجوم أمس/ هوجم المصنّع أمس.

Exercise (22)

- (1) التلفون/الهاتف (2) الباص/الحافلة (3) الأوتومبيل/السيارة (4) الميكانيكي/؟ (5) الترك/
الشاحنة (6) بنشر/؟ (7) التلفزيون(التلفاز)/الرئي (8) كورس/مساق (مقرر) (9) الفيزيولوجيا/
علم الاعضاء (10) فطبول/كرة القدم (11) بسكليت/دراجة هوائية (12) تنس/كرة المضرب
(13) الديمقراطية/حكم الشعب (14) الكمبيوتر/الحاسوب (15) التكنولوجيا/التقنية
(16) قوحي/حارس المرمى.

Exercise (23)

- (1) وزارة الداخلية البريطانية (2) مجلس النواب الامريكي (3) الربابه (4) قائد الشرطة
(5) صحافة المعارضة (6) الصحافة الرسمية (7) كل طنجرة (قدرة) ولها غطاها (8) ينام مثل
القتيل (9) على أحر من الجمر (10) وزير العدل.

Exercise (24)

- (1) I hope so (2) God forbid that! (3) For God's sake, be tolerant! (4)
I'm sorry (5) They're fine, thank you uncle Karim! (6) Welcome! This is a
great honor.

Exercise (25)

- (1) إثبات الوجود في مكان آخر أثناء الجريمة (2) خروج الشباب والفتيات في مواعيد غرامية
(3) العيش مع امرأة بدون زواج قانوني/الزواج العرفي (4) عيد الشكر الامريكي (5) الجمعة
البييمة.

Exercise (26)

- (1) a fellow wife (2) Muslims optional pilgrimage to Mecca and
Madina at any time of the year (3) husband of one's wife's sister (4) an
accompanying blood-related relative whose partnership in matrimony with
the female pilgrim in question is strictly prohibited in Islam (5) a maternal
aunt (6) the little finger (7) an unsalaried quarter and/or tribal civil servant
in the Levantine Arab countries.

Exercise (27)

- a) (1) to put (fear, doubt, suspicion, anger, etc.) to rest; calm; quiet/ to
lessen or relieve; mitigate; alleviate .
(2) [Hinduism] a preceptor giving personal religious instruction/ an
intellectual or spiritual guide; wise leader.
b) (1) أمطرَ السحاب/خلص القطن من بذره (2) مات
c) (1) متزمت (2) الدستور
d) (1) awe (2) kick.

- e) 1. spend less money at a time of financial difficulty يشد الاحزمة على البطون.
2. prepare oneself to start working يشمر عن ساعديه
- f) (1) a bony projection placed above an articulating surface and articulating with it (2) a device for studying the acoustic behavior of stretched strings.
- g) (1) catharsis (2) paradox.

Exercise (28)

(Do it on your own)

Exercise (29)

رئيس (2) يتراأس (3) النظام (4) حرامي/صايغ (5) فاتورة/حساب (6) ميرميه (7) (1) حفلة (8) صف (9) زنار (10) الوطواط.

Exercise (30)

- أ) إغلاق الاسطبل بعد هروب الفرس/عمل المطلوب بعد فوات الأوان.
ب) خصين إرثها الثقافي المزدوج/جذير إرثها الثقافي المزدوج.

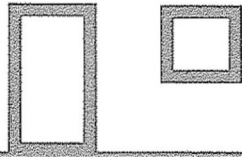
Exercise (31)

ففي الوقت الذي تُفعل فيه سيارة الـ «أم جي» حيك للأداء المثير فإنها تسهر على راحتك. حيث تعانق قوامك بمقاعدتها الرياضيه وتدللك برفاهية مراياها الكهربائية وزجاجها الملون ونظام إغلاقها المركزي. وتروح عنك أيضاً بنظامها الموسيقي الرائع وأدائها المتميز الذي لا يضاهى.

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UNIT TWO

Translating the English Sentence

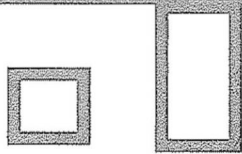


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1. Introduction

1.1. Preview

Dear Student,

This unit addresses itself to translating the English sentence into Arabic. First, it discusses sentence basic divisions and sentence types in English, shedding light on the translatability of stative sentences, non-stative sentences, and different sentence types into Arabic. Second, this unit deals with the translation of English noun phrases into Arabic, giving special attention to definitivization in English and Arabic. Third, it sheds light on the translatability of the English categories of Number and Gender into Arabic. Finally, the unit touches on the translation of English abstract, proper, common, and collective nouns into Arabic.

1.2 Unit Objectives

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

1. know the different concepts and functions of definitivization in English and Arabic,
2. use English nouns that cut across the count and noncount characteristics,
3. find suitable terms for the English invariable nouns,
4. translate or transliterate proper nouns and place names,
5. identify the problem related to gender when providing TL equivalents for SL masculine or feminine nouns, and
6. translate English noun phrases/groups effectively.

1.3 Unit Sections

In this unit, there are nine main sections in addition to the introduction and the overview at the end of the unit.

The First Section (Sentence Basic Divisions and Sentence Types) consists of three sub-sections. The first sub-section deals with the translation of English stative sentences into Arabic. The second sub-section discusses the translatability of non-stative sentences in English into Arabic. Finally, the third sub-section addresses itself to the translation of English simple, compound, complex, and compound-complex sentences into Arabic.

The Second and third Sections (The Noun Phrase and Definitivization in English and Arabic) deal with the translatability into Arabic of English simple and complex noun phrases and English noun phrases with the indefinite, definite, and zero articles.

The Fourth Section (Singular, Dual and Plural) consists of three sub-sections. The first sub-section introduces English and Arabic count nouns, showing that Arabic possesses dual nouns in addition to singular and plural nouns, which are found in both English and Arabic. The second deals with regular and irregular plural morphemes in English and Arabic. Finally, the third sub-section addresses itself to the translation of English summation and compound plurals into Arabic.

The Fifth Section (Masculine and Feminine) is made up of two sub-sections. The first sub-section discusses masculine and feminine pronouns in English and Arabic. The second deals with masculine and feminine nouns in English and Arabic.

The last four (sixth, seventh, eighth and ninth) Sections address themselves to the translatability into Arabic of English abstract, proper, common, and collective nouns, respectively.



1.4 Supplementary Reading

You are advised to consult the following references while reading through this unit. For a complete list of references, see section 14 below.

1. Quirk and Greenbaum, pp.68-130
2. LaPalombara, pp.76-78
3. Kolln, pp.4-23.
4. Al-Johani, pp.82-145.

2. Sentence Basic Divisions and Sentence Types

2.1 Stative Sentences

The type of sentence pattern in English is determined by the kind of verb used in the sentence. Linking or stative verbs give rise to stative sentences in English. They include the 'copula' be and other copula-like verbs such as seem, become, remain, look, etc. Such verbs are called linking verbs because they link the subjects with their subjective complements, which can be nominal, adjectival, or prepositional complements as can be illustrated in the following examples:

- Ali is a soldier.
- Ali will be happy.
- Ali was in the garden.
- Ali seems worried.

Ali became a merchant.

Ali remained in the field.

In terms of translation, Arabic possesses similar linking verbs. Therefore, the translator will normally have no difficulty in relaying English sentences involving linking verbs into Arabic. However, there is one complication that may create problems, especially for beginning translators. That is, the Arabic copula **يكون** does not surface when the time reference is present and the mood is indicative. By way of illustration, following are respective Arabic translations of the English sentences above:

عليّ جنديّ.
سيكون عليّ سعيداً.
كان عليّ في الحديقة.
يبدو أن علياً قلق.
أصبح عليّ تاجراً.
بقي عليّ في الحقل.

SAQs (1)



1. What is a stative sentence? Give examples of your own.
2. What is the difference between the copula in English and Arabic? Give examples.

Exercise (1)



Translate the following English stative sentences into Arabic.

1. The students are in the laboratory.
.....
2. It will be cloudy tomorrow.
.....
3. Mohammed is an engineer.
.....
4. Sami remained worried for five days in a row.
.....
5. My friend became a surgeon.
.....
6. Layla seems sad these days.
.....

7. Sarah makes a wonderful wife.

8. My mother was very busy yesterday.

9. This girl looks gorgeous.

10. These suggestions are ridiculous indeed.

11. This soup tastes good.

12. Be polite with your parents.

2.2 Non-stative Sentences

Non-stative sentences involve verbs that designate actions or activities whether they are physical or mental. The non-stative verbs can be either transitive, i.e., they take objects, or intransitive, i.e., they do not take objects. Following are two sets of sentences exemplifying transitive and intransitive verbs along with their Arabic translations:

a) Ali killed the snake.

قتل عليّ الحية.

Maha cleans her room every morning.

تنظف مهى غرفتها كلّ صباح.

The manager will hold a meeting next week.

سيعقد المدير اجتماعاً الأسبوع القادم.

The boy kicked the ball hard.

ركل الولد الكرة بقوة.

The teacher gave the student a prize.

اعطى المعلم الطالب جائزةً.

Zayd witnessed the car accident.

شاهد زيد حادث السيارة.

Hani has a Mercedes car.

لدى هاني سيارة مرسيدس / يملك هاني سيارة مرسيدس.

b) The children have gone to school.

ذهب الأطفال إلى المدرسة.

I run every morning.

أجري كلّ صباح / أقوم بالجرى كلّ صباح.

The king arrived at the airport last night.

وصل الملك إلى المطار الليلة الماضية.
The bird flew high in the sky.

حلّق الطائرُ عاليّاً في السماء.

Further, some transitive verbs may take objective complements in their basic structures. These objective complements can be either nominal or adjectival. Following are two sentences exemplifying this type of transitive verbs along with their Arabic translations:

The teacher considers Fatimah an intelligent student.

يعتبر المعلمُ فاطمةَ طالبةً ذكيةً.

The farmer painted his house blue.

دهن الفلاحُ بيته بالأزرق.

SAQs (2)



1. What is the difference between non-stative transitive and intransitive verbs? Give three example sentences of your own.
2. What are the two types of objective complements of transitive verbs? Give two example sentences of your own.

Exercise (2)



Translate the following English sentences into Arabic.

1. The child cries every morning.
.....
2. Ahmed passed his driving test yesterday.
.....
3. I am going to mail the letter today.
.....
4. The professor made the test difficult.
.....
5. Ali's sister has studied hard over the last two weeks.
.....
6. Most of the teachers at my school consider Jameela an outstanding student.
.....
7. Zayd's father owns a restaurant in London.
.....
8. The Ministry of Education has granted Khalid a scholarship to the United States.
.....

9. My brother named his first son Khalid.

10. Samia's grandfather died last month.

2.3 Sentence Types

English sentences are classified into four types: the Simple sentence, the Compound sentence, the Complex sentence and the Compound-Complex sentence. First, the simple sentence consists of one and only one independent clause and no subordinate clauses. Consider the following two sentences along with their Arabic translations:

I will participate in the Parliamentary elections next spring.

سأشارك في الانتخابات البرلمانية في الربيع المقبل.

Ali quit school and enlisted in the army.

ترك عليّ المدرسة وانخرط في الجيش.

Second, the compound sentence consists of two or more independent clauses and no subordinate clauses. The following sentence along with its Arabic translation exemplifies the compound sentence:

Sami quit university, but Ahmed continued his studies.

لقد ترك سامي الجامعة لكن احمد استمر في دراسته.

Third, the complex sentence consists of one and only one main clause plus one or more subordinate clauses. The two sentences below alongside their Arabic translations illustrate this:

Mona quit university after she had finished one semester.

لقد تركت منى الجامعة بعد أن اكملت فصلاً دراسياً واحداً.

Writing the speech took more time than I expected.

لقد اخذت كتابة الخطاب وقتاً أكثر مما توقعت.

Finally, the compound-complex sentence consists of two or more independent clauses, at least one of which is complex. The following sentence along with its Arabic translation illustrates this:

The storm stopped by ten o'clock on that morning, and we went to the beach where we had spotted a picnic place earlier.

هدأت العاصفة بحلول الساعة العاشرة في ذلك الصباح وتوجهنا إلى الشاطئ حيث كنا قد اخترنا مكاناً للتبزه.

SAQs (3)



What are the four sentence types in English? Give one example of each type other than those given above along with its Arabic translation.

Exercise (3)



Translate the following English sentences into Arabic.

1. Sami planned to give his classmate a gift, but he was afraid she might refuse it.
.....
2. Ahmed, who had been made unhappy by his deteriorating health, attempted suicide.
.....
3. Layla won't go to the party unless Ali apologizes to her.
.....
4. After having worked for long hours, the farmer stopped and had some tea.
.....
5. Many young authors start writing novels about subjects they know nothing about.
.....
6. When I ponder my behavior, I really don't know what makes me act as if I have never done this before.
.....
7. Swimming is something everyone should learn, for not to know how is stupid.
.....
8. The pupils line up when the bell rings, and one of the teachers monitors them while they go to their classrooms.
.....

3. The Noun Phrase

The noun phrase occupies at least one slot in every sentence pattern - that of subject. In many sentence patterns, however, noun phrases occupy one or more slots in the predicate as well: direct object, indirect object, subjective complement and objective complement.

Also, in every prepositional phrase a noun phrase serves as the object of the preposition. Some noun phrases are simple, e.g. boys, the students, a scientist, an orange, their assignment, etc. Others can be much more complex by using elaborate premodification and postmodification of headwords in noun phrases, e.g. the little old man, the building across the street, a man of many talents, the baby sleeping upstairs, the actor who won the prize, etc. Every noun phrase, it should be noted, must have a headword regardless of how complex the noun phrase might be, e.g. party and chairs are the headwords in the party after the game on Saturday and the new kitchen chairs that we bought, respectively.

In terms of translation, simple English noun phrases are straightforwardly translated into corresponding Arabic noun phrases as can be illustrated in the sentences below:

The student passed the test. اجتاز الطالب الامتحان.

The boy ate an apple. أكل الولد تفاحةً.

However, in more complex noun phrases some changes must be made due to the different structure of modification in English and Arabic, e.g., the adjective precedes the noun it modifies in English, whereas it follows the noun it modifies in Arabic. By way of illustration, consider the translation into Arabic of the English noun phrases in the following sentence:

The pretty girl bought a luxurious car.

إشتريت البنت الجميلة سيارةً فاخرةً.

osla, ellipted or deleted material in English noun phrases may have to surface in Arabic. For example, the noun phrase the man killed in the battle translates into الرجل الذي قُتل في المعركة

SAQs (4)



1. Which slots can the noun phrase occupy in the English sentence?
Give examples.
2. Give two English sentences to exemplify simple and complex noun phrases.

3. Do you have to make structural changes when you translate English noun phrases into Arabic? Give two examples of your own.

Exercise (4)



Translate the following English noun phrases into Arabic.

1. a winter vacation plan
2. the blond girl under the tree
3. the youth with the black hat
4. a really important career decision
5. the extremely intelligent young actress
6. the house that I bought
7. the old man lying on the sofa
8. Ahmed's blue suit
9. the car driven by the front runner
10. the barking dog in the garden

Exercise (5)



Translate the following sentences into Arabic, concentrating on the noun phrases in them.

1. My poor old cat probably won't last through another extreme winter.
.....
2. The field across the street is filled with beautiful wild flowers in spring.
.....
3. We should replace the garage window broken by the neighbor boys.
.....
4. The people whose farm we rented like to gossip about their acquaintances.
.....
5. Our loudly snoring visitor kept the household awake.
.....

4. Definitivization in English and Arabic

4.1 The Indefinite Article

The indefinite article a(n) in English is mainly used with singular count nouns for a diversified set of purposes. In general, however, the indefinite article may be said to have three basic functions: to denote one particular individual with its specific characteristics, e.g. a boy in A boy came to see you this morning, to denote one or another of the class presented, e.g. a doctor in John is a doctor, and to generically represent a class whose characteristics are embodied in the specimen, e.g. a lion in A lion can be dangerous.

Similarly, Arabic uses the indefinite article, i.e., 'nunation' التنوين to perform two of the three functions mentioned above, namely, denoting one particular individual with its specific characteristics, and denoting one or another of the class presented. By way of illustration, consider the indefinite English noun phrases in the following sentences along with their Arabic translations:

A girl came.	جاءت فتاةٌ
I saw a dog.	رأيت كلباً
Fatimah is an actress.	فاطمةٌ ممثلةٌ
Ali is a judge.	عليٌّ قاضٍ

However, Arabic cannot use the indefinite article to perform a generic function; rather, it uses the definite article الـ to perform such a function. The following English sentences alongside their Arabic translations illustrate this:

A book is a good companion.	الكتابُ صديقٌ جيدٌ
A doctor makes much money.	بكسبُ الطبيبِ مالاً كثيراً

Further, the English indefinite article is used in a variety of English expressions including numbers, e.g. He won a million dollars; quality, e.g. The speed limit is sixty miles an hour; emphasis, e.g. It was such a disaster; mass nouns e.g. This is a courage which I admire; proper nouns e.g. We consider him a Romeo; prepositions, e.g. She was in a hurry; aches and diseases, e.g. He has a fever; formulaic phrases, e.g. Have a good day, etc. With expressions like these, there is no formal correspondence between the indefinite article in English and nunation in Arabic. Therefore, such expressions are translated into Arabic equivalents that do not necessarily feature the indefinite article. By way of illustration, consider the two sentences below along with their Arabic translations:

Ali has a cold.	يعاني عليٌّ من الزكام
Ahmed won a million dollars.	ربح أحمدٌ مليونَ دولارٍ
Mona was in a hurry.	كانت مُنى في عجلةٍ من أمرها

SAQs (5)



1. What are the three main functions of the indefinite article in English? Give an example of each function along with its Arabic translation.
2. Is the indefinite article in English used in other expressions (than those in Question1)? Give three examples of your own along with their Arabic translations.

Exercise (6)



- Translate the following English sentences into Arabic.
1. My father ate an apple.
 2. A snake has no legs.
 3. Soha is a musician.
 4. I need a book on sculpture.
 5. A boy kicked the ball.
 6. A car is very useful these days.
 7. There was a king named Shahrayar.
 8. Amina is an intelligent girl.

Exercise (7)



- Translate the following English sentences into Arabic.
1. Omar has written a dozen papers.
 2. Zayd's sister has a fever.
 3. The manager was a little confused.
 4. What a great win!
 5. Tomatoes are one dollar a kilo.
 6. This is a cheese made from pure goat's milk.
 7. I will visit you on a Friday.
 8. Everyone takes Khalid for a fool.

4.2 The Definite Article

The function of the definite article in English the and Arabic ال is to define, determine, individualize, familiarize, etc. Unlike the indefinite article, which is used mainly with singular count nouns, the definite article is used with all kinds of nouns (except proper nouns): singular and plural, mass and countable, concrete and abstract. Basically, the contexts that discursively call for the use of the definite article include shared knowledge about entities, e.g. the moon and the church; part-whole relationship, i.e., entities being part of the context at hand, e.g. the blackboard in Put your name on the blackboard and the books in Most of the books that were stolen; and previous mention of some entity, e.g. the lecture in this exchange: (Speaker) I attended an interesting lecture yesterday (Hearer) What was the lecture about? The following English sentences along with their Arabic translations are illustrative:

The sun is the primary source of energy.

الشمس هي المصدر الرئيس للطاقة.

Put the car in the garage, Ahmed.

صف السيارة في الكراج يا أحمد.

Speaker: I read an interesting book last week.

Hearer: what was the book on?

المتكلم: قرأت كتاباً ممتعاً في الاسبوع الماضي.

السامع: ماذا كان موضوع الكتاب؟

Further, the definite article is used with some proper nouns and place names in both English and Arabic, despite the fact that they are definite by nature. These include names of countries, e.g. the Congo الكونغو and the United States الولايات المتحدة; bodies of water, e.g. the Indian Ocean المحيط الهندي and the Euphrates نهر الفرات; buildings, e.g. the Sheraton Hotel فندق الشيراتون and the Kremlin الكرملين; mountain ranges and deserts, e.g. the Alps جبال الالب and the Empty Quarter الربع الخالي; literary works and magazines, e.g. the Iliad الالياذة and the Newsweek مجلة النيوزويك; proper nouns in the plural, e.g. the Johnsons عائلة جونسون, etc. It should be noted that most of these names are related to the shared knowledge of language users. The definite article is also used with names of musical instruments, e.g. the lute الشُّتابة; adjectives referring to more than one individual, e.g. the old and the young والشَّيْبُ والشَّبابُ; and possessive constructions, e.g. the boy's book كتاب الولد and the title of the book عنوان الكتاب, among other things.

Finally, the definite article can be used generically in both English and Arabic. The following English sentences along with their Arabic translations are illustrative:

The lion is a ferocious animal. الأسدُ حيوانٌ مفترسٌ

The flag is a national symbol. العلمُ رمزٌ وطنيٌّ

SAQs (6)



1. What are the main contexts that require the use of the definite article in English and Arabic? Give English examples along with their Arabic translations to illustrate your answer.
2. Give three examples of your own of the definite article in English and Arabic with proper nouns and place names.
3. Give two examples of the generic use of the definite article in English and Arabic.

Exercise (8)



Translate the following English sentences into Arabic.

1. The Bible has been translated many times.
.....
2. The Earth revolves around the sun.
.....
3. Four of the children were at school.
.....
4. Everyone has to hand in the paper next week.
.....
5. Speaker: I went to a movie last night.
Hearer: What was the name of the movie?
..... : المتكلم
..... : السامع
6. The cat is a tame animal.
.....
7. The bat is a mammal.
.....
8. The man who gave us the ball left for Paris.
.....



Give the Arabic equivalents of the following English definite noun phrases.

1. The White House
2. The Nile
3. The Sudan
4. The day before yesterday
5. The view from the upper story
6. The West Indies
7. The Atlantic
8. The Sahara
9. The Eiffel Tower
10. The Observer

4.3 The Zero Article

English uses the zero article, i.e., no article in many cases where Arabic utilizes the definite article. Basically, these include mass nouns, e.g., bread الخبز and milk الحليب ; unique nouns, e.g. Paradise الجنة and Man الانسان ; proper names of days and seasons, e.g. Saturday السبت and spring الربيع ; names of institutions, e.g. Parliament البرلمان and university الجامعة ; and plural common nouns when used generically, e.g. babies الرُّضَّع and rabbits الأرانب . However, both English and Arabic generally use a zero article with proper nouns, e.g., Hamlet هاملت , Ahmed احمد , America أمريكا , England إنجلترا , Damascus دمشق , London لندن , etc. Of course, there are Arabic exceptions in both categories, e.g. Hell جهنم , Cairo القاهرة , Riyadh الرياض , al-Harith الحارث , etc.

SAQs (7)



Explain with examples how English and Arabic are different in some respects and similar in others when it comes to the zero article.



Translate the following English sentences into Arabic.

1. Water consists of oxygen and hydrogen.
.....
2. We visited Rome last month.
.....
3. Man cannot live without air.
.....
4. People consider dignity important in their lives.
.....
5. Children badly need milk in their early stages.
.....
6. Rabat is the capital city of Morocco.
.....
7. Wine is forbidden to Muslims.
.....
8. Ali drinks coffee in the morning.
.....
9. John is going to travel to China tomorrow.
.....
10. My brother will go to university in autumn.
.....

5. Singular, Dual and Plural

5.1 Introduction

English count nouns can be singular and plural, whereas Arabic count nouns can be singular, dual and plural. The following English examples along with their Arabic translations illustrate this:

- | | |
|------------------------|--------------|
| The teacher came. | جاء المعلم |
| The two teachers came. | جاء المعلمان |
| The teachers came. | جاء المعلمون |

As can be seen, Arabic expresses duality grammatically when indicating Number, i.e., by using a dual morpheme, while English expresses duality lexically, i.e., by using a lexical item rather than a grammatical dual morpheme.

SAQs (8)



What is the difference between English and Arabic in marking Number? Give examples.

Exercise (11)



Translate the following English sentences into Arabic.

1. The two soldiers left this morning.

.....

2. The researchers discussed many projects.

.....

3. The two girls will arrive tomorrow.

.....

4. The teacher praised his pupils.

.....

5. The demonstrators expressed their fury.

.....

5.2 Regular and Irregular Plural Morphemes

The regular plural morpheme in English is «-s», e.g. tables, trees, pens, cars, etc. However, there are many irregular plural morphemes in English. Some of these irregular morphemes are Anglo-saxon, e.g. foot → feet, ox → oxen, deer → deer, etc. Others are foreign (Latin and Greek), e.g. phenomenon . phenomena, thesis . theses, larva . larvae, etc. As for Arabic, it has two types of plurals: regular plurals, e.g. معلم ← معلمون , مؤسس ← مؤسسون , فاحون ← فاح . etc., and broken plurals, eg. قصر , قصور , كراسي , كراسي , بنات , بنت . etc. Arabic duality, however, employs one regular morpheme ان/ين regardless of whether the noun requires regular or broken plurality, e.g. فاحان . فاح , بنتان . بنت , معلمان . معلم , etc.

SAQs (9)



1. Give examples of your own of regular and irregular plurals in English.

2. Give examples of your own of regular and broken plurals in Arabic.

Exercise (12)



Translate the following English sentences into Arabic.

1. The dogs kept barking all night long.
.....
2. Earthquakes are natural phenomena.
.....
3. The President received the winners at the airport.
.....
4. Cats and mice are considered traditional enemies.
.....
5. Farmers constitute an important sector in Jordan.
.....

Exercise (13)



Translate the following Arabic sentences into English.

1. تتكون الكرة الارضية من ثلاث طبقات.
.....
2. تشتهر ولاية أريزونا بأشجار الصبّار.
.....
3. هناك عدة معايير لاختيار المرشحين.
.....
4. تفضل معظم الشركات خريجي الجامعات الامريكية.
.....
5. يوجد العديد من اطروحات الماجستير في المكتبة.
.....

5.3 Summation and Compound Plurals

Tools and articles of dress consisting of two equal parts joined together constitute summation plurals, e.g. scissors, trousers , etc. English uses a pair of when treating summation plurals as count nouns, e.g. a pair of scissors, a pair of trousers, etc. Arabic, by contrast, treats these nouns as singular which can subsequently be changed to plural, e.g. مقص ← مقصات , etc. , سراويل ← سراويل

As for compound plurals in English, they may pluralize the first element, e.g. passer-by → passers-by, or both the first and the last element, e.g. woman doctor → women doctors, or the last element only, e.g. assistant director → assistant directors, etc. In terms of translation, some compound English plurals are translated into single lexical plural items, e.g. mothers-in-law الحمووات, passers-by المارة, etc., while others are translated into compound Arabic plurals, e.g. vice presidents نواب الرئيس, assistant directors المدراء المساعدون, etc. It should be noted that Arabic morphologically marks most nouns for gender, including those that call for lexical markers in English, e.g. women singers المغنيات, male nurses الممرضون, etc.

SAQs (10)



1. How are English summation plurals translated into Arabic? Give examples of your own.
2. How are English compound plurals translated into Arabic? Give examples of your own.

Exercise (14)



Translate the following English sentences into Arabic, paying particular attention to summation plurals.

1. Hani bought three pairs of binoculars in London last week.
.....
2. I found two pairs of glasses on the table .
.....
3. Where did you put the pincers, Ahmed?
.....
4. Zayd wants to buy two pairs of pajamas.
.....
5. Can I borrow your scissors, Ali?
.....



Translate the following English sentences into Arabic, paying particular attention to compound plurals.

1. Sami saw two tom-cats in the garden.
.....
2. Assistant professors in the Faculty of Arts held a meeting yesterday.
.....
3. Ali usually expresses his points of view frankly.
.....
4. Three policewomen arrested the criminal last night.
.....
5. Maha knows many girl friends.
.....

6. Masculine and Feminine

6.1 Masculine and Feminine Pronouns

English makes very few gender distinctions in its pronominal system, viz. he, she, it, who, and which . By contrast, with the exception of هما they and أنتما you (mas/fem+dual), Arabic marks all second person and third person pronouns for gender, viz. أنتَ you (mas+sg), أنتِ you (fem+sg), أنتمَ you (mas+pl), أنتنَ you (fem+pl), هوَ he, هيَ she, همَ they (mas+pl), and هنَ they (fem+pl). The Arabic pronouns that are left unmarked for gender are first person pronouns, viz. أنا I and نحن we. However, except for emphatic purposes, Arabic pronouns naturally occur in discourse as pronoun clitics attached to the end of verbs. By way of illustration, consider the following English sentences alongside their Arabic translations:

He went to the club.	ذهب إلى النادي
She went to the club.	ذهبت إلى النادي
They (mas) went to the club.	ذهبوا إلى النادي
They(fem) went to the club.	ذهبن إلى النادي
You (mas+sg) went to the club.	(أنت) ذهبت إلى النادي
You (mas+pl) went to the club.	(أنتم) ذهبتم إلى النادي



1. Give examples of English and Arabic pronominal gender distinctions? Which of the two languages uses more of these gender distinctions?
 2. What is a pronoun clitic? Give some Arabic examples.

Exercise (16)



Translate the following English exchanges into Arabic.

Example:

- | | |
|--------------------------------------|--------------------|
| A: Where are the women? | أ : أين النسوة |
| B: They went to the party? | ب: ذهبن إلى الحفـل |
| 1. A: When did Salma arrive? | أ : |
| B: She arrived last night. | ب: |
| 2. A: Don't you regret what you did! | أ : |
| B: Yes, I do regret what I did! | ب: |
| 3. A: Where did the soldiers go? | أ : |
| B: They went to sleep. | ب: |
| 4. A: Did you see Ali this morning? | أ : |
| B: Yes, I did. | ب: |
| 5. A: Where are you headed? | أ : |
| B: We are headed home. | ب: |
| 6. A: What are Zayd and Mona doing? | أ : |
| B: They are watching television. | ب: |

6.2 Masculine and Feminine Nouns

In terms of gender, there are three types of nouns in English: those that have no overt marking that suggests morphological correspondence between masculine and feminine, e.g. *brother/sister, king/queen, bull/cow, etc.*, those that have a derivational relationship, e.g. *hero/heroine, steward/stewardess, tiger/tigress*, and finally those that have dual gender, e.g. *artist, cook, goat, etc.* In Arabic, on the other hand, most nouns that correspond with masculine

and feminine have a derivational relationship, e.g. راهب/راهبة *monk/nun*, عم/عمة *paternal uncle / paternal aunt*, مضيف/مضيفة *host/hostess*, أرمل/أرملة *widower/widow*, خادم/خادمة *manservant/womanservant*, etc. There are some exceptions, of course, e.g. أم/أب *father/mother*, رجل/إمرأة *man/woman*, اسد/لبؤة *lion/lioness*, etc.

SAQs (12)



1. What are the three gender groups of nouns in English? Give examples of your own.
2. How does Arabic generally mark masculine and feminine nouns? Give examples of your own.

Exercise (17)



- Translate the following English sentences into Arabic, concentrating on masculine and feminine nouns.
1. A hen can lay an egg every day.
.....
 2. Ali shot down a gander.
.....
 3. My father is going to slaughter a ewe tonight.
.....
 4. The bridegroom kissed his bride many times in public.
.....
 5. A spinster committed suicide last night.
.....
 6. I will visit my maternal aunt next week.
.....
 7. A he-goat was found dead in the pasture.
.....
 8. My female neighbor comes home late every night.
.....
 9. The empress will deliver a speech today.
.....
 10. The hero and heroine got married at the end of the film.
.....

7. Abstract Nouns

Abstract nouns are immaterial nouns like *dignity* الكرامة, *courage* الشجاعة, *sincerity* الصدق, etc. They can be count nouns like *observation* ملاحظة and *comment* تعليق, or non-count nouns like *cowardice* الجبن and *generosity* الكرم. Abstract nouns contrast with concrete nouns, i.e., tangible nouns like *furniture* أثاث and *chair* كرسي.

SAQs (12)



1. Give examples of your own of English count and non-count abstract nouns along with their Arabic counterparts.
2. What is the difference between abstract and concrete nouns? Give examples of your own.

Exercise (18)



Translate the following English sentences, concentrating on the abstract nouns in them.

1. The Arabs consider honor and dignity important virtues.
.....
2. Love and hate constitute a main theme in literature.
.....
3. Ali's remarks came as a surprise to everyone at the meeting.
.....
4. The general was executed for treachery.
.....
5. Your comments on my paper were most valuable.
.....
6. Motherhood is highly esteemed in the Arab world.
.....
7. Most philosophers have dealt with right and wrong in their works.
.....
8. Sufferance constitutes an integral part of human life.
.....

8. Proper Nouns

Proper nouns are nouns that have unique reference. They include names of specific people like *John* and *Ali*, places like *Jerusalem* and *Upper Egypt*, countries like *Italy* and *Syria*, months like *June* and *September*, days like *Saturday* and *Tuesday*, holidays like *Christmas* and *Thanksgiving*, magazines like *Vogue* and the *Newsweek*, and so forth. In terms of translation, most proper nouns are transliterated into the target language, e.g. *Indiana* إنديانا, *the Alps* جبال الالب , *Chicago* شيكاغو, *the Newsweek* مجلة النيوزويك , *England* إنجلترا, *Shatt-al-Arab* شط العرب , etc. However, some proper nouns are translated into the target language, e.g., *Christmas* عيد الميلاد, *August* آب , *Sunday* يوم الأحد, *Peter* بطرس, *John* حنا , *the Tigris* نهر دجلة , *Hebron* الخليل, *the Bible* الإنجيل , etc.

SAQs (13)



1. What are the main categories of proper nouns? Give two examples of each?
2. How are proper nouns dealt with in translation? Give examples to illustrate your answer.

Exercise (19)



Give the Arabic equivalents of the following English proper nouns.

1. New York City
2. Australia
3. Thanksgiving
4. The Time Magazine
5. Kennedy Airport
6. The House of Commons
7. George Bush
8. The Canaries
9. Westminster Abbey
10. Brazil



Give the English equivalents of the following Arabic proper nouns.

- | | |
|-------|-------------------|
| ..... | 1. حلب |
| ..... | 2. الضفة الغربية |
| ..... | 3. يوم الجمعة |
| ..... | 4. نهر الفرات |
| ..... | 5. صيدا |
| ..... | 6. البتراء |
| ..... | 7. آذار |
| ..... | 8. قبة الصخرة |
| ..... | 9. البحر الميت |
| ..... | 10. الدار البيضاء |

9. Common Nouns

Common nouns, in contrast to proper nouns which name unique entities, e.g. *Jane, Cairo* etc, name things or persons in a more general way, e.g. *tree* شجرة, *city* مدينة, *cat* قط / قطة, *boy* ولد, *woman* امرأة, *manager* مدير, etc. In terms of translation, English common nouns can be, in general, straightforwardly translated into their Arabic equivalents, because the majority of English common nouns have Arabic counterparts, e.g. *teacher* معلم, *guest* ضيف, *tent* خيمة, *mother* أم, *grandfather* جد, etc. There are some cases, however, where there are lexical gaps in Arabic, e.g. *mug*, *clutch*, *gear*, *sophomore*, *foreman*, etc. It should be noted that common nouns of this kind usually call for lexical borrowing, e.g. *gear* جير / قير, or *paraphrase*, e.g. *sophomore* طالب في السنة الثانية الجامعية .

SAQs (14)



1. What is the difference between common nouns and proper nouns? Give examples of your own.
2. What translation strategies are usually used when SL common nouns have no equivalents in the TL? Give examples.

Exercise (21)

Translate the following English sentences into Arabic, paying special attention to the common nouns in them.

1. The children play under the trees in the afternoon.
.....
2. The American linguist is expected to give some lectures at Jordanian universities.
.....
3. My uncle will open a supermarket in this neighborhood.
.....
4. Ali's brother has gone to the garage to change the brakes of his car.
.....
5. My wife cut her little finger while chopping onions in the kitchen last night.
.....

10. Collective Nouns

Collective nouns in English are those nouns that can be treated as either singular or plural without change of Number in them, e.g. family as in «The family is/are going on a picnic today». The difference reflects a difference in attitude: the singular stresses the non-personal collectivity of the group and the plural emphasizes the personal individuality within the group. English collective nouns can be classified as specific, e.g. army, club, government, etc., or generic, e.g. the aristocracy, the public, the intelligentsia, etc., or unique, e.g. the Arab League, the United Nations, the Vatican, etc. In terms of translation, the specific and unique collective nouns in English are always translated into Arabic singular nouns regardless of whether they are treated as singular or plural in English as is illustrated below:

The army has/have won the battle.

لقد انتصر الجيش في المعركة.

The Vatican has/have called for fighting terrorism.

لقد دعا الفاتيكان الى محاربة الارهاب.

By contrast, the generic collective nouns in English are usually translated into Arabic plural nouns regardless of whether they are treated as singular or plural in English as can be illustrated below:

The aristocracy enjoys/enjoy tremendous political influence in Britain.

يتمتع الاستقراطيون بتأثير سياسي واسع النطاق في بريطانيا.

The clergy is/are suppressed in many countries.

يتعرض رجال الدين للقمع في العديد من البلدان



SAQs (15)

1. What is a collective noun in English? Give examples.
2. What are the three classes of English collective nouns? Give examples.
3. How are English collective nouns translated into Arabic? Give examples.



Exercise (22)

Translate the following English sentences into Arabic, paying special attention to the collective nouns in them.

1. The proletariat lead a difficult life in most countries.
.....
2. The jury acquitted Mr. Johnson of the accusations.
.....
3. The committee are going to meet tomorrow.
.....
4. The intelligentsia plays a marginal role on the political scene in the Arab world.
.....
5. The American Congress are going to pass two new bills next week.
.....
6. The public supports the recent government measures.
.....
7. The herd are grazing in the meadows now.
.....

11. Overview

This unit has addressed itself to the translation of the English sentence into Arabic. First, it has dealt with the translatability of English stative and non-stative sentences into Arabic. Attention has also been given to different English sentence types and their translatability into Arabic. Second, the translation of English noun phrases and their definitivization have been given due attention. Third, the unit has shed light on the categories of Number and Gender in English and Arabic. Finally, this unit has dwelled on the translatability into Arabic of English abstract, proper, common, and collective nouns. Throughout, practice exercises have been extensively used to demonstrate the translatability of the foregoing items.

12. Preview of Unit Two

The next unit will deal with the translatability of English verbs and the verb phrase into Arabic. It will first address itself to the tenses in English and Arabic, including the present, the past, the future, the progressive, and the perfective. Then, the unit will focus on modality in English and Arabic. Finally, it will touch on passivization and causativization in both languages.

13. Answer Key

Exercise (1)

(1) الطلبة في المختبر (2) سيكون الجو غائماً غداً (3) محمد مهندس (4) بقي سامي قلقاً خمسة أيام متوالية (5) أصبح صديقي طبيباً جراحاً (6) تبدو ليلى حزينة هذه الأيام (7) تعتبر سارة زوجة رائعة (8) كانت أمي مشغولة جداً أمس (9) هذه الفتاة رائعة الجمال (10) هذه الاقتراحات مضحكة فعلاً (11) مذاق هذه الشورية جيد (12) كن مؤدباً مع والدك.

Exercise (2)

(1) يبكي الطفل كل صباح (2) إجتاز أحمد اختبار السواقة أمس (3) سأرسل هذه الرسالة اليوم (4) جعل الأستاذ/البروفسير الامتحان صعباً (5) لقد درست أخت علي جيداً طوال الأسبوعين الماضيين (6) يعتبر معظم المعلمين في مدرستي جميلة طالبة متميزة (7) يمتلك أبو زيد مطعماً في لندن (8) منحت وزارة التربية والتعليم خالدًا بعثة دراسية إلى الولايات المتحدة (9) سمي أخي ولده الأول خالدًا (10) توفي جد سامية الشهر الماضي.

Exercise (3)

(1) خطط سامي لاعطاء هدية لزميلته في الصف لكنه خشي أن ترفضها (2) لقد حاول أحمد الانتحار بعدما لفَّ الحزن حياته بسبب صحته المتدهورة (3) لن تذهب ليلي إلى الحفل إلا إذا إعتذر علي لها (4) بعد أن عمل الفلاح لساعاتٍ طويلةٍ توقف عن العمل وتناول بعض الشاي (5) يبدأ العديد من المؤلفين الشباب كتابة رواياتٍ عن مواضيع لا يعرفون عنها شيئاً (6) عندما أتدبر تصرفاتي لا أستطيع معرفة السبب الذي يجعلني أتصرف وكأني لم أفعل ذلك قط من قبل (7) ينبغي على الجميع أن يتعلموا السباحة لأن عدم تعلمها يشكل ضرباً من حماقة (8) يصطف الطلاب عندما يقرع الجرس ويقوم أحد المعلمين بمراقبتهم أثناء ذهابهم إلى صفوفهم.

Exercise (4)

(1) خطة إجازة شتوية (2) الفناء الشقراء التي تحت الشجرة (3) الشاب ذو القبعة السوداء (4) فرار عملي يتصف بأهمية كبيرة (5) الممثلة الشابة ذات الذكاء الحاد (6) البيت الذي إشتريته (7) العجوز المتمدد على الأريكة (8) بدلة أحمد الزرقاء (9) السيارة التي يقودها المتسابق المتصدر (10) الكلب الذي ينبح في الحديقة.

Exercise (5)

(1) ربما لن ينجو قطي العجوز المسكين من شتاءٍ قارصٍ آخر (2) بمنلي الحقل الذي يمتد على الجهة الأخرى من الشارع بالأزهار البرية في الربيع (3) ينبغي أن نستبدل نافذة المرآب التي كسرها أولاد الجيران (4) يطيب لأصحاب المزرعة التي إستأجرناها أن يستغيثوا معارفهم (5) لقد أبقي زائرنا الذي كان يشخر بصوتٍ عالٍ كل من في البيت صاحياً.

Exercise (6)

(1) أكل أبي نفاحة (2) لا يوجد للحية (للافعى) أرجل / ليس للأفعى أرجل. (3) سهى موسيقية (4) أحتاج إلى كتاب في النحت (5) ركّل ولد الكرة (6) السيارة مفيدة جداً في هذه الأيام (7) كان هناك ملكٌ يسمى شهریار (8) أمينة فتاة ذكية.

Exercise (7)

(1) كتب عمر اثني عشر بحثاً (2) تعاني أختُ زيدٍ من الحمى (3) كان المدير مرتبكاً بعض الشيء (4) ياله من فوزٍ عظيم (5) يباع كيلو البندورة بدولارٍ واحدٍ (6) هذا النوع من الجبنة مصنوعٌ من حليب الماعز النقي (7) سألورك في أحد أيام الجمعة (8) يعتقد الجميع أن خالداً مغفلٌ.

Exercise (8)

- (1) لقد تمت ترجمة الكتاب المقدس عدة مرات (2) تدور الأرض حول الشمس (3) كان أربعة من الأطفال في المدرسة (4) يجب على الجميع أن يسلموا أبحاثهم الأسبوع القادم (5) (المتكلم): ذهبت لمشاهدة فيلم الليلة الماضية (السامع): ماذا كان اسم الفيلم؟ (6) القبط حيوان أليف. (7) الوطواط من الثدييات (8) سافر الرجل الذي أعطانا الكرة إلى باريس.

Exercise (9)

- (1) البيت الأبيض (2) نهر النيل (3) السودان (4) أول أمس (5) المنظر من الطابق العلوي (6) جزر الهند الغربية (7) المحيط الأطلسي (8) الصحراء الكبرى (9) برج إيفل (10) صحيفة الأبيزيرفر.

Exercise (10)

- (1) يتكون الماء من الأوكسجين والهيدروجين (2) زرنا روما الشهر الماضي/قمنا بزيارة روما الشهر الماضي (3) لا يستطيع الإنسان العيش بدون الهواء (4) يعتبر الناس الكرامة مهمة في حياتهم (5) الأطفال بحاجة ماسة للحليب في مراحلهم المبكرة/يحتاج الأطفال بشكل ماس للحليب في مراحلهم المبكرة (6) الرباط هي عاصمة المملكة المغربية/المغرب (7) يحرم الخمر على المسلمين/الخمير محرم على المسلمين (8) يشرب علي القهوة في الصباح (9) سيسافر حتماً إلى الصين غداً (10) سيلتحق أحي بالجامعة في (فصل) الخريف.

Exercise (11)

- (1) غادر الجنديان هذا الصباح (2) ناقش الباحثون عدة مشاريع (3) ستصل الفتاتان/البناتان غداً (4) إمتدح المعلم تلاميذه (5) عبر المتظاهرون عن غضبهم.

Exercise (12)

- (1) ظلت الكلاب تنبح طول الليل (2) الزلازل ظواهر طبيعية (3) إستقبل الرئيس الفائزين في المطار (4) تعتبر القبط والفئران أعداء تقليديين (5) يشكل الفلاحون/المزارعون قطاعاً مهماً في الأردن.

Exercise (13)

- (1) The Earth is made up of three layers (2) Arizona State is popular for cacti/cactuses (3) There are many criteria for selecting candidates (4) Most companies prefer graduates of American universities (5) There are many MA theses in the library.

Exercise (14)

- (1) إشتري هاني ثلاثة مناظير في لندن الاسبوع الماضي (2) وجدتُ نظارتين على الطاوله
(3) أين وضعت الكماشة يا أحمد؟ (4) يريدُ زيدٌ أن يشتري بيجامتين (5) هل من الممكن أن
أستعير مقصك يا علي؟

Exercise (15)

- (1) رأى سامي قطّين في الحديقة (2) عقد الاسانذة المساعدون في كلية الآداب إجتماعاً
أمس (3) عادة ما يعبر عليّ عن وجهات نظره بصراحة (4) اعتقلت ثلاثُ شرطياتِ المجرم الليلة
الماضية (5) تعرف مهى العديد من الصديقات.

Exercise (16)

- (1) أ: متى وصلت سلمى؟ ب: وصلت الليلة الماضية (2) أ: ألسنت نادماً على ما فعلت؟
ب: نعم إني نادّم على ما فعلت (3) أ: أين ذهب الجنود؟ ب: ذهبوا للنوم (4) أ: هل رأيت علياً هذا
الصباح؟ ب: نعم رأيتُه (5) أ: إلی أين أنتم متجهون؟ ب: نحن متجهون إلى البيت (6) أ: ماذا
يفعلُ زيدٌ ومنى؟ ب: إنهما يشاهدان التلفاز.

Exercise (17)

- (1) تستطيع الدجاجة أن تضع بيضة كلّ يوم (2) إصطاد عليّ ديكٌ وَّ / إصطاد عليّ ديكاً
من الوز (3) سيدبج أبي نعجة الليلة (4) قتل العريسُ عروسه عدة مرات أمام الناس (5) أقدمت
عانساً / إحدى العوانس على الانتحار الليلة الماضية (6) سألوز خالتي الاسبوع القادم (7) وُجدَ
نيسٌ ميتاً في المرعى (8) تعود جارتني إلى بيتها في وقت متأخر كلّ ليلة (9) ستلقي الامبراطورة
خطاباً هذا اليوم (10) تزوج البطلُ والبطلّة في نهاية الفيلم.

Exercise (18)

- (1) يعتبر العربُ الشرفَ والكرامةً من الفضائل المهمة (2) يشكّل الحبُّ والكراهية موضوعاً
رئيساً في الأدب (3) فاجأت ملاحظاتُ عليّ الجميع في الاجتماع (4) لقد أعدم الجنرال بتهمة
الخيانة (5) لقد كانت تعليقاتك على بحثي قيمةً جداً (6) يقدر الناسُ في العالم العربي الأمومة
تقديراً كبيراً (7) لقد عالج معظمُ الفلاسفة مسألتني الحق والباطل في كتاباتهم (8) تشكل
المعاناة جزءاً لا يتجزأ من الحياة الانسانية.

Exercise (19)

- (1) مدينة نيويورك (2) أستراليا (3) عيدُ الشكر (4) مجلة التايم (5) مطار كندي (6)
مجلس العموم (7) جورج بوش (8) جزر الكناري (9) دير وست مينستر (10) البرازيل.

Exercise (20)

(1) Aleppo (2) the West Bank (3) Friday (4) Euphrates (5) Sidon (6) Petra (7) March (8) the Dome of the Rock (9) the Dead Sea (10) Casablanca.

Exercise (21)

(1) يلعب الأطفال تحت الأشجار بعد الظهر (2) من المتوقع أن يلقي عالم اللغة الأمريكي بعض المحاضرات في الجامعات الأردنية (3) سيفتح أبي متجراً في هذا الحي (4) ذهب أخو علي إلى الكراج/المراب لتغيير البريكات/الكوابح في سيارته (5) جرحت زوجتي خنصرها وهي تفرم البصل في المطبخ الليلة الماضية.

Exercise (22)

(1) تعيش الطبقة الكادحة حياةً صعبةً في معظم الدول (2) لقد برأت هيئة المحلفين السيد جونسون من التهم الموجهة إليه (3) ستجتمع اللجنة غداً (4) يلعب المثقفون في العالم العربي دوراً هامشياً في الساحة السياسية (5) سيوافق الكونغرس الأمريكي على مشروع قانونين جديدين الأسبوع المقبل (6) يدعم الشعب الإجراءات الحكومية الأخيرة (7) يرعى يرتع القطيع في المروج الآن.

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UNIT THREE

Verbs and Verb Phrases

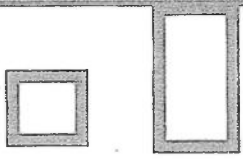


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1. Introduction

1.1. Preview

This unit aims to introduce you to verbs and verb phrases in English and Arabic. First, it addresses itself to the tense systems in the two languages from a translational perspective by providing an elaborate account of the simple present, the simple past, the simple future, the progressive tenses, and the perfect tenses. Second, this unit offers a translational treatment of modality in English and Arabic by discussing the functions of modals in expressing requests, necessity, prohibition, advisability, lost opportunities, expectations, degrees of certainty, past habitual actions, preference, and ability. Finally, the unit deals with passivization and causativization in English and Arabic from a translational perspective.

1.2 Unit Objectives

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

1. identify the basic similarities and differences between the concept of tense in English and Arabic,
2. translate sentences of all types containing English verbs in different tenses,
3. recognize such language specifics as perfect, perfect progressive, modal auxiliaries, etc., which may only have partial counterparts or equivalents in Arabic,
4. avoid such known stylistic and grammatical pitfalls as keeping the English word order in your Arabic renditions, ignoring the sequence of tenses, or the necessity to convert from passive into active and vice versa, etc., and
5. produce accurate equivalent words for the ubiquitous semi-auxiliaries, modals, etc.

1.3 Unit Sections

In this unit, there are three main sections in addition to the introduction and the overview at the end of the unit.

The first section (The Tenses in English and Arabic) consists of six sub-sections. The first sub-section is introductory to the tense system in English and Arabic. The second, third and fourth sub-sections deal with the simple present, the simple past, and the simple future in English and Arabic, respectively. The fifth sub-section addresses itself to the imperfective progressive tenses, viz. the present progressive, the past progressive, and the future progressive.

Finally, the sixth sub-section discusses the perfect tenses in the two languages, viz. the present perfect, the present perfect progressive, the past perfect, the past perfect progressive, and the future perfect.

The second section (The Modals) consists of nine sub-sections. The first sub-section introduces modality in English and Arabic. The second deals with the use of modals in making polite requests. The third discusses the utilization of modals in expressing necessity, lack of necessity and prohibition. The fourth, fifth and sixth address themselves to using modals in expressing advisability, lost opportunities and expectations, and degrees of certainty, respectively. Finally, the seventh, eighth and ninth sub-sections touch on the use of modals in expressing past habitual actions, preference, and ability, respectively.

The third section (The Passive and The Causative) consists of two sub-sections. The first deals with the translatability of English passives into Arabic. The second dwells on the translatability into Arabic of different English causative constructions.



1.4 Supplementary Reading

You are advised to consult the following references while reading through this unit. For a complete list of references, see section 8 below.

1. Azar, pp. 1-150.
2. Quirk and Greenbaum, pp. 30-67.
3. Khallousi, pp. 123-144.
4. Baker, pp. 82-118.
5. Anani, pp. 45-96.

2. The Tenses in English and Arabic

The tense systems in English and Arabic are basically divided into the past, the present, and the future. The following English sentences along with their Arabic counterparts illustrate this, respectively:

Sukaina left for Cairo yesterday.

سافرت سوكينة الى القاهرة أمس

Abdulla works in a restaurant.

يعمل عبدالله في مطعم

The king will deliver a speech tonight

سيلقي الملك خطاباً هذه الليلة.

SAQs (1)



What are the tense basic divisions in English and Arabic?
Give examples of your own.

Exercise (1)



Translate the following English sentences into Arabic, giving particular attention to tense in them.

1. Fatimah cooks for her kids everyday.
.....
2. My sister gave a birthday party last week.
.....
3. Salim and Huda will go to the movies tomorrow evening.
.....
4. Sometimes it snows in Jordan.
.....
5. The boys played football this morning.
.....
6. Ramsy is going to visit his grandfather next month.
.....

2.1 The Simple Present

2.1.1 Statements of Fact

The simple present in English and Arabic is used to express scientific statements of fact indicating that something was true in the past, is true in the present and will be true in the future. Also, it is used in English and Arabic to express general statements of fact referring to actions and states that are

expected to remain for a long time. The following English sentences along with their Arabic counterparts illustrate these two uses:

Water consists of hydrogen and oxygen.

يتكون الماء من الهيدروجين والأكسجين.

The Earth revolves around the sun.

تدور الأرض حول الشمس.

Gold is a shining metal.

الذهب معدن لامع.

Khalid runs a factory.

يدير خالد مصنعاً.

Ali is a baker.

علي خباز/ يعمل علي خبازاً.

In terms of translation, English statements of fact that involve lexical verbs other than the copula be and the possessive verb have are straightforwardly translated into corresponding Arabic statements of fact as is illustrated below:

Wood floats on water.

يطفو الخشب فوق الماء

The sun rises in the morning.

تشرق الشمس في الصباح

Trees grow and leaf.

تنمو الأشجار وتورق

My friend works as a policeman.

يعمل صديقي شرطياً

As for English copulative statements of fact, they are translated into Arabic equational (i.e. verbless) sentences when they express scientific facts and equational or verbal sentences when they express general statements of fact as is illustrated below:

The Earth is round.

الأرض كروية

Man is mortal.

الإنسان فان

Sarah is an actress.

سارة ممثلة

My parents are happy in their life

والداي سعيدان في حياتهما/ يعيش والداي حياة سعيدة.

Similarly, English sentences that involve have as a lexical verb may be translated into Arabic equational or verbal sentences. The following English sentences along with their Arabic counterparts are illustrative:

Elephants have trunks.

للفيلة خرطوماً / تملك الفيلة خرطوماً

Man has reason.

للإنسان عقل / يملك الإنسان عقلاً

I have a car.

عندي سيارة / أملك سيارة

SAQs (2)



1. Give three examples of your own of English non-copulative and non-possessive statements of fact and their Arabic translations.
2. Give three examples of your own of English copulative statements of fact and their Arabic translations.
3. Give three examples of your own of English possessive statements of fact and their Arabic translations.

Exercise (2)



Translate the following English statements of fact into Arabic.

1. People inhale oxygen and exhale carbon dioxide.
.....
2. Suzanne's brother owns a house in Amman.
.....
3. Salt dissolves in water.
.....
4. Glass breaks in contrast with iron.
.....
5. Kareem's mother is a musician.
.....
6. Water freezes at zero degree centigrade.
.....
7. My friend works in a pharmacy.
.....
8. Ferocious animals live on prey.
.....
9. Homosapiens are rational beings.
.....
10. Hens lay eggs.
.....

Exercise (3)



Translate the following English copulative and possessive statements of fact into Arabic.

1. The alligator is a reptile.
2. Petra is in Jordan.
3. A plant has roots.
4. Wood is flammable.
5. Eagles are birds of prey.
6. Birds have wings.
7. Rats are rodents.

Exercise (4)



Translate the following English text into Arabic, paying special attention to the statements of fact in it.

The sun and the stars are the natural sources of visible light, but there are also forms of light we cannot see. Examples of forms of lights we cannot see are infra-red and ultra-violet lights. These include radio waves, x-rays and gamma rays. We cannot see them because our eyes are not sensitive to them.

2.1.2 Habitual Activities

The second major use of the simple present in English and Arabic is to express habitual or everyday activities. The following English examples along with their Arabic counterparts illustrate this main use:

I walk for two miles every morning.

أمشي مسافة ميلين كل صباح.

Mona visits Europe every five years.

تزور منى أوروبا كل خمس سنوات.

Ahmed always eats lunch at home.

يتناول احمد الغداء في البيت دائماً.

Her classes begin at nine A.M.

تبدأ محاضراتها الساعة التاسعة صباحاً.

SAQs (3)



Give three English examples of your own of habitual or everyday activities along with their Arabic counterparts

Exercise (5)



Translate the following English sentences that express habitual or everyday activities into Arabic.

1. We drink orange juice every morning.
.....
2. Huda often has eggs and cheese for breakfast.
.....
3. I never go to sleep before midnight.
.....
4. The girls play badminton every Friday.
.....
5. Ramsy and Salma exchange gifts on their birthdays.
.....
6. Mona always visits her grandmother at Christmas.
.....
7. They rarely go swimming in winter.
.....
8. Jordanian families watch television almost every night.
.....

Exercise (6)



Translate into Arabic the following excerpt from the beginning of a ballet dancer's account of a typical day in her life, focussing your attention on the habitual activities.

I wake up about nine o'clock most mornings because I usually go to bed quite late. As I get out of bed, all my bones click, reminding me of the familiar ache that follows exercises. Everyday I have to go through a certain amount of pain.....

2.1.3 Present Situations

With English verbs that are not usually used in the progressive tenses, the simple present may indicate situations that exist right now, at the moment of speaking. Similarly, the simple present in Arabic may refer to identical situations. Consider the following English examples along with their Arabic translations:

Ahmed needs a hundred dollars. يحتاج احمد إلى مائة دولار.

I think Jamal is a kind man. أعتقد ان جمالاً رجلاً لطيفاً.
 The child appears to be asleep. يبدو ان الطفل نائم.
 Ali is hungry . علي جائع.

SAQs (4)



Give three English examples along with their Arabic counterparts of the simple present indicating situations that exist at the moment of speaking.

Exercise (7)



Translate the following English sentences into Arabic.

1. I fully understand your point of view.

2. Huda needs a pen and a piece of paper.

3. Do you know the answer to this question?

4. I only have three days to finish this paper.

5. The girl seems to be angry with her mother.

6. The boys are tired and thirsty.

7. We prefer to stay at home tonight.

8. Do you care for a cup of tea, Hani?

2.2 The Simple Past

The simple past is used in English and Arabic to indicate activities or situations that began and ended at a particular time in the past. The following English examples along with their Arabic counterparts illustrate this:

I bought a new house last week.

اشتريت بيتاً جديداً الاسبوع الماضي.

We visited some friends two days ago.

زرتنا/ فمنا بزيارة بعض الاصدقاء قبل يومين.

Ali lived in Paris for ten years.

سكن علي في باريس لمدة عشر سنوات.

The delegation arrived at the airport last night.

وصل الوفد الى المطار الليلة الماضية

SAQs (5)



Give three English sentence examples of the simple past along with their Arabic translations.

Exercise (8)



Translate the following English sentences into Arabic, paying special attention to the simple past in them.

1. The boy walked to school yesterday.
.....
2. The guests left early this morning.
.....
3. Huda sold her car last month.
.....
4. I did not hear the thunder during the storm last night because I was asleep.
.....
5. The soldiers stood under a tree when it began to rain.
.....
6. The Russian defector lived in London for two years before he moved to Rome.
.....
7. George called Roger at nine last night, but he was not at home.
.....
8. It was beautiful yesterday when Mary and I went for a walk in the park.
.....



Translate the following English text into Arabic, focussing your attention on the simple past tense in it.

A fire trapped a twelve year old girl in an upstairs bedroom last night. Firemen arrived quickly and they managed to rescue her. Then she was taken to hospital in an ambulance. The girl was unhurt, but she was treated for shock.

2.3 The Simple Future

The simple future is used in English and Arabic to express future activities. In English, either will or be going to is used to make a prediction about the future or to express a future fact. Similarly, Arabic uses **سوف** or **سوف** to express futurity. The following English examples along with their Arabic translations demonstrate this:

Maha will/is going to finish her report tonight.

ستنهي / سوف تنهي مهى تقريرها هذه الليلة.

I think they will/ are going to hold a meeting very soon.

أعتقد انهم سيعقدون / سوف يعقدون اجتماعاً قريباً جداً.

It will/ is going to be cloudy tomorrow.

سيكون / سوف يكون الجو غائماً غداً.

It should be noted that while **سوف** and **سوف** in Arabic are practically interchangeable in all contexts with **سوف** being more common than **سوف**, will and be going to are interchangeable only when it comes to making predictions and expressing future facts (see the examples above). That is, only be going to is used to express prior plans and only will can be used to express willingness and decisions made at the moment of speaking. By way of illustration, consider the following two exchanges that demonstrate the foregoing restrictions, respectively (for translation purposes, the Arabic counterparts are provided):

1- A: Why did you buy this paint?

أ: لماذا اشتريت هذا الدهان؟

B: I am going to paint my apartment.

ب: سأدهن / سوف ادهن شقتي.

2- A: I can't solve this mathematical problem.

أ: لا أستطيع حلّ هذه المسألة الرياضية.

B: Don't worry ! I'll help you with this.

ب: لا تقلق! سأساعدك / سوف أساعدك في ذلك.

Note that will is inappropriate in (1b), while be going to is inappropriate in (2b).

SAQs (6)



1. Give three English sentence examples of the simple future for making predictions and expressing future facts along with their Arabic counterparts.
2. What is the difference between will and be going to in English?
Give examples to illustrate your answer.

Exercise (10)



Translate the following English sentences into Arabic.

1. I think our team will/is going to win the match.
.....
2. Maha will/is going to graduate in June.
.....
3. Most of the employees will/are going to attend the meeting on Sunday.
.....
4. We're sure the rain will/is going to stop soon.
.....
5. I'll/m going to be thirty years old next week.
.....
6. The government will/is going to raise the prices in the near future.
.....



Translate the following Arabic exchanges into English, paying special attention to the difference between will and be going to in your renditions.

1. أ: هل تعلم أن هدى في المستشفى؟
 ب: لا، سأبعث لها بعض الورد في الصباح.
2. أ: متى تستطيع ان اراك يا احمد؟
 ب: حسناً سأراك هذه الليلة.
3. أ: لماذا احضرت كل هذه الكتب؟
 ب: سوف اكتب بحثاً بالسرعة الممكنة.
4. أ: لماذا وقّرت كل هذه النقود؟
 ب: سأشتري سيارةً عما قريب.
5. أ: يا الهي! لا تستطيع فتح هذا الباب.
 ب: لا تقلق! سأفتحه لك.

2.4 The Progressive Tenses

2.4.1 The Present Progressive

The present progressive in English is used to express an activity that is in progress at the moment of speaking or an activity that is generally in progress e.g., this week, this month, this year, etc. It may also be used to express future activities when they have been already arranged. The following English examples illustrate these three uses, respectively:

John is sleeping in his room now.

My professor is writing another book this year.

I'm meeting some friends tomorrow morning.

In terms of translation, the present progressive is problematic because Arabic does not formally mark present verbs for progressiveness. However, Arabic may use the simple present or the present active participle اسم الفاعل along with adverbial markers to indicate present progressiveness. Consider the following English examples along with their Arabic renditions:

Ali is playing the piano in the living room.

يعزف عليّ على البيانو في غرفة المعيشة الآن.

The children are playing in the yard.

يلعب الاطفال في الساحة الآن.

The farmer is going to the field now.

الفلاح ذاهب الى الحقل الآن.

George is writing a book on literature these days.

يؤلف جورج كتاباً عن الادب في هذه الأيام.

It should be noted that the present progressive in Arabic, in addition to its being indicated by the simple present or the present active participle of the verb in question, may be expressed by utilizing the present form of the Arabic verb 'to perform' plus the nominalized form of the verb in the sentence in question as can be illustrated below:

Ali is writing a letter in his office now.

يقوم علي بكتابة رسالة في مكتبه الآن.

The engineer is examining the equipment now.

يقوم المهندس بفحص التجهيزات الآن.

Finally, when the present progressive in English is used to express futurity, it is translated into the simple future in Arabic as can be shown below:

Maha is seeing the doctor next week.

ستذهب/ سوف تذهب مهى إلى الطبيب الأسبوع المقبل.

I am leaving for Cairo tomorrow morning.

سأغادر/ سوف اغادر الى القاهرة غداً صباحاً.

SAQs (7)



1. How is the present progressive in English translated into Arabic when it is used to express actions in progress at the moment of speaking or in general? Give examples of your own to illustrate your answer.
2. How is the present progressive in English translated into Arabic when it is used to express futurity? Give examples.



Translate the following English sentences into Arabic, paying special attention to the present progressive in them.

1. The boys are going to school now.
.....
2. Ahmed is listening to music in his room.
.....
3. We're visiting the museum the day after tomorrow.
.....
4. Huda is trying to improve her English this semester.
.....
5. The little girl is sleeping in her bedroom now.
.....
6. I'm writing another report this month.
.....
7. Jamal is inviting some friends to his home next week.
.....
8. I am taking six courses this term.
.....
9. The manager is thinking of expanding the company these days.
.....
10. My sister is talking on the telephone now.
.....

2.4.2 The past progressive

The past progressive in English and Arabic is used to indicate the duration of an activity in the past or the simultaneity of two activities in the past. It is formally marked in both English and Arabic as can be illustrated in the following examples:

Ali was listening to music at eight o'clock yesterday evening.

كان عليّ يستمع الى الموسيقى الساعة الثامنة مساء امس.

I was watching television when Mohammed called.

كنت اشاهد التلفاز عندما اتصل محمد.

While my mother was cooking lunch, I was reading a novel.

بينما كانت امي تطبخ الغداء كنت اقرأ رواية.

As can be seen, English uses the past form of «be» plus the present participle of the main verb, while Arabic uses the past form of يكون plus the present form of the main verb to formally mark the past progressive.

SAQs (8)



Give three sentence examples of the past progressive in English along with their Arabic counterparts.

Exercise (13)



Translate the following English sentences into Arabic, focussing your attention on the past progressive in them.

1. Mona was studying at the library at this time yesterday.
.....
2. My brother and sister were arguing about something when I walked into the room.
.....
3. The birds were singing at six o'clock this morning.
.....
4. While Mrs. Johnson was reading her little grandson a story, he fell asleep.
.....
5. I was pruning the trees in my garden when the explosion took place.
.....
6. While Ali was playing cards with some friends, his sister was doing her school homework.
.....
7. When I woke up late last night, a cool breeze was blowing.
.....
8. The boys were playing soccer in the yard an hour ago.
.....
9. Huda was in bed reading a book when I came.
.....
10. Omar was attending a conference in England last month.
.....

2.4.3 The Future Progressive

The future progressive in English is used to express an activity that will be in progress at a time in the future. In Arabic, the future progressive can be expressed using the future form of **يكون** plus a present active participle or circumstantial nominalization, which is often preferred to the simple present

form of the main verb in question. Consider the following English sentences along with their Arabic translations:

I will be sitting in class at this time tomorrow.

سأكون/ سوف أكون جالساً في الصف في مثل هذا الوقت من يوم غد.

We'll be waiting for you tonight.

سنكون/ سوف نكون بانتظارك الليلة.

Soha will be studying when her brother gets home.

سنكون/ سوف تكون سهى منهمكةً بالدراسة عندما يصل اخوها الى البيت

SAQs (9)



Give three English sentence examples of the future progressive along with their Arabic counterparts.

Exercise (14)



Translate the following English sentences into Arabic, focussing on the future progressive in them.

1. I'll be sleeping when you leave early this morning.

.....

2. The manager will be holding a meeting at ten tomorrow morning.

.....

3. Omar will be receiving the guests at the party tonight.

.....

4. We're going to be playing tennis by the time you get out of work today.

.....

5. The American delegation will be focussing on economic issues in this visit.

.....

6. Ahmed will be driving his sister to the airport by the time you wake up.

.....

2.5 The Perfective Tenses

2.5.1 The Present Perfect

The present perfect in English is used to express something that happened or never happened before now at an unspecified time in the past. Formally, the present perfect has no corresponding tense in Arabic. However, Arabic uses the simple past (often with قد) along with appropriate adverbial markers to convey the meaning of the present perfect. Consider the following English examples alongside their Arabic counterparts:

George and Mary have moved into a new apartment.

لقد انتقل جورج وماري الى شقةٍ جديدةٍ.

I have already seen that film.

لقد شاهدت هذا الفيلم من قبل.

Huda has met many friends since she came here in June.

لقد قابلت هدى كثيراً من الاصدقاء منذ ان جاءت الى هنا في حزيران الماضي.

Jamal has never seen snow before.

لم ير جمال الثلج من قبل قط.

Further, the present perfect in English may be used to express a situation that began in the past and continues to the present. In this case, Arabic uses the simple present or simple past form of the verb with the appropriate adverbials as can be illustrated below:

I have lived in Amman for two years.

سكنت/ اسكن في عمان منذ سنتين.

We have played football since we were children.

لعبنا/ نلعب كرة القدم منذ ان كنا اطفالاً.

Omar has had this car for two weeks only.

ملك عمر هذه السيارة منذ اسبوعين فقط.

SAQs (10)



1. How is the present perfect in English translated into Arabic when it is used to express an activity at an unspecified time in the past? Give examples of your own to illustrate your answer.
2. How does Arabic express the present perfect in English when it is used to indicate a situation that began in the past and continues to the present? Give examples.



Translate the following English sentences into Arabic, concentrating on the present perfect in them.

1. I have been to the United States many times.
.....
2. Have you ever visited China?
.....
3. Sami has just finished his term paper.
.....
4. I have known Sarah for two years.
.....
5. Mary hasn't attended any parties since she came here.
.....
6. We've taken two tests since the beginning of the semester.
.....
7. Ahmed has never travelled by plane before.
.....
8. Ali and Jameela have been married for six months now.
.....

2.5.2 The Present Perfect Progressive

The present perfect progressive in English is used to indicate the duration of an activity that began in the past and continues to the present, or a general activity in progress recently. In Arabic, the meaning of the present perfect progressive is expressed by using **ما زال** or **لم يزل** plus the simple present form of the verb. For certain verbs (intransitive verbs in particular), the present active participle may be used instead of the main verb. The following English examples along with their Arabic translations illustrate this:

I have been playing basketball since ten o'clock.

لم أزل/ ما زلت ألعب كرة السلة منذ الساعة العاشرة.

They have been sitting here for two hours.

لم يزلوا/ ما زالوا يجلسون/ جالسين هنا منذ ساعتين.

Huda has been thinking about changing her major.

لم تزال/ ما زالت هدى تفكر في تغيير تخصصها.

George has been working at the same store since 1989.

لم يزل/ ما زال جورج يعمل في نفس المتجر منذ عام 1989م.

SAQs (11)



How is the present perfect progressive translated into Arabic?
Give examples of your own to illustrate your answer.

Exercise (16)



Translate the following English sentences into Arabic, paying special attention to the present perfect progressive in them.

1. The children have been sleeping for the last two hours.
.....

2. Ahmed has been talking on the phone for twenty minutes.
.....

3. The baby has been crying for almost half an hour.
.....

4. I've been trying to improve my French.
.....

5. Huda has been sitting in the waiting room since nine o'clock.
.....

6. It has been snowing since yesterday.
.....

7. They've been studying hard since they entered university.
.....

8. The telephone has been ringing for more than two minutes.
.....

2.5.3 The Past Perfect

The past perfect in English is used to express an activity that was completed before another activity or time in the past. In Arabic, the meaning of the past perfect is expressed by using the past form of **يكون** plus **قد** and the simple past form of the main verb. The following examples are illustrative:

My parents had already eaten by the time I got home.

كان والداي قد تناولا طعامهما عندما وصلت إلى البيت.

Until yesterday, I had not heard about the explosion.

حتى البارحة لم أكن قد سمعت عن الانفجار.

The rain had stopped by the time class was over.

كان المطر قد توقف عندما إنتهت المحاضرة.



Give two English examples of the past perfect along with their Arabic translations.



Translate the following English sentences into Arabic, focussing on the past perfect in them.

1. We couldn't cross the river because the flood had already washed away the bridge.

.....

2. The children had already gone to sleep as we got home late.

.....

3. The teacher had already given out the test papers when I walked into the room.

.....

4. The host had already served dinner when George showed up.

.....

5. Huda had already left when I called to ask for her.

.....

2.5.4 The Past Perfect Progressive

The past perfect progressive in English is used to emphasize the duration of an activity that was in progress before another activity or time in the past, or in progress recent to another time or activity in the past. In terms of translation, ظل plus the present form of the main verb and كان plus the present form of the main verb along with an adverbial can be utilized to capture the two uses of the past perfect progressive, respectively. Consider the following two English examples along with their Arabic translations:

The police had been looking for the criminal for three months before they arrested him.

ظلت الشرطة تبحث عن المجرم لمدة ثلاثة شهور قبل أن تقوم باعتقاله.

Mary's hair was still wet because she had been swimming.

كان شعر ماري مازال/لم يزل مبتلاً لأنها كانت تسبح قبل ذلك.



How is the past perfect progressive translated into Arabic? Give two examples to illustrate your answer.



Translate the following English sentences into Arabic.

1. Huda had been living in Paris before she moved to London.
.....
2. Mona's eyes were red because she had been crying.
.....
3. The patient had been waiting in the emergency room for long before the doctor examined him.
.....
4. The student couldn't answer the question because he had been daydreaming during the lecture.
.....

2.5.5 The Future Perfect

The future perfect is used in English to express an activity that will be completed before another time or event in the future. In Arabic, the future perfect is expressed by using the future form of يكون plus قد and the simple past form of the main verb. The following examples are illustrative:

My parents will have gone to sleep by the time I get home.

سيكون/ سوف يكون والدي قد ذهباً للنوم قبل أن أصل إلى البيت.

Soha will have prepared the next unit by the time class begins at eleven o'clock.

ستكون/ سوف تكون سهى قد أعدت الوحدة التالية قبل أن تبدأ المحاضرة الساعة الحادية عشرة.

Ali and Huda will have been married for six years next week.

سيكون/ سوف يكون قد مضى على زواج علي وهدي ست سنوات بحلول الأسبوع المقبل.

SAQs (13)



Give three examples of the future perfect in English together with their Arabic translations.

Exercise (19)



Translate the following English sentences into Arabic, concentrating on the future perfect in them.

1. Mona will have graduated from university by the time her younger brother is eighteen years old.
.....
2. I will have finished my paper by the time the tennis tournament starts next month.
.....
3. My parents will have been married for twenty five years this June.
.....
4. Will you have gone to bed by eleven tomorrow night?
.....
5. When my father retires from the army next week, he will have served for thirty years.
.....

3. The Modals

Modal verbs are auxiliary verbs that express a speaker's attitudes or moods. For example, by using modals a speaker can indicate whether he feels something is necessary, advisable, permissible, or possible, and he can convey the strength of these attitudes. The modal auxiliaries in English are can, could, had better, may, might, must, ought to, shall, should, will, would, be able to, be going to, be supposed to, be to, have to, had to, have got to, and used to. Similarly, Arabic uses a good number of modal auxiliaries such as *سوف*, *يمكن*, *يفترض*, *يرجح*, *يستحسن*, *ينبغي*, *يجب*, *يحتمل*, *سأ*, *سوف*, *يمكن*, *يفترض*, *يرجح*, *يستحسن*, *ينبغي*, *يجب*, *يحتمل*, etc.

The following English examples together with their Arabic translations are illustrative:

Ali can speak English fluently.

يستطيع علي أن يتكلم الإنجليزية بطلاقة.

I should study hard tonight.

ينبغي أن أدرس بجد هذه الليلة.

You must apologize to him immediately.

يجب عليك أن تعتذر له حالاً.

Mona will fail her driving test tomorrow.

ستفشل منى في اختبار السواقة غداً.

We may leave tomorrow morning.

يحتمل أن نُسافر غداً صباحاً.

May I borrow your pen?

هل يمكن أن استعير قلمك؟

It should be noted that each modal auxiliary in English may have more than one meaning or use. For example, may can be used to express a polite request, to give a formal permission and to indicate less than 50% certainty. The following examples together with their Arabic translations illustrate these uses, respectively:

May I comment on these ideas?.

هل يمكن أن أعلق على هذه الأفكار؟

You may express your point of view now.

يمكنك أن تعبر عن وجهة نظرك الآن.

Ahmed may be at the library.

ربما يكون أحمد في المكتبة/ يحتمل أن يكون أحمد في المكتبة.

SAQs (14)



1. Give five English sentences involving modal auxiliaries along with their Arabic translations.
2. What are the three uses of may in English? Give an example of your own of each use together with its Arabic counterpart.

Exercise (20)



Translate the following English sentences into Arabic, paying special attention to the modal auxiliaries in them.

1. Huda can type very fast.
.....
2. I ought to go to sleep early tonight.
.....
3. Ali must go to class now.
.....
4. You had better work hard, or you will fail the course.
.....
5. The lecture is supposed to begin in five minutes.
.....
6. He will be here at twelve noon.
.....
7. Could you open the window, please?
.....
8. I would rather go to the park than stay home.
.....
9. Shall I turn on the air-conditioner?
.....
10. Will you please close the door?
.....

3.1 Modals in Polite Requests

English modals are frequently used in making polite requests. Consider the following examples.

- May/Could/Can I open the window?
- Would you mind if I opened the window?
- Would/Will/Could/Can you open the window?
- Would you mind opening the window?

Similarly, Arabic commonly uses the following modal expressions in these contexts:

- هل من الممكن أن أفتح الشباك؟
- هل يمكنني أن أفتح الشباك؟
- هل من الممكن أن تفتح الشباك؟
- هل يمكنك أن تفتح الشباك؟
- هل تتكرم/ تتلطف بفتح الشباك؟
- هلاً تكرمت/ تلطفت بفتح الشباك؟

SAQs (15)



Give three English polite requests involving modals along with their Arabic counterparts.

Exercise (21)



Translate the following English polite requests into Arabic.

1. May I use the phone for a local call, please?
.....
2. Could you give me a lift to the airport tomorrow morning?
.....
3. Would you mind turning the radio off?
.....
4. Will you please mail this letter for me?
.....
5. Can you pass the salt, George?
.....
6. Would you mind if I turned the heat on?
.....
7. Could I ask you to explain this again?
.....
8. Would you close the door behind you, please?
.....

3.2 Expressing Necessity, Lack of Necessity and Prohibition

For expressing necessity, English uses *must*, *have to*, and *have got to*. *Must* is particularly used for urgent necessity while the other two are used in general statements of obligation, with *have got to* being exclusively informal. Similarly, Arabic uses *يجب* and *يتوجب* for expressing necessity, *يتوجب* being less strong than *يجب*. The following English examples together with their Arabic counterparts are illustrative:

We must leave right away.

يجب علينا أن نذهب فوراً.

All applicants must have a Ph.D.

يجب على جميع المتقدمين أن يكونوا من حملة الدكتوراة.

I have to be home early today.

يتوجب عليّ أن أصل الى البيت مبكراً اليوم.

I have got to go to class now.

يتوجب عليّ أن اذهب الى المحاضرة الآن.

As for lack of necessity and prohibition in English, they are expressed by *have to* and *must* in the negative, respectively. In Arabic, lack of necessity and prohibition are expressed by *ليس ملزماً/ ليس لزاماً* and *يجب ألاّ*, respectively. The following English examples along with their Arabic counterparts are illustrative:

I don't have to attend tomorrow's meeting.

ليس لزاماً عليّ أن أحضر اجتماع غدّ.

We don't have to pay the loan back this year.

لسنا ملزمين ان نسدّ القرض هذه السنة.

You must not tell this secret to anyone.

يجب عليك ألاّ تخبر أحداً بهذا السر.

You must not leave your rooms at night.

يجب عليكم ألاّ تغادروا غرفكم في الليل.

SAQs (16)



1. Give three English examples of using modals for necessity along with their Arabic counterparts.
2. Give two English examples of lack of necessity and prohibition along with their Arabic counterparts.

Exercise (22)



Translate the following English sentences into Arabic, focussing on the necessity, lack of necessity and prohibition modals in them.

1. Waiters don't have to wear a uniform in Jordan.
.....
2. Students must not cheat during tests.
.....
3. Bats don't have to see in order to avoid obstacles.
.....
4. I have to hand in my term paper next week.
.....
5. Huda must wake up early tomorrow in order to make it for her job interview at eight.
.....
6. We must not allow some species to become extinct.
.....
7. I have got to stay up late tonight because I have two exams tomorrow.
.....
8. Abdulla had to take the bus to work yesterday because his car broke down.
.....

3.3 Expressing Advisability

English uses *should, ought to and had better* for expressing advisability, i.e., for giving advice. For its part, Arabic uses *ينبغي* and *يفضل* for expressing advisability. English *had better* is usually stronger than *should and ought to*. This being the case, *had better* may be translated into *يفضل*, which probably sounds a little bit stronger than *ينبغي*. The two examples below are illustrative:

Drivers should obey traffic signs.

ينبغي أن يلتزم السائقون بإشارات المرور.

I ought to study harder in this semester.

ينبغي أن أدرس بجد أكثر في هذا الفصل.

We had better work harder or we'll flunk this course.

يفضل ان ندرس بجد أكثر وإلا رسبنا في هذا المقرر.

SAQs (17)



Give three examples of advisability in English along with their Arabic counterparts.

Exercise (23)



Translate the following English sentences into Arabic, focussing on advisability in them.

1. You shouldn't stay up late tonight because you look tired.

.....

2. Huda had better go to sleep now, or she'll start yawning very soon.

.....

3. I should see the dentist because I have a toothache.

.....

4. Ali ought to improve his English if he decides to stay in the English Department.

.....

5. We'd better stop at the next service station, or we'll run out of gas.

.....

6. You should drink some water because you have the hiccups.
.....
7. Sami had better not be late to the meeting tomorrow, or the manager will be angry with him.
.....
8. Mona should return these books to the library because they are overdue.
.....

3.4 Expressing Lost Opportunities and Expectations

English uses the past form of should, i.e., should have+past participle, to express lost opportunities and less commonly the past form of ought to. For the same purpose, Arabic usually uses كان plus the modal verb على. The following examples are illustrative:

Ahmed should have gone to the meeting yesterday.

كان على أحمد ان يذهب الى الاجتماع امس.

I should have invited Mona to the party last week.

كان عليّ أن أدعو منى الى الحفلة الاسبوع الماضي.

Huda shouldn't have dropped her courses this semester.

ما كان على هدى أن تنسحب من مقرراتها هذا الفصل.

I ought not to have spoken to her about this at all.

ما كان عليّ أن اتكلم معها بهذا الخصوص إطلاقاً.

As for expectations, English uses be supposed to and be to to express the idea that someone expects something to happen. Similarly, Arabic uses يفترض to express expectations. Consider the following English examples along with their Arabic counterparts:

The demonstration is supposed to start at eleven o'clock.

من المفترض/ يفترض ان تبدأ المظاهرة الساعة الحادية عشرة.

The students were supposed to meet in front of the club.

كان من المفترض ان يلتقي الطلبة امام النادي.

The committee is to meet tomorrow.

من المقرر أن يجتمع اللجنة غداً.

It should be noted that be to is stronger than be supposed to and is very close in meaning to must except for the fact that it includes strong expectations on someone else's part. For this reason, it may be translated into من المقرر , which, more or less, captures similar shades of meaning.

SAQs (18)



1. How do English and Arabic express lost opportunities by modals? Give three examples to illustrate your answer.
2. How do English and Arabic express expectations by modals? Give three examples to illustrate your answer.

Exercise (24)



Translate the following English sentences into Arabic, focussing on the expression of lost opportunities in them.

1. Soha shouldn't have left the door open.
.....
2. I should have called George last night.
.....
3. Ali shouldn't have lied to his mother.
.....
4. You ought not to have exerted yourself in this way.
.....
5. We should have studied harder last semester.
.....
6. Soha ought to have consulted her doctor a long time ago about this.
.....

Exercise (25)



Translate the following English sentences into Arabic, focussing on the expression of expectations in them

1. We're supposed to find solutions to the water problem soon.
.....
2. University students are not to smoke during examinations.
.....
3. I was supposed to find Ahmed a job at the company.
.....

4. We're not supposed to ask your opinion on an issue like that.
.....

5. George is not supposed to agree with the manager on everything.
.....

6. The employees are not supposed to keep quiet for ever.
.....

3.5 Making Suggestions

English may use shall and could to make suggestions. Similarly, Arabic may use هل لي/لنا and يمكن for making suggestions. The following examples are illustrative:

Shall I make you a cup of tea?

هل لي أن أعدّ لك كأساً من الشاي؟

Shall we start now?

هل لنا أن نبدأ الآن؟

A: What should we do tonight?

أ: ماذا ينبغي أن نعمل هذه الليلة؟

B: We could go to the cinema?

ب: يمكننا أن نذهب إلى السينما.

A: I failed my math exam.

أ: فشلت في امتحان الرياضيات.

B: You could have asked Ahmed to help you.

ب: كان بإمكانك أن تطلب المساعدة من أحمد.

SAQs (19)



Give three examples of using modals for making suggestions in English along with their Arabic counterparts.



Translate the following English sentences into Arabic, focussing your attention on making suggestions by modals.

1. Shall we meet tomorrow morning?
..... أ:
2. Shall I turn on the air-conditioner?
..... ب:
3. A: What should we do tomorrow?
..... أ:
B: We could go on a picnic.
..... ب:
4. A: I'm having trouble with equations.
..... أ:
B: You could talk to your teacher about this.
..... ب:
5. A: I took a taxi to the airport, and it cost me a fortune.
..... أ:
B: You could have taken the airport bus.
..... ب:

3.6 Expressing Degrees of Certainty

3.6.1 Present Time

Degrees of certainty refer to how sure we are when we talk about different things. English uses must, may, might and could to express degrees of certainty in affirmative statements in the present time. On the one hand, must expresses a high degree of certainty (approximately 95%) and the others, i.e., may, might and could express a less than 50% degree of certainty, on the other. Similarly, Arabic uses لا بدّ to express a high degree of certainty and يمكن/من الممكن/يحتمل/من المحتمل, or لعلّ to express a less than 50% degree of certainty. The following examples are illustrative:

- Ali must be sick. لا بدّ أن علياً مريضٌ
Mona must be home now. لا بدّ أن منى في البيت الآن

The baby may/might/could be hungry.

لعلّ الرضيعُ جائعٌ (أو) يمكن/يحتمل أن يكون الرضيعُ جائعاً.

The manager may/might/could be angry.

لعلّ المديرَ غاضبٌ (أو) من الممكن/من المحتمل أن يكون المديرُ غاضباً.

In negative statements in the present, the situation is a little different. English uses the negative forms of must, can and could to express a high degree of certainty and may and might to express a less than 50% degree of certainty. As for Arabic, it uses لا يمكن/لا يحتمل or من غير الممكن/من غير to express a high degree of certainty and يمكن/يحتمل or من الممكن/من المحتمل plus the negative to express a less than 50% degree of certainty. The following examples are illustrative:

The boys must not/can't/couldn't be at school now.

لا يمكن/لا يحتمل أن يكون الأولادُ في المدرسة الآن.

Ali must not/can't/couldn't be hungry.

من غير الممكن/من غير المحتمل أن يكون عليّ جائعاً.

The boys may not/might not be at school now.

يمكن/يحتمل ألا يكون الأولادُ في المدرسة الآن.

Ali may not/might not be hungry.

من الممكن/من المحتمل ألا يكون عليّ جائعاً.

SAQs (20)



1. Give three English examples of present affirmative statements expressing different degrees of certainty together with their Arabic counterparts.
2. Give three English examples of present negative statements expressing different degrees of certainty together with their Arabic counterparts.



Translate the following English sentences into Arabic, paying special attention to the expression of degrees of certainty in them.

1. Jamal can't be reckless.
2. Huda must be angry because of that.
3. That bird could be an eagle.
4. This book may not belong to Mona.
5. George must be very rich.
6. This might be the correct answer.
7. Soha must not be this stupid.
8. The children must be very happy now.

3.6.2 Past Time

In past affirmative statements, English uses *must* to express a high degree of certainty and *may*, *might* and *could* to express a less than 50% degree of certainty. Similarly, Arabic uses *لا بدّ* to express a high degree of certainty in the past and *من الممكن/من المحتمل* or *لعلّ/يمكن/يحتمل* to express a less than 50% degree of certainty. Consider the following examples:

Sami must have been sick.

لا بدّ أن سامي كان مريضاً.

Mona may/might/could have been angry.

لعلّ منى كانت غاضبةً (أو) يمكن/يحتمل أن منى كانت غاضبةً.

The girls may/might/could have gone to school.

لعلّ البنات ذهبن إلى المدرسة (أو) من الممكن/من المحتمل أن تكون البنات (قد) ذهبن إلى المدرسة.

In past negative statements, English uses *could*, *can* and *must* to express a high degree of certainty and *may* and *might* to express a less than 50% degree of certainty. Similarly, Arabic utilizes *من غير المحتمل* or *لا يمكن/لا يحتمل* to express a high degree of certainty in the past and *يمكن ألاّ/من الممكن ألاّ* or *يحتمل ألاّ* to express a less than 50% degree of certainty. The following examples are illustrative:

Sami must not/couldn't/can't have been sick.

لا يمكن/ لا يحتمل ان سامي كان مريضاً.

The boys must not/couldn't/can't have gone to school.

من غير الممكن/ من غير المحتمل أن يكون الأولاد (قد) ذهبوا الى المدرسة.

The baby may/might have been hungry.

لعلّ الرضيع كان جائعاً (أو) يمكن/ يحتمل أن الرضيع كان جائعاً.

Ali may/might have gone to sleep.

لعلّ علياً ذهب للنوم (أو) من الممكن/ من المحتمل أن يكون عليّ (قد) ذهب للنوم.

SAQs (21)



1. Give three English examples of past affirmative statements expressing different degrees of certainty along with their Arabic counterparts.
2. Give three English examples of past negative statements expressing different degrees of certainty along with their Arabic counterparts.

Exercise (28)



Translate the following English sentences into Arabic, paying special attention to the expression of degrees of certainty in them.

1. Huda must have stayed up late last night.
.....

2. The test may have been very easy.
.....

3. George can't have been the killer.
.....

4. Ali could have overslept this morning.
.....

5. You might have misunderstood him.
.....

6. George must not have met her.
.....

7. Something must have gone wrong.
.....

3.6.3 Future Time

English uses will, should, ought to, may, might and could to express different degrees of certainty in the future. Will expresses a 100% degree of certainty and should and ought to express a high degree of certainty (approximately 90%), whereas may, might and could express a less than 50% degree of certainty. Similarly, Arabic uses *سوف/سأ* and *ينبغي* to express an optimal and high degree of certainty, respectively, whereas it uses *يمكن/من الممكن/من المحتمل* and *يحتمل* to express a less than 50% degree of certainty. The following examples are illustrative:

Huda will come tomorrow.

سأتأتي/سوف تأتي هدى غداً.

Huda should/ought to come tomorrow.

ينبغي أن تأتي هدى غداً.

Huda may/might/could come tomorrow.

من الممكن/من المحتمل أن تأتي هدى غداً.

SAQs (22)



Give three examples involving different degrees of certainty in the future together with their Arabic translations.

Exercise (29)



Translate the following English sentences into Arabic, focussing on the expression of different degrees of certainty in them.

1. The Prime Minister will leave for London tomorrow.
.....
2. Mona should pass her finals this semester.
.....
3. George might not come to my birthday party tonight.
.....
4. I could get a 90% in this course.
.....
5. My brother ought to graduate from medical school this year.
.....

3.7 Expressing Habitual Past

English uses *used to* and *would* to express habitual actions in the past. It may also use *used to* (but not *would*) to express situations that existed in the past. As for Arabic, it uses the past form of *يكون* plus the present form of the verb to express habitual past. The following examples are illustrative:

My father used to/would read me a story every night when I was six years old.

كان أبي يقرأ لي قصة كل ليلة عندما كنت في السادسة من عمري.

I used to/would play basketball when I was a college student.

كنت ألعّب كرة السلة عندما كنت طالباً في الجامعة.

One of my relatives used to live in Chicago.

كان أحد أقاربي يعيش في شيكاغو.

SAQs (23)



Give two English examples of habitual past along with their Arabic translations.

Exercise (30)



Translate the following English sentences into Arabic, paying special attention to the habitual past in them.

1. I used to be very shy when I was a little kid.
.....
2. My sister used to sit in the back of the classroom, but now she prefers to sit in the front row.
.....
3. When George was in high school , he would play volleyball.
.....
4. Soha used to speak French fluently when she was living in France.
.....
5. When Ali was in the army, he would visit his folks every month.
.....

3.8 Expressing Preference

English uses *would rather* to express preference in the present. Similarly Arabic uses *يحبُّذ/يفضِّل* to express preference in the present. However, Arabic uses the uninflected *حبذا لو* or *ليت* for expressing preference in the past which corresponds to *would rather have plus the past participle of the verb in question*. Consider the following examples:

I would rather stay at home tonight than go to the movies.

أفضِّل/أحبُّذُ البقاءَ/ أن أبقى في البيت هذه الليلة على الذهاب/ أن أذهب إلى السينما.

Huda would rather study history than linguistics.

تفضِّلُ/حبُّذُ هدى دراسة/ أن تدرس التاريخ على اللغويات.

The film was okay, but I'd rather have gone to the party last night.

لقد كان الفيلم مقبولاً ولكن حبذا لو/ ليتني ذهبت إلى الحفلة الليلة الماضية.

SAQs (24)



Give two English examples of expressing preference by *would rather* along with their Arabic translations.

Exercise (31)



Translate the following English sentences into Arabic, paying particular attention to the expression of preference in them.

1. Ali would rather join the army than study at university.

.....

2. I'd rather not tell you this secret.

.....

3. Mona would rather play tennis this afternoon than go swimming.

.....

4. We went to the meeting, but we'd rather not have gone to it.

.....

5. I'd rather be lying on the beach than sitting in class now.

.....

6. My father would rather live in a small village than a big city.

.....

3.9 Expressing Ability

English uses can, be able to and could to express ability. Similarly, Arabic uses *يستطيع* / *يمكن* and *يستطيع* / *يمكن* to express ability. The following examples are illustrative:

Ahmed can fly an aircraft.

يستطيع أحمد أن يقود الطائرة.

I can play the piano.

يمكنني / أستطيع العزف على آلة البيانو.

When Soha was eighteen years old, she could run very fast.

عندما كانت سهى في العشرين من عمرها كانت تستطيع الجري بسرعة كبيرة.

Ali was able to reach the top of the mountain yesterday.

تمكن / استطاع علي أن يصل إلى قمة الجبل أمس.

SAQs (25)



Give three English examples of expressing ability by modals along with their Arabic counterparts.

Exercise (32)



Translate the following English sentences into Arabic, paying special attention to the expression of ability in them.

1. Jamal can speak two foreign languages.
.....
2. George was able to run ten miles without stopping yesterday.
.....
3. I can lift this heavy box easily.
.....
4. Mary couldn't open the door last night because she lost the key.
.....
5. Ali will be able to finish his Ph.D. within three years.
.....
6. When Mona was in college, she could go swimming every day.
.....

4. The Passive and The Causative

4.1 The Passive

The passive voice is frequently used in English when the agent (the doer of the action) is not known or when it is not important to know the agent. Similarly, Arabic may utilize the agentless passive voice in comparable situations. Consider the English examples below together with their Arabic counterparts:

Rice is grown in India. يُزرع الأرز في الهند.

This university was built in 1920. م. 1920 بنيت هذه الجامعة في سنة 1920.

English is used all over the world. تستعمل الإنجليزية في جميع أنحاء العالم.

Also, English may use the passive with the «by phrase» when it is important to know who performs the action. In this case, Arabic resorts to the active rather than the passive to indicate the identity of the agent. The following examples of agentive passives are illustrative:

Hamlet was written by Shakespeare.

كتب شكسبير مسرحية هاملت.

Paper was invented by the Chinese.

إخترع الصينيون الورق.

It should be noted that Arabic may also use the topic-comment sentence *جملة المبتدأ والخبر* in translating agentive English sentences, thus focussing attention on the subject of the passive sentence in English, which is, in fact, one of the functions of the passive in English. By way of illustration, following are the Arabic topic-comment sentences corresponding to the two sentences above:

مسرحية هاملت كتبها شكسبير.

الورق اخترعه الصينيون.

Finally, Arabic may use nominalization, i.e., *تمّ* + nominal as a frequent correspondent to English passive verbs. The following examples are illustrative.

The road will be completed next month.

سيتمّ إنهاء الطريق الشهر القادم.

This olive oil was imported from Spain.

تمّ استيراد زيت الزيتون هذا من إسبانيا.

This kind of car is manufactured in Japan.

تمّ صناعة هذا النوع من السيارات في اليابان.

SAQs (26)



1. Give three examples of agentless passives in English along with their Arabic counterparts.
2. Give three examples of agentive passives in English along with suggested Arabic translations.

Exercise (33)



Translate the following English sentences into Arabic, paying special attention to the passive forms in them.

1. These clothes were made in England.
.....
2. English is taught in every school in Jordan.
.....
3. Petra is visited by hundreds of tourists every day.
.....
4. The World Cup soccer games are being televised all over the world.
.....
5. Many small Indian villages were destroyed by a hurricane.
.....
6. The winning goal was scored by Ahmed.
.....
7. Many applicants have been interviewed since the morning.
.....
8. Cattle are raised in Jordan.
.....
9. My purse has been stolen.
.....
10. The new hospital is going to be built in the suburbs.
.....

Exercise (34)



Translate the following English text into Arabic, paying particular attention to the passive constructions in it.

The eating habits of the Indo-Pakistan sub-continent are influenced by historical and geographical factors. Since the earliest times the sub-continent has been invaded by many tribes from the North. Later on it was occupied by the British. Only recently was the region divided into the two independent countries of India and Pakistan.

4.2 The Causative

English uses make, have, and get to express causativization, i.e., the idea that x causes y to do something. *Make* gives the idea that x forces y to do something, while *have* gives the idea that x requests y to do something. As for *get*, it gives the idea that x persuades y to do something. In Arabic, *make* is commonly translated into أجبر/أرغم, while *have* may be translated into جعل, as it is generally construed as being less strong than أجبر/أرغم. As for *get*, it can be translated into أقنع or تمكن من إقناع. The following examples are illustrative:

Ahmed made Mona change her opinion.

أرغم/أجبر أحمدُ منى على تغيير رأيها.

Ahmed had Mona change her opinion.

جعل أحمدُ منى تغيير رأيها.

Ahmed got Mona to change her opinion.

تمكن أحمد من إقناع منى بتغيير رأيها.

SAQs (27)



Give three examples of the causative verbs in English together with their Arabic counterparts.

Exercise (35)



Translate the following English sentences into Arabic, concentrating your attention on the causative verbs in them.

1. The teacher had many students write the report again.

.....

2. The officer made the recruit crawl round the yard.
.....
3. Sad movies make my mother cry.
.....
4. The students got the professor to dismiss class early.
.....
5. I had my friend Sami take me to the airport in his car.
.....
6. Do you think we can get George to cooperate with us?
.....
7. Maha had/got her watch repaired yesterday.
.....
8. Sometimes parents make their children do some housework.
.....

5. Overview

This unit has addressed itself to verbs and verb phrases in English and Arabic. First, it has elaborately dealt with the translatability into Arabic of various English tenses, including the simple tenses, the progressive tenses, and the perfect tenses. Second, the unit has offered a detailed translational account of modality in English and Arabic, focussing on expressing requests, necessity, lack of necessity, prohibition, advisability, lost opportunities, expectations, degrees of certainty, habitual past, preference, and ability. Finally, this unit has shed light on the translatability of English passivization and causativization into Arabic.

6. Preview of Unit Four

The next unit will deal with the translatability of English adjectives, adverbs, and prepositions into Arabic. First, it will examine the translatability of English adjectives into Arabic, focussing on the difference between attributive and predicative adjectives. Then, the unit will touch on the translatability of the different types of English adverbs into Arabic. Finally, it will address itself to the rather complex issue of translating English prepositions into Arabic, focussing on the subtleties and difficulties that arise in this undertaking.

7. Answer Key

Exercise (1)

(1) تطبخ فاطمة لاطفالها كل يوم (2) أقامت أختي حفلة عيد ميلاد الاسبوع الماضي (3) سيذهب سامي وهدى إلى السينما غداً مساءً (4) أحياناً تنساقط الثلوج في الأردن (5) لعب الأولاد كرة القدم هذا الصباح (6) سيزور رمزي جدّه الشهر القادم.

Exercise (2)

(1) يتنفس الإنسان الأوكسجين ويخرج ثاني اوكسيد الكربون (2) يمتلك اخو سوزان بيتاً في عمان (3) يذوب الملح في الماء (4) ينكسر الزجاج بعكس الحديد (5) أمّ كرم موسيقية/ تعمل أمّ كرم موسيقية (6) يتجمد الماء عند درجة الصفر المئوي (7) يعمل صديقي في صيدلية (8) تعيش الحيوانات الضارية على الفرائس (9) البشر مخلوقات عاقلة (10) يضع الدجاج بيضاً.

Exercise (3)

(1) التمساح من الزواحف/ التمساح حيوان زاحف (2) البتراء في الاردن/ تقع البتراء في الأردن (3) للنبته جذور (4) الخشب قابل للإشتعال (5) النسر طيور جارحة (6) للطيور اجنحة (7) الجرذان من القوارض.

Exercise (4)

الشمس والنجوم هي المصادر الطبيعية للضوء المرئي ولكن هناك أيضاً اشكالاً من الضوء لا نستطيع رؤيتها. ومن أمثلة ذلك الأشعة تحت الحمراء والأشعة فوق البنفسجية وهذه تشمل أمواج لاسلكية وأشعة إكس وأشعة جاما. ونحن لا نستطيع رؤية هذه الأشكال من الضوء لأن العين البشرية غير حساسة لها.

Exercise (5)

(1) نشرب عصير البرتقال كل صباح (2) كثيراً ما تناول هدى البيض والجبنه على الفطور (3) لا أذهب للنوم أبداً قبل منتصف الليل (4) تلعب البنات الريشة الطائرة كل يوم جمعة (5) يتبادل رمزي وسلمي الهدايا في عيدي ميلادهما (6) تزور منى جدتها دائماً في عيد الميلاد (7) نادراً ما يذهبون للسباحة في فصل الشتاء (8) تشاهد العائلات الاردنية التلفاز كل ليلة تقريباً.

Exercise (6)

أنهض من النوم حوالي التاسعة صباحاً في معظم الأيام لأنني عادة ما أنام متأخراً. وعندما أنهض من فراشي تطلق كافة مفاصلي مذكرة إباي بالألم المألوف الذي يعقب التمارين. فكل يوم علي أن اذوق قدراً من الألم....

Exercise (7)

(1) أفهم وجهة نظرك تماماً (2) هدى ختاج قلماً وورقةً (3) هل تعرف الاجابة عن هذا السؤال؟ (4) أمامي ثلاثة أيام فقط لإنهاء هذا البحث (5) يبدو أن البنيت غاضبةً من أمها (6) يشعر الأولاد بالتعب والعطش/الأولادُ تعبون وعطشُ (7) نفضل البقاء في البيت هذه الليلة (8) هل تريد كأساً من الشاي يا هاني؟

Exercise (8)

(1) ذهب الولد إلى المدرسة ماشياً أمس (2) غادر الضيوف باكراً هذا الصباح (3) باعت هدى سيارتها الشهر الماضي (4) لم أسمع الرعد خلال العاصفة الليلة الماضية لأنني كنت نائماً (5) وقف الجنود تحت شجرة عندما بدأت تمطر (6) عاش المنشق الروسي في لندن لمدة سنتين قبل ان ينتقل الى روما (7) إتصل جورج بروجر الساعة التاسعة الليلة الماضية لكنه لم يكن في البيت (8) كان الطقس جميلاً أمس عندما ذهبت في جولةٍ مع ماري في المتنزه.

Exercise (9)

حاصر حريقٌ فتاةً في الثانية عشرة من عمرها في غرفة نومها في الطابق العلوي الليلة الماضية. وقد وصل رجال الاطفاء بسرعةٍ وتمكنوا من إنقاذها. ومن ثم تم نقلها إلى المستشفى في سيارة إسعاف. هذا ولم تصب الفتاة بأذى ولكن تمت معالجتها من آثار الصدمة.

Exercise (10)

(1) اعتقد أن فريقنا سيربح/ سوف يربح المباراة (2) ستخرج/ سوف تخرج سهى في شهر حزيران (3) سيحضر/ سوف يحضر معظم الموظفين الاجتماع يوم الاحد (4) نحن متأكدون أن المطر سيتوقف/ سوف يتوقف قريباً (5) سأبلغ/ سوف أبلغ الثلاثين من عمري الأسبوع القادم (6) سترفع/ سوف ترفع الحكومة الأسعار في المستقبل القريب.

Exercise (11)

(1) A: Do you know that Huda is in hospital? B: No, I'll send her some flowers in the morning (2) A: When can I see you, Ahmed? B: Well, I'll see you tonight (3) A: Why have you brought all these books? B: I'm going to write a paper as soon as possible (4) A: Why have you saved all this money? B: I'm going to buy a car soon (5) A: Goodness! I can't open this door B: Don't worry! I'll open it for you.

Exercise (12)

(1) الأولاد ذاهبون الى المدرسة الآن (2) يستمع أحمد الى الموسيقى في غرفته الآن (3) سنقوم/ سوف نقوم بزيارة المتحف بعد غدٍ (4) حاول هدى أن تحسن لغتها الإنجليزية في هذا الفصل (5) الفتاة الصغيرة نائمة في غرفتها الآن (6) اقوم بكتابة تقرير آخر في الشهر الحالي (7) سيدعو جمال بعض الاصدقاء إلى بيته الاسبوع المقبل (8) أنا مسجل في ستة مسابقات هذا الفصل (9) يفكر المدير بتوسيع الشركة هذه الأيام (10) تتحدث أختي على الهاتف الآن.

Exercise (13)

(1) كانت منى تدرس في المكتبة في مثل هذا الوقت من يوم أمس (2) كان أخي وأختي يتجادلان في أمر ما عندما دخلت الغرفة (3) كانت الطيور تغرد في الساعة السادسة هذا الصباح (4) بينما كانت السيدة جونسون تقرأ قصة لحفيدها الصغير غلبه النوم (5) كنت أقلّم الأشجار في حديقتي عندما وقع الانفجار (6) بينما كان عليّ يلعب الورق مع بعض اصدقائه كانت نسقيته تؤدي واجباتها المدرسية (7) عندما صحت متأخراً الليلة الماضية كان يهتّب نسيماً عليلاً (8) كان الأولاد يلعبون كرة القدم في الساحة قبل ساعة (9) كانت هدى في فراشها تقرأ كتاباً عندما وصلت (10) كان عمر يحضر مؤتمراً في أجترا الشهر الماضي.

Exercise (14)

(1) سأكون/ سوف أكون نائماً عندما تغادر باكراً هذا الصباح (2) سيكون/ سوف يكون المدير منهكاً في اجتماعه الساعة العاشرة من صباح غدٍ (3) سيكون عمر في إستقبال الضيوف في الحفلة هذه الليلة (4) سنكون نلعب كرة المضرب عندما تنهي عملك اليوم (5) سيكون الوفد الأمريكي منشغلاً بالتركيز على المواضيع الاقتصادية في هذه الزيارة (6) سيكون أحمد في طريقه إلى المطار لتوصيل شقيقته إلى هناك عندما تصحو من نومك.

Exercise (15)

(1) لقد زرت الولايات المتحدة عدة مرات (2) هل قمت بزيارة الصين من قبل؟ (3) لقد أكمل سامي بحثه لتوه (4) أعرف/ عرفت سارة منذ سنتين (5) لم حضر ماري ابة حفلة منذ مجيئها إلى هنا (6) لقد قدّمنا إمتحانين منذ بداية الفصل (7) لم يسافر أحمد بالطائرة من قبل قط (8) لقد مضى على زواج أحمد وجميلة ستة شهور حتى الآن.

Exercise (16)

(1) ما زال الأطفال نائمين منذ ساعتين (2) لم يزل أحمد يتحدث على الهاتف منذ عشرين دقيقة (3) ما زال الرضيع يبكي منذ حوالي نصف ساعة (4) لم أزل أحاول أن أحسن لغتي الفرنسية (5) لم تزل هدى جالسة في غرفة الانتظار منذ الساعة التاسعة (6) ما زالت الثلوج تتساقط منذ البارحة (7) ما زالوا يدرسون بجد منذ دخولهم الجامعة (8) لم يزل الهاتف يرنُّ منذ أكثر من دقيقتين.

Exercise (17)

(1) لم تتمكن من عبور النهر لأن الفيضان قد جرف الجسر من مكانه (2) كان الأطفال قد ذهبوا للنوم لأننا وصلنا إلى البيت في وقت متأخر (3) كان المعلم قد وّزع أوراق الامتحان عندما دخلت القاعة (4) كان المضيف قد قدّم العشاء عندما حضر جورج (5) كانت هدى قد غادرت المكان عندما اتصلت للسؤال عنها.

Exercise (18)

(1) كانت هدى تعيش في باريس قبل أن تنتقل إلى لندن (2) كانت عيون منى حمراء لأنها كانت تبكي قبل ذلك (3) ظل المريض ينتظر في غرفة الطوارئ لمدة طويلة قبل أن يفحصه الطبيب (4) لم يتمكن الطالب من إجابة السؤال لأنه كان قد مستغرقاً في أحلام اليقظة أثناء المحاضرة.

Exercise (19)

(1) ستكون منى قد تخرجت من الجامعة عندما يبلغ شقيقها الأصغر الثامنة عشرة من عمره (2) سأكون قد أنهيت بحثي مع بداية بطولة كرة المضرب الشهر القادم (3) سيكون قد مضى على زواج والديّ خمسة وعشرون عاماً في شهر حزيران (4) هل ستكون قد ذهبت للنوم عند الساعة الحادية عشرة غداً مساءً؟ (5) عندما يتقاعد والدي من الجيش الأسبوع المقبل سيكون قد أمضى في الخدمة ثلاثين عاماً.

Exercise (20)

(1) نستطيع هدى أن تطيع بسرعة كبيرة (2) ينبغي علي أن أذهب للنوم باكراً هذه الليلة (3) يجب أن يذهب عليّ إلى الصف الآن (4) خير لك أن تدرس بجدّ وإلا ستفشل في هذا المقرر (5) يفترض أن تبدأ المحاضرة خلال خمس دقائق (6) سيكون هنا الساعة الثانية عشرة ظهراً (7) ألا تفتح النافذة من فضلك (8) أوثر الذهاب إلى المتنزّه على البقاء في البيت (9) هل لي أن أشغل مكيف الهواء؟ (10) هل تتكرم بإغلاق الباب؟

Exercise (21)

(1) هل بوسعي ان استخدم الهاتف في مكالمة داخلية إذا سمحت؟ (2) هل بإمكانك أن توصلني إلى المطار غداً صباحاً؟ (3) هل تتكرم بإغلاق جهاز المذياع؟ (4) هل تلطفت بإرسال هذه الرسالة لي بالبريد؟ (5) هات الملح يا جورج (6) هل لديك مانع بأن أشغل التدفئة؟ (7) هل يمكنني أن أطلب منك شرح ذلك مرة أخرى؟ (8) أرجو إغلاق الباب بعد خروجك.

Exercise (22)

(1) ليس لزاماً على النادلين أن يرتدوا رتباً موحّداً في الأردن (2) يجب على الطلبة ألاّ يغشوا في الامتحانات (3) ليس لزاماً على الوظائف أن ترى كي تتجنب العوائق (4) يتوجب عليّ أن أسلم بحثي الأسبوع المقبل (5) يجب على هدى أن تصحو مبكراً غداً لكي تتمكن من الوصول إلى مفايلتها من أجل الوظيفة الساعة الثامنة (6) يجب ألاّ نسمح لبعض أنواع الحيوانات بالانقراض (7) يتوجب عليّ أن أسهر إلى وقت متأخر هذه الليلة لأنني سأقدم امتحانين غداً (8) كان على عبداللّه أن يستقل الباص إلى عمله أمس لأن سيارته تعطلت.

Exercise (23)

(1) ينبغي ألا تسهر إلى وقت متأخر هذه الليلة لأنك تبدو متعباً (2) يفضل أن تذهب هدى للنوم الآن وإلا ستبدأ بالتأؤب قريباً جداً (3) ينبغي أن أرى طبيب الأسنان لأن عندي ألمٌ فسي ضروري (4) ينبغي أن يحسّن عليّ لغته الإنجليزية إذا قرر البقاء في قسم اللغة الإنجليزية (5) يفضل أن نتوقف عند محطة الوقود القادمة وإلا نضب البنزين من مركبتنا (6) ينبغي أن تشرب بعض الماء لأنك تعاني من الشهقة (7) يفضل ألا يتأخر سامي عن الاجتماع غداً وإلا سيفضّب المدير منه (8) ينبغي أن تُرجع منى هذه الكتب إلى المكتبة لأن موعد ارجاعها قد فات.

Exercise (24)

(1) ما كان علي سهي أن تترك الباب مفتوحاً (2) كان عليّ أن أتصل بجورج الليلة الماضية (3) ما كان علي عليّ أن يكذب على أمه (4) ما كان عليك أن تجهد نفسك بهذه الطريقة (5) كان علينا أن ندرس بجدّ أكثر الفصل الماضي (6) كان علي سهي أن تستشير طبيبها منذ فترة طويلة حول هذه المسألة.

Exercise (25)

(1) يفترض أن نجد حلاً لمشكلة المياه قريباً (2) من المفترض ألا يدخلن طالبة الجامعة أثناء الامتحانات (3) كان من المفترض أن أجد عملاً لأحمد في الشركة (4) من غير المفترض أن نطلب رأيك في موضوع كهذا (5) من غير المفترض أن يتفق جورج مع المدير في كل شيء (6) من غير المفترض أن يبقى الموظفين صامتين إلى الأبد.

Exercise (26)

(1) هل لنا أن نلتقي غداً صباحاً؟ (2) هل لي أن أشغل مكيف الهواء؟ (3) أ: ماذا ينبغي أن نفعل غداً؟ ب: يمكننا الذهاب في نزهة (4) أ: أواجه مشاكل في المعادلات الرياضية ب: يمكنك أن تتحدث مع أستاذك بهذا الخصوص (5) أ: أخذت سيارة اجرة إلى المطار وكلفني ذلك مبلغاً كبيراً من المال ب: كان بإمكانك أن تستقل الحافلة المخصصة للمطار.

Exercise (27)

(1) لا يمكن أن يكون جمال متهوراً (2) لا بد أن تكون هدى غاضبةً بسبب ذلك (3) من الممكن أن يكون ذلك الطائر نسرّاً (4) من الممكن ألا يكون هذا الكتاب لمنى (5) لا بد أن جورج ثريّ جداً (6) من المحتمل أن تكون هذه هي الاجابة الصحيحة (7) من غير الممكن أن تكون سهي بهذه الدرجة من الحمافة (8) لا بد أن الاطفال فرحون جداً الآن.

Exercise (28)

(1) لا بدّ أن هدى قد سهرت حتى وقت متأخرٍ الليلة الماضية (2) من الممكن أن الامتحان كان سهلاً جداً (3) من غير المحتمل أن جورج قد كان القاتل (4) يمكن أن يكون عليّ قد تأخر في نومه هذا الصباح (5) يمكن ان تكون قد أسأت فهمي (6) لا يمكن أن يكون جورج قد قابلها (7) لا بدّ أن شيئاً قد وقع بالخطأ.

Exercise (29)

(1) سيغادر رئيس الوزراء الى لندن غداً (2) ينبغي أن جتاز منى الامتحانات النهائية هذا الفصل (3) من الممكن ألا يأتي جورج الى حفلة عيد ميلادي هذه الليلة (4) من الممكن أن احصل على علامة %90 في هذا المساق (5) ينبغي ان يتخرج أخي من كلية الطب هذه السنة.

Exercise (30)

(1) كنت أتصّف بالخجل الشديد عندما كنت طفلاً صغيراً (2) كانت اختي تجلس في آخر غرفة الصف ولكنها الآن تفضل الجلوس في الصف الأول من المقاعد (3) عندما كان جورج في المرحلة الثانوية كان يلعب كرة القدم (4) كانت سهى تتحدث الفرنسية بطلاقةٍ عندما كانت تعيش في فرنسا (5) عندما كان عليّ في الجيش كان يزور اهله كلّ شهرٍ.

Exercise (31)

(1) يحبّذ عليّ الانضمام للجيش على الدراسة في الجامعة (2) أفضل / أحبّذ ألا اطلعك على هذا السر (3) تفضّل منى أن تلعب كرة المضرب عصر اليوم على أن تذهب للسباحة (4) ذهبنا الى الاجتماع ولكن حبّذا لو/ ليتنا لم نذهب اليه (5) ليتني كنت مستلقياً على الشاطئ بدل أن أكون جالساً في غرفة الصف الآن (6) يفضل أبي أن يعيش في قريةٍ صغيرةٍ على ان يعيش في مدينةٍ كبيرةٍ.

Exercise (32)

(1) يستطيع جمال أن يتحدث لغتين اجنبيتين (2) تمكن جورج أن يجري لسافة عشرة أميال بدون توقفٍ أمس (3) استطيع أن أرفع هذا الصندوق الثقيل بسهولةٍ (4) لم تتمكن ماري من فتح الباب الليلة الماضية لأنها فقدت المفتاح (5) سيتمكن عليّ من اكمال شهادة الدكتوراة خلال ثلاث سنواتٍ (6) عندما كانت منى في الجامعة كان بإمكانها أن تذهب للسباحة كلّ يومٍ.

Exercise (33)

(1) صُنعت هذه الملابس في إنجلترا (2) يتم تعليم الإنجليزية في جميع المدارس في الأردن (3) يقوم المئات من السياح بزيارة البتراء كل يوم (4) يجري الآن بثّ مباريات كأس العالم لكرة القدم بالتلفزيون لجميع أنحاء العالم (5) دَمَّرَ إعصارٌ العديد من القرى الهندية الصغيرة (6) سجّل أحمد هدف الفوز (7) لقد تمّت مقابلة العديد من المتقدمين للوظيفة منذ الصباح (8) تُربى الأبقار في الأردن (9) لقد سُرقت محفظتي (10) سيتمّ بناء المستشفى الجديد في الضواحي.

Exercise (34)

تتأثر عادات الأكل في شبه القارة الهندية بعوامل تاريخية وجغرافية. فمنذ أقدم العصور تعرضت شبه القارة هذه لغزو عدة قبائل من الشمال. ثم احتلها الإنجليز فيما بعد. وحديثاً فقط قسّمت المنطقة الى دولتين مستقلتين هما الهند والباكستان.

Exercise (35)

(1) جعل المعلم العديد من الطلبة يكتبون التقرير مرة أخرى (2) أجبر الضابط المتجد على الزحف حول الساحة (3) ترغّم الأفلام الحزينة أمي على البكاء (4) تمكن الطلبة من إقناع الاسنّاذ بصرفهم من المحاضرة مبكراً (5) جعلت صديقي سامي يوصلني الى المطار في سيارته (6) هل تعتقد أننا نستطيع أن نفتح جورج بالتعاون معنا؟ (7) أصلحت مهى ساعتها أمس (8) أحياناً يرغم الآباء اطفالهم على القيام ببعض الأعمال المنزلية.

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Islam

Islam is a major world religion, with over 1.3 billion followers worldwide (1/5 of the world's population). It is considered one of the Abrahamic, monotheistic faiths, along with Judaism and Christianity. Although usually associated with the Arabs of the Middle East, less than 10% of Muslims are in fact Arabs. Muslims are found all over the world, of every nation, color and race. The Muslim world extends from the Philippines in the East to Morocco in the west and from Central Asia in the north to sub-Saharan Africa in the south. Islam was first introduced by the Prophet Mohammad in Arabia in the 7th century.

The word "Islam" comes from an Arabic root word meaning *peace* and *submission*: submission to the will of God and the peace that is entailed in that submission. Islam teaches that one can only find peace in one's life by submitting to Almighty God (Allah) in heart, soul and deed. The same Arabic root word gives us "Salaam alaykum," ("Peace be with you"), the universal Muslim greeting.

Allah is the proper name for Almighty God, and is often translated merely as "God." Allah has other names that are used to describe His characteristics: the Creator, the Sustainer, the Merciful, the Compassionate, etc. Muslims believe that since Allah alone is the Creator, it is He alone that deserves our devout love and worship. Islam holds to a strict monotheism. Any worship and

prayers directed at saints, prophets, other human beings or nature is considered idolatry.

In Islam, faith and good works go hand-in-hand. A mere verbal declaration of faith is not enough, for belief in Allah makes obedience to Him a duty.

The Muslim concept of worship is very broad. Muslims consider everything they do in life to be an act of worship, if it is done according to Allah's guidance. There are also five formal acts of worship which help strengthen a Muslim's faith and obedience. They are often called the "Five Pillars of Islam."

Muslims consider Islam to be the middle road. Muslims do not live life with complete disregard for God or religious matters, but nor do they neglect the world to

devote themselves solely to worship and prayer. Muslims strike a balance by fulfilling the obligations of and enjoying this life, while always mindful of their duties to Allah and to others.

Thomas Edison

Thomas Alva Edison lit up the world with his invention of the electric light. Without him, the world might still be a dark place. However, the electric light was not his only invention. He also invented the phonograph, the motion picture camera, and over 1,200 other things. About every two weeks he created something new.

Thomas A. Edison was born in Milan, Ohio, on February 11, 1847. His family moved to Port Huron, Michigan, when he was seven years old. Surprisingly, he attended school for only two months. His mother, a former teacher, taught him a few things, but Thomas was mostly self-educated. His natural curiosity led him to

start experimenting at a young age with electrical and mechanical things at home. When he was 12 years old, he got his first job. He became a newsboy on a train that ran between Port Huron and Detroit. He set up a laboratory in a baggage care of the train so that he could continue his experiments in his spare time. Unfortunately, his first work experience did not end well. Thomas was fired when he accidentally set fire to the floor of the baggage car. Thomas then worked for five years as a telegraph operator, but he continued to spend much of his time on the job conducting experiments. He got his first patent in 1868 for a vote recorder run by electricity. However, the vote recorder was not a success. In 1870, he sold another invention, a stock-ticker, for \$40,000. A stock-ticker is a machine that automatically

prints stock prices on a tape. He was then able to build his first shop in Newark, New Jersey.

Thomas Edison was totally deaf in one ear and hard of hearing in the other, but thought of his deafness as a blessing in many ways. It kept conversations short, so that he could have more time for work. He called himself a "two-shift man" because he worked 16 out of every 24 hours. Sometimes he worked so intensely that his wife had to remind him to sleep and eat.

Thomas Edison died at the age of 84 on October 18, 1931, at his estate in West Orange, New Jersey. He left numerous inventions that improved the quality of life all over the world.

Learning English

Today, millions of people want to learn or improve their English but it is difficult to find the best method. Is it better to study in Britain or America or to study in your own country?

The advantages of going to Britain seem obvious. Firstly, you will be able to listen to the language all the time you are in the country. You will be surrounded completely by the language wherever you go. Another advantage is that you have to speak the language if you are with other people. In Italy, it is always possible, in the class, to speak Italian if you want to and the learning is slower. On the other hand, there are also advantages to staying at home to study. You don't have to make big

changes to your life. As well as this, it is also a lot cheaper than going to Britain but it is never possible to achieve the results of living in the UK. If you have a good teacher in Italy, I think you can learn in a more concentrated way than being in Britain without going to a school.

So, in conclusion, I think that if you have enough time and enough money, the best choice is to spend some time in the UK. This is simply not possible for most people, so being here in Italy is the only viable option. The most important thing to do in this situation is to maximise your opportunities: to speak only English in class and to try to use English whenever possible outside the class.

The Bermuda Triangle

At 2 pm on 5 December 1945, five US bombers took off from Fort Lauderdale in the USA for a training flight in perfect weather. Shortly afterwards, the pilots radioed that their flight instruments were all malfunctioning. Two hours after take-off, all contact with the planes was lost. A reconnaissance plane was immediately dispatched to search for the missing planes. Within 20 minutes, radio contact with it had also been lost. No trace of any of the planes was ever found. In all, six planes and 27 men had vanished into the air.

The disappearance of the six planes was far from being the first mysterious incident in the area: for years, navigational problems and strange magnetic forces had

been reported. The disappearance was not even the greatest disaster within the triangle. The Cyclops, a 19,000-ton US ship was sailing from Barbados to Norfolk, Virginia. In March 1918, when it vanished with its crew of 309 from the surface of the ocean without making a distress call and without the slightest wreckage ever being found.

The losses of boats and planes in that area defy explanation. The disasters are the origin of a new phrase in the English language – the Bermuda Triangle and this phrase has entered legend. The Bermuda Triangle has been called the Devils' Triangle, the Triangle of Death, the Graveyard of the Atlantic. It has swallowed up 140 ships and planes and more than 1,000 people. Today

many airmen and sailors are still afraid of that area of the Atlantic Ocean.

Schooling and Education

It is commonly believed in the United States that school is where people go to get an education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no bounds. It can take place anywhere, whether in the shower or in the job, whether in a kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of

education can range from a revered grandparent to the people debating politics on the radio, from a child to a distinguished scientist.

Whereas schooling has a certain predictability, education quite often produces surprises. A chance conversation with a stranger may lead a person to discover how little is known of other religions. People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school, and one that should be an integral part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country,

children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether they are the alphabet or an understanding of the workings of government, have usually been limited by the boundaries of the subject being taught. For example, high school students know that they are not likely to find out in their classes the truth about political problems in their communities or what the newest filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

The Definition of "Price"

Prices determine how resources are to be used. They are also the means by which products and services that are in limited supply are rationed among buyers. The price system of the United States is a complex network composed of the prices of all the products bought and sold in the economy as well as those of a myriad of services, including labor, professional, transportation, and public-utility services. The interrelationships of all these prices make up the "system" of prices.

The price of any particular product or service is linked to a broad, complicated system of prices in which everything seems to depend more or less upon

everything else. If one were to ask a group of randomly selected individuals to define "price", many would reply that price is an amount of money paid by the buyer to the seller of a product or service or, in other words, that price is the money value of a product or service as agreed upon in a market transaction. This definition is, of course, valid as far as it goes. For a complete understanding of a price in any particular transaction, much more than the amount of money involved must be known. Both the buyer and the seller should be familiar with not only the money amount, but with the amount and quality of the product or service to be exchanged, the time and place at which the exchange will take place and payment will be made, the form of money to be used, the credit terms and

discounts that apply to the transaction, guarantees on the product or service, delivery terms, return privileges, and other factors. In other words, both buyer and seller should be fully aware of all the factors that comprise the total "package" being exchanged for the asked-for amount of money in order that they may evaluate a given price.

Electricity

The modern age is an age of electricity. People are so used to electric lights, radio, televisions, and telephones that it is hard to imagine what life would be like without them. When there is a power failure, people grope about in flickering candlelight, cars hesitate in the streets because there are no traffic lights to guide them, and food spoils in silent refrigerators.

Yet, people began to understand how electricity works only a little more than two centuries ago. Nature has apparently been experimenting in this field for millions of years. Scientists are discovering more and more that the living world may hold many interesting secrets of electricity that could benefit humanity.

All living cells send out tiny pulses of electricity. As the heart beats, it sends out pulses of record; they form an electrocardiogram, which a doctor can study to determine how well the heart is working. The brain, too, sends out brain waves of electricity, which can be recorded in an electroencephalogram. The electric currents generated by most living cells are extremely small -- often so small that sensitive instruments are needed to record them. But in some animals, certain muscle cells have become so specialized as electrical generators that they do not work as muscle cells at all. When large numbers of these cells are linked together, the effects can be astonishing.

The electric eel is an amazing storage battery. It can send a jolt of as much as eight hundred volts of

electricity through the water in which it lives. (An electric house current is only one hundred twenty volts.) As many as four-fifths of all the cells in the electric eel's body are specialized for generating electricity, and the strength of the shock it can deliver corresponds roughly to the length of its body.

The Beginning of Drama

There are many theories about the beginning of drama in ancient Greece. The one most widely accepted today is based on the assumption that drama evolved from ritual. The argument for this view goes as follows. In the beginning, human beings viewed the natural forces of the world - even the seasonal changes - as unpredictable, and they sought through various means to control these unknown and feared powers. Those measures which appeared to bring the desired results were then retained and repeated until they hardened into fixed rituals. Eventually stories arose which explained or veiled the mysteries of the rites. As time passed some rituals were abandoned, but the

stories, later called myths, persisted and provided material for art and drama.

Those who believe that drama evolved out of ritual also argue that those rites contained the seed of theater because music, dance, masks, and costumes were almost always used. Furthermore, a suitable site had to be provided for performances and when the entire community did not participate, a clear division was usually made between the "acting area" and the "auditorium." In addition, there were performers, and, since considerable importance was attached to avoiding mistakes in the enactment of rites, religious leaders usually assumed that task. Wearing masks and costumes, they often impersonated other people, animals, or supernatural beings, and mimed the desired

effect -- success in hunt or battle, the coming rain, the revival of the Sun -- as an actor might. Eventually such dramatic representations were separated from religious activities.

Another theory traces the theater's origin from the human interest in storytelling. According to this view tales (about the hunt, war, or other feats) are gradually elaborated, at first through the use of impersonation, action, and dialogue by a narrator and then through the assumption of each of the roles by a different person. A closely related theory traces theater to those dances that are primarily rhythmical and gymnastic or that are imitations of animal movements and sounds.

Television

Television -- the most pervasive and persuasive of modern technologies, marked by rapid change and growth -- is moving into a new era, an era of extraordinary sophistication and versatility, which promises to reshape our lives and our world. It is an electronic revolution of sorts, made possible by the marriage of television and computer technologies.

The word "television", derived from its Greek (tele: distant) and Latin (visio: sight) roots, can literally be interpreted as sight from a distance. Very simply put, it works in this way: through a sophisticated system of electronics, television provides the capability of converting an image (focused on a special

photoconductive plate within a camera) into electronic impulses, which can be sent through a wire or cable. These impulses, when fed into a receiver (television set), can then be electronically reconstituted into that same image.

Television is more than just an electronic system, however. It is a means of expression, as well as a vehicle for communication, and as such becomes a powerful tool for reaching other human beings.

The field of television can be divided into two categories determined by its means of transmission. First, there is broadcast television, which reaches the masses through broad-based airwave transmission of television signals. Second, there is nonbroadcast television, which

provides for the needs of individuals or specific interest groups through controlled transmission techniques.

Traditionally, television has been a medium of the masses. We are most familiar with broadcast television because it has been with us for about thirty-seven years in a form similar to what exists today. During those years, it has been controlled, for the most part, by the broadcast networks, ABC, NBC, and CBS, who have been the major purveyors of news, information, and entertainment. These giants of broadcasting have actually shaped not only television but our perception of it as well. We have come to look upon the picture tube as a source of entertainment, placing our role in this dynamic medium as the passive viewer

إفريقيا على شفا حرب مياه

إذا كان النفط هو محور الصراع فى الكثير من الحروب التى نشبت فى إفريقيا وبقية العالم، فإن المياه هى الأخرى أصبحت هدفاً لأطماع العديد من الدول نتيجة النقص الحاد فى مصادر المياه مما استتفر الصندوق العالمى لحماية المياه الذى أصدر تقريراً كشف فيه أن أنهار العالم تواجه خطر الجفاف، وفى مقدمتها نهر النيل، كما أوضح أن حوالي 700 مليون شخص فى 43 دولة يعانون من ندرة المياه، وأنه بحلول عام 2025 قد يتضاعف هذا الرقم ليصل إلى ما يربو عن 3 بلايين شخص،

مما يندرج بأن الحروب القادمة فى أفريقيا ستكون من أجل السيطرة على موارد المياه.

وإذا نظرنا إلى مصادر المياه فى أفريقيا والتي تتمثل فى مجموعة من الأنهار والبحيرات أهمها نهر النيل، والنيجر، ونهر الفولتا، ونهر زامبيزي، نجد أنها مشتركة بين مجموعة من الدول، ومقسمة بينها بحسب عدد السكان، الذى يتزايد بشكل مستمر، وفى المقابل ترتفع معه حاجة السكان إلى المياه التى لا يمكن الاستغناء عنها بأى حال من الأحوال، مما يفتح الباب على مصراعيه إلى نشوب الكثير من الصراعات والحروب بين الدول.

ويجرى نهر النيل فى مصر والسودان ضمن تسع دول أفريقية ويخدم 150 مليون شخص، ومن المتوقع أن يرتفع عدد السكان حوله إلى حوالى 340 مليون شخص بحلول عام 2050 مما يهدد العلاقات بين هذه الدول. أما نهر الكيتو، والذي يمر فى بوتسوانا، وناميبيا، وأنجولا فى جنوب قارة أفريقيا يعتبر مصدر توتر فى العلاقات بين الجيران.

وفى وسط وغرب أفريقيا، يعتمد 20 مليون شخص فى ست دول على بحيرة تشاد فقط، والتي قلت مياهها بمقدار 95% فى خلال الـ 38 عاماً الماضية؛ مما قد يهدد بأزمة سياسية أخرى بين هذه البلاد.

وفى المقابل تعاني 13 دولة فى أفريقيا من ندرة أو ضغط المياه،

وستتضم إليهم 12 دولة أخرى بحلول عام 2025.

وفى تقرير صدر عن برنامج الأمم المتحدة للمياه وحفظ الصحة

العامة فى شهر مارس 2007 بمناسبة اليوم العالمى للمياه حذر من كارثة

إنسانية تنتظر القارة السمراء وتهدد باندلاع المزيد من الحروب والصراعات

من أجل الحصول على قطرة المياه، حيث أكد الحقائق التالية:

1- يعاني حوالى 700 مليون شخص فى 43 دولة من ندرة المياه،

وبحلول عام 2025 قد يزداد هذا الرقم ليصل إلى ما يربو عن 3

بلايين شخص.

2- يفتقد أكثر من 300 مليون شخص فى إفريقيا الحصول على

المياه النقية والتسهيلات الخاصة بوسائل حفظ الصحة العامة.

3- تعد إفريقيا أقل القارات فى العالم فى إمكانية وصول خدمة

شبكاتها لتقديم مياه نقية أو صحية.

4- يعاني نصف سكان إفريقيا من الأمراض المتصلة بالمياه غير

النقية أو الصحية.

5- هناك 40 دولة فى العالم وردت فى قائمة الدول التى تعاني من

أزمة المياه نصفها دول إفريقية.

6- تضم القائمة الخاصة بالـ 13 دولة الأكثر معاناة وتضرراً بين

أزمة المياه 9 دول إفريقية هى: جامبيا، جيبوتى، الصومال، مالى،

موزمبيق، أوغندا، تنزانيا، أثيوبيا، إريتريا.

7- تعاني 31 دولة، غالبيتها فى أفريقيا والشرق الأوسط حالياً من

ضغط أو قلة المياه، وسيصل العدد - كما تشير التوقعات - إلى

48 دولة مع حلول عام 2025، أى أن 2 من 3 أشخاص

سيواجهون مشكلة ندرة المياه عام 2025؛ حيث ستكفى المياه

لاستهلاك 35% فقط من سكان الأرض.

8- يعيش الفرد من سكان الدول الإفريقية على أقل من 10 لترات من

الماء يومياً، وهي ظروف بائسة جداً، مقارنة بسكان بقية الدول

المتضررة من الأزمة والتي كان متوسط نصيب الفرد اليومي في

استخداماته للمياه فيها قد بلغ 30 لتراً.

وفي المقابل تقدر احتياجات الفرد العادي من المياه يومياً بـ 50 لتراً

تشمل 5 لترات للشرب، و 20 لتراً للاستخدامات الصحية، و 15 لتراً

للاستحمام، و 10 لترات للطهي وإعداد الطعام.

إن حروب المياه القادمة لها أبعاد أكثر خطورة، فهي لا تقتصر على تهديد البشرية بعدم حصولهم على نقطة مياه نظيفة للشرب فقط، بل تمتد إلى تهديدهم بوقوع مجاعة حقيقية نتيجة لندرة المياه المستخدمة فى الزراعة التى تمثل العمود الفقرى لاقتصاد البلاد، لأنها تمثل الركيزة الأساسية والجوهرية التى تعتمد عليها خطط وبرامج التنمية الاقتصادية والاجتماعية والبيئية .

وإذا نظرنا إلى كمية المياه التى تحتاجها الزراعة، فقد أكدت إحصائيات الأمم المتحدة عام 2003 أن الزراعة تستحوذ على 80% من مخزون المياه؛ حيث يستهلك 1000 طن من المياه لإنتاج كل طن من

الحبوب .. وترتفع نسبة الاستهلاك فى أفريقيا وأسيا، نظراً لارتفاع درجات

الحرارة.

وتشير التقديرات إلى نقطة أكثر خطورة، إذ أنها تؤكد أن الندرة

الفائقة فى المياه ستؤدى إلى تقليل طعام العالم بنسبة 10%، ويؤدى ذلك

إلى ارتفاع فى أسعار المحاصيل والذي قد يشكل مشكلة حقيقية لـ 103

مليون شخص يمثل دخلهم دولار واحد أو أقل يومياً.

وقد كشفت تقارير للأمم المتحدة عن أرقام مخيفة تنذر بخطر محقق

يُنظر البشرية، وبالأخص سكان القارة السمراء، حيث أكدت أنه بحلول عام

2025 فإن نصف سكان الكرة الأرضية لن يجدوا مياه نظيفة، وأن حوالى

84 دولة سيعانون نقصاً حاداً فى موارد المياه، وأن الدول الفقيرة ستكون

أكثر معاناة من غيرها .. فبينما تكون حصة الفرد في إنجلترا من المياه

تعاادل 150 لتراً يومياً .. فإن حصة الفرد من المياه بما فيها الشرب

والطهى والغسيل فى بعض أجزاء العالم المحروم تبلغ 10 لترات فقط.

المرأة فى مصر الفرعونية

عاشت المرأة المصرية فى مصر الفرعونية حياة إجتماعية راقية فقد كان لها حق اختيار الزوج، وحق الطلاق متى تزوج عليها زوجها مرة ثانية، أو إعطاء ثروته كلها لأولادها منه إذا أصر على الزواج وعدم تطليقها، ومن هنا قلت حالات تعدد الزوجات، وقضت المرأة المصرية على الاسباب المهمة فى هدم كيان الأسرة، ويقول "ديودور الصقلى" عن تمتع المرأة المصرية بالحرية الإنسانية بعد زيارته لمصر: "إن العادة فى مصر جرت على أن للمرأة بين سواد الناس القوامة على زوجها، ويتعهد الزوج عند إبرام عقد الزواج بأن يكون الزوج مطيعاً لعروسه فى جميع الأمور".

وهكذا لا تتدهش إذا كانت مصر الفرعونية استطاعت أن تتقدم فى

جميع الميادين الحضارية والثقافية، ويرجع ذلك إلى مشاركة المرأة المصرية

الفعالة والجادة فى الأنشطة العامة والخاصة فى الأمة مما أدى إلى

الاستقرار والتفكير فى العمل الخلاق لتحسين سبل الحياة وتقدمها،

وأصبحت بذلك مصر الفرعونية موطناً لكل مقومات الحضارة الإنسانية

التي عرفها العالم بعد ذلك.

وظلت المرأة المصرية تقوم بواجبها كاملاً فى بناء وتقدم اعظم

حضارة رأتها دنيا البشر، إلى أن جاء الإحتلال البطلمى إلى مصر سنة

332 ق.م.، وبدأ يعمل على إرساء قواعده ليستمر الإحتلال البطلمى

لمصر إلى ماشاء الله، ولكن مقاومة المصريين للإحتلال كانت قوية هددت

وجوده، وكان فى مقدمة المقاومين للاحتلال نساء مصر حيث ساعدهن على المساهمة الفعالة فى صفوف المقاومة قوة الشخصية التى تولدت عن استقلالهن الاقتصادى، هذا الاستقلال الذى أشاد به هيروودوت فى ذكر مشاهداته عن مصر حيث قال: "عجباً لهذه البلاد إن النساء فيها يذهبن إلى الأسواق ويعملن بالتجارة ويعقدن العقود"، وظلت الحالة كذلك وأصبح وجود الاحتلال البطلمى لمصر مهدداً بالفناء حتى عام 222 ق.م. وعندما تولى حكم مصر الحاكم البطلمى "فيلوباتور" الذى تفتق ذهنه عن إصدار قانون عرف بإسمه ويقضى هذا القانون نهائياً على مقاومة المصريين للمستعمرين إذ ينص على حرمان المرأة المصرية من حق التصرف فى اقتصادياتها ومالية الأسرة، كما حرم على الرجال طاعة النساء سواء أكانت زوجته أو ابنته أو أمه، كما يقضى هذا القانون بانتساب

الأولاد إلى آبائهم بدلاً من أمهاتهم كما كان متبعاً، وأخيراً منع هذا القانون النساء من التصرف في شئونهم الخاصة، وأعطى الرجال حق التصرف في كل ما يتصل بالشئون النسائية في البلاد.

وهكذا نجح هذا الحاكم البطلمي الداهية في معرفة السبب الأساسي لوجود المقاومة ضد حكامهم ألا وهو المشاركة الجدية الفعالة للمرأة المصرية في تصريف أمور الحياة، فإذا قضى على هذه المشاركة، واقتصرت وظيفة المرأة على عملها كأنثى، فإن الحياة بمصر يصيبها التأخر والانحطاط ويصبح احتلالها سهلاً وميسوراً للدول الأجنبية التي عملت على استنزاف خيرات البلاد من أجل رخاء دول الإحتلال كما عملت على إشاعة المذلة والهوان في البلاد المصرية وقضى على ازدهارها

ومكانتها الحضارية وسمعتها الواسعة فى العالم حينذاك والتي كانت لها

إبان العصور الفرعونية القديمة، وأصبحت مصر بعد ذلك تابعة لدول

أخرى دونها حضارة وتقدم.

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