And of His signs is the creation of the heavens and the earths and the difference in your languages and colours. Herein indeed are portents for men of knowledge.
Acknowledgement

Praise be to Allah, Lord of the Heavens and the Earths, for helping me help others learn. I pray to Him to accept this work and benefit me with it in this life and in the Hereafter.

I would like to thank all who helped in the production of this guide, especially my PhD advisors professor Ata Zidan, Professor Nsallah Mahmoud and Dr. Mohamad Abolyosr. I am also indebted to my students who participated in the experiment in the school of Education, South Valley University, and to the World Arabic Translators' Association (WATA) for granting me a permission to use some of their online materials.
To the memory of my mother,

To my wife, my son Mohammad and my daughter Minnatallah.
Introduction

Many people find it difficult to translate; some think that translation is a talent and that a translator is born not made. Modern studies in the field of linguistics, psychology and translation studies, however, have shown that translation is a mental activity that requires knowledge and practice. As a mental process, translation can be divided into certain skills. Through training on their skills, a novice translator can find his way and plant his feet firmly on the land of translation.

You may have faced some problems throughout your study in translating certain difficult words, sentences or expressions. This is a course in basic translation skills. It will help you acquire the basic skills in translating. The course is suitable for all graduates of the secondary stage of education and can be used by any intermediate language learner. Basically the course will help you in the following areas:

1. reading comprehension skills
2. researching skills,
3. analytical skills,
4. production, or composing skills, and
5. theoretical translation background.

The course consists of five units. In each unit all the five areas mentioned above will be developed through detailed exercises and tasks.

In order to make the best use of the course, you will have to:

1. attend all the classes,
2. follow the instructions of the teacher,
3. do the homework or the assignments required class by class,
4. participate with other students in the pair work or the group work tasks,
5. write your comments after each class in the reflections section,
6. participate in discussions with your teacher and classmates,
7. ask for clarification whenever you need.

I hope that you will enjoy this course on translation and wish you the best of luck.

Dr. Antar S. Abdellah
Qena 12 Ramadan 1425
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<td></td>
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<td>list of technical terms in different fields of science</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
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</table>
Unit One

Words, words A World of Words!
Unit One  Words, words  A World of Words!

By the end of this Lesson, you should be able to:

1. Identify what is meant by a "word".
2. Identify the difference between a word and a morpheme.
3. Identify the meaning and function of affixes. (prefixes, suffixes and roots.)
4. Realize that there are different meanings for one word.
5. Identify what is meant by "context".
6. Realize what is meant by the term "Linguistics".
7. Give examples of words and morphemes.
9. Give example of different meanings for one word.
10. Use new translation skills in translating a passage.

Introduction:
In your translation course you will have to deal with words, phrases, sentences and paragraphs. Sometimes you face problems concerning the suitable translation of a word or an expression. In order to become a good translator, you need to know what a “word” is, and the different types of meaning a word may have.

What is a WORD?!

- Linguists are people who study languages, Linguistics therefore is the science that studies languages.
- Some linguists say that a “WORD” is any group of letters that has a meaning and that has spaces on both sides.
- Some other linguists say that a “WORD” is the smallest unit of language that can be used by itself.

Which definition do you like?
Why did you choose this definition?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Give examples of WORDS...

______________________________________________________________________________

Words and Meaning:
- Every word should have at least one meaning.
- Some words can have more than one meaning.
- For example the word “Kind” can mean نوع or 
- the word “book” can mean كتاب or
- Use your dictionary to get the different meanings of the following words:

1. land  
2. dove  
3. spring  
4. check  
5. subject

Words and Morphemes:
- “Ali was Happy” and “Mona was unhappy”
- What is the difference between the two sentences? 
- What do you think “UN” means in the second sentence?
- Is “UN” a word?
- If it is not a word, then it should be a 
- “Dis”, “Re”, “il”, “-less”, “ness” are all
- There are two kinds of morphemes;
- 1) Prefix: this means the part that comes before the word; like RE, UN, DIS,
- 2) Suffix: the part that comes after the word; like –less , -ness, -ment, -ism.
- Here is a list of the commonly used prefixes and suffixes in English.
In groups, translate the words in the “Illustration” Column, you may use your dictionary.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un-</td>
<td>Not</td>
<td>Undisciplined</td>
</tr>
<tr>
<td>Il-, in-, im-, ir-</td>
<td>Not</td>
<td>Illegal, immature, irregular, insane</td>
</tr>
<tr>
<td>A</td>
<td>Without</td>
<td>Amoral; without moral sense</td>
</tr>
</tbody>
</table>

| Bi- | Two | Bilabial; using the two lips |
| Co-, com, co, col, cor, | Together | Cooperate, combine, collect, correspond |
| Pre- | Before | Predict |
| Micro- | Small | Microscope |
| Macro- | Large | Macroeconomics |

Then work out the meaning of these suffixes:

<table>
<thead>
<tr>
<th>Suffixes used to form nouns</th>
<th>Examples and illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tion, sion, ion</td>
<td>Transformation, impression, action</td>
</tr>
<tr>
<td>-age</td>
<td>Voltage, courage, average,</td>
</tr>
<tr>
<td>-ance, ence</td>
<td>Acceptance, presence, existence</td>
</tr>
<tr>
<td>-cy</td>
<td>Vacancy, fluency, accuracy</td>
</tr>
<tr>
<td>-ism</td>
<td>Tourism, terrorism, idealism, naturalism (usually used with philosophies)</td>
</tr>
</tbody>
</table>

It's time to have a look at the materials in unit one in the Resources part of this book. These contain lists of common prefixes and suffixes in English. Try to understand their meaning and translate the sentences in the examples.

**PRACTICE**

Group work:

Add a suffix to change the part of speech of the words in the first column to the part of speech indicated in the second column.
1- Wonder
2- Memory
3- Marry
4- Happy
5- Active

**Individually :-**

choose a prefix from the following list to change the meaning of the words below:

( micro- co – multi- ab – ir – un – in- hyper- mis )

**Add a prefix that means**

<table>
<thead>
<tr>
<th>Word formed</th>
<th>Add a prefix that means</th>
</tr>
</thead>
<tbody>
<tr>
<td>exist together</td>
<td>_____ exist</td>
</tr>
<tr>
<td>not coherent</td>
<td>_____ coherent</td>
</tr>
<tr>
<td>small computer</td>
<td>_____ computer</td>
</tr>
<tr>
<td>a wrong understanding</td>
<td>_____ understanding</td>
</tr>
<tr>
<td>many facets.</td>
<td>_____ faceted</td>
</tr>
<tr>
<td>not responsible</td>
<td>_____ responsible</td>
</tr>
<tr>
<td>below normal</td>
<td>_____ normal</td>
</tr>
<tr>
<td>above the average human</td>
<td>_____ human</td>
</tr>
</tbody>
</table>

**Now check your answers with the student who sits next to you.**

**Have you got the same answers?**

---

**Meaning And Usage:**

"Linguistics: is the science that studies the systems of human languages"

It is important to know about Linguistics in order to:

1- determine the type of difficulty in a sentence before translating
2- determine the best equivalent structure in the target language that represents the original,
3- determine the context of the new word.
But what is CONTEXT?

- You may find that two words have the same meaning in Arabic, but they are used differently in English.
- For examples words like
  think / believe  يعتقد
  Advise / recommend  ينصبر
  School / college  كلية
  Doctor / professor  دكتور
- The CONTEXT is the “words, sentences, and paragraphs surrounding the new word”
- The CONTEXT determines the meaning and usage of the new word.
- For example the word “fire” means نار, يفصل من وظيفة, يطلق النار

**MODEL**

Read the following sentence and answer the questions:

The soldier gave the order to fire at the enemy.

1. What part of speech is “fire”? (a verb, a noun, or an adjective,.. etc)____
2. Does the sentence talk about business, war or a blaze? ____________________________
3. What words in the sentence helped you to answer question 2? _____________ and _____________
4. “Fire” means ________________
   i. To let some one go from a job.
   ii. To shoot at.
   iii. Red-hot flames.

-then read this sentence and answer the questions:

The boy scouts lit a fire using only flint and wood.

Questions: -
1. What part of speech is “fire”? ____________________________
2. does the sentence talk about business, war or a blaze?
   ____________________________
3. what words in the sentence helped you to answer question 2?
_____________ and _______________

4. “Fire” means ________________
   iv. To let some one go from a job.
   v. To shoot at.
   vi. Red-hot flames.

Now read this sentence and answer the questions:

Sam was fired because he couldn’t fulfill the requirements of his work.

In this sentence “fired” is a (an) ______________. it means ____________

Practice

In groups, Read the following sentences and decide the part of speech (noun, verb, adjective, adverb ...etc) and the meaning of the underlined words. (You may NOT use the dictionary now).

1. The elderly patient used a cane to help her walk.
   In this sentence “cane” is a (an) ______________. it means ____________

2. Major Arnold cancelled the concert when the band failed to arrive.
   In this sentence “concert” is a (an) ______________. it means ____________

3. new materials gave the chair a refreshing look.
   In this sentence “chair” is a (an) ______________. it means ____________

4. Randy, can you staple these papers so they won’t fall apart?”
   In this sentence “staple” is a (an) ______________. it means ____________

Check your answers with another group,
Now you can use the dictionary to make sure of your answers.

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
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----------------------------------------------------------------------------

GET DOWN TO BUSINESS

Now it is time for Translation,

TRANSLATE
A. Sentences translation:

Each sentence to be translated is a problem that needs a solution.

Lexical Difficulty:

Sometimes the difficulty is in the new words in the sentence. In this case try to understand the meaning of the new words depending on your knowledge of prefixes and suffixes.

In groups, translate the following sentences without referring to the dictionary. You can only refer to the list of prefixes and suffixes in your kit.

1. If we compare life and thought in the periods of pre and post October war, we will find great contradictions.

2. The legend of the unbeatable army of Israel was broken.

3. The Qur'an is the heart of Islam. Muslims believe it to be the literal, uncreated Word of God. It is inimitable and untranslatable.

4. It is said that in ancient times there was a strange bird called the "Hoho". This bird was tiny and feather-less, ugly and colorless.

5. We celebrate the 6th of October as our liberation Day in which Sinai was restored, Egypt was rebuilt, and the Arab honour was regained.

6. The whole hemisphere witnessed the greatness of the Egyptian army.

7. In the pre war period, the press as well as the broadcast media used to spread a false saying about the non-crossable canal due to the enemy's defenses, such as the auto-directed air craft known as the Phantom.

8. However, the post war era showed the whole world that deep faith and strong will can change the impossible into the possible.
9. In the cinema, people sit in their comfortable seats and watch the picture appearing in rapid succession before their eyes, like an unfolded book; and they don’t have the trouble of tuning over the leaves.

10. Language is the expression of human personality in words, whether written or spoken.

B. Passage Translation:
Read the following Passage and answer the questions.
(Don’t use the dictionary until you admitted to do so.)

An Interview with Professor Ahmad Zewail

Professor Zewail is the director of the laboratory for molecular sciences at the California Institute of Technology. Using laser, professor Zewail and his team have devised techniques for studying atoms as they come together to form molecules. ‘These molecular births’ take place in only a millionth of a million of a second. During his research in 1997, professor Zewail discovered the femtosecond, which is a millionth of a billionth of a second. Now, femto-chemistry is one of the most intensely studied topics in science. It was for his work in this field that, in 1999, professor Zewail was awarded the Noble Prize for chemistry. The Noble Prize is the highest award that any one can be given, and the professor is the first Arab to have won the prize for science.

Interviewer: Thank you very much for giving us this interview, professor Zewail.

Professor Zewail: It’s a pleasure.

Interviewer: You now live in California as an American citizen. But what do you remember about your school days in Egypt?

Professor Zewail: Well, I went to school in Desouk Government secondary school. I especially remember the encouragement given to me by my family at that time.
Interviewer: Can you explain that a little more?

Professor Zewail: Yes, my family was proud of my success at school, and they always encouraged me to do better. I remember on one occasion I got 98% in an exam. When I told my father, he laughed and said “well done, Ahmad, but what about the other two percent?”

Interviewer: Is there anything else that you remember from those days?

Professor Zewail: Yes, one should have a certain aim, or objective, to which all his life may be devoted. I had a certain objective before my eyes from the very beginning of my life. To be a professor in the university was my only dream. I used to write a Dr. Ahmad-sign on my door to see whenever I work. I was a quiet child, away from quarrelling with other children; I liked sitting with those who were older than me. My utmost—most important—bliss was “listening”. This good quality taught me to concentrate whenever I listen to a scientific speech. When I was in the preparatory stage, I made an experiment in my study where I used to sit between those four walls alone. I got an empty bottle and put some wood in it, heated it on a stove and was so glad while I was burning wood. My happiness came because I saw with my mere eye how a material turns from the solid into the gas form.

I also remember my friends. We were all very excited about that we were learning and we used to discuss our studies. This helped us a lot.

Interviewer: And after secondary school, you studied at the university of Alexandria, what was the biggest difference between being a student at school and a student at university?

Professor Zewail: Oh, well. At school, your teachers direct your studies and organize your learning. It is not quite like that at university, you have a program of studies of course, but you don’t have lessons like you do at school. You have lectures and you have to take notes for what the lecturer says and for the books you read. So you are more responsible for your own learning than you are at school.

Interviewer: I see. And what did you do after you graduated from Alexandria University?

Professor Zewail: After I got my master of science degree. I got a place at the university of Pennsylvania, where I did my Ph.D.

Interviewer: And after that?

Professor Zewail: I came to California to teach and do research at the university of California at Berkeley, and then I came here to the California Institute of Technology, where I became a professor.

Interviewer: You have received honors, professor. Which ones are you most proud of?
Professor Zewail: The Noble Prize for Chemistry and the Order of Merit, which was awarded to me by president Mubarak. Oh, and the fact that my portrait appeared on an Egyptian postage stamp in 1998.

Interviewer: Finally, do you have any advice for our readers?

Professor Zewail: Yes, whatever else you do, value your education.

Interviewer: Thank you very much indeed, professor.

Professor Zewail: It’s been a pleasure.

(Adapted from Don Dallas, Hello 7, 2000, and Al Madah Ahmad Zewail, 2000)

A. Reading Comprehension Skills

Answer the following questions:

1- Who is Ahmad Zewail?

2- What is the nationality of Zewail?

3- Where does he work?

4- What did he discover?

5- What do you know about the Noble prize?

6- What quality does Zewail consider the most important in his scientific growth?

7- Where did he make the first experiment?

8- Do you think that Zewail liked his university years more than his school years? Why? Why not?

9- How many prizes did Zewail get? What are they?

10- In your own words, what does Zewail advise youth to do?

B. Researching Skills

1. Using a bilingual dictionary (English-Arabic)

Look at this extract from an English Arabic dictionary:

Ex. Students go to this school to learn languages. يذهب الطلاب إلى هذه المدرسة لتعلم اللغات.

School (n) مدرسة, كلية, مكان الدراسة, مكان العلم
Ex. Well-schooled in English يتعلم (v) حسن التربة (جيد التعلم) في الإنجليزية
and consider the following:

q Words are arranged in the dictionary in alphabetical order.

q When we look up a new word, we read very quickly the words on the top of each page; there are always two words at the top of each page (sometimes on the top of each two adjacent pages) – one represents the first word in the page and the other represents the last word in the same page. So that you know the range of words in this page without reading through all the words.

q Next to each words there are some symbols; such as (n) means that the word is a noun.

(v) means that the word is a verb.

(adj) means that the word is an adjective

(adv) means that the word is an adverb.

q There are a lot of useful English – Arabic dictionaries; such as المغنى الأكبر or أكسفورد or المغنى الأكبر.

q What is important about any dictionary is not the number of meanings it provides, but the range of examples it gives for clarifying the meaning of the word.

2. Without using the dictionary, guess the meanings of the underlined words:

Femto-Chemistry means ________________________________

Percent means ________________________________

Aim means ________________________________

Quiet means ________________________________

Utmost means ________________________________

Bliss means ________________________________

Study means ________________________________

Honors means ________________________________

2. Now use your dictionary, and compare your guesses and the meanings in the dictionary.

C. Analytical Skills

In groups, discuss the difficulty in the following sentences:

1. When I told my father, he laughed and said “well done, Ahmad”, but what about the other two percent.
2. One should have a certain **aim**, or objective, to which all his life may be devoted.

3. I used to write a Dr. Ahmad-sign on my door to see whenever I work.

3. whatever else you do, value your education.

**Before you translate REMEMBER**

- You should mark the beginnings and endings of sentences before translating.
- How many sentences are there in paragraph one?
- How did you know the beginning and ending of each sentence?
- Is the order of the sentences important? Yes / no ________
- In fact it is important; because each sentence carries an idea that is linked to other sentences (the context).
- When translating, your sentences in Arabic should have the same link of ideas (context).
- For example the word “sign” in sentence 3 means in Arabic إشارة,علامة, لفحة, يوضع على which meaning will you choose for this sentence? ________________.

**a. Now Translate the sentences**

1.

2.

3.

4.

**b. Compare your translation with your partner’s.**

Which sentences are different?

Which sentences are similar?

**c. Did you add any word that was not in the original text?**
d. Did you omit any words that were in the original text?

--------------------------------------------------------------------------------

e. If you have added or omitted, why did you do that?

--------------------------------------------------------------------------------

D. Production Skills

Take care of the Arabic Structure:

- يمكن للجملة في اللغة العربية أن تبدأ بفعل أ، أما اللغة الإنجليزية فلا تبدأ إلا باسم.

- في اللغة العربية تتبع الصفة الموصوف، أما في الإنجليزية فإن الصفة تأتي قبل الموصوف: "A brave man" فقول في اللغة العربية "رجل شجاع" أما في الإنجليزية فقول "brave man".

- تقوم في اللغة العربية بالربط بين الجمل بالعديد من الروابط مثل:، و لهذا - إذ أن - و لكن - و لذلك - بالإضافة إلى - و من هنا - و بالتالي - بيد أن - إلا أن - بما في ذلك،، ألاً، ألاً في اللغة الإنجليزية فإن كل جملة تنتهي ب- full stop،، إذا بدأنا الجملة العربية باسم، فمن المفضل أن نسبقه ب- "an" أو - من اخوتها،، تذكر هذه القواعد عندما تقوم بالترجمة الآن.

after these hints about the structure of Arabic, translate the passage into Arabic.
Home Work and Revision :

A Word is

Linguistics is

Context is

A morpheme is

A Prefix is ------------------ for example------------------

A Suffix is ------------------ for example------------------

What did I learn today?

1. Did the questions after the passage help you understand the meaning?

2. Can you guess the meaning of a new word from the context?

3. Can you now choose the suitable meaning for a new word according to the context?
4. Can you write grammatically correct Arabic sentences when you translate?

5. Did you like working in groups or individually?

Do you have any comments on the translation class today?

At home, Translate the following passage into Arabic (make use of the skills you learnt today)

Traveling Third Class
Many people say that traveling is one of their hobbies. Danjuma, however, thought how odd it would be if any one traveling in that third class carriage still maintained that traveling was a pleasure. The carriage was packed full of people of all kinds: tall, short, thin, fat, healthy and unhealthy people, all fighting to find a spot where their two feet, or even one foot, could find a steady spot. There was no question of finding a seat. The taller people had a distinct advantage. They could stretch out their arms and grip of the luggage rack attached to the roof of the coach. This gave them enough stability to be able to push the rest of the people at the back. Danjuma was lucky enough to find a corner which had already been appropriated by a large, elderly woman who had a number of pretty trading items piled around her, giving her and Danjuma some protection against the crushing weight of the other passengers. This was the first time Danjuma had traveled on a trained . He was surprised to find how stuffy and unhealthy it was. The depressing effect of the crush
at least helped to take his mind off his plight as he wondered if he would ever survive
the journey.
( Joseph Mangut, Women for Sale)
Unit Two

Going to the Market
Unit Two

Going to the Market

By the end of this Lesson, you should be able to:
1. Identify what is meant by “semantic fields”.
2. Identify the meaning of “lexical sets”.
3. Give examples of lexical sets.
4. Give examples of semantic fields.
5. Recognize the importance of semantic fields and lexical sets in translation.
6. Identify the meaning and function of “synonyms”.
7. Identify the meaning and function of “antonyms”.
8. Do more exercises on the use of context in recognizing meaning.
9. Using new translation skills in translating other passages.

Introduction:

Have you ever been to the market? ______ ______
What did you see there? ______ ______ ______ ______ ______
Here are some shops in the market, write what you may find in each:

- Fruit
- Vegetable
- Clothes
- Electronics
- Furniture

---

Copyright Dr Al Kitab AL Hadith 2005 and Dr. Antar Solhy Abdellah 2005
- the words you have given share some thing in common; they are all either fruits, vegetables, clothes, electronics, or furniture.
- In linguistics, the headings (words like the titles of the shops in the diagram) are called Semantic Fields.
- In Linguistics, words like those that you have given under each heading are called Lexical Sets.
- A Lexical Set is “the list of items (words and expressions) within a semantic field.”

**KNOW**

Why is it important to know Semantic fields and Lexical Sets in the Translation Course?!

Because ......

1- some times you find a common word (semantic field) in English that does not exist in Arabic, or in Arabic that doesn’t exist in English,
One solutions for this is to think of words that share the same common meaning (heading).

2- Some times you find a specific word (lexical item) in English that does not have an equivalent in Arabic, or in Arabic that doesn’t exist in English,
One solution is to think of the common word under which this new word can be classified.

**MODEL**

Let’s take some examples

*Example 1*

One of the meanings of the English word “Article” in Arabic is مقال. However the types of article in English (lexical sets) are

<table>
<thead>
<tr>
<th>Report</th>
<th>Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique</td>
<td>Feature</td>
</tr>
<tr>
<td>Commentary</td>
<td>review</td>
</tr>
</tbody>
</table>
Use your dictionary to give the Arabic translation of these words.

In Arabic, a مقال can include,

- مقال صحفي
- تعلق
- مقال نقدي
- كلمة العدد
- بحث
- مقامة

Use your dictionary to give the English translation of these words.

PRACTICE

Example 2

The general English word “House” means in Arabic منزل, However the type of houses in English is different from Arabic.

The (lexical sets) of HOUSE are;

Flat  _______ bungalow  _______
Cottage _______ mansion  _______
Lodge _______ craft  _______
Hut _______ villa  _______
Hall _______ manor  _______
Chalet _______ place  _______

Use your dictionary to give the Arabic translation of these words.

It’s time to have a look at the materials in unit two in the Resources part of this book... These contain lists of common semantic fields and lexical sets in English. Refer to them whenever you face a problem of finding a specific word.
More on Context
In the last unit we discussed the meaning of “CONTEXT”.
The Context of a new word is

Here are some new tools that help in guessing the meaning of a new word or expression through using the context.

Sometimes you don not know the meaning of a word in a sentence. However, other similar words can be a clue unto the meaning of the new word. Words of the same or similar meanings are called synonyms.

A. Synonyms

Example 3
"The girl was in great danger, this peril came when she was alone in the forest"

1. Now you don’t know the meaning of Peril.
2. The word this refers to some thing mentioned earlier.
3. This can’t refer to the girl, otherwise we should use she.
4. Here this refers to great danger
5. The rest of the sentence gives the situation of danger.
6. So peril is closer in meaning to danger.

Example 4
a. The couple arrived at the party in time to enjoy the social gathering.
b. The telephone operator connected one party, or speaker, with the person on the other phone.
1. In sentence (a), what part of speech is “party”? _________________
2. In sentence (a), is there another noun or phrase that has the same meaning as party?_____________________
3. In sentence (b), what part of speech is “party”?_____________
4. In sentence (b), what singular noun has the same meaning as “party”?______________________________

“Party in both sentences is a singular noun. In sentence a, the phrase that has the same meaning is “social gathering. In sentence b, the word that has the same meaning as “party” is “speaker. Each sentence contains a word or phrase that has the same meaning and part of speech as “party”. These words are synonyms for “party”.

So, What is a Synonym?

Synonyms are words or phrases that are similar in meaning to other words. You can recognize some synonyms because they are separated by commas, dashes, or parentheses. Usually, a synonym context clue appears as the same part of speech as the new word. (Kimmelman et al, 306:1984)

PRACTICE

Group Work

Now in groups read the following sentences and give the meaning of the underlined words (without using the dictionary):

1. The job applicant sat in the personnel office and filled out a vita. When she finished the application, she gave it to the secretary.

   Vita is a (an) ________  Its synonym is ________________
   (Part of speech)

2. John led the symposium on job opportunities, and was thrilled to learn that four hundred people had attended the panel discussion.

   Symposium is a (an) ________  Its synonym is ____________
3. The teenager was ordered to make full restitution to the owner of the damaged car. He gently made full payment for damages to the car he had hit.

Restitution is a (an) __________ Its synonym is _________________

4. “Don’t get mired down in details,” said the teacher. “Don’t get stuck writing every little fact”

Mired is a (an)__________ Its synonym is________________

5. Hala did a good job managing the boutique and was able to attract many new customers to the specialty store.

Boutique is a (an) _________ its synonym is_______________

6. Some political campaigns turn into debacles. Mismanagement, illegal funding, and serious debts are characteristic of these disasters.

Debacles is a) an) ___________ Its synonym is _________________

7. Adept advertisements attract new customers. These clever advertisements promise whatever the customer desire and more.

Adept is a (an) __________ Its synonym is _________________

8. Persons who have recently left the slammer don’t want to return to prison again.

Slammer is a (an) _________ Its synonym is_______________

Now use your dictionary to check your guesses.

How many guesses came true?
How many guesses came wrong?

KNOW

b. Antonyms الأضداد
Another type of context clue is the antonym clue. You learned that synonym clues provide nearly the same meaning as the new words. Consider the following example to see how antonym context clues provide the opposite meaning of the new words.

**MODEL**

Example

```
Hoda manages money judiciously while I manage money unwisely.
```

Explanation:

What does “judiciously” mean? Write the meaning in the box.

The word *While* signals the antonym “unwisely”. You can reason that “unwisely” is the antonym or opposite of “judiciously”. Thus, “judiciously” means ____________.

**So what is an antonym?**

Antonyms are words or phrases that have opposite meanings to other words or phrases. Recognizing that certain words often signal an antonym clue can help you to understand new words. Authors frequently use words and phrases, such as, “on the other hand”, “as opposed to”, “but”, and “while” to signal antonym clues. *(Kimmelman et al, 319:1984)*

**PRACTICE**

**Group Work**

Now in groups read the following sentences and give the meaning of the underlined words by choosing from a, b, or c. (*without using the dictionary*);

1- The professor’s attitude showed his care and concern. The students’ attitudes, on the other hand, were very nonchalant.
a) serious      b) careless            c) earnest

2- She has a love of **rote** work, but no fondness for creative jobs.
   a) hard        b) mechanical             c) careless

3- Some students were **inadvertently** late for class while a few were purposely late.
   a) purposely       b) accidentally               c) always.

4- In many nations there are two financial extremes, from **penury** to great wealth.
   a) wealth                b) poverty                 c) middle income.

5- It is better to be **reflective** about problems than to be thoughtless.
   a) thoughtful             b) uncaring                c) worried

6- Today's teenagers seem to be more liberal in their ideas than their **conservative**
   grandparents.
   a) Free-thinking             b) traditional               c) old

7- Oranges are **indigenous** to Southern California but foreign to New York.
   a) native                   b) unknown               c) alien

8- Rather than carefully planning, the speaker relied on **improvising** the speech as he
   addressed the audience.
   a) joking        b) making up      c) outlining

9- Why did you spend such an **inordinate** amount of time on the first question ? Ten
   minutes would have been more reasonable.
   a) big          b) difficult     c) tiny

**Now use your dictionary to check your guesses.**

How many guesses came true?

How many guesses came wrong ?
GET DOWN TO BUSINESS

Now it is time for Translation

A. Sentences translation:

Each sentence to be translated is a problem that needs a solution.

Structural / Lexical Difficulty:

Sometimes the difficulty is in the structure of the new words in the sentence, and there are no prefixes or suffixes. In such cases try to understand the meaning of the new words depending on your knowledge of the context, synonyms and antonyms.

In groups, translate the following sentences without referring to the dictionary. You can only refer to the list of semantic fields in your kit.

1. The teacher failed the student because of his sporadic attendance record.
   Few times of attendance in class was unacceptable to the teacher.

2. The detectives were deluded by all the false evidence. They were completely deceived and they arrested the wrong person.

3. Discomfort suffered from a broken leg can be so excruciating that drugs are often prescribed to relieve the agony.

4. Inveterate gamblers are habitual customers at the race track betting widows.

5. Our plane tickets were voided when the airline ticket agent declared that the airport was closed. Therefore, all reservations were cancelled.
6. Although the insurrection began in the rural areas, the rebellion quickly spread throughout the cities.

7. The arbiter in the second murder trial was the same judge as in the first trial.

8. The disparity between what I thought him to be and what he actually was over 80%. This difference amazed me very much.

9. Drunk drivers are a menace because they are a threat to the safety of other drivers.

10. Most members of the family pondered the serious news, while a few ignored it completely.

---

**B. Passage Translation:**

*Read the following Passage and answer the questions.*

*(Don’t use the dictionary until you admitted to do so.)*

**The Intifada this time**

One month after the outbreak of Al-Aqsa Intifada, one has to analyze its results and how the revolt reflects Palestinian anger and frustration over the failure of the peace process. The Al-Aqsa Intifada has already become the most sustained Palestinian revolt in the occupied territories since the Palestinian uprising of 1987-1993. And there is no dispute –at least among Palestinians –that the outbreak of the uprising was overwhelmingly spontaneous, driven more by the enormous frustration of the Oslo generation of Palestinian youth than by any strategic decision by the Palestinian leadership.
This generation took to the street in thousands, not so much because of the intended visit of Sharon to the Islamic holy sites in Jerusalem’s Old City. The spark rather was the killing of seven Palestinians by Israeli border police on the Haram Al-Sharef [the temple mount], and above all the televised murder of 12-year old Mohammed Al- Dorra by continuous Israeli fire. (Al Ahram Weekly, Oct.2000)

A. Reading Comprehension Skills

1. According to the text, when did the second Intifada take place?

______________________________________________________________________________________________

2. How long did the first Intifada continue?

______________________________________________________________________________________________

3. The writer mentions three reasons for the second Intifada, what are they?
   a. __________________________________________________________________________
   b. __________________________________________________________________________
   c. __________________________________________________________________________

4. Say whether the following sentences are true or false

   a. The Intifada was strategically planned by Palestinian groups T / F
   b. Al-Aqsa Intifada is the name given to the second uprising T / F
   c. Oslo generation didn’t like the Intifada T / F
   d. Sharon visit only is the main reason for the second Intifada T / F

B. Researching Skills

1. Using a monolingual dictionary (English-English)

   Look at this extract from an English-English dictionary
and consider the following:

q Words are arranged in the dictionary in alphabetical order (like the bilingual dictionary).

q When we look up a new word, we read very quickly the words on the top of each page; there are always two words at the top of each two adjacent pages – one represents the first word in the one page and the other represents the last word in the other page. So that you know the range of words in these two pages without reading through all the words.

q Next to each words there are some symbols; such as

q \( (n) = \text{noun}, (v) = \text{verb}, (adj) = \text{adjective}, \) \( (adv) = \text{adverb}. \)

q \( 1,2,3 \) = refer to the different meanings of the word.

q \( \text{BrE} = \text{British English, AmE} = \text{American English} \)

q \( /\acute{kjuː}/ = \text{refer to the pronunciation of the word.} \)

q \( [\text{U}] = \text{Uncountable noun, [C] =Countable noun.} \)

q \( \text{Esp} = \text{Especially,} \)

q \( \text{“an acute lack of water”} = \text{refers to an example for using the word.} \)

q - compare / or sometimes [USAGE] = refers to some grammatical differences or usages between this word and another similar one in form or function.

q In order to select the meaning that is suitable for the word you are translating, focus on the examples presented for each meaning.

q There are a lot of useful English – English dictionaries; such as Oxford Learner’s Dictionary, Longman Dictionary of Contemporary English, Webster English Dictionary...etc.

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**Acute** \( /\acute{kjuː}/ \text{ adj 1} \) (of the mind or the senses) able to notice small differences, \( \text{esp. of meaning or sound; working very well; sharp: Dogs have an acute sense of smell.} \) \( \text{She has very acute hearing.} \) \( \text{2 severe; very great: an acute lack of water.} \) \( \text{3 (of a disease) coming quickly to a dangerous condition- compare CHRONIC.} \)

**Colour** \( /\text{kələr}/ \text{ n 1} \) \( \text{[U]} \) \( \text{the quality which allows one to see difference between (for example) a red flower and a blue flower when both are the same size and shape.} \)
"Without using the dictionary, guess the meanings of the underlined words:

frustration

territories

uprising

spontaneous

generation

border

took to

murder

Now use your Monolingual (English-English) dictionary, and compare your guesses and the meanings in the dictionary.

C. Analytical Skills

Consider the following sentences

5. the outbreak of the uprising was overwhelmingly spontaneous.

6. driven more by the enormous frustration of the Oslo generation of Palestinian youth.

7. The spark rather was the killing of seven Palestinians by Israeli border police on the Haram Al-Sharef.

Before you Translate REMEMBER:

- READ the sentences that come before and after these sentences (the context) in order to have a good idea of the relationship between all the sentences in the paragraph.

f. Translate these sentences (You can use an English-English Dictionary)

1.

2.

3.

g. Compare your translation with your partner’s.

Which sentences are different?
Which sentences are similar?

Now use the English-Arabic Dictionary and compare both your answers.

h. Did you add any word that was not in the original text?

i. Did you omit any words that were in the original text.

j. If you have added or omitted, why did you do that?

D. Production Skills

Take care of the following Arabic Structures:

Now after these hints about the structure of Arabic, translate the passage into Arabic.
Home Work and Revision:

A Semantic field is .................................................................
for example ........................................

A Lexical set is .................................................................
for example ........................................

Context is .................................................................

A synonym is .................................................................for example ........................

----------and .................................
An antonym is ................................................................. for example---------
------------------ and --------------------------

What did I learn today?

1. Did the questions after the passage help you understand the meaning?

2. Can you guess the meaning of a new word from the context?

3. Can you now choose the suitable meaning for a new word according to the context?

4. Can you write grammatically correct Arabic sentences when you translate?

5. Did you like working in groups or individually?

6. Do you know how to look up a word in an English-English dictionary?

7. Do you know how to select the best meaning in an English-English dictionary?

8. Which passage did you find the most difficult?

9. Why do you think it was difficult?

10. Which sentence – or expression- did you like , and so will keep using, in the passages?

Do you have any comments on the translation class today?
At home, Translate the following passage into Arabic (make use of the skills you learnt today)

America Under Attack

Any one who visits New York immediately feels its pulse, it is the pulse of a "global city" in every respect. Through its airports, across its streets, in all buildings, pass members of every nationality and race. This global city was chosen as the target for horrific terrorist attacks. The world Trade Center was certainly an attack on the most recognizable symbol of American Financial might.

The first attack on the northern tower was enough to attract the cameras of every American television network, which broadcast the images to every corner of the globe. At that stage, no one thought that it was an intended act. I seemed instead some kind of horrible accident. But only 18 minutes later a second plane came into view, and plunged into the second tower. In the meantime, a third plane was heading towards the Pentagon while a fourth was possibly heading to the Whit House. This last airplane crashed in Pennsylvania.

Following the same hints and tips on translating try to translate this passage into Arabic. You may use an English-English dictionary only.

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TRANSLATE

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Unit Three
Planting Trees
Unit Three
Planting Trees

By the end of this Lesson, you should be able to:

1. Identify what is meant by Appropriacy and accuracy in translation.
2. Work out whether a sample translation is accurate or appropriate.
3. Identify the meaning of "register"
4. Identify the register of the text by referring to
   a) field of discourse or b) mode of discourse
5. Use the skills you learnt in the previous two units in translating.
6. Use new translation skills in translating other passages.

Introduction
- In order to plant trees, one needs --------, -----------, and -------
- Can you plant any tree in any part of the world? ---------------
- Why can’t you? --------------------------------------------
- When a tree grows up, some times there are some other wild plants
  that hinder its growing, what should you do to these plant?
- -----------------------------------------------------------------
- Is it appropriate – suitable- to leave these plants grow around your
  tree?
- -----------------------------------------------------------------
- Leaving plants may be correct if you intend not to take care of your
  tree any more, however, when people come to see your tree, some
  changes have to be done. Do you agree? -----------------------------------

KNOW
In Translating every passage you translate is a tree you plant. There are some translations that can be accurate – correct- but not appropriate – suitable.

For example, Read the following paragraph.

Bus Behaviour

Traveling in London can be a very interesting experience. This depends on where you travel from and where you want to go, how many people are on the bus, and what the mood of the driver is. If you're traveling to the centre of town, you may have to wait twenty minutes, only to have three buses come at the same time - two of them empty, of course.

The translator must consider the type of text as well as the target reader. These will determine the language of the translation. Choose the correct answer.

This text could have appeared in:

- a novel
- a newspaper or magazine
- an academic research paper

The target audience is:

- transportation experts
- general readers
- elderly people

How did you know the answers to the two questions? Quote from the text.
Below are two translations of the paragraph. Read them and answer the following questions. Use the text to support your answer.

Translation 1

من الممكن أن يكون السفر في لندن خبرة ممتعة جداً. و هذا يعتمد على المكان الذي تود السفر منه مع المكان الذي تود الذهاب إليه. عدد الناس الموجودين في الحافلة وال坐着ة المزاجية للسائق. لو أنك تود السفر إلى مركز المدينة، فيجب عليك أن تنتظر عشرين دقيقة. ثم تجد ثلاث حافلات تأتي في نفس الوقت، الثلاثة نسختها شاغرة بالطيور.

Translation 2

إن التنقل بالأنبوبس في لندن خبرة رائعة!! ولكن يتوقف على العديد من الأمور منها طبيعة المكان الذي ستترك منه مع المكان الذي تريد الوصول إليه، عدد ركاب الأنبوبيس و مزاج السائق. فمثلاً إذا أردت الذهاب إلى وسط البلد سوف تنتظر حوالي عشرين دقيقة ثم تفاجأ بثلاث أنبوبيسات مرة واحدة منها ثلاث على الأقل بها عدد قليل من الركاب.

1. Which of the two translations is closer to the text?

Which of the two translations seems more natural.

2. Which of the two translations do you prefer?

3. Give reasons for your preference.

When translating, you have to make your translation sound natural as in the target language (Arabic). It may have some changes and less accuracy, but it has still more appropriacy.

Know:

Remember:

Accuracy Translating the meanings of the original text by giving equivalent words in the target language (Arabic), without paying attention to the new text as a whole.

Appropriacy Translating the meanings of the original text by giving the natural equivalents in the target language (Arabic) by looking at the passage as a whole.

Practice
One of the translations above is more appropriate than the other.

Read paragraph 1 and both translations again. Then fill in the correct answers.

Translation -------is more appropriate than translation-----------------.

In the table below, give examples which helped you answer question a. 
One is done for you.

<table>
<thead>
<tr>
<th>English</th>
<th>Accurate Translation</th>
<th>Appropriate Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling</td>
<td>السفر</td>
<td>التنقل</td>
</tr>
</tbody>
</table>

Note

Every translation should be fluent, natural, idiomatic. Some texts, however, call for greater accuracy, e.g. descriptions, instructions, reports, documents, etc.

Here, the precise meaning is very important. With other types of text, e.g. descriptive writing and literary texts, much more than the precise meaning should be conveyed - the style, the tone and atmosphere must also come through.

Read paragraph 2 below.

Read the accurate translation which has been provided.

Make changes where necessary to improve appropriacy.

You will probably have to make some changes in syntax (word order), lexical items (words, phrases), and grammar.

c) Then review your translation and edit it further.

Try to make your translation natural, as though it was originally written in Arabic.
II

The number of the bus does not mean much: Four means four in most languages, but now and then you'll see bus no. 4A and 4B, etc. As a result, you might find the driver, naturally, expects you to know that only 4B goes there. "If you wanted 4B, why didn't you say so when you got on!" The driver is always right.

Accurate translation

أقصى عدد حافلة لا يعني الكثير: أربعة يعني أربعة في معظم اللغات، ولكنك ستجد الآن حافلة رقمها أربعة أ و أربعة ب . النتيجة لهذا قد تجد السائق - بشكل طبيعي - يتوقع إنك تعرف إلى أن تذهب رقم أربعة ب . " إذا كنت تريد رقم أربعة ب فلا تقل ذلك عندما صدقت " و السائق بذلك دائما على حق.

Appropriate translation

Check your translation with your partners'.

What are the similar sentences?

What are the different sentences?

PPRRAACCTTIICCEE

Read the following sentences and try to find another 'appropriate' meaning for the underlined words as in the example.
<table>
<thead>
<tr>
<th><strong>Sentence</strong></th>
<th><strong>meaning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>He comes here <strong>once in a while</strong>.</td>
<td>occasionally</td>
</tr>
<tr>
<td>She did not want to <strong>take part</strong> in the meeting.</td>
<td></td>
</tr>
<tr>
<td>I'll be back <strong>right away</strong>.</td>
<td></td>
</tr>
<tr>
<td>Ali <strong>took off</strong> his hat as he entered the room.</td>
<td></td>
</tr>
<tr>
<td>He has <strong>made up his mind</strong> to stay in Madinah.</td>
<td></td>
</tr>
<tr>
<td>You can <strong>get in touch with</strong> him at his office.</td>
<td></td>
</tr>
</tbody>
</table>

**KNOW**

**Register**

This word refers to the appropriate language use in a certain situation. For example,

- if you speak Arabic –or any other language-, the language (vocabulary – expressions- grammar) you will use is different from the language you will use in writing.
- If you give a lecture, the language you will use is different from the language you will use in a sermon خطبة.
- If you write a report, it is a different language from the one used in writing poetry.
- This kind of register is called “The Mode of Discourse” طبيعيه الموقف الذي نستخدم فيه اللغة.
If you speak to your brother, the language you will use is different from the one you will use when you speak to your teacher.

The language the doctor uses with a patient is different from the one the mother uses with her child.

The language you use to speak to your friend is very different from the one you use in prayers.

This kind of register is called “the Tenor of Discourse”.

**Why is it important to know Register in Translation:**

**Because....**

1. **Identifying the type of text is very important to produce the**
   **APPROPRIATE translation in Arabic.**

2. **Identifying the nature of the relationship between the two speakers, or writers, helps in understanding how the text will be like in Arabic after translation.**

**Model**

**Read the following dialogue, and answer the questions:**

1.- Good afternoon, May I help you?

   - I’d like to cash this cheque and make a deposit in my checking account.

Where does this conversation probably take place?

a) in a hotel  b) at a bank  c) in a travel agency  d) at a post office

What words and expressions in the conversation helped you make your choice?

**Practice**

**Read the following dialogues, and answer the questions:**

2.- A: Are you enjoying this tour?
B: Yes, it is my first time to visit New York.
A: Mine, too. New York is such a big and fascinating place.
B: Do you know how New York came to be the largest city in the United States?
A: Well, I suppose because it is one of the country’s oldest cities. Besides that, it has a good harbour.
B: That’s true, but there are other old port cities in the US like Boston, Philadelphia, and Baltimore. In fact, in our early history, the first two played a much larger role than New York. What made New York so different?
B: The big difference is that New York had a water route to travel to the interior of the US that the other cities lack.

Who are the two speakers?

- a) a tourist and a tour guide.
- b) a tourist and a bus driver.
- c) two tourists.
- d) two drivers.

What words and expressions in the conversation helped you make your choice?

3- A: Good morning, class. I’m sure you’re going to find today’s lecture very interesting. We’re going to talk about two tribes of American Indians in Virginia. As you know most Indians in the United States live in reservations in the Western states, but there are a number of reservations in the East as well.

Who is the speaker talking to?

- a) Tourists
- b) Students
- c) Indians
- d) Historians

What words and expressions in the conversation helped you make your choice?

4- A: I think the contract is ready now.
B: Let’s not sign this until we have a lawyer look at it.

Who are the two speakers?

- a) two lawyers
- b) two sellers
- c) a buyer and a seller
- d) two buyers

What words and expressions in the conversation helped you make your choice?
5- A: Take care of the water, it shouldn’t boil. Lest the chemical should be spoiled
B: Thank you, sir. I was about to let it boil.

Where does this conversation probably take place?

a) On a boat b) in a classroom c) on a street d) in a laboratory

What words and expressions in the conversation helped you make your choice?

-------------------------------------------

GET DOWN TO BUSINESS

Now it is time for Translation,

TRANSLATE

A. Sentences translation:

Each sentence to be translated is a problem that needs a solution.

Idiomatic Difficulty:

Sometimes the difficulty is not in the new words nor in the structure in the sentence. The difficulty is in the appropriate use of the word or expression in the sentence. In other words, if you translate the words accurately the translation will not be understood properly in Arabic. In this case try to understand the meaning of the new expressions depending on the context (register) and find the best 'appropriate' translation into Arabic.

In groups, translate the following sentences without referring to the dictionary.
You can only refer to the list of idiomatic expressions in your kit.

1. "Bob said the test was difficult, but I thought it was a piece of cake."

2. A: "I just got an e-mail message from our old friend Sally."
   B: "Tell me what she said. I'm all ears!"
3. I'm fed up with apologizing for your mistakes!"

4. "I'm really tired. I've been on the go all week long."

5. Quit beating around the bush! If you don't want to go with me, just tell me!"

6. I've been beating my brains out with it, but I just can't solve it.

7. "Don't say anything to Bob unless you want the whole office to know. Bob's quite a blabbermouth."

8. "I can't make heads or tails of your e-mail. Were you having problems with your computer?"

9. A: "Your new car is really nice."
   B: "It should be. It cost (me) an arm and a leg!"

10. You kids are making too much noise. Cut it out!"

B. Passage Translation:
Read the following Passage and answer the questions.
(Don't use the dictionary until you admitted to do so.)

Mystery of the Sleeping Russian
A Russian man has been feigning unconsciousness for nearly three weeks in hospital since police began questioning about 25,000 French francs found on him after a road crash. The bearded man in Hemel Hempstead general hospital, Hertfordshire, has been identified as Mr Vladimir Leontev, aged 43, an émigré who was granted refugee status by France in 1978.

Mr Leontev was admitted to hospital for two days of observation after his hired mini-motor cycle was in collision with two cars on the A5 on November 16 and then discharged. But when police took him before magistrates at Hemel Hempstead to face a motoring charge, he slipped to the ground and appeared to pretend to be unconscious. Police took him back to the hospital on November 20, where he has occupied a $70-a-day bed, resolutely refusing to answer questions after the hospital turned down his demand for a single room with cooker and a nurse to read for him.

Mr Leontev who speaks good English and carries French travel documents, continues to pretend that he is unconscious though he is known when nurses are not looking to sneak food from meals left for him.

**A. Reading Comprehension Skills**

1. **Give short answers**

   a. Where would you read this text? _________________________

   b. where was Vladimir when the article was written?

   _________________________________________________________

   c. how old is he? _______________________________________

   d. Where does he live?

   _________________________________________________________

   e. Was he involved in a road accident?

   _________________________________________________________

   f. Was the accident his fault?

   _________________________________________________________

   g. What was he carrying at the time of the accident?

   _________________________________________________________

   h. Does the writer of the article believe that Vladimir is really unconscious? _________________________________________

   i. Give examples of words that the writer uses to express his opinion.
2. **Choose the correct answer:**

   **a.** why was he taken to hospital after the road accident?
   1. because he was unconscious.
   2. because he couldn’t answer questions in English.
   3. because the medical authorities wanted to examine him.
   4. because he was badly injured and needed treatment.

   **b.** how long did he stay in hospital on the first occasion?
   1. three weeks
   2. two days
   3. a few hours
   4. the story doesn’t give this information

   **c.** why was he taken to hospital on the second occasion?
   1. because he asked to be allowed to go back again.
   2. because the police thought he was unconscious.
   3. because he was suspected of having stolen 250.000 F.
   4. because he had had another accident.

   **d.** who is paying for Vladimir to stay in hospital?
   1. he is paying for himself.
   2. the medical authorities.
   3. the Russian Embassy.
   4. the police.

   **e.** At the hospital, he made a request. What did he want?
   1. food and drink.
   2. special treatment.
   3. a $70-a-day bed.
   4. the article doesn’t give this information

   **f.** has he eaten anything during his time in hospital?
   1. no, he is unconscious.
   2. yes, he cooks his own food.
3. yes, when nobody was watching him.
4. no, meals are not provided.

B. Researching Skills

Sham, feign, and pretend all have the same meaning: “to give an appearance of something that is not true, with the intention of deceiving”.

- find words or expressions used in the text to mean:
  a- a bicycle with a small motor.
  ____________________________
  b- a traffic accident.
  ____________________________
  c- sent away (from hospital)
  ____________________________
  d- to take so as not to be seen.
  ____________________________
  e- refused
  ____________________________
  f- with hair on the face
  ____________________________
  g- the system of medical treatment for everybody; paid for by taxes.
  ____________________________
  h- officials who have the power to judge cases in the lowest court of law, especially in a police court.
  ____________________________

Now check your answers with your partner and refer to the English-English dictionary if you are different.
C. Analytical Skills

In groups, discuss the difficulty in the following sentences:

1- “Mr Vladimir Leontev was granted refugee status by France in 1978”.
2- “he has occupied a bed”
3- “he is known to sneak food from meals left for him.”

k. Translate these sentences

.1
.2
.3

l. Compare your translation with your partner’s.

Which sentences are different?

Which sentences are similar?

Now translate them again after some changes:

1- “Mr Vladimir Leontev, aged 43, an émigré was granted refugee status by France in 1978”.
2- “he has occupied a $70-a-day bed”
3- “he is known when nurses are not looking to sneak food from meals left for him.”

.1
.2
.3
How did you translate the parenthetical sentences in the following expressions:

- aged 43, an émigré
- $70-a-day
- when nurses are not looking

Compare your answers with your partner.

Read the following suggested translations of these sentences and answer the questions:

1. Read the suggested translations again and decide which one will you choose as APPROPRIATE, and which ones are ACCURATE. (Give reasons)

```
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1------------------------------------------------------------------------------------------------
```

```
2------------------------------------------------------------------------------------------------
```

```
3------------------------------------------------------------------------------------------------
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4------------------------------------------------------------------------------------------------
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5------------------------------------------------------------------------------------------------

6------------------------------------------------------------------------------------------------

7------------------------------------------------------------------------------------------------

8------------------------------------------------------------------------------------------------

9------------------------------------------------------------------------------------------------

10------------------------------------------------------------------------------------------------
```

```
Read the following suggested translations of these sentences and answer the questions:
```

```
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```

```
1------------------------------------------------------------------------------------------------
```

```
2------------------------------------------------------------------------------------------------
```

```
3------------------------------------------------------------------------------------------------
```

```
4------------------------------------------------------------------------------------------------
```

5------------------------------------------------------------------------------------------------

6------------------------------------------------------------------------------------------------

7------------------------------------------------------------------------------------------------

8------------------------------------------------------------------------------------------------

9------------------------------------------------------------------------------------------------

10------------------------------------------------------------------------------------------------
```
If you have other suggestions for translating these sentences, write down your suggestions:

---

D. Production Skills

Take care of the Arabic Structure:

- The use of the English passive form, as opposed to the active form.
- Be aware that you may use the passive form if it is necessary.
- Remember that the passive form in Arabic can require certain changes in the sentence.
- Choose expressions that are appropriate and accurate.

Now after these hints about the structure of Arabic, translate the passage into Arabic.
Home Work and Revision:

An appropriate translation is one which

An accurate translation is one which

Register refers to

Register has two main categories: a) mode of discourse and b)

-the first refers to

The second refers to

Register is important in translation because
What did I learn today?

8. Did the questions after the passage help you understand the meaning?

9. can you identify the test source ; newspaper, novel, academic book?

10. Can you now choose the suitable meaning for a new word according to the context?

11. Can you produce an APPROPRIATE translation?

12. can you translate parenthetical sentences ?

6. will you be able to write good correct Arabic when translating?

7. which part did you find difficult in today’s class ?

8. which part did you enjoy in today’s class?

Do you have any comments on the translation class today?

TRANSLATE

At HOME :

1- Read the following passages ,
2- Answer the questions,
3- Translate them into Arabic,
4- Write your comments on the translation (the difficult parts, the complicated sentences, the passive, …etc, and how you managed to translate them)
This is a story from the legends of African tribes. Once, long ago, the different parts of the body weren’t all together but went about the world on their own. The ears, the eyes, the legs, and the arms all went about their business, doing what they had to do—ears one way, eyes the other, legs off over there, arms over the other way. One day though, they decided to go out hunting together. The ears, eyes, legs, and arms marched off to the forest. They walked for seven days before they got there but just as they were getting near, the ears called out. “Shh, listen! I can hear something.” Immediately the eyes started to search among the trees, and then suddenly they called out, “There, look! An antelope! Over there…” The legs set off to chase it, followed closely by the arms. As the legs caught up with antelope, the arms reached out and killed it. After a while, the ears and the eyes caught up with their friends. “What do you want?” said the arms. “The antelope’s ours, we caught it. Shove off” “No, come off it”, said the legs. “You would never have been able to grab it if it wasn’t for us being fast enough to catch up with it.” “Never mind that”, said the eyes. “We reckon the antelope’s ours, because we were the ones who saw it. You wouldn’t have known where to go if it wasn’t for us”. “All right, all right”, said the ears “who got the whole thing going? Us, of course. We heard the antelope, didn’t we? You’d all be sitting around back there if it wasn’t for us hearing it move”.

Just then a mosquito came by. “What’s the row about? What’s all the fuss about?” They told the story. “Hm”, said the mosquito, “this is a tricky one. Very tricky. But listen, there’s a wise old chief not far from here – Why not take the problem to him?” Off went the four friends to the wise old chief, with the arms carrying the antelope. The chief listened to the story and then ordered the antelope to be cooked. When it was brought to him, he sat down and started eating. He didn’t stop till he had finished every last bit. And not once did he ask the four friends to have some. Then the chief spoke. “I listened to your story and decided that I would punish all of you for being so mean and selfish. First I punished you by eating all of the antelope without sharing any of it with you. Now I am going to punish you all once more, by joining you together so that something like this never happens again”. And he did.

The parts of the body were furious with the chief for doing this, but they were even angrier with the mosquito for bringing them to see the chief. And that’s why
whenever the ears hear the whine of a mosquito, the eyes search for it and the arms try and slap it. If, as often happens, the mosquito still whines, even after the arms have slapped and smacked over the place, the legs join in the hunt. (Target Comprehension 2001)

Questions:

1. where can you read this text? ______________________________

2. Guess the meanings of the underlined words?
   ____________________________________________________________
   ____________________________________________________________

3. Translate APPROPRIATELY into Arabic:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Unit Four

Give Us the Tools

and we will do the job
Unit Four
Give Us the Tools
and we will do the job

By the end of this Lesson, you should be able to:

1. identify what is meant by untranslateability.
2. identify the concept of equivalence and nonequivalence in translation.
3. identify some commonly used expressions in the English language.
4. Identify strategies for overcoming untranslateability
5. Use the skills you learnt in the previous three units in translating.
6. Use new translation skills in translating other passages.

Introduction:
Jamal, Ali and Ismail are road workers, they dig in the ground to make new roads. They were going to work one day when they had the following conversation:
Ali: I think today’s job will be so difficult.
Jamal: why do you think so?
Ali: Because we have to dig in a very harsh land.
Ismail: After all we have good tools.
Ali: some times tools only will not help.
Jamal: what do you mean?
Ali: I mean that we need to use our minds as well as our tools. The mind is the master of all tools in all jobs.
When they began work, they started digging as usual. Then they faced a big rock in the middle of the road they are digging.
Ismail: the drill doesn’t seem to work here, Ali. This rock is so solid.
Jamal: use the other one.
Ali: I think it will not work either.
Ismail: that’s true, the bigger drill is no good, what should we do?
Ali: let’s think together and find a solution. Why should we follow one direction when it is no good?!
Jamal: do you mean that we have to leave the job undone?!
Ali: no, but at least we can modify the path, we can turn around this big rock, and change the direction of the road.
Ismail: But, it will not be like the one in the map.
Ali: you take it or you leave it. This is the only way to continue working in this road.
Remember you have to use your mind better than your tools.

Comment:
Do you know that the situation in the previous conversation is similar to a situation in translation?!
Yes, In translation you may find some of the following problems:

1- a word that is not found in Arabic (ex. Alfresco)
2- a sentence in which you know the meaning of every word, but cannot translate it as a whole. (Time tries all)
3- Some simple sentences that you think are easy to translate, but you discover that they have special meanings (ex. Proverbs: He kicked the bucket)

These are all called problems of untranslateability

By Untranslateability we mean: aspects of language, words- phrases- sentences, that cannot easily be translated in the target language (Arabic). This DOES NOT mean that they are untranslatable completely. They can be rendered in the target language (Arabic) but with some modifications.

Examples: think of the following proverbs and try to translate them into Arabic:

<table>
<thead>
<tr>
<th>Proverb</th>
<th>Arabic Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearances are often deceiving</td>
<td>تظاهرات الأشياء غالبًا ما تكون مبهمة</td>
</tr>
<tr>
<td>Beauty is only skin deep</td>
<td>الجمال ليس إلا خدوش الجلد</td>
</tr>
<tr>
<td>Better late than never</td>
<td>أخر المتأخرين أفضل</td>
</tr>
<tr>
<td>Better safe than sorry</td>
<td>أخر المحتاجين أمان</td>
</tr>
<tr>
<td>Cleanliness is next to godliness</td>
<td>النظافة قرينة على الإخلاص</td>
</tr>
</tbody>
</table>

Now answer these questions:
1- did you find the words difficult? __________ _________
2- which words did you find difficult?

___________________________________________

3- did you find the sentence as a whole difficult to translate? __________ __________

4- can you think of any Arabic EQUIVALENT to these proverbs? (work with a partner)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

5- Have the Arabic proverbs got the same words as the originals? ________ ________

6- Have the Arabic proverbs got the same meaning as the originals? ________ ________

7- What do you learn from this?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

8- So what is the meaning of Equivalence?

___________________________________________________________________________

KNOW

“Equivalence refers to the replication of the same situation as in the original, whilst using completely different wording. It can maintain the stylistic impact of the original text. Equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, ..etc” (Vinay & Darbelnet 1995)

Examples:

1- The English people say “ I have to pay a visit to him”. In Arabic, the equivalent will be يقوم بزيارة ( وليس يدفع زيارة)

2- The English say ( he broke the rules). In Arabic, “ يخرق القوانين ( بدلا من يكسر القوانين )

3- Consider the use of the verb deliver: a) deliver a letter --- يسلم خطاب

b) deliver a speech --- يلقى حديثا

   كلمة 

c) deliver news --- ينقل أخبارا
d) deliver a blow —— يوجه ضربة

e) deliver a baby —— يولد امرأة

4- bread and butter —— عيش وملح (و ليس زيده)
5- Bury the hatchet —— نسي الماضي
6- Face the music —— استلقي واعدك
7- it is raining cats and dogs —— تمطر بغزارة | المطر يهطل مدرارا
8- Pigs might fly —— اقطع دراعي (في العامية المصرية)

You may have noticed that most of these examples are cultural-oriented متصلة بالثقافة and the only way to know how to translate them is through the context and by being familiar with these common expressions.

Because proverbs are internal human thoughts, you can in most times, find Arabic equivalents to the English proverbs. In the following list think of the Arabic context rather than of the English individual words.

**PRACTICE**

Here are some other proverbs, their meanings have been indicated, try to find the Arabic equivalents:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example, illustration</th>
<th>Arabic Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bird in the hand is worth two in the bush</td>
<td>Some thing you possess now is better than many things out of your hand</td>
<td>نسمى الماضي وليست العين</td>
</tr>
<tr>
<td>A word to the wise is sufficient.</td>
<td>You don’t need to use force with wise people</td>
<td>استمع لرأي المفكر</td>
</tr>
<tr>
<td>Actions speak louder than words</td>
<td>Instead of speaking all the time, try to make an action that can be seen.</td>
<td>كلام الفكر أكبر من الكلام</td>
</tr>
<tr>
<td>Appearances are often deceiving</td>
<td>Don’t be deceived by the outer appearance of things and people</td>
<td>لا تخجل من التظاهر</td>
</tr>
<tr>
<td>Beauty is only skin deep</td>
<td>Beauty is not only in the face, but also in manners and behaviour</td>
<td>ليس القسم الاخر للجمال</td>
</tr>
<tr>
<td>Better late than never</td>
<td>Don’t regret being late, you are still better than some one who hasn’t come.</td>
<td>لا تنظر إلى الركاب من بعدهم كما عدل عنهم لا تتألم من الطمع</td>
</tr>
</tbody>
</table>

70
| Better safe than sorry. | Don’t regret having bad luck, at all you are still safe, it is better than being harmed. |
| Cleanliness is next to godliness. | To be clean is to obey God, and it is a good quality |
| Don’t count your chickens before they’re hatched. | Take care of what you have, not what you expect to have. |
| Every thing comes to those who wait | Be patient |
| God helps those who help themselves. | Be a hard worker, and God will help you. |
| Handsome is as handsome does. | The beauty of a man is only in his behaviour |
| Honey catches more flies than vinegar. | Don’t be angry that people criticize you, this is only because you are good. |
| In the kingdom of the blind, the one-eyed man is king. | You are a king compared to others inferior to you. |
| Keep your eyes open before marriage, and half-shut afterwards | Choose a good wife, but once chosen, forget about her mistakes |
| Like father like son | Your son is like you |
| Life is not a bed of roses | Life is hard, so work for it |
| Make hay while the sun shines | Work for your day and never postpone it |
| Misery loves company | If you are miserable, you will find relief in accompanying other miserable people. |
| Necessity is the mother of invention | Your need for something makes you invent that thing |
| The act of kindness is never wasted | Your favour will never be forgotten. |
No news is good news. | This means there is no bad news at least.  
|---|---|
Oil and water don’t mix | People of different tempers contradict  
|---|---|
People in glass houses shouldn’t throw stones | Don’t criticize people of errors which you make  
|---|---|
Rome was not built in a day | Be patient  
|---|---|
Speech is silver, but silence is golden | Some times silence is very important  
|---|---|
Strike while the iron is hot. | Take the chance  
|---|---|
You can’t tell a book by its cover. | Don’t judge by appearance.  
|---|---|
He is carrying coal to Liverpool | Don’t tell specialists what they have to do.  
|---|---|

Now let’s think of what you have done, what strategies you used when rendering the translation in Arabic, and what is possible for you to do.

**MODEL**

**PRACTICE**

1- **Using an idiom of similar meaning and similar form:**

- ex. Appearances are often deceiving – المظاهر خداعه
- He turned the policy of the department on its head. – قلب سياسة القسم رأسا على عقب
- When he loved her, his head was over his heels. – رأسه في رجليه
- What else –

2- **Using an idiom of similar meaning but different form.**:

- Deliver a baby – يولد امرأة
- He is carrying coal to Liverpool – بيع الميه في حارة السفائيين (في العامية المصرية)
- Rome was not built in a day-----
- "What else"

3- **Paraphrasing (Rewriting in your own words):**

- Handsome is as handsome does.-----
- Oil and water don’t mix-------
- In the kingdom of the blind, the one-eyed man is king.--------
- "What else"

4- **Omission**: (deleting some items that are not important)

- He is fond of her in many ways. ----
- She became thoroughly mad. -----
- He gave me a good beating as you know well. ---
- "What else"

---

It's time to have a look at the materials in unit four in the Resources part of this book. These contain lists of common expressions and proverbs in English with their Arabic equivalents. Work out the strategies.

**MODEL**

*Some useful structures*: (take care that these are but recommendations, the final choice of a meaning should depend on the context and the style of the original text.)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterwards,</td>
<td>بعندت</td>
</tr>
<tr>
<td>Since then,</td>
<td>منذ أن منذ ذلك الحين</td>
</tr>
<tr>
<td>Underestimated, underrated</td>
<td>يصغر في عيني</td>
</tr>
</tbody>
</table>
Affection
I’ll attend to your wishes
Ins and outs
To rebel, disobey
to sweat blood and tears
The dregs of the people (the rabble)
A man of talent (genius)
Then
At that time, then,
Honour, dignity
To sin
To bully
He sat like a tired man.
Intentionally
Well-known, famous, celebrated.
To be a pioneer, at the vanguard.

---

GET DOWN TO BUSINESS

Now it is time for Translation,

**TRANSLATE**

**A. Sentences translation:**

*Each sentence to be translated is a problem that needs a solution.*

**Cultural Difficulty:**

Sometimes the difficulty is in the culture represented by the new words in the sentence. In this case try to understand the meaning of the new expression or proverb depending on your knowledge proverbs in English.

In groups, translate the following sentences without referring to the dictionary. You can only refer to the list of proverbs in your kit.

1. That new girl sure is pretty," Jack said.
   "Yeah, but I wonder if she's nice too." Carol said.
   "After all, beauty is only skin deep."
This means, a) a person is judged by his/her appearance.

b) a person is known by his/her skin.

c) a person is not judged by how he/she looks.

**Translate the passage into Arabic**

2. Those boys always eat lunch together, "Jenny said, nodding toward the small group of boys at the other end of the cafeteria. Janne said: "well, birds of a feather flock together"

This means, a) some people like to have birds.

b) people of similar interests like to be with each other.

c) people of similar types take the feather of birds.

**Translate the passage into Arabic**

3. Every day while Mr. Tony was sick, his neighbour Charles went to his house to cook for him and read to him. Charles really proved that a friend in need is a friend indeed.”

This means, a) Your true friend is the one who needs you

b) Your true friend helps you when you are in need.

c) Your true friend avoids you when you are happy.

**Translate the passage into Arabic**

4. I can't believe Jack took my idea for his history report. He said he was just
interested in hearing about what I was working on. What a wolf in sheep’s clothing."

This means, a) Jack is a true friend.
          b) Jack is untrustworthy.
          c) Jack is always bad.

**Translate the passage into Arabic**

5. Hoda dislikes playing tennis. All of her friends insisted that she come with them to the playground. When they arrived, she said, "just because you got me to come with you doesn't mean I'm going to play. You can lead a horse to water, but you can't make it drink."

This means, a) She likes to ride a horse, but she does not want to.
          b) She doesn't want to drink, but her friends say it is important to do.
          c) Although she is in the playground, still she doesn't like tennis.

**Translate the passage into Arabic**

6. The game ended and the fat man won the prize that was a car. "And now," said the host, "you can keep the car, or you can give it back and turn the wheel again to try for an even bigger prize!" "Thanks" said the fat man, "a bird in the hand is worth two in the bush"

what is the meaning of the proverb here?

a) to have this prize now is better than wish for another.

b) to have a bird is better than having a car.

c) if you drive a car, birds will fly from the bush.
The common experience of having a name or a word on the tip of the tongue seems related to specific perceptual attributes. In particular, people who report the tip-of-the-tongue feeling tend to identify the word’s first letter and number of syllables with an accuracy that far exceeds mere guessing. There is evidence that the mind may encode data about when information was learned and about how often it has been experienced. Some memories seem to embrace spatial information; e.g., one remembers a particular news item to be on the lower right-hand side of the front page of a newspaper. Research indicates that the rate of forgetting varies for different attributes. For example, memories in which auditory attributes seem dominant tend to be more rapidly forgotten than those with minimal acoustic characteristics.

If a designated (target) memory consists of a collection of attributes, its recall or retrieval should be enhanced by any cue that indicates one of the attributes. For example, on failing to recall the term “horse” (included in a list they have just seen), people may be asked if an associated term (say, barn or zebra) helps them recall the word. While some additional recall been has observed with this kind of help, failures are common even with ostensibly relevant cues. Though it is possible that the cues frequently are inappropriate, nevertheless, if words were not learned (encoded or stored) with accompanying attributes, cuing of any kind should be ineffective.
1. Where can you most likely read this text?

2. What does the passage mainly discuss?

3. It can be concluded from the passage that all encoded words are
   a) remembered without help. B) learned without cues.
   c) stored with attributes d) forgotten if not used.

4. Which is NOT mentioned as a tendency among people who
   encounter the tip-of-the-tongue experience?
   a) knowing the number of syllables in a word.
   b) remembering where words were seen
   c) knowing the first letter of the word.
   d) recognizing the word when heard.

B. Researching Skills

Some times using dictionaries only (whether English—Arabic or English-English) may not be sufficient. Some times you need more information to understand the text better, especially when it is a scientific text. Here the best thing to do is to refer to a specialized encyclopedia through which you can find a satisfactory explanation of the meaning.

For example, in the passage the main idea is about the phenomenon of “the tip-of-the-tongue” a dictionary will tell you that the meaning is طرف اللسان but an encyclopedia (whether in English or in Arabic) will explain the expression in details, like the following extract:

Tip-of-the-Tongue (TOT) Phenomenon

- **Definition** of TOT state:
  - information is available but not accessible from memory
  - usually parts of the information is accessible, but not enough to warrant a response

- What causes TOT states?
  - retrieval blocking:
    - activation of items in memory that are similar to the target (called “interlopers”) compete with the target during a memory search
    - thus, the retrieval of the target is suppressed
    - related words serve to block retrieval
  - incomplete activation:
    - an initial memory cue may not activate a target word or name enough for retrieval of target
    - related words facilitate eventual retrieval
• Although this abstract may seem difficult, but it still gives more information about the topic than a dictionary does.

• Remember, that as a translator your main job is to transmit the meaning of the original as clear as possible. One of the aids to understanding is to have a general idea about the topic before translating.

• There are a lot of encyclopedias; such as the Encyclopedia Britannica and the Encyclopedia Americana.

• There are also some Arab encyclopedias such as the Encyclopedia of the Islamic World (excluding the Arab world) and a number of other sources.

• You may find most of these encyclopedias in the college library.

• If you don’t have access to encyclopedias and still want to know more about the topic before translating, a big resource for you is the Internet.

• On the internet, you can find a lot of search engines in different sites. These sites will provide you with the most up-to-date information on the topic.

• You can find also on the internet electronic dictionaries that help you with some new vocabulary.

• Examples of the good search engines are:

• examples of electronic (English Arabic/Arabic-English) dictionaries sites are:
How to search on the internet;

1) Search engines
- type the words you search for in the box provided,
- put the text in two inverted commas “ “
- hit enter and select the first three or four results to look at
- select the most suitable result.

2) In Electronic dictionaries
- Go to ajeeb site,
- Type the word you want to translate in the box provided for translation,
- Click on ترجم
- you will have a small window including the translation of the word you wanted.
Notice that this is for translating single words, not whole sentences.

C. Analytical Skills

1. Read this sentence from the text

“Some memories seem to embrace spatial information”

How can you translate “embrace” in this sentence? _______________________
Do you think it is difficult / untranslatable? _____________________________
Why do you think it is difficult?
________________________________________
What do you understand of it in this sentence? __________________________
What is the Arabic equivalent that you can think of? ______________________
Now write the final translation for this sentence.
__________________________________________________________________

2. Look at this sentence

“memories in which auditory attributes seem dominant tend to be more rapidly forgotten than those with minimal acoustic characteristics”

What is the subject for the verb “tend”? _____________________________
What is the subject for the verb “seem”? _____________________________
Translate this short sentence first “auditory attributes seem dominant”

Then translate this bigger one “memories tend to be more rapidly forgotten than those with minimal acoustic characteristics”

Now translate the full sentence appropriately into Arabic

D. Production Skills

Read the passage again, after that translate it appropriately into Arabic, taking care of the Arabic structure:

ذكر:
من الضروري أن تكون العبارة واضحة في ذهنك قبل أن تترجمها. لأنك إذا لم تفهم المعنى، فإن فهمه قد يؤثر في ترجمتك. إذا لم تفهم عبارة، ارجع وقارنها مرة أخرى وحاول فهم معناها من السياق أو الأسلوب المستخدم في الكتابة. أو من القاموس الذي يزودك بأسلوب استخدام الكلمات. أو قم ببحث صغير حول معنى أهم كلام العبارة في دواير المعارف أو الإنترنت. المهم أن تتأكد أنك تفهم العبارة تمامًا.

إشارات الثقافية في النص الأصلي و الأمثلة والتركيب الخاصة باللغة الإنجليزية، من المستحسن تحويلها إلى ما يقابلها من صيغ ببلاغية في اللغة العربية، كي تحمل روح النص فضلا عن appropriação معناً

بإمكانك أن تقدم أو تؤثر أو تضيف (تفسيرًا) للعبارة إذا رأيت أن ذلك يقدم المعنى بأوضح السبل ولا يخرج عن المعاني الأصلية الكاتب.
Focus Area

You may have noticed that one source of difficulty in the previous passage is the technical terms. Technical terms may have different meanings, but one meaning should be selected according to different fields of science.
In order to overcome the difficulty in translating technical terms, you need to familiarize yourself with the common terms in some fields of science; physics, mathematics, chemistry, technology or law. Sometimes the context may help you identify which field of science is involved, but it may not be enough to know the meaning of the new technical term. General dictionaries may not be of great help either; simply because a general dictionary will give all the general meanings of the term but not necessarily the exact meaning of the term in its proper science.

The best tool to use is either to search in a specialized dictionary. Specialized dictionaries are designed especially for terms in one field of science. The following are examples of these dictionaries:

- A dictionary of Education and Psychology by Dr. Hamed Zahran
- A dictionary of Medical terms by Dr. Graham Dark
- A dictionary of Mathematics by McGraw-Hill

Or you can search in encyclopedias and the internet. The following website is an important one for search in more than 25 specialized dictionaries of English: www.onelook.com

In the translator's Kit you will find a sample page from this site, and in the next unit you will have more examples on technical difficulty in translating sentences.

Homework and Revision:

Untranslateability refers to ---------------------------------------------
--------------------------------------------------------------------------
------ but it doesn’t mean -----------------------------------------------

Equivalence refers to -----------------------------------------------
--------------------------------------------------------------------------

Equivalence is recommended especially when translating -------------------
--------------------------------------------------------------------------

There are 4 basic strategies for overcoming untranslateability and rendering equivalents. These are 1. ---------------------------------------------

Example ---------------------------------------------
What did I learn today?

1. *Can you translate appropriately into Arabic?*

2. *Do you know how to translate English proverbs and idioms?*

3. *What part did you enjoy in today’s class?*

4. *What part did you dislike in today’s class?*

5. *Do you know some strategies to use when facing a problem of untranslateability?*

6. *What are your suggestions for next year’s Translation course?*

TRANSLATE

Homework

1. *I can’t wait to listen to the last three tapes of Amr Diab I’m getting for my birthday*” Shiama said.

“Are you sure some one is giving you these three tapes? Asmaa asked.
“Not exactly,“ Shiama replied.

“Well I hope you get one for yourself,” Asmaa said.” But don’t count your chickens before they hatch”

Translate the passage into Arabic

2. “Here is a picture of Ayman after he won his diving medal.” Soaad showed Mrs. Hassan the photograph.

“Goodness!” Mrs.Hassan said.” Wasn’t he happy and proud!”

“Yes, he was “ Soaad said.” Just look at his face. The picture is worth a thousand words!”

Translate the passage into Arabic

3. “My dad has to work overtime almost every night , and lately he works on weekends , too. He says it’s what he has to do to make ends meet.”

Translate the passage into Arabic
4. “A lot of people gave me tips for Christmas,” Andy said “I'm rich!” “So why don’t you open a saving account and start putting your money in the bank?” Andy’s big sister Mary said. "Otherwise, that money’s just going to burn a hole in your pocket!”. 

Translate the passage into Arabic

Every day lies

Everyday- in every area of our life- we make and take a thousand lies. Not vicious lies. Not harmful lies. Not lies that count. No, of course not. But great lies. “It’ll be ready in an hour. Your cheque is in the post. I’ll just have one. I was bout to call you. Nothing like this has ever happened before. Of course I’ve never loved anyone else.” We pretend, with no effort and less guilt, that we do not lie through our teeth every minute of the day- and everyone else pretends that they don’t either. But lying saves time and angst. It makes everybody happier than they would be if they always told or listened to the truth. After all you don’t really want to hear that you’ll be lucky if you ever see your plays havoc with your stress levels. Why should you want to know that the last head of cabbage in the shop – needed urgently for the borscht you’re making for the Prime Minister’s dinner party – has been sitting under the cash register with the cat for the last two weeks? You’re hardly going to make a public announcement that you’re going to eat two entire family size bag of crisps. Not likely. Nor is it likely that you’re going to explain to the man about to buy a car that the door always falls off like that. You’re certainly not about to tell your fiancé that you loved the girl you met all through university more than you’ll ever love her. Think of it like this: Life is an incredibly complicated intricate, fragile sensitive and dodgy machine- not great, perhaps, but the only one we’ve got – and lies are the lubricant that keeps the whole thing from blowing in our faces. (Cambridge Read 3)

A. Reading Comprehension Skills
Questions:
1. Where would you expect to read this text?

2. What is the attitude of the writer? does he support this kind of lies, or does he criticize it?

3. How does the writer describe life?

4. Look at these lies from the passage:
   a. It'll be ready in an hour.  
      (the radio player is not going to work again)
   b. Your cheque is in the post.  
   c. Fresh today.  
   d. I'll just have one.  
   e. I was about to call you.  
   f. Nothing like this has ever happened before.  
   g. Of course I've never loved anyone else.  

   Read the passage again carefully and match the lies with the truths they conceal. Which lie cannot be matched with a truth?

   What do you think the truth is?

4. Without using the dictionary, try to know the meaning of the underlined words from the context.

5. Check your guesses using your dictionary.

Translate the passage appropriately into Arabic:
Unit Five
Keep Working!
1- A Dog’s diary

“Track!” said my master. Like any obedient tracker-dog who had received the command he most loves, I gave a bark of excitement, put my nose down to the pavement and sniffed. A small group of people gathered behind us. Among these onlookers was the old caretaker of the building next door to ours. He spoke in a scornful voice: ‘you actually think your dog might catch a thief three days after the event?’ My master said nothing, but I’m sure he must have smiled. I didn’t turn to look. I knew he would not speak unless it was to give me a new command. I needed to concentrate. My task was difficult. I had to pick out one scent among the many that lay about and then track it to its source.

‘I’ve seen many tracker-dogs in my time,’ said the caretaker to the onlookers. ‘I served with the police years ago. We would never have thought of using a tracker-dog to find a car thief. Impossible. Everyone knows that dogs are useless in such matters. He’s got his car back, so what’s the use of parking it again in the same place and trying to pick up one scent among the hundreds on this pavement? It’s like asking the dog to do a crossword puzzle!’ In a sense he was right. I’m sure there is no need to tell you that, just as a dog’s hearing is much better than a human being’s, so his sense of smell distinguishes one thing from another far better than the most powerful magnifying glass in the world. If Sherlock Holmes could work out that a man had had an egg for breakfast by seeing the yellow stain on his mouth, a trained dog could tell you whether the hen that laid that egg was healthy or not. I know it sounds funny and I mean it to be. But I’m not exaggerating. A dog can tell you- provided you understand a dog’s way of communicating- all this and more without even setting eyes on the man he is investigating. But here the ground was criss-crossed in a complex knot of different smells and scents and tracks. To untie it and follow one of them, seemed like asking for a miracle.

PRACTICE

Questions:

Choose the best answer from a, b, c or d

1. What did the dog-narrator feel about trac
   a. It did what was asked because it was obedient.
b. It was excited, even though it wasn’t a special tracker-dog.
c. It was frustrated because it couldn’t concentrate properly.
d. It found tracking difficult, but enjoyed it.

2. What did the caretaker think about using a dog to catch a thief?
   a. he was hopeful and encouraging towards the dog’s owner.
   b. He was doubtful because of his previous experience with tracker-dogs.
   c. He was envious because in the police they had never come up with the idea.
   d. He thought that what most people say isn’t necessarily right.

3. What do we learn about the dog-owner and his car?
   a. he was trying to find his car, which had been stolen three days before.
   b. His car had not been stolen but he was using it to catch a car thief.
   c. His car had been stolen three days before now it has been found.
   d. He had found part of his car and was using the dog to try to find the rest.

4. What does the dog-narrator tell us about its sense of smell?
   a. it is not so good as its sense of hearing.
   b. It can achieve what a human’s sight can and much more.
   c. It can only give us more details about what a human has already discovered.
   d. When there are many scents together, it cannot distinguish one from another.

5. According to the passage, a dog can
   a. give you a lot of information if you can communicate with it.
   b. Tell you many things without seeing you.
   c. Provide you with a way of communicating with it.
   d. Do more than just investigate people it can’t see.

**Guess the meaning of the underlined words.**
Check your guesses using your dictionary.

Translate the passage APPROPRIATELY into Arabic:
2- Situations and proverbs

*The first time Noah got paid for cutting the grass in the neighbours’ yard, he wanted to rush out and buy something—any thing! But he remembered his big brother saying that a fool and his money are soon parted, and he decided to save his money for something worthwhile.*

*what is the meaning of the proverb here?*

  a) Noah is a fool because he wastes his money.
  
b) Noah is a fool because he is younger than his brother.
  
c) Noah will be departed because he has no money.

*Translate the passage into Arabic*

“Ali borrows so many books from me that I can’t find my own books when I need them” said Ahmad.” You know ,” said his father, “good fences make good neighbours. Why don’t you tell Ali he can only borrow one book at a time ? then you’ll know what he has , and won’t feel so angry with him.”
what is the meaning of the proverb here?

- **a)** Ahmad will build fences around his library.
- **b)** Ahmad will not give any book to Ali but on conditions.
- **c)** Ahmad will not give any book to Ali at all.

**Translate the passage into Arabic**

“*I wish I had a million dollars, “ said Ismail.” Sure, “ said Ahmad, “ and if wishes were horses, beggars would ride”.*

what is the meaning of the proverb here?

- **a)** Every one can wish as long as he pays nothing.
- **b)** If you dream of a million $, you will be a beggar.
- **c)** If you dream of a million $, you will buy a horse.

**Translate the passage into Arabic**

“I can’t believe this film” whispered Amal to Anwar.” The forces of evil are going to win. There is no way the hero can survive in a cave full of poisonous gases”. “Wait and see. I bet he finds a way out,” said Anwar,” It’s not over till it’s over !”

what is the meaning of the proverb here?

- **a)** They cannot tell what will happen till they get over the stage.
- **b)** No one can predict what will happen till it happens.
- **c)** The hero will die in the cave.

**Translate the passage into Arabic**
“Why didn’t Fatma enter the science fair?” asked Asmaa. “The volcano she made last year was great.”

“Once bitten, twice shy,” said Iman. “She heard some kids making fun of her last year, so she wouldn’t enter this year.”

What is the meaning of the proverb here?

a) Once a critical situation happens to you, the next time you will be careful.

b) She didn’t enter the fair because a dog bit her.

c) She didn’t enter the fair because she is very shy.

Translate the passage into Arabic

Mona looked up from the rows of seed she was planting. “Oh, the garden will never be finished!”

“Cheer up,” her uncle said. “After all, Rome wasn’t built in a day. By August you’ll have the best beans, tomatoes, and mangoes you’ve ever tasted.”

What is the meaning of the proverb here?

a) If she goes to Rome, she will find the best beans, tomatoes, and mangoes.

b) If she waits for August, the seeds will be wonderful vegetables and fruits.

c) Her uncle lived in Rome for sometime so he knows when the seeds will flourish.

Translate the passage into Arabic
When I read that the same couple had been married three times, once in an airplane, once in a hot-balloon, and once in an elevator, I decided that truth really is stranger than fiction!

what is the meaning of the proverb here?

a) Sometimes a real thing may be even stranger than imaginative stories.

b) Truth cannot be reached but through strangers.

c) The couple will not marry again because they are writing fiction.

Translate the passage into Arabic

“تملك المعلم مزاجًا جيدًا اليوم،” رأت زينب، “أعتقد أنني سأقبل الوعاد وسأطلب منها إذا يمكنني�������������������������������������������������������������������������������������������������������������������������������������������������������������������������0

Focus Area

Each sentence to be translated is a problem that needs a solution.
A. Sentences translation:

In the previous unit, you were introduced to one source of difficulty in translation; that is, technical terms. In this case try to understand the meaning of the new words depending on your knowledge of the filed of science involved in the passage. In groups, translate the following sentences. You may refer to the list of common technical terms in your kit.

1- The sample of the experiment included fifty five subjects from the third year in the primary stage.

What field of science is involved in this sentence?

a) Physics  
 b) chemistry  
 c) Education  
 d) Business

translate the sentence:

2- I’d like to cash this cheque and make a deposit in my checking account.

What field of science is involved in this sentence?

a) Physics  
 b) chemistry  
 c) Education  
 d) Business

translate the sentence:

3- The mouse was originally designed for handicapped people who cannot use the keyboard when working with computers.

What field of science is involved in this sentence?

a) Physics  
 b) Technology  
 c) Education  
 d) Business

translate the sentence:

4- Adult Education has become increasingly popular in Egypt in recent years.

What field of science is involved in this sentence?
5- An exchange rate is the price of one currency in terms of another.
What field of science is involved in this sentence?

6- Linguistics includes the study of syntax, semantics, phonology and Morphology.
What field of science is involved in this sentence?

7- A data show is a video projector that can be used to transmit the image from a computer monitor to an outside screen.
What field of science is involved in this sentence?

8- He was kept in the mad house because he was believed to have developed a paranoia.
What field of science is involved in this sentence?
9- the suspect was sentenced to death after the jury agreed with the arbitrators.
What field of science is involved in this sentence?

a) Court and Law  b) Technology  c)Education  d) Psychology

translate the sentence:

10- The utilitarian trend in philosophy cares for the concrete values and discards abstraction.
What field of science is involved in this sentence?

a) Court and Law  b) Technology  c)Education  d) Psychology

translate the sentence:

B. Passage Translation:

3- Psychoanalysts and psychographers

It must be acknowledged that the psychoanalytical biographer works at a disadvantage in comparison with the psychoanalyst. The psychographer must content himself with records that are necessarily incomplete; the psychoanalyst has before him a living patient. Critics hostile to psychography never tire of pointing out this discrepancy. Yet the psychographer may have certain advantage over the psychoanalyst which are less recognized.

The average person in psychoanalysis is young, generally not past his thirties. This means that he has yet to encounter some of those stages of life which are revelatory of personality. For example, he may not yet have married, have children, achieved the peak of his career, and so on. Neither the analyst nor the patient knows how the patient will react to these events. Thus, certain aspects of the patient’s personality may remain inaccessible for purposes of examination and understanding. But the subject of the psychographer has lived his entire life.
Not only the development and mid-stages of his life are available for inspection but also its ultimate unfolding and final resolution. Thus, one advantage is that in discovering the dominant psychological themes of his subject’s emotional evolution, the psychoanalytic biographer has at his disposal a broader spectrum of behaviour through more decades of life than has the analyst with a living patient.

**PRACTICE**

**Questions:**

1. Where may you read this passage?
   - a) in a magazine
   - b) in a newspaper
   - c) in an academic book
   - d) in a novel

2. What two groups of people does the writer compare in the passage:
   - a) psychologists and psychiatrists
   - b) psychotherapists and psychoanalysts
   - c) psychographers and psychologists
   - d) psychoanalysts and psychographers

3. According to the passage, a psychographer is a person who deals with
   - a) living human beings
   - b) examinations
   - c) the life of dead people
   - d) the life of animals

4. A psychoanalyst is a person who deals with
   - a) living human beings
   - b) examinations
   - c) the life of dead people
   - d) the life of animals

5. The main topic of the passage is:
a) describing the work of the two groups of psychologists  
b) describing the work of psychoanalysts with their patients  
c) describing the work of dead people  
d) describing the work of people who haven’t married.

6. What is the best source to refer to when defining the meaning of “psychoanalysts” and “psychographers” (check all that apply)  
a) English – English Dictionary  
b) English- Arabic dictionary  
c) encyclopedia  
D) the internet

7. After referring to one or more of the above mentioned sources, translate the passage APPROPRIATELY into Arabic:

TRANSLATE

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4- The prophet’s Speech at Tabuk

In the ninth year of the hijra, at the head of an army of 30,000 Muslims which is gathering to meet impending aggression from the Byzantine Empire, Prophet Muhammad (SAW) delivered the following speech at Tabuk. On the borders of Syria:

He (SAW) praised and thanked Allah and said: Verily the most veracious discourse is the book of Allah. The most trustworthy handhold is the word of piety. The best of religions is the religion of Ibrahim. The best of the precedents is the precedent of Muhammad (SAW). The noblest speech is the invocation of Allah. The finest of the narratives is this Quran. The best of the affairs is that which has been firmly resolved upon. The worst religions are those without sanction. The best of ways is the one trodden by prophets. The noblest death is the death of a martyr. The most miserable blindness is waywardness after guidance. The best actions is that which is beneficent. The best guidance is that which is put into practice. The worst blindness is the blindness of the heart.

The upper hand is better than the lower. The little that suffices is better than the abundant and alluring. The worst apology is that which is tendered when death stares one in the face. The worst remorse is that which is felt on the day of Resurrection.

Some men do not come to the Friday prayer, but with hesitance and delay. And some of them don’t remember Allah but with reluctance. The tongue that is addicted to false expression is a bubbling spring of sins. The most valuable possession is contentment of the heart. The best provision is that of piety. The highest wisdom is the fear of Allah, the Mighty and Great. The best thing to be cherished in the hearts is faith and conviction; doubt is part of infidelity.

Impatient wailing and fulsome praise of the dead is an act of ignorance. Betrayal leads one to the fire of Hell. Drinking amounts to burning. Obscene poetry is the work of the Devil. Wine is the mother of evils. The worst thing eaten is one which belongs to the orphan. Blessed is he who received admonition.

Each one of you must resort to a place of four cubits. Your affairs will be decided ultimately in the next life. The worst dream is the false dream. Whatever is in store is near. To abuse a believer is transgression. Raising arms against him is infidelity. To backbite him is a disobedience to Allah. Inviolability and sacredness of this property is like that of his blood. He who swears by Allah falsely, in fact falsifies him. He who pardons is himself granted pardon. He who forgives others, is forgiven by Allah for his sins.

I seek the forgiveness of Allah. I seek the forgiveness of Allah. I seek the forgiveness of Allah. (translated by the Federation of Student Islamic Societies in the UK 2002)

Questions

1. Where do you expect to find this text?

2. Guess the meanings of the underlined words in the text.

3. Translate the text into Arabic, then compare your translation with the original Arabic text at the end of this course.

Translate
5- Have you ever seen a UFO?

1. In 1973, Jimmy Carter, former president of the United States, saw a UFO- an Unidentified Flying Object. There were about 20 other people with him at the time, and they all watched the strange object for several minutes. Does this surprise you? It’s not unusual. About 15 million people all over the world think that they have seen a UFO, a recent report says.

6. UFOs have become very popular. There are books and films about UFOs, we can watch imaginary flying saucers and visitors from space on television, and there are stories in the newspapers about strange
objects. Some of the stories are very silly. Clearly, some of these UFOs were aircraft, birds, the moon, lights on the clouds, and so on. But some people believe that spaceships come from other planets, and some of the reports aren’t easy to explain.

12. In 1974 an American business man was flying his own plane during the day. Mr. Arnold was a sensible man and a pilot with many years’ experience. That day, he saw a row of strange flying objects. He could see them clearly, and he watched them for some time. Later he said that they moved ‘like saucer over water’. The name ‘flying saucer’ was invented. The newspaper loved the story, of course, and they all wrote long reports about it. After this, there was a flood of reports about flying saucers. Many people had also seen strange things in the past, and now they wrote to the newspaper about it. Mr. Arnold’s experience was not new. But for the first time people were talking and writing about the mysterious objects in the sky. Mr. Arnold’s story became famous. Now other people wanted to tell theirs.

23. During World War II, pilots had reported strange round flying objects. Sometimes these objects flew beside their planes and followed them. At first the pilots were afraid: they thought these objects were a new weapon. But the ‘weapon’ didn’t harm them. The officers said the pilots were imagining things. The pilots got used to the strange objects.

28. After the newspaper report about Mr. Arnold, reports came in from all over Europe, the Soviet Union and many other places. Many of the reports had similar details, and a picture slowly became clear. Most of the UFOs were in the shape of a disc, flat on the bottom and round on the top. The were of different sizes, and some were enormously large. But everybody agreed about one thing. These objects could go faster and higher than any known aircraft. They could also turn and move about in a way that nobody had ever seen before.

35. ‘Being inside that thing would kill an ordinary man!’ said one of the pilots after he had seen a UFO. In 1984 a flying object was seen over Kentucky in the USA. It was about 80 metres across. Two planes immediately went up to follow it and photograph it. One of the pilots
tried to pass the thing. His message came over the radio, ‘Good God, it’s enormous. It’s got windows…’ That was his last message. The next day the parts of his plane were found on the ground below. Nobody knows what he saw, or what happened.

42. There had been many earlier reports, too. In Sweden in the 1930s there were many accounts of mysterious objects in the sky. In 1896, before the first aircraft, a whole crowd of people watched an enormous ‘ship in the sky’ over their town. And in recent years, all the passengers of a jet watched two UFOs from the windows of the plane!

47. The UFOs have been seen on the ground, as well. People say that they have seen them land. They also say that they have seen and talked to the crews of UFOs- some even say that they have been taken on board. Once again, the reports are all very similar. The space beings, they say, are humanoid. They are smaller than us, and they have very large heads. They wear silver or green shining clothes and large clear helmets.

53. These space beings have been seen in Australia… in Brazil….in Portugal….in a forest…. In a farmyard…..beside a road…..

Perhaps the most interesting reports come from our own spaceships. In 1963 a Russian astronaut in Vostok VI saw a flying object in the shape of an egg; the American astronauts in Gemini IV took photographs of a silver object in 1965; on September 14th 1969 the Apollo XII crew reported that their spaceship was being followed by two UFOs….

60. Do you believe all this? Or are you like the old Irishwoman in the story? Some people asked this Irishwoman if she believed in fairies. ‘I don’t believe in them’, she replied, ‘but they are there’. (Readings for Adults, 1988)

**PRACTICE**

**Questions:**

1. What is a UFO?
2. Who was the first to invent the name “flying saucers”?

3. What does the underlined word “they” in line 16 refer to?

4. What was the common description of a UFO given by people?

5. According to the context what does the word “Humanoid” in line 46 mean?

6. What was the common description given for space beings?

7. What does the underlined word “our” in line 50 refer to?

8. Why does the writer mention the story of the old Irishwoman at the end?

Now translate the passage APPROPRIATELY into Arabic

TRANSLATE
6- University Life

At the present time you are in the first year in your university life. you might have noticed that university life is quite different from life in the secondary school. However one needs to be fair in judging such a life. Sometimes you find some students who are reluctant to involve in any activity , on the other hand there are students who are very active , participating in any activity thinking they were born to work and lead. Some professors give counselling, while others refuse to present any guidance.

It is a life of contradictions and paradoxes; some girls may be extrovert to the degree that they are ill reputed, others may be so shy to the extent that they are avoided. You may find some colleagues who are hard workers in their study , on the other hand some others are careless even if working for themselves.

On the other face of the coin , universities are wonderful places for making friends , learning true science , and deciding one’s future plans. Consider the following
account told by a university student who is now a professor about a situation that happened to him in university 25 years ago.

“College and university life is full of stories, events and dramatic experiences. With the wide range of student personalities and styles of life and learning: the hard working, the easy going, and the life lovers all co-existed in a three or four building site. I can not even remember how many because this was many years ago, not less than 25. Unfortunately, I was and still am one of those students who belong to the first type: the hard working, always busy persons. This being so I did very well in my classes and won the respect and admiration of my professors who trusted me to help them translate material from English into Arabic. One day, one of my professors handed me a book while we were walking along the corridor. He was so busy at the time he didn’t even stop to show me what I had to do with it. “Translate chapter five of this book and have your translation ready next week”, said my professor and disappeared immediately. Because I was over with classes for that day, a friend of mine accompanied me to go home on his bike. As soon as I got off the bike I found out that my professor’s book was gone. What book was it? Who was the author? What colour was it? Those were unanswerable questions. My friend and I returned back the same road we took on our way home asking every person we happened to meet about a “book” we had lost. We asked the butcher, the grocer, and the hairdresser. “No, look somewhere else,” said the butcher, said the grocer, said the hairdresser. We headed home again with enormous feelings of disappointment, depression, and sadness. Two days of this went extremely slowly. This was how my weekend for that week was: gloomy. Two days after, I went back to college with no better feelings than those I had before. In the middle of a circle of very loving and sympathetic colleagues, I was telling them the tragic story of losing my professor’s book when a girl classmate rushed all of a sudden to us saying: “who lost Dr. Mostafa’s book?” A student at the school where I’m having my teaching practice gave it to me,” she said. At that moment, I wasn’t one of the livings, but one of the daydreaming dead.

(Adapted from Atta Zidan, “Lost and Found” in An Anthology of Writing form Creative Reading and Writing, E-POET Institute, Summer, 1999)

<table>
<thead>
<tr>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reluctant means ____________________________________________</td>
</tr>
</tbody>
</table>
Involve means _____________________________________
Counselling means __________________________________
Extrovert means ___________________________________
Careless means_____________________________________
Daydreaming means_________________________________

There are three kinds of university students; they are:
1._________________________________________________
2._________________________________________________
3._________________________________________________

When the writer went home he felt three feelings, they are:
1._________________________________________________
2._________________________________________________
3._________________________________________________

*Translate the passage Appropriately into Arabic:*
خطبة الرسول في نبؤة

أيها الناس أما بعد فإن أصدق الحديث كتاب الله وأوثق العرى كلمة التنوى، وخير الململ من إبراهيم عليه السلام وخير السنن من محمد وأشرف الحديث ذكر الله وأحسن القصص هذا القرآن وخير الأمور عواقبها، وشر الأمور محدثاتها، وأحسن الهدى هدى الأنبياء وأشرف القتل قتل الشهداء، وأعنى الضلالة الضلال بعد
الهدى، وخير الأعمال ما نفع وخير الهدى ما أتبع وشر العمي عمي القلب وليل الدنيا خير من السفلى، وما قل وكفى خير مما كثر والله، وشر الأمور المعذرة حين يحضر الموت وشر الندامة يوم القيامة.

ومن الناس من لا يأتي الجمعه إلا نزرا، ومنهم من لا يذكر الله إلا هجا، ومن أعظم الخطاب اللفظ قلاب وخير الغنى غنى النفس وخير الزاد الطرق، ورأس الحكم مخلصة الله وخير ما ألقى في القلب اليقين والارتقاء من الكفر والتشاغة من عمل الالهية والغول من جمر جهينة والمكر كن من النار والشعر من إذة والخمر جمعان الإثم، وشر المكاسب كسب الربا، وشر المكاسب مال الليم، والسعيد من وعظ بغيره والشقي من شقي في بطن أمه وإنما يصير أحدهم إلى موضع أربعة أشرعة: والأمر إلى أخره وملاء العمل خواتمة والربا ربا الكذب. وكل ما هو أن قريب وسباب المؤمن فسوق وقلد المؤمن كفر وأكل لحمه من معصية الله وحرمته ماله كجرمة دمه. ومن يكثر على الله يذبحه ومن يعف يعف الله عنه ومن يكله يكله يعف الله عنه ومن يصير على الرزية يعرضه الله ومن يبتغ السمعة يسمع الله به ومن يصير يضايع الله له ومن يعف الله يعفه الله. اللهم اغفر لي وللمتى، اللهم اغفر لي وللمتى، استغفر الله لي وكم

http://sirah.al-islam.com/
Appendices and Resources
Unit One:
Words, Words, A World of Words

An image of a lamp in the Ss' book will always indicate that it is the time to have a look at the materials and resources in this part.

1 - Examples for suffixes and prefixes in English:

Prefixes with negative meaning:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Illustration</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mal-</td>
<td>Bad, wrong ,ill</td>
<td>Malpractice, a bad practice</td>
<td></td>
</tr>
<tr>
<td>Anti</td>
<td>Against</td>
<td>Antithetical; exactly opposite</td>
<td></td>
</tr>
<tr>
<td>Mis-</td>
<td>Wrong</td>
<td>Misunderstand</td>
<td></td>
</tr>
<tr>
<td>Non-</td>
<td>Not</td>
<td>Nonrefundable ; not to be refunded</td>
<td></td>
</tr>
<tr>
<td>Pseudo</td>
<td>False</td>
<td>Pseudo-personality</td>
<td></td>
</tr>
<tr>
<td>Contra,</td>
<td>Against</td>
<td>Contravene; conflict with</td>
<td></td>
</tr>
<tr>
<td>contro</td>
<td></td>
<td>Controversy; dispute</td>
<td></td>
</tr>
<tr>
<td>Dis</td>
<td>Not</td>
<td>Disagree; do not agree</td>
<td></td>
</tr>
</tbody>
</table>

Prefixes that are numbers of quantity:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Illustration</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-</td>
<td>Two</td>
<td>Bilabial; using the two lips</td>
<td></td>
</tr>
<tr>
<td>Du-</td>
<td>Two</td>
<td>Dual; with two meanings</td>
<td></td>
</tr>
<tr>
<td>Mono-</td>
<td>One</td>
<td>Monologue; to speak to one’s self</td>
<td></td>
</tr>
<tr>
<td>Multi-</td>
<td>Many</td>
<td>Multi-syllabic ; of many syllables</td>
<td></td>
</tr>
<tr>
<td>Tri-</td>
<td>Three</td>
<td>Triangle</td>
<td></td>
</tr>
</tbody>
</table>

Prefixes that identify placement or directions:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Illustration</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ab-,</td>
<td>Away, down, from to</td>
<td>Abdicate</td>
<td></td>
</tr>
<tr>
<td>De-,</td>
<td>Down, remove</td>
<td>Decrease</td>
<td></td>
</tr>
<tr>
<td>Inter-</td>
<td>Between</td>
<td>Interrelations</td>
<td></td>
</tr>
<tr>
<td>Pro-</td>
<td>Before, forward</td>
<td>Prologue ;an introduction</td>
<td></td>
</tr>
<tr>
<td>Re-</td>
<td>Again</td>
<td>Rethink, rewrite</td>
<td></td>
</tr>
<tr>
<td>Sub-</td>
<td>Below</td>
<td>Subordinate, submarine</td>
<td></td>
</tr>
<tr>
<td>Super-</td>
<td>Above</td>
<td>Supernatural</td>
<td></td>
</tr>
<tr>
<td>Tele-</td>
<td>Far</td>
<td>Telegraph, telecommunication</td>
<td></td>
</tr>
<tr>
<td>Trans-</td>
<td>Across</td>
<td>Transcontinental ;across continents</td>
<td></td>
</tr>
</tbody>
</table>

Prefixes that indicate time:-
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Illustration</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-</td>
<td>Before</td>
<td>Predict</td>
<td></td>
</tr>
<tr>
<td>Post-</td>
<td>After</td>
<td>Postwar</td>
<td></td>
</tr>
</tbody>
</table>

**Other commonly used prefixes:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Illustration</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bene-</td>
<td>Good</td>
<td>Benefit</td>
<td></td>
</tr>
<tr>
<td>Hydro-</td>
<td>Water</td>
<td>Hydrophobia, fear from water</td>
<td></td>
</tr>
<tr>
<td>Hyper</td>
<td>Above, over, beyond</td>
<td>Hyperactive</td>
<td></td>
</tr>
<tr>
<td>Hypo-</td>
<td>Below, beneath</td>
<td>Hypodermic</td>
<td></td>
</tr>
<tr>
<td>Micro-</td>
<td>Small</td>
<td>Microscope</td>
<td></td>
</tr>
<tr>
<td>Macro-</td>
<td>Large</td>
<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>Semi-, hemi-</td>
<td>Half</td>
<td>Hemisphere</td>
<td></td>
</tr>
</tbody>
</table>

**Here is a list of some commonly used suffixes in English:**

<table>
<thead>
<tr>
<th>Suffixes used to form nouns</th>
<th>Examples and illustrations</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tion, sion, ion</td>
<td>Transformation, impression, action</td>
<td></td>
</tr>
<tr>
<td>-age</td>
<td>Voltage, courage, average,</td>
<td></td>
</tr>
<tr>
<td>-ance, ence</td>
<td>Acceptance, presence, existence</td>
<td></td>
</tr>
<tr>
<td>-cy</td>
<td>Vacancy, fluency, accuracy</td>
<td></td>
</tr>
<tr>
<td>-ism</td>
<td>Tourism, terrorism, idealism, naturalism (usually used with philosophies)</td>
<td></td>
</tr>
<tr>
<td>-ment</td>
<td>Establishment, management</td>
<td></td>
</tr>
<tr>
<td>-tude</td>
<td>Attitude, multitude</td>
<td></td>
</tr>
<tr>
<td>-ness</td>
<td>Goodness, happiness, greatness (usually added to adjectives to form nouns)</td>
<td></td>
</tr>
<tr>
<td>-ity</td>
<td>Humanity</td>
<td></td>
</tr>
<tr>
<td>-ary, ory</td>
<td>Dictionary</td>
<td></td>
</tr>
<tr>
<td>-ship</td>
<td>Friendship, penmanship</td>
<td></td>
</tr>
<tr>
<td>-hood</td>
<td>Childhood, manhood</td>
<td></td>
</tr>
<tr>
<td>-dom</td>
<td>Kingdom, boredom, wisdom</td>
<td></td>
</tr>
</tbody>
</table>
### Suffixes used to form adjectives

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples and illustrations</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, ible</td>
<td>Adaptable, markable, believable (usually used to form adjectives referring to ability)</td>
<td></td>
</tr>
<tr>
<td>-ic</td>
<td>Ironic, historic, mechanic</td>
<td></td>
</tr>
<tr>
<td>-ern</td>
<td>Western, eastern, southern, northern</td>
<td></td>
</tr>
<tr>
<td>-ish</td>
<td>Selfish, foolish, greenish (usually used to refer to the full amount of the word before)</td>
<td></td>
</tr>
<tr>
<td>-al, ial</td>
<td>Professional, industrial, instrumental</td>
<td></td>
</tr>
<tr>
<td>-y, ly</td>
<td>Streamy, friendly</td>
<td></td>
</tr>
<tr>
<td>-an</td>
<td>African, Egyptian, Arabian</td>
<td></td>
</tr>
<tr>
<td>-ive</td>
<td>Active, impressive, collective</td>
<td></td>
</tr>
<tr>
<td>-ous, ious</td>
<td>Advantageous, dangerous, ambiguous</td>
<td></td>
</tr>
<tr>
<td>-less</td>
<td>Mindless, careless, penniless (usually means lacking the word before)</td>
<td></td>
</tr>
<tr>
<td>-ate</td>
<td>Affectionate, passionate, compassionate</td>
<td></td>
</tr>
<tr>
<td>-ful</td>
<td>Powerful, wonderful, beautiful (usually means the full amount of the word before)</td>
<td></td>
</tr>
</tbody>
</table>

### Suffixes used to form verbs

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples and illustrations</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ify</td>
<td>Simplify, verify, rectify</td>
<td></td>
</tr>
<tr>
<td>-ize( AmE), ise (BrE)</td>
<td>Theorize, memorize, recognize, organize</td>
<td></td>
</tr>
<tr>
<td>-en</td>
<td>Enlighten, shorten, widen, narrowen</td>
<td></td>
</tr>
<tr>
<td>-ate</td>
<td>Duplicate, formulate</td>
<td></td>
</tr>
</tbody>
</table>

### Suffixes used to form adverbs

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples and illustrations</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ly</td>
<td>Happily, easily, actively, wildly</td>
<td></td>
</tr>
</tbody>
</table>

In addition, there is also a set of suffixes that indicate a person does something.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples and illustrations</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ian</td>
<td>Librarian, magician, electrician</td>
<td></td>
</tr>
<tr>
<td>-ist</td>
<td>Archivist, journalist</td>
<td></td>
</tr>
<tr>
<td>-er, or , ar</td>
<td>Teacher, professor, scholar</td>
<td></td>
</tr>
</tbody>
</table>

2- Dictionary Entries.
This is an extract from an English-English Dictionary (Webster's Ninth New Collegiate Dictionary). Look at the symbols and the information given for each word, then read in details the explanation of these symbols. (All the information in this part are derived from the aforementioned dictionary pp: 8-22)
## Unit Two
### Going to the Market

**List of some common semantic fields and lexical sets**

<table>
<thead>
<tr>
<th>Friendship</th>
<th>الصداقة</th>
<th>Concord</th>
<th>توافق</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations</td>
<td>علاقات</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social interaction</td>
<td>تفاعل اجتماعي</td>
<td>Brotherhood</td>
<td>اخوة</td>
</tr>
<tr>
<td>Mutual (Familiarity)</td>
<td>تبادل (المشاعر)</td>
<td>Knowledge</td>
<td>معرفة</td>
</tr>
<tr>
<td>Warm Cordial</td>
<td>دفء</td>
<td>Passionate</td>
<td>عاطفي</td>
</tr>
<tr>
<td>Close</td>
<td>قريب</td>
<td>Belonging</td>
<td>انتماء</td>
</tr>
<tr>
<td>Reconciliation</td>
<td>تصالح</td>
<td>Kindness</td>
<td>ود</td>
</tr>
<tr>
<td>Sociability</td>
<td>اجتماعية</td>
<td>Respect</td>
<td>احترام</td>
</tr>
<tr>
<td>Goodwill</td>
<td>تمنى الخبر</td>
<td></td>
<td>تمنى الخبر</td>
</tr>
<tr>
<td>Fellow feeling</td>
<td>مشاعر الصداقة</td>
<td>Sympathy</td>
<td>تعاطف</td>
</tr>
<tr>
<td>Prejudice</td>
<td>تحيز</td>
<td>Support</td>
<td>دعم</td>
</tr>
<tr>
<td>Aid</td>
<td>مساعدة</td>
<td>Acquaintance</td>
<td>تعارف</td>
</tr>
<tr>
<td>Intimate</td>
<td>حميم</td>
<td>Lifelong friend</td>
<td>صديق العمر</td>
</tr>
<tr>
<td>Dear</td>
<td>عزيز</td>
<td>In need</td>
<td>في حاجة (ضايقة)</td>
</tr>
<tr>
<td>Visiting</td>
<td>تزور</td>
<td>Inseparable</td>
<td>عدم الفصل</td>
</tr>
<tr>
<td>Shake hands</td>
<td>تصالح</td>
<td>Peace</td>
<td>سلام</td>
</tr>
<tr>
<td>Enmity</td>
<td>العداءة</td>
<td>Hatred</td>
<td>الكراهية</td>
</tr>
<tr>
<td>Ill feelings</td>
<td>المشاعر السلبية</td>
<td>Intolerance</td>
<td>عدم التسامح</td>
</tr>
<tr>
<td>Envy</td>
<td>الحسد</td>
<td>Coolness</td>
<td>البرود</td>
</tr>
<tr>
<td>Foes</td>
<td>أعداء</td>
<td>Resentment</td>
<td>الاستياء</td>
</tr>
<tr>
<td>Quarrel</td>
<td>تشاجر</td>
<td>Disloyalty</td>
<td>عدم الولاء (الخيانة)</td>
</tr>
<tr>
<td>Hostility</td>
<td>العدائية</td>
<td>Enemy</td>
<td>عدد</td>
</tr>
<tr>
<td>Bad</td>
<td>سيئ</td>
<td>Traitor</td>
<td>خائن</td>
</tr>
<tr>
<td>Troublemaker</td>
<td>جالب المشاكل</td>
<td>Ill-wisher</td>
<td>متميز الشر</td>
</tr>
<tr>
<td>Aggressor</td>
<td>عدواني</td>
<td>Bitter</td>
<td>مرير</td>
</tr>
<tr>
<td>Unfaithful</td>
<td>غير مخلص</td>
<td>Oppressive</td>
<td>مضطهداً ظالم</td>
</tr>
<tr>
<td>Opposing</td>
<td>مضاد</td>
<td>Clash</td>
<td>على خلاف الاستياء</td>
</tr>
</tbody>
</table>

122
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage war</td>
<td>يشن الحرب</td>
</tr>
<tr>
<td>Unwelcome</td>
<td>غير مرغوب فيه</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Season</td>
<td>فصل</td>
</tr>
<tr>
<td>Semester</td>
<td>فصل دراسي</td>
</tr>
<tr>
<td>Shift</td>
<td>نفقة \ تبديل دور</td>
</tr>
<tr>
<td>Span</td>
<td>مدى زمني</td>
</tr>
<tr>
<td>Period</td>
<td>فترة زمنية</td>
</tr>
<tr>
<td>Eternity</td>
<td>الخلود</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>سنين</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hour</td>
<td>ساعة</td>
</tr>
<tr>
<td>Priority</td>
<td>أولوية</td>
</tr>
<tr>
<td>Interval</td>
<td>فترة بينية</td>
</tr>
<tr>
<td>Break</td>
<td>فترة راحة</td>
</tr>
<tr>
<td>Leisure</td>
<td>وقت فراغ</td>
</tr>
<tr>
<td>Delay</td>
<td>تأخر</td>
</tr>
<tr>
<td>Reign</td>
<td>فترة حكم</td>
</tr>
<tr>
<td>Birthday</td>
<td>عبد ميلاد</td>
</tr>
<tr>
<td>Instant</td>
<td>توا</td>
</tr>
<tr>
<td>Calendar</td>
<td>تقويم</td>
</tr>
<tr>
<td>Spend time</td>
<td>قضاء الوقت</td>
</tr>
<tr>
<td>Mark time</td>
<td>يحسب الوقت</td>
</tr>
<tr>
<td>Seize opportunity</td>
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| Spouse           | مشاكل          |
| Adventurer       | مغامر          |
| Ceremony         | متحول          |
| Visitor          | زائر           |
| Car              | سيارة          |
| Train            | قطار           |
| Tube             | مترو الانفاق (في بريطانيا) |
| Underground      | مترو الأنفاق (في أمريكا) |
| Plane            | طائرة          |
| Ship             | سفينة         |
| Boat             | قارب           |
| Cruise           | نزهة نهارية    |
| Canoe            | بحار           |
| Seaman           | عامل على مركب |
| Journey          | رحلة           |
| Map              | خريطة         |
| Road             | طريق           |
| Guidebook        | دليل           |</p>
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### Idioms Describing Health

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<th>Example</th>
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<td>a sore point/spot</td>
<td>not to talk about something because it makes someone angry</td>
<td>Try not to mention baldness while he's here, it's a sore spot for him.</td>
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<td>to sugar the pill</td>
<td>do something to make something unpleasant more acceptable</td>
<td>The teacher has sugared the too much homework pill by offering extra marks.</td>
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<td>to have itchy feet</td>
<td>want to travel or move on</td>
<td>I can't stay in one place for more than a year without having itchy feet.</td>
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<td>a bitter pill to swallow</td>
<td>unpleasant, but has to be accepted</td>
<td>Losing my job was a bitter pill to swallow.</td>
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<td>not very well</td>
<td>Jim has been feeling under the weather for weeks.</td>
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<td>to recharge the batteries</td>
<td>do something to gain fresh energy</td>
<td>We told him to go away for a few days to recharge the batteries.</td>
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<td>felt off color</td>
<td>felt unwell</td>
<td>After one day beside the sea he no longer felt off color.</td>
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</table>

For more examples refer to the following Dictionary:

*Roget's Thesaurus of English words and phrases. London: Longman 1982*

---

be on the road to recovery  |  getting better  
---|---
By the second day, he was on the road to recovery.

be on the mend  |  getting better  
---|---
We were glad to learn that he was on the mend.

as fit as a fiddle  |  perfectly well  
---|---
He returned to work as fit as a fiddle.

| **More Idioms**

**an eager beaver:** a person who is always willing to volunteer or do extra work.

"Jan is certainly an eager beaver. Any time there's work to be done, she's the first to say she'll help."


**Easy does it!**: Be very careful! / Don't do anything too fast or too hard!

A: "I'm going to move the table just a little further from the window."
B: "Easy does it! If you move too fast, you might knock over the plant!"

**an egghead:** a very intelligent person.

"Jake didn't make very good grades in school, but his sister was a real egghead."

**elbow grease:** hard work; effort.

"Yes, the car is pretty dirty, but it'll look nice again with a little elbow grease."

**every other _____**: alternately; omitting the second one in each group of two.

"In your essays, please write on every other line. That will make the essays much easier to read."

**ace:** make an "A" on a test, homework assignment, project, etc.

"Somebody said you aced the test, Dave. That's great!"

**all right (1):** expression of reluctant agreement.

A: "Come to the party with me. Please!"
B: "Oh, all right. I don't want to, but I will."

---

3 [http://www.eslcafe.com/idioms/id-mngs.html](http://www.eslcafe.com/idioms/id-mngs.html)
all right (2): fair; not particularly good.
A: "How's your chemistry class?"
B: "It's all right, I guess, but it's not the best class I've ever had."

all right (3): unharmed; in satisfactory condition.
A: "You don't look normal. Are you all right?"
B: "Yes, but I have a headache."

and then some: and much more besides.
A: "I'd guess your new computer cost about $2,000."
B: "It cost that much and then some because I also bought extra RAM and VRAM."

antsy: restless; impatient and tired of waiting.
"I hope Katy calls soon. Just sitting around and waiting is making me antsy."

as easy as pie: very easy.
"I thought you said this was a difficult problem. It isn't. In fact, it's as easy as pie."

at the eleventh hour: at the last minute; almost too late.
"Yes, I got the work done in time. I finished it at the eleventh hour, but I wasn't late.
bad-mouth: say unkind, unflattering, embarrassing (and probably untrue) things about someone.
A: "I don't believe what Bob said. Why is he bad-mouthing me?"
B: "He's probably jealous of your success."

be a piece of cake: be very easy.
A: "Bob said the test was difficult, but I thought it was a piece of cake."

be all ears: be eager to hear what someone has to say.
A: "I just got an e-mail message from our old friend Sally."
B: "Tell me what she said. I'm all ears!"
be broke: be without money.
"No, I can't lend you ten dollars. I'm completely broke until payday."

be fed up with (with someone or something): be out of patience (with someone or something);
be very tired of someone or something.
"Bill, you're too careless with your work. I'm fed up with apologizing for your mistakes!"

be in and out: be at and away from a place during a particular time.
"Could we postpone our meeting until tomorrow? I expect to be in and out of the office most of the day today."

be on the go: be very busy (going from one thing or project to another).
"I'm really tired. I've been on the go all week long."

be on the road: be traveling.
"You won't be able to contact me tomorrow because I'll be on the road."

be over: be finished; end.
"I can't see you until around 4 o'clock. My meetings won't be over until then."

be up and running: (for a technological process) be operational; be ready to use.
"Dave's ESL Cafe on the Web has been up and running since December 1995."

be used to (+Ving/noun): be accustomed to; not uncomfortable with.
"It won't be hard to get up at 5:00 AM. I'm used to getting up early."

beat: exhausted; very tired (adj.).
"This has been a long day. I'm beat!"

beat around the bush: evade an issue; avoid giving a direct answer.
"Quit beating around the bush! If you don't want to go with me, just tell me!"

beat one's brains out: try very hard to understand or do something.
"Can you help me with this problem? I've been beating my brains out with it, but I just can't solve it."

Beats me: I have no idea.
A: "What time's the party?"
B: "Beats me!"
before long: soon.
A: "I'm really tired of working."
B: "Just be patient. The weekend will be here before long."

bent out of shape: needlessly worried about something.
"I know you're worried about your job interview, but don't get bent out of shape.
You'll do just fine."

bite off more than one can chew: take responsibility for more than one can manage.
"I'm really behind with my project. Can you help me? I'm afraid I bit off more than I could chew!"

blabbermouth: a very talkative person--especially one who says things that should be kept secret.
"Don't say anything to Bob unless you want the whole office to know. Bob's quite a blabbermouth."

blow one's top: become extremely angry.
A: "Was your father upset when you came home at 3 AM?"
B: "He was more than upset. He blew his top!"

boom box: portable cassette/CD player.
"Don't forget to bring your boom box to the picnic!"

the bottom line: the most essential information.
"The discussion lasted many hours. The bottom line was that the XYZ Company isn't for sale."

Break a leg!: Good luck!
"I understand you have a job interview tomorrow. Break a leg!"

break someone's heart: make someone feel very disappointed/discouraged/sad.
"Joe broke his mother's heart when he dropped out of school."

broke: without money.
A: "Can you lend me 10 dollars?"
B: "I'm afraid not. I'm broke."

buck(s): dollar(s).
"The cheapest tickets for the concert cost 25 bucks. Do you still want to go?"

bug: annoy; bother.
"I'm trying to concentrate! Don't **bug** me!"

**bull-headed**: stubborn; inflexible.
"Don't be so **bull-headed**. Why can't you admit that others' opinions are just as good as yours?"

**a bundle**: a lot of money.
A: "Your new car is really nice."
B: "It should be. It cost me **a bundle**!"

**burn the midnight oil**: study/work all night or until very, very late at night.
"I'm not ready for the test tomorrow. I guess I'll have to **burn the midnight oil**."

**bushed**: very tired; exhausted.
"I'm going to lie down for a while. I'm really **bushed**."

**by oneself**: alone and without help.
"I can't do this **by myself**. Can you help me?"

**by the skin of one's teeth**: barely succeed in doing something.
"I'll have to start earlier the next time. This time I only finished **by the skin of my teeth**."

**call it a day**: stop work for the day.

"It's late and you've accomplished a lot. Why don't you **call it a day**?"

**can't make heads or tails of**
**something**: can't understand something at all; find something confusing and illogical.
"I **can't make heads or tails of** your e-mail. Were you having problems with your computer?"

**catch one's eye**: attract one's attention/interest.
"This brochure about Tahiti **caught my eye** when I was at the travel agency."

**catch some Zs**: sleep for a while; take a nap.
"You look tired, Dave. Why don't you **catch some Zs**?"

**change one's mind**: decide to do something different from what had been decided earlier.
A: "Why are you working this week? I thought you were going to be on vacation."
B: "I changed my mind. I'm taking my vacation next month."

**chicken**: cowardly.
"Fred will never ask Lucy for a date. He's **chicken / a chicken**.


***

**chow**: food.

"How's the **chow** in the university cafeteria?"

***

**chow down**: eat.

"It's almost 6:00. Are you ready to **chow down**?"

***

**a cinch**: something that's very easy to do.

A: How was the test?

B: It was **a cinch**. I finished it quickly and I know that all my answers were correct."

***

**cool** (also *kewl*): neat, special, wonderful.

"The ESL Cafe on the Web is really **cool**!"

***

**Cool it!**: calm down.

"There's no need to be so upset. Just **cool it**!"

***

**cost (someone) an arm and a leg**: cost a lot; be very expensive.

A: "Your new car is really nice."

B: "It should be. It **cost (me) an arm and a leg**!"

***

**couch potato**: someone who spends too much time watching TV.

"You're a real **couch potato**, Jay. You need to get more exercise!"

***

**cram**: try to learn as much as possible in a very short time.

"Sidney did well on the test because he crammed for it. However, he probably won’t remember any of the information a couple of days from now."

***

**crash course**: short course designed to give a lot of knowledge/information in a very short time.

"Tom's company is sending him to a business meeting in Istanbul. Should he take a **crash course** in Turkish?"

***

**Cut it out!**: stop doing something (that's annoying).

"You kids are making too much noise. **Cut it out**!"
## Unit Four

**Give Us the Tools and we will do the job**

### Common English Proverbs

<table>
<thead>
<tr>
<th>English Proverb</th>
<th>Arabic Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A bad beginning makes a bad ending</td>
<td>من حسن ببداية حسن ختامه</td>
</tr>
<tr>
<td>2. A bargain is a bargain</td>
<td>العقد ملزم (الشرط نور)</td>
</tr>
<tr>
<td>3. A beggar can never be bankrupt</td>
<td>من كان في اسلف الهوة لا يسقط عصور في اليد خير من عشرة على الشجرة</td>
</tr>
<tr>
<td>4. A bird in the hand is worth two in the bush</td>
<td>من لدد من الافعي يخشي العصا (الملا اللدغ)</td>
</tr>
<tr>
<td>5. A burnt child dreads the fire</td>
<td>من المشروحة يبخ في الرادي (اللدغ الطفيفة لا تحاج ان تفضل التخطيط نصف المعركة قطرة في بحر الفريق بخلق بقشة)</td>
</tr>
<tr>
<td>6. A clean hand wants no washing</td>
<td>الاعتراف تخفف الحكم (لا يلدد مؤمن من جحور مرنين)</td>
</tr>
<tr>
<td>7. A danger foreseen is half avoided</td>
<td>انا بتقدم المتهورون (إن بعد العمر يسر)</td>
</tr>
<tr>
<td>8. A drop in the sea</td>
<td>مثول على دين خليقه (الدغ الطفيفة لا تحاج ان تفضل التخطيط نصف المعركة المعرف لا يصيع الحسنة مخلبها)</td>
</tr>
<tr>
<td>9. A drowning man will catch at a straw</td>
<td>$t$</td>
</tr>
<tr>
<td>10. A fault confessed is half redressed</td>
<td>صديق الحق ناقش وقت النشادة (صدق الجميع ليس صدقا لأحد بلادي و إن ضاقت علي عزيمة وأهلي و إن ضنا على كرام)</td>
</tr>
<tr>
<td>11. A fool always rushes to the fore</td>
<td>صديق الجميع ليس صديقا لأحد ولادي و إن ضاقت علي عزيمة وأهلي و إن حنا على كرام)</td>
</tr>
<tr>
<td>12. A foul morning may turn to a fair day</td>
<td>التخطيط نصف المعركة المعرف لا يصيع الحسنة مخلبها)</td>
</tr>
<tr>
<td>13. A fox is not taken twice in the same snare</td>
<td>$t$</td>
</tr>
<tr>
<td>14. A friend in need is a friend indeed</td>
<td>صديق الحق ناقش وقت النشادة (صدق الجميع ليس صدقا لأحد بلادي و إن ضاقت علي عزيمة وأهلي و إن حنا على كرام)</td>
</tr>
<tr>
<td>15. A friend to all is a friend to none</td>
<td>صديق الجميع ليس صدقا لأحد ولادي و إن ضاقت علي عزيمة وأهلي و إن ضنا على كرام)</td>
</tr>
<tr>
<td>16. A friend's frown is better than foe's smile</td>
<td>التخطيط نصف المعركة الاعتراف تخفيف الحكم (لا يلدد مؤمن من جحور مرنين)</td>
</tr>
<tr>
<td>17. A good Jack makes a good Jill</td>
<td>$t$</td>
</tr>
<tr>
<td>18. A good beginning is half the battle</td>
<td>$t$</td>
</tr>
<tr>
<td>19. A good deed is never lost</td>
<td>$t$</td>
</tr>
<tr>
<td>20. A good dog deserves a good bone</td>
<td>$t$</td>
</tr>
<tr>
<td>21. A good example is the best sermon</td>
<td>$t$</td>
</tr>
<tr>
<td>22. A good face is a better sermon</td>
<td>$t$</td>
</tr>
<tr>
<td>23. A good name is sooner lost than won</td>
<td>$t$</td>
</tr>
<tr>
<td>24. A great fortune is a great slavery</td>
<td>$t$</td>
</tr>
<tr>
<td>25. A great ship asks deep waters</td>
<td>$t$</td>
</tr>
</tbody>
</table>
26. A hard nut to crack
27. A hungry belly has no ears
28. A hungry man is an angry man
29. A little body often harbours a great soul
30. A man can die but once
31. A man can do no more than he can
32. A man of words and not of deeds is like a garden full of weeds
33. A silent fool is counted wise
34. A small leak will sink a great ship
35. A soft answer turns away wrath
36. A storm in the tea-cup
37. A tattler is worse than a thief
38. A wise man changes his mind, a fool never will
39. A wolf in sheep's clothing
40. A wonder lasts but nine days
41. A word is enough to the wise
42. Actions speak louder than words
43. Adversity is a great schoolmaster
44. After a storm comes a calm
45. After dinner sleep (sit) a while, after supper walk a mile
46. All is well that ends well
47. All lay load on the willing horse
48. All men can't be first
49. All men can't be masters
50. All roads lead to Rome
51. All that glitters is not gold
52. All truth are not to be told
53. An ass in the lion's skin
54. An empty vessel gives a greater sound than a full barrel
55. Anger and haste hinder good counsel
56. Appetite comes with eating
57. As like as too peas (in the pot)
58. As old as the hills
59. As sober as a judge
60. As the call, so the echo
61. As the tree falls, so shall it lie
62. At the ends of the Earth
63. Bacchus has drowned more men than Neptune
64. Bad news has wings
65. Be slow to promise and quick to perform
66. Be swift to hear, slow to speak
67. Beggars cannot be choosers
68. Believe not all that you see nor half what you hear
69. Best defence is offence
70. Better an egg today than a hen tomorrow
71. Better an open enemy than a false friend
72. Better be alone than in bad company
73. Better be born lucky than rich
74. Better be the head of a dog than the tail of a lion
75. Better deny at once than promise long
76. Better die standing than live kneeling
77. Better early than late
78. Better go to bed supperless than rise in debt
79. Better late than never
80. Better the devil you know than the devil you don’t
81. Better the foot slip than the tongue
82. Better to do well than to say well
83. Better to reign in hell than serve in heaven
84. Burn not your house to rid it of the mouse
85. Business before pleasure
86. Caution is the parent of safety
87. Charity begins at home
88. Claw me and I will claw thee
89. Company in distress makes trouble less
90. Confession is the first step to repentance
91. Counsel is not command
92. Creditors have better memories than debtors
93. Cross the stream where it is shallowest
94. Curiosity killed a cat
95. Custom is the plague of the wise men and idol of fools
96. Custom is the second nature
97. Death pays all debts
98. Deeds, not words!
99. Desperate diseases must have desperate remedies
100. Divide and rule
101. Don't look a gift horse in the mouth
102. Don't put all your eggs in one basket
103. Don't trouble trouble until trouble trouble you
104. Dot your i's and cross your t's
105. Draw not your bow till your arrow is fixed
106. Each bird loves to hear himself sing
107. Early to bed and early to rise makes a man healthy, wealthy and wise
108. Easier said than done
109. East or West - home is best
110. Easy come, easy go
111. Envy shoots at others and wounds herself
112. Every country has its customs
113. Every man has his faults
114. Every man to his taste
115. Every mother thinks her own gosling a swan
116. Every one’s faults are not written in their foreheads
117. Every white has its black and every sweet its sour
118. Every why has a wherefore
119. Everything comes to him who waits
120. Everything is good in its season
121. Experience is the mother of wisdom
122. Extremes meet
123. Facts are stubborn things
124. Fair words break no bones
125. Far from eye, far from heart
126. First come, first served
127. First think, then speak
128. Fool’s haste is no speed
129. Forbidden fruit is sweet
130. Fortune favours the brave
131. Fortune is easily found, but hard to be kept
132. Four eyes see more than two
133. Friends are thieves of time
134. Gifts from enemies are dangerous
135. Give a fool rope enough and he will hang himself
136. Give him an inch and he’ll take an ell
137. Good clothes open all doors
138. Good counsel does no harm
139. Gossiping and lying go hand in hand
140. Great spenders are bad lenders
141. Greedy folk have long arms
142. Hasty climbers have sudden falls
143. Hatred is blind, as well as love
144. He is good friend that speaks well of us behind our back
145. He is not fit to command others that cannot command himself
146. He laughs best who laughs last
147. He that fears you present will hate you absent
148. He that has an ill name is half hanged
149. He that is borned to be hanged will never be drowned
150. He that is full of himself is very empty
151. He that knows nothing doubts nothing
152. He that once deceives is ever suspected
153. He that promised too much means nothing
154. He that respect not is not respected
155. He that serves God to the money will serve the devil for better wages
156. He that serves everybody is paid by nobody
157. He that will eat the kernel must crack the nut
158. He that will not when he may, when he will he shall have nay
159. He who hesitates is lost
160. He who likes borrowing dislikes paying
161. He who makes no mistakes makes nothing
162. Health is not valued till sickness comes
163. Honesty is the better policy
164. Honey is sweet, but the bee stings
165. Honour and profit lie not in one bed
166. Hunger breaks stone walls
167. Hunger is the best sauce
168. Idle folks lack no excuses
169. Idleness rust the mind
170. If an ass (donkey) bray at you, don’t brey at him
171. If ifs and ans were pots and pans
172. If the sky falls, we shall catch larks

من أدمن الدين كره السداد
من لا يخطئ لا يفعل شيئاً
الصحة ناج فوق رؤوس الأصحاء( لا يراه إلا المرض)
الأمانة حبر وفنق
ولا بد دون النحل من ابر النحل
المشرف و المنعة لا جميعان
الجوع يعطى الطعام مذاقاً
ليس للكسلان عذر
الكلب يجعل القفل صدنا
cالقافلة تسير و المكلاب تعود
لو ان"نور" و "إذا" صارت أوان وغذا
إذا الفجرت البراكين حولك فقال: ان القدر
يحرث في الأرض لأملاها غرسا وبذرا
2- Searching the Internet and translating words online.
Internet sites for translating and electronic dictionaries

1- English Arabic Translation (dictionary)

www.ajeeb.com
www.aq8.net
http://pws.prserv.net/esinet.migcc/diccionarios/islam.html

2- English –English dictionaries (and other languages)

http://www.peak.org/~jeremy/dictionary/dict.html
http://mabercom.com
http://pws.prserv.net/esinet.migcc/diccionarios/
http://www.trans-k.co.uk
http://eurodic.ip.lu
http://www.trans-k.co.uk
http://www.logos.it/pls/dictionary/new_dictionary.dictio_professional_window?u_name=&u_password=&u_code=4395&code_language
http://ourworld.compuserve.com/homepages/mmaloof/awilnew.htm

3- Translators’ Associations worldwide

WATA (World Arabic Translators Association)
www.arabicwatat.org
AATIA (Austin Area Translators and Interpreters Association)
http://www.aatia.org
ALTA (American Literary Translators Association)
http://wwwpub.utdallas.edu/research/cts/alta.htm
ATA (American Translators Association)
http://www.atanet.org
IoL (Institute of Linguists)
http://www.iol.org.uk
ITI (Institute of Translation and Interpretation, United Kingdom)
http://www.iti.org.uk
NETA (New England Translators Association)
http://netaweb.org/
NYCT (New York Circle of Translators)
http://www.nyctranslators.org/index.html

STIBC (Society of Translators and Interpreters of British Columbia)
http://www.stibc.org/

4- translation Journals Online
http://accurapid.com/journal

5- General Search Engines
www.google.com
www.search.com
www.overture.com
www.dogpile.com
www.netsearch.com
www.yahoo.com
www.aroob.com
www.beaucoup.com
www.metacrawler.com
www.allsearchengines.com
www.searchengines.com
www.37.com
www.search.msn.com
www.searches.rootsweb.com
www.freality.com
www.4arabs.com
Unit Five

Glossary of the Translation theory
concepts mentioned in the course

Word: any group of letter that have spaces on both sides and carry a meaning
Morpheme: the smallest unit of word that carry a meaning and that is always attached to another part; for example un in unhappy, and dis in dislike
Suffix: A morpheme that is attached to the end of the word, example ness in happiness
Prefix: A morpheme that is attached to the beginning of the word, example Re in reread.
Linguistics: The science that studies characteristics of languages and their systems
Context: the word, phrase, sentence, or paragraph that surround the unfamiliar word or expressions and that help in clarifying its meaning
Semantic fields: headings of categories of word items; for example fruit is a semantic field for orange, apple, pear,…etc
Lexical sets: the separate word items sorted under semantic fields categories; in the same example orange, apple, pear,…etc are lexical sets for the semantic field Fruit
Synonyms: they are words or phrases that are similar in meaning to other words.
Antonyms: they are words or phrases that have opposite meanings to other words or phrases.
Appropriacy: Translating the meanings of the original text by giving the natural equivalents in the target language (Arabic) by looking at the passage as a whole.
Accuracy: Translating the meanings of the original text by giving equivalent words in the target language (Arabic), without paying attention to the new text as a whole.
Register: This word refers to the appropriate language in a certain situation.
Mode of discourse: the register used according to the nature of the situations
Tenor of discourse: the register used according to the persons in the situations.
Untranslateability: aspects of language, words- phrases- sentences , that cannot easily be translated in the target language; especially when translating cultural expressions, idioms and proverbs.
Equivalence: replication of the same situation as in the original, whilst using completely different wording. It can maintain the stylistic impact of the
original text. Equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, etc.

Technical terms

1- Sample online specialized dictionary for technical terms:

If you search for the meaning of 'function' in Mathematics, you will have
2- Lists of Technical Terms in different fields of Science

These lists can be used as research projects where students are asked to collect the meanings and definitions of each group of technical terms so as to be a resource and a reference when they face problems of translating technical terms.

Vocabulary list for information technology (computers)

<table>
<thead>
<tr>
<th>DOCUMENTS AND MONITOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>align</strong></td>
</tr>
<tr>
<td><strong>document</strong></td>
</tr>
<tr>
<td><strong>field</strong></td>
</tr>
<tr>
<td><strong>header</strong></td>
</tr>
<tr>
<td><strong>insert</strong></td>
</tr>
<tr>
<td><strong>merge</strong></td>
</tr>
<tr>
<td><strong>prompt</strong></td>
</tr>
<tr>
<td><strong>save as</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEYBOARD AND MOUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cap lock</strong></td>
</tr>
<tr>
<td><strong>single~</strong></td>
</tr>
<tr>
<td><strong>right~</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOFTWARE AND APPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>algorithm</strong></td>
</tr>
<tr>
<td><strong>calculator</strong></td>
</tr>
<tr>
<td><strong>computer assisted design and analysis</strong></td>
</tr>
<tr>
<td><strong>data encryption standard</strong></td>
</tr>
<tr>
<td><strong>e-mail</strong></td>
</tr>
<tr>
<td><strong>field-</strong></td>
</tr>
<tr>
<td>programmable logic array</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Job Control Language</td>
</tr>
<tr>
<td>Mac</td>
</tr>
<tr>
<td>Microsoft disk operating system</td>
</tr>
<tr>
<td>positional system</td>
</tr>
<tr>
<td>release (of a product)</td>
</tr>
<tr>
<td>structured query language</td>
</tr>
<tr>
<td>volume table of contents</td>
</tr>
</tbody>
</table>

**Vocabulary list for chemistry**

### GENERAL CHEMISTRY

<table>
<thead>
<tr>
<th>absolute zero</th>
<th>absorb</th>
<th>abundance</th>
<th>adhesion</th>
<th>anion</th>
<th>atmosphere</th>
<th>Avogadro's number</th>
</tr>
</thead>
<tbody>
<tr>
<td>binding</td>
<td>calculate</td>
<td>calibrate</td>
<td>cation</td>
<td>cause</td>
<td>chart</td>
<td>chemical</td>
</tr>
<tr>
<td>chemical equation</td>
<td>chemistry</td>
<td>coefficient of viscosity</td>
<td>cohesion</td>
<td>concentrate</td>
<td>decay</td>
<td>degree celsius</td>
</tr>
<tr>
<td>degree</td>
<td>fahrenheit</td>
<td>dehydrate, dehydration</td>
<td>dehydrated</td>
<td>derivative</td>
<td>deteriorate</td>
<td>dete</td>
</tr>
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</table>

**Vocabulary list for mathematics**

### GENERAL MATHEMATICS

<table>
<thead>
<tr>
<th>absolute error</th>
<th>absolute value</th>
<th>accurate</th>
<th>add</th>
<th>added to</th>
<th>addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer</td>
<td>asymmetric</td>
<td>average</td>
<td>bijection</td>
<td>bound for the error</td>
<td>braces (for formulas)</td>
</tr>
<tr>
<td>calculate</td>
<td>calculator</td>
<td>chart</td>
<td>closure</td>
<td>coefficient</td>
<td>combination</td>
</tr>
<tr>
<td>congruent</td>
<td>constant-&gt;</td>
<td>hold/held ~</td>
<td>remains ~</td>
<td>conversion</td>
<td>convert</td>
</tr>
<tr>
<td>decimal (number)</td>
<td>decimal point</td>
<td>degenerate case</td>
<td>denominator</td>
<td>derivation (of a formula)</td>
<td>determine (a value)</td>
</tr>
<tr>
<td>diagonal</td>
<td>digit</td>
<td>directly</td>
<td>discrete</td>
<td>discriminant</td>
<td>distribute</td>
</tr>
<tr>
<td>area</td>
<td>base</td>
<td>bisect</td>
<td>center</td>
<td>circle</td>
<td>circumference</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>---------------</td>
</tr>
<tr>
<td>compass</td>
<td>complement</td>
<td>cone</td>
<td>congruent</td>
<td>conic sections</td>
<td>construct</td>
</tr>
<tr>
<td>degree</td>
<td>diagonal</td>
<td>ellipse</td>
<td>geometry</td>
<td>height</td>
<td>hexagon</td>
</tr>
<tr>
<td>hyperbolic-</td>
<td>~ cosecant</td>
<td>~ cosine</td>
<td>~ cotangent</td>
<td>~ secant</td>
<td>~ sine</td>
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<tr>
<td>hypotenuse</td>
<td>intersect</td>
<td>length</td>
<td>line</td>
<td>locus</td>
<td>major axis</td>
</tr>
<tr>
<td>normal</td>
<td>obtuse</td>
<td>octagon</td>
<td>octal</td>
<td>parabola</td>
<td>parallel</td>
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**Vocabulary list for linguistics**

<table>
<thead>
<tr>
<th>exception</th>
<th>eye contact</th>
<th>Grammar</th>
<th>idiom</th>
<th>linguistics</th>
<th>modify</th>
<th>transition</th>
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</table>

**COMMUNICATION**

<table>
<thead>
<tr>
<th>communication</th>
<th>decode</th>
<th>deixis</th>
<th>express</th>
<th>interpret</th>
<th>monotone</th>
<th>point of view</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>receive (language)</th>
<th>accent</th>
<th>A-Language</th>
<th>B-Language</th>
<th>C-Language</th>
<th>English</th>
<th>fluency</th>
<th>fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebrew</td>
<td>Keswahili</td>
<td>language</td>
<td>Latin</td>
<td>Swahili</td>
<td>vocabulary</td>
<td>word</td>
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<tr>
<td>Yiddish</td>
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</table>

**MORPHOLOGY**

<table>
<thead>
<tr>
<th>affix</th>
<th>ending</th>
<th>morpheme</th>
<th>prefix</th>
<th>suffix</th>
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</thead>
</table>

**ORTHOGRAPHY (FORMS OF WRITING)**

<table>
<thead>
<tr>
<th>capital</th>
<th>heiroglyphics</th>
<th>Ideogram (Chinese character)</th>
<th>letter</th>
<th>notation</th>
<th>orthography</th>
<th>punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>symbol</td>
<td>uppercase</td>
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**PHONOLOGY**

<table>
<thead>
<tr>
<th>feature</th>
<th>hold</th>
<th>Lidell Movement-Hold</th>
<th>movement</th>
<th>parameter</th>
<th>phoneme</th>
<th>phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pronunciation</td>
<td>regional</td>
<td>Stokoe, William</td>
<td>syllable</td>
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</table>

**Vocabulary list for hospitality (hotel and food management)**

**GENERAL TERMINOLOGY**

<table>
<thead>
<tr>
<th>bar</th>
<th>bartender</th>
<th>Burger King</th>
<th>carbohydrate</th>
<th>celsius</th>
<th>Dairy Queen</th>
<th>diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>digest</td>
<td>Dirty</td>
<td>fahrenheit</td>
<td>hospitality</td>
<td>mask (the</td>
<td>McDonald's</td>
<td>menu</td>
</tr>
</tbody>
</table>

18
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nutrition</td>
<td>Taco Bell</td>
<td>texture</td>
</tr>
<tr>
<td><strong>EQUIPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chopsticks</td>
<td>cup</td>
<td>filter</td>
</tr>
<tr>
<td>Knife</td>
<td>napkin</td>
<td>pan</td>
</tr>
<tr>
<td>steam wand (cappucino machine)</td>
<td>tea bag</td>
<td>toaster</td>
</tr>
<tr>
<td><strong>FOOD ITEMS, INGREDIENTS, AND BEVERAGES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alcohol</td>
<td>Animal</td>
<td>beef</td>
</tr>
<tr>
<td>bulk</td>
<td>Butter</td>
<td>cappucino</td>
</tr>
<tr>
<td>Coca Cola</td>
<td>cocktail</td>
<td>coffee</td>
</tr>
<tr>
<td>drink</td>
<td>espresso</td>
<td>extract</td>
</tr>
<tr>
<td>ice cream</td>
<td>Juice</td>
<td>kuay teow</td>
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<tr>
<td>liqueur</td>
<td>macaroni</td>
<td>margarine</td>
</tr>
<tr>
<td>pancake</td>
<td>Pasta</td>
<td>Pepsi</td>
</tr>
<tr>
<td>roast beef</td>
<td>Rooster</td>
<td>satay</td>
</tr>
<tr>
<td>soup</td>
<td>spaghetti</td>
<td>sushi</td>
</tr>
<tr>
<td>veal</td>
<td>Venison</td>
<td>vinegar</td>
</tr>
<tr>
<td>wine</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HOTEL MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cabinet</td>
<td>chest of drawers</td>
<td>clean</td>
</tr>
<tr>
<td>dusty</td>
<td>Flush</td>
<td>fold</td>
</tr>
<tr>
<td>shelf</td>
<td>Sink</td>
<td>soiled</td>
</tr>
<tr>
<td><strong>METHODS OF FOOD PREPARATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a la mode</td>
<td>Bake</td>
<td>boil</td>
</tr>
<tr>
<td>dehydrate</td>
<td>Dehydrated</td>
<td>dice</td>
</tr>
<tr>
<td>hydrated</td>
<td>Mash</td>
<td>microwave</td>
</tr>
<tr>
<td>raw</td>
<td>Roast</td>
<td>slice</td>
</tr>
<tr>
<td><strong>Vocabulary list for business and finance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bankrupt-</td>
<td>Declare ~</td>
<td>banking</td>
</tr>
<tr>
<td>bonds</td>
<td>Borrow</td>
<td>boss</td>
</tr>
<tr>
<td>bulk</td>
<td>Burger King</td>
<td>business</td>
</tr>
<tr>
<td>capital gains and losses</td>
<td>Capital recovery factor</td>
<td>cash flow chart check</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>collude, collusion</td>
<td>CN Tower Coca Cola</td>
<td>collude, collusion</td>
</tr>
<tr>
<td>compete, competition</td>
<td>common stock</td>
<td>composite rate of return</td>
</tr>
<tr>
<td>consumer</td>
<td>consumption contract</td>
<td>conversion convert</td>
</tr>
<tr>
<td>credit</td>
<td>credit (card)</td>
<td>current value customer cycle</td>
</tr>
<tr>
<td>dealer</td>
<td>Debt deduct/ion</td>
<td>default defer</td>
</tr>
<tr>
<td>deposit</td>
<td>depreciation determine (a value)</td>
<td>diagram disclosure</td>
</tr>
<tr>
<td>disequilibrium</td>
<td>distribute distributed distributions dividend</td>
<td></td>
</tr>
<tr>
<td>down payment</td>
<td>economies of scale</td>
<td>economy effective interest efficiency</td>
</tr>
<tr>
<td>employ, employment</td>
<td>employee employer</td>
<td>entrepreneur estimate</td>
</tr>
<tr>
<td>exchange</td>
<td>executive expand</td>
<td>expense export</td>
</tr>
<tr>
<td>federal</td>
<td>Federal Reserve fee</td>
<td>figure out finance, financial</td>
</tr>
<tr>
<td>fiscal</td>
<td>Fixed floating rate</td>
<td>flowchart fold (out-of business)</td>
</tr>
</tbody>
</table>

Vocabulary list for media and communication

**COMMUNICATION EQUIPMENT**

<table>
<thead>
<tr>
<th>audio console</th>
<th>audiotape recorder</th>
<th>Beeper</th>
<th>cam</th>
<th>camera control unit</th>
<th>character generator</th>
<th>circuit board</th>
</tr>
</thead>
<tbody>
<tr>
<td>connector</td>
<td>Console converter</td>
<td>decoder</td>
<td>diameter</td>
<td>dissolve unit</td>
<td>dots per inch</td>
<td></td>
</tr>
<tr>
<td>dual tone multi-frequency (aka Touch Tones(tm))</td>
<td>earphones</td>
<td>Easel</td>
<td>editor (machine)</td>
<td>equipment</td>
<td>FAX</td>
<td>flow</td>
</tr>
<tr>
<td>headset</td>
<td>installation lavaliere (microphone)</td>
<td>lens cap</td>
<td>media</td>
<td>medium</td>
<td>microphone</td>
<td></td>
</tr>
<tr>
<td>modem</td>
<td>movie camera Opaque projector</td>
<td>overhead projector</td>
<td>pager</td>
<td>part</td>
<td>patch</td>
<td></td>
</tr>
<tr>
<td>patch panel</td>
<td>pedestal phonograph playback machine</td>
<td>power supply</td>
<td>preview monitor</td>
<td>programmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program monitor</td>
<td>projector Prop</td>
<td>public address (system)</td>
<td>radar</td>
<td>receiver</td>
<td>recorder</td>
<td></td>
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</tbody>
</table>

20
<table>
<thead>
<tr>
<th>reel-to-reel switcher</th>
<th>Screen</th>
<th>slide projector</th>
<th>sync generator</th>
<th>tape recorder</th>
<th>telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertise</td>
<td>announce, announcement</td>
<td>attenuation</td>
<td>audio</td>
<td>audio/visual</td>
<td>baud</td>
</tr>
<tr>
<td>calibrate</td>
<td>creative, creativity</td>
<td>cryptography</td>
<td>distortion</td>
<td>distribute</td>
<td>distributed</td>
</tr>
<tr>
<td>feedback</td>
<td>frequency modulation</td>
<td>gigahertz</td>
<td>helical scan</td>
<td>heterodyne</td>
<td>integrated services digital network</td>
</tr>
<tr>
<td>message</td>
<td>Neper</td>
<td>Noise</td>
<td>performance</td>
<td>preview</td>
<td>pulse modulation</td>
</tr>
<tr>
<td>push button</td>
<td>push to talk</td>
<td>quadrature amplitude modulation</td>
<td>ring indicator</td>
<td>sag</td>
<td>sequential</td>
</tr>
</tbody>
</table>

**PEOPLE AND ORGANIZATIONS**

<table>
<thead>
<tr>
<th>best boy</th>
<th>Cameraperson</th>
<th>Client</th>
<th>director</th>
<th>editor (machine)</th>
<th>Federal Communications Commission</th>
</tr>
</thead>
<tbody>
<tr>
<td>grip (media)</td>
<td>Narrator</td>
<td>National Television Systems Committee</td>
<td>operations engineer</td>
<td>operator</td>
<td>producer</td>
</tr>
<tr>
<td>productio n assistant</td>
<td>Programmer</td>
<td>Radio Corporation of America</td>
<td>specialist</td>
<td></td>
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</tbody>
</table>

**PRODUCTION**

<table>
<thead>
<tr>
<th>bars</th>
<th>camera angle-</th>
<th>fall (in ~)</th>
<th>rise (in ~)</th>
<th>swing (in ~)</th>
<th>tilt (in ~)</th>
<th>cap (a lens)</th>
</tr>
</thead>
<tbody>
<tr>
<td>caption</td>
<td>captioned, captioning</td>
<td>Closed captioned, closed captioning</td>
<td>closed circuit</td>
<td>close up control track</td>
<td>copyright</td>
<td></td>
</tr>
<tr>
<td>corner wipe</td>
<td>credits</td>
<td>Cut</td>
<td>documentary</td>
<td>dolly-in</td>
<td>dolly-out</td>
<td>dub</td>
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</tbody>
</table>

**Vocabulary list for philosophy**

<table>
<thead>
<tr>
<th>free will</th>
<th>generalization</th>
<th>Infer</th>
<th>moral</th>
<th>morality</th>
<th>objective</th>
<th>philosophy</th>
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</thead>
<tbody>
<tr>
<td>reality</td>
<td>sense</td>
<td>subjective</td>
<td>superstition</td>
<td>utility</td>
<td>utilitarianism</td>
<td></td>
</tr>
<tr>
<td>abstract</td>
<td>conclusion</td>
<td>concrete</td>
<td>general</td>
<td>inference</td>
<td>interpret</td>
<td>judgement</td>
</tr>
<tr>
<td>Logic</td>
<td>Main Idea</td>
<td>Specific</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>----------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>absent, absence</th>
<th>alumni, alumnus, alumna, alumnae</th>
<th>assembly</th>
<th>assignment</th>
<th>Associate's (degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>bachelor's (degree)</td>
<td>book</td>
<td>break</td>
</tr>
<tr>
<td>certificate</td>
<td>certify</td>
<td>Channukah</td>
<td>cheerleader</td>
<td>Christmas</td>
</tr>
<tr>
<td>co</td>
<td>c</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Doctorate</th>
<th>Double</th>
<th>Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedia</td>
<td>faculty</td>
<td>faculty/staff</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abnormal</th>
<th>Adapt</th>
<th>Binoculars</th>
<th>Biology</th>
<th>Cell</th>
<th>Chart</th>
<th>Condensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consume</td>
<td>cross-section</td>
<td>Decay</td>
<td>Dense</td>
<td>Density</td>
<td>Environment</td>
<td>Evolution</td>
</tr>
<tr>
<td>Extinct</td>
<td>Fat</td>
<td>Filter</td>
<td>Flow</td>
<td>Fluid</td>
<td>Fluidity</td>
<td>Hierarchy</td>
</tr>
<tr>
<td>Hierarchic, Hierarchical</td>
<td>Host</td>
<td>Hybrid</td>
<td>Illusion</td>
<td>Inhibition</td>
<td>Microscope</td>
<td>Nutrient</td>
</tr>
<tr>
<td>Organism</td>
<td>Origin</td>
<td>Pollution</td>
<td>Pond</td>
<td>Pressure</td>
<td>Scanning electron microscope</td>
<td>Scientific notation</td>
</tr>
<tr>
<td>Sediment</td>
<td>Source</td>
<td>Structure</td>
<td>Table</td>
<td>Theorem</td>
<td>Theory</td>
<td>Toxin</td>
</tr>
</tbody>
</table>

**Vocabulary list for school environments**

**Vocabulary list for biology**

**GENERAL BIOLOGY**

<table>
<thead>
<tr>
<th>Abnormal</th>
<th>Adapt</th>
<th>Binoculars</th>
<th>Biology</th>
<th>Cell</th>
<th>Chart</th>
<th>Condensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consume</td>
<td>Cross-section</td>
<td>Decay</td>
<td>Dense</td>
<td>Density</td>
<td>Environment</td>
<td>Evolution</td>
</tr>
<tr>
<td>Extinct</td>
<td>Fat</td>
<td>Filter</td>
<td>Flow</td>
<td>Fluid</td>
<td>Fluidity</td>
<td>Hierarchy</td>
</tr>
<tr>
<td>Hierarchic, Hierarchical</td>
<td>Host</td>
<td>Hybrid</td>
<td>Illusion</td>
<td>Inhibition</td>
<td>Microscope</td>
<td>Nutrient</td>
</tr>
<tr>
<td>Organism</td>
<td>Origin</td>
<td>Pollution</td>
<td>Pond</td>
<td>Pressure</td>
<td>Scanning electron microscope</td>
<td>Scientific notation</td>
</tr>
<tr>
<td>Sediment</td>
<td>Source</td>
<td>Structure</td>
<td>Table</td>
<td>Theorem</td>
<td>Theory</td>
<td>Toxin</td>
</tr>
</tbody>
</table>

**BOTANY**

<table>
<thead>
<tr>
<th>Adaptation</th>
<th>Agar</th>
<th>Annual</th>
<th>Bean</th>
<th>Berry</th>
<th>Beet</th>
<th>Blueberry</th>
</tr>
</thead>
</table>

22
<table>
<thead>
<tr>
<th>branch</th>
<th>celery</th>
<th>cherry</th>
<th>coconut</th>
<th>corn</th>
<th>cucumber</th>
<th>cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>cyclical</td>
<td>endangered</td>
<td>species</td>
<td>grapefruit</td>
<td>immature</td>
<td>leaf</td>
<td>lemon</td>
</tr>
<tr>
<td>limb</td>
<td>lime</td>
<td>mature</td>
<td>melon</td>
<td>mildew</td>
<td>mold (plant)</td>
<td>nutrient</td>
</tr>
<tr>
<td>nutrition</td>
<td>parasite</td>
<td>particle</td>
<td>pea</td>
<td>peach</td>
<td>pear</td>
<td>perennial</td>
</tr>
</tbody>
</table>

**Vocabulary list for psychology**

**GENERAL TERMINOLOGY**

<table>
<thead>
<tr>
<th>adulthood</th>
<th>Assertive</th>
<th>aware</th>
<th>awareness</th>
<th>bond</th>
<th>brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>childhood</td>
<td>Conscious</td>
<td>correlation</td>
<td>ESP extrasensory perception</td>
<td>fantasy</td>
<td></td>
</tr>
<tr>
<td>function</td>
<td>Gestalt</td>
<td>group dynamics</td>
<td>group home</td>
<td>health</td>
<td>holistic</td>
</tr>
<tr>
<td>incentive</td>
<td>Infancy</td>
<td>internal</td>
<td>involuntary</td>
<td>mature</td>
<td>mental</td>
</tr>
<tr>
<td>methodology</td>
<td>Mind</td>
<td>motivate</td>
<td>motivat(ed)/ion</td>
<td>motoric</td>
<td>motor skills</td>
</tr>
<tr>
<td>gross ~</td>
<td>Noise</td>
<td>normal</td>
<td>nurse</td>
<td>nurture</td>
<td>out of body experience</td>
</tr>
<tr>
<td>perception</td>
<td>Physical</td>
<td>physiological</td>
<td>psychiatry</td>
<td>psychology</td>
<td>rationalization</td>
</tr>
<tr>
<td>relationship</td>
<td>Research</td>
<td>reward</td>
<td>sane</td>
<td>sensation</td>
<td>sense</td>
</tr>
<tr>
<td>stage(s)</td>
<td>Stigma</td>
<td>sublimation</td>
<td>superstition</td>
<td>surface</td>
<td>telepathy</td>
</tr>
<tr>
<td>theory</td>
<td>unconscious</td>
<td>voluntary</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Vocabulary list for accounting**

**GENERAL ACCOUNTING**

<table>
<thead>
<tr>
<th>accounting</th>
<th>adjust</th>
<th>cash flow</th>
<th>certified</th>
<th>client</th>
<th>cost</th>
<th>credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>current value</td>
<td>cycle</td>
<td>Cyclical</td>
<td>debit</td>
<td>debt</td>
<td>deduct/ion</td>
<td>defer</td>
</tr>
<tr>
<td>deposit in transit</td>
<td>determine (a value)</td>
<td>Distribute</td>
<td>document</td>
<td>documentation</td>
<td>double entry method</td>
<td>electronic funds transfer</td>
</tr>
<tr>
<td>estimate</td>
<td>face value</td>
<td>figure out</td>
<td>first-in-first-out</td>
<td>first-in-last-out</td>
<td>income statement</td>
<td>insufficient funds</td>
</tr>
</tbody>
</table>

**LEGAL TERMINOLOGY**

<table>
<thead>
<tr>
<th>absent</th>
<th>administration</th>
<th>administrator</th>
<th>allege/d</th>
<th>alternate (guardian, executor)</th>
<th>appeal</th>
</tr>
</thead>
<tbody>
<tr>
<td>arraign/ment</td>
<td>bench warrant</td>
<td>beneficiary</td>
<td>charge/d</td>
<td>co-executor</td>
<td>commission</td>
</tr>
<tr>
<td>competent</td>
<td>continuance</td>
<td>court order</td>
<td>cross examination</td>
<td>debt</td>
<td>decedent</td>
</tr>
<tr>
<td>deponent</td>
<td>determination</td>
<td>direct examination</td>
<td>document</td>
<td>execute</td>
<td>file (verb)</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>-------------</td>
</tr>
</tbody>
</table>

Introduction

The nature and importance of translation

Translation is ultimately a human activity which enables human beings to exchange ideas and thoughts regardless of the different tongues used. Al Wassety (2001) views the phenomenon of translation as a legitimate offspring of the phenomenon of language, since originally, when humans spread over the earth, their languages differed and they needed a means through which people speaking a certain language (tongue) would interact with others who spoke a different language.

Translation is, in Enani’s (1997) view, a modern science at the interface of philosophy, linguistics, psychology, and sociology. Literary translation in particular is relevant to all these sciences, audiovisual arts, as well as cultural and intellectual studies.

There are eight types of translation: word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation.

Translation is, in Chabban's words (1984:5), "a finicky job," as it has not yet been reduced to strict scientific rules, and it allows for the differences that are known to exist between different personalities. Translation is a heavily subjective art, especially when it deals with matters outside the realm of science where precisely defined concepts are more often expressed by certain generally accepted terms.

In the final analysis, translation is a science, an art, and a skill. It is a science in the sense that it necessitates complete knowledge of the structure and make-up of the two languages concerned. It is an art since it requires artistic talent to reconstruct the original text in the form of a product that is presentable to the reader who is not supposed to be familiar with the original. It is also a skill because it entails the ability to smooth over any difficulty in the translation, and the ability to provide the translation of something that has no equal in the target language.

In translation, the richness of vocabulary, depth of culture, and vision of the translator could certainly have very conspicuous effects on his/her work. Another translator might produce a reasonably acceptable version of the same text, which, however, may very well reflect a completely different background, culture, sensitivity, and temperament. Such differences cannot, in Chabban's
view (1984), detract from the merit of either translator. This is simply because translation is
decidedly a more difficult job than creation.

**Criteria for a good translation**

A good translation is one that carries all the ideas of the original as well as its structural and cultural
features. Massoud (1988) sets criteria for a good translation as follows:

- A good translation is easily understood.
- A good translation is fluent and smooth.
- A good translation is idiomatic.
- A good translation conveys, to some extent, the literary subtleties of the original.
- A good translation distinguishes between the metaphorical and the literal.
- A good translation reconstructs the cultural/historical context of the original.
- A good translation makes explicit what is implicit in abbreviations, and in allusions to
  sayings, songs, and nursery rhymes.
- A good translation will convey, as much as possible, the meaning of the original text (pp.
  19-24).

El Shafey (1985: 93) suggests other criteria for a good translation; these include three main
principles:

- The knowledge of the grammar of the source language plus the knowledge of vocabulary, as
  well as good understanding of the text to be translated.
- The ability of the translator to reconstitute the given text (source-language text) into the
  target language.
- The translation should capture the style or atmosphere of the original text; it should have all
  the ease of an original composition.

From a different perspective, El Touny (2001) focused on differentiating between different types of
translation. He indicated that there are eight types of translation: word-for-word translation, literal
translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic
translation, and communicative translation. He advocated the last type as the one which transmits
the meaning from the context, respecting the form and structure of the original and which is easily
comprehensible by the readers of the target language.

El Zeini (1994) didn't seem satisfied with such criteria for assessing the quality of translation. Hence
she suggested a pragmatic and stylistic model for evaluating quality in translation. She
explains that the model "places equal emphasis on the pragmatic component as well on the stylistic
component in translation. This model covers a set of criteria, which are divided into two main
categories: content-related criteria and form-related criteria" and expected that by following these
criteria, "translators will be able to minimize the chance of producing errors or losses, as well as
eliminate problems of unacceptability" (p. xvii).

**Translation problems**

Translation problems can be divided into linguistic problems and cultural problems: the linguistic
problems include grammatical differences, lexical ambiguity and meaning ambiguity; the cultural problems refer to different situational features. This classification coincides with that of El Zeini when she identified six main problems in translating from Arabic to English and vice versa; these are lexicon, morphology, syntax, textual differences, rhetorical differences, and pragmatic factors.

Another level of difficulty in translation work is what As-sayyid (1995) found when she conducted a study to compare and assess some problems in translating the fair names of Allah in the Qu'ran. She pointed out that some of the major problems of translation are over-translation, under-translation, and untranslatability.

Culture constitutes another major problem that faces translators. A bad model of translated pieces of literature may give misconceptions about the original. That is why Fionty (2001) thought that poorly translated texts distort the original in its tone and cultural references, while Zidan (1994) wondered about the possible role of the target culture content as a motivating variable in enhancing or hindering the attainment of linguistic, communicative and, more importantly, cultural objectives of EFL (English as a Foreign Language) education. Hassan (1997) emphasized this notion when he pointed out the importance of paying attention to the translation of irony in the source language context. He clarified that this will not only transfer the features of the language translated but also its cultural characteristics.

The translator's work

These problems, and others, direct our attention to the work and the character of translators, how they attack a text so as to translate, and the processes they follow to arrive at the final product of a well-translated text in the target language.

Enani (1994:5) defines the translator as "a writer who formulates ideas in words addressed to readers. The only difference between him and the original writer is that these ideas are the latter's". Another difference is that the work of the translator is even more difficult than that of the artist. The artist is supposed to produce directly his/her ideas and emotions in his/her own language however intricate and complicated his/her thoughts are. The translator's responsibility is much greater, for s/he has to relive the experiences of a different person. Chabban (1984) believes that, however accurately the translator may delve into the inner depths of the writer's mind, some formidable linguistic and other difficulties may still prevent the two texts from being fully equivalent. Therefore we do not only perceive the differences between a certain text and its translation, but also between different translations of the same text.

On the procedural level, El Shafey (1985:95) states: "A translator first analyzes the message, breaking it down into its simplest and structurally clearest elements, transfers it at this level into the target language in the form which is most appropriate for the intended audience. A translator instinctively concludes that it is best to transfer the "kernel level" in one language to the corresponding "kernel level" in the "receptor language."

Translation skills for novice translators
The present study suggests four main macro-skills for any translator who begins his/her work in the field of translation. These are: reading comprehension, researching, analytical, and composing skills. These macro-skills include many sub- or micro-skills that need to be mastered.

Reading comprehension

While we are translating, we do not think of our activity as being broken down into phases. After doing our first translations, many automatic mechanisms come into play that allow us to translate more quickly; at the same time, we are less and less conscious of our activity.

Osimo (2001) indicates that in order to think about the translation process and to describe it, our essential task consists of analyzing its phases, even if we are aware of the fact that they do not always coincide with perceptibly different or distinguishable moments. If we want to describe a process that often is beyond the translator's own consciousness, we are forced to divide the process into different phases which, in the everyday practice of translation, can reveal the inter-twining, almost entangling, of these phases. The first phase of the translation process consists of reading the text. The reading act, first, falls under the competence of psychology, because it concerns our perceptive system. Reading, like translation, is, for the most part, an unconscious process. If it were conscious, we would be forced to consume much more time in the act. Most mental processes involved in the reading act are automatic and unconscious. Owing to such a nature-common and little-known in the same time-in our opinion it is important to analyze the reading process as precisely as possible. The works of some perception psychologists will be helpful to widen our knowledge of this first phase of the translation process.

When a person reads, his brain deals with many tasks in such rapid sequences that everything seems to be happening simultaneously. The eye examines (from left to right as far as many Western languages are concerned, or from right to left or from top to bottom in some other languages) a series of graphic signs (graphemes) in succession, which give life to syllables, words, sentences, paragraphs, sections, chapters, and texts.

Simply reading a text is, in itself, an act of translation. When we read, we do not store the words we have read in our minds as happens with data entered using a keyboard or scanner into a computer. After reading, we do not have the photographic or auditory recording in our minds of the text read. We have a set of impressions instead. We remember a few words or sentences precisely, while all the remaining text is translated from the verbal language into a language belonging to another sign system, which is still mostly unknown: the mental language.

The mental processing of the read verbal material is of a syntactical nature when we try to reconstruct the possible structure of the sentence, i.e. the relations among its elements. In contrast, it is of a semantic nature when we identify the relevant areas within the semantic field of any single word or sentence; and it is of a pragmatic nature when we deal with the logical match of the possible meanings with the general context and the verbal co-text.

The difference between a reader and a critic is negligible: the reader trying to understand has the same attitude as the critic, who is a systematic, methodical, and self-aware reader. While reading,
the individual reads, and perceives what he reads, drawing interpretations and inferences about the possible intentions of the author of the message.

Holmes (1988) suggested that the translation process is actually a multi-level process; while we are translating sentences, we have a map of the original text in our minds and, at the same time, a map of the kind of text we want to produce in the target language. Even as we translate serially, we have this structural concept so that each sentence in our translation is determined not only by the original sentence, but also by the two maps—of the original text and of the translated text—which we carry along as we translate.

The translation process should, therefore, be considered a complex system in which understanding, processing, and projection of the translated text are interdependent portions of one structure. We can therefore put forward, as does Hönig (1991), the existence of a sort of "central processing unit" supervising the coordination of the different mental processes (those connected to reading, interpretation, and writing) and at the same time projecting a map of the text to be.

Novice translators as well as student translators are advised to master the following basic reading comprehension skills.

- Read for gist and main ideas.
- Read for details.
- Identify the meaning of new words and expressions using one or more components of the structural analysis clause; prefixes, suffixes, roots, word order, punctuation, sentence pattern, etc.
- Identify the meaning of new words and expressions using one or more of the contextual analysis; synonyms, antonyms, examples, etc.
- Identify the writer's style: literary, scientific, technical, informative, persuasive, argumentative, etc.
- Identify the language level used in the text: standard, slang, religious, etc.
- Identify cultural references in the choice of words in the text.

**Researching skills**

Enani (2002b) notices that "the most commonly heard advice to translators is 'if you don't know the meaning of a word, look it up in the dictionary.' It is the commonest and the vaguest insofar as the definite article suggest that the dictionary is known to both speaker and listener." He indicates that there are different kinds of dictionaries that a translator should refer to; a bilingual dictionary, a dictionary on a historical basis, dictionaries of current English, dictionaries of idioms, specialized dictionaries (dictionaries of common errors, dictionaries of idiomatic usage, slang dictionaries, technical dictionaries) encyclopedic dictionaries, dictionaries of neologisms, and monolingual dictionaries.

Despite this long list of different kinds of dictionaries, it is a single dictionary that the translator is supposed to refer to each and every time s/he translates. The choice of the best, or the most appropriate, dictionary depends on the style of the protext (original text, text before translation) and on the different types of users of the translation.
Calderaro (1998) indicates two major users of the meta text (text after translation) who may use the translated version; the specialist user and the lay user. Identifying the prospective users of the metatext is very important in the process of researching, as this will determine which kind of dictionaries the translator will refer to, which level of information should be presented and to "detect the exact moments when it is necessary to establish a balance between the scientific level of the author and the knowledge the user supposedly has."

Novice translators, as well as student translators are encouraged to use the following basic researching tips;

- Use bilingual dictionaries for looking up meanings of new words.
- Use monolingual dictionaries to check the usage of the new words in the source language and in the target language.
- Use related encyclopedias and glossary lists for specialized terms;
- Use software dictionaries if necessary and available.
- Refer to specialized magazines and journals to help you familiarize yourself with the text, particularly when it is a technical text.

**Analytical skills**

The translation process is characterized by an analysis stage and a synthesis stage. During analysis, the translator refers to the prototext in order to understand it as fully as possible. The synthesis stage is the one in which the prototext is projected onto the reader, or rather, onto the idea that the translator forms of who will be the most likely reader of the metatext.

The text, according to Bell (1998) is analyzed in two ways: micro- and macro-analysis of the actual text: monitoring for cohesion and coherence, and checking for coherence between the actual text and the potential text-type of which it is a token realization. Micro-analysis has the purpose of verifying text cohesion and inner cohesion of the single units of text. Macro-analysis is aimed at checking for coherence and cohesion between the created text and the model in the category to which the text belongs. For example, if the text is an instruction booklet for a household appliance, or a story for a newspaper, often there are models for such types of text to which we frequently (consciously or unconsciously) adhere.

Such an analytic exam was necessary in order to identify the individual mental processes involved in the above-mentioned activities; we know, however, that such activities are actually carried out in very short time span. During this mental work, there is a constant shift of focus between micro-analysis and macro-analysis, between micro-expression and macro-expression, i.e. a constant comparison between the meaning of the single utterances and the meaning of the text as a whole, or, on a larger scale, a constant comparison between the sense of the specific text and the comprehensive sense of the corpus which forms the "intertext," whether or not the translator is aware of this fact. In this context, "intertext" should be understood as the intertextual universe in which a text is located.

Translators are advised to use the following strategies in the analysis stage:
Identify beginnings and endings of ideas in the text and the relationships between these ideas.
Identify the "best" meaning that fits into the context;
Identify the structure in the Target Language that "best" represents the original;
Identify transitions between ideas and the "best" connectors in the target language that represent the original.

Composing skills

At this point, the mental construction resulting from interpretation seeks an outer expression.

Osimo (2002) suggests that, in this expression stage, there are two substages. One is aimed at expression, the other at cohesion. The translator, having finished his/her interpretative work, has two needs: first, to externalize the set of impressions caused by the text and translate into speech elements the impressions the mind produced by contact with the prototext; and second, to make this product coherent within itself, i.e., transform the set of speech elements into a text (the metatext).

He describes the passage from mental content to written text in these terms:

- pinpointing elements useful for discrimination of the content to be expressed from similar contents;
- pinpointing redundant elements;
- choice of words (lexicalization) and attention to their cohesion (inner links);
- choice of grammatical structure(s);
- linear order of words;
- parts of speech;
- sentence complexity;
- prepositions and other function words, and
- final form.

As a novice translator, or a student translator, you are invited to make use of the following basic strategies:

- Use correct word order as used in the target language.
- Use correct sentence structures as used in the target language.
- transmit the ideas of the text in clear sentences in the target language.
- Rephrase certain sentences to convey the overall meaning translated;
- Make changes to the text as a whole to give it a sense of the original without distorting the original ideas.
- Try one or more of the following strategies when facing problems of untranslateability.

a. Syntactic strategies:
- Shift word order.
- Change clause/sentence structure.
- Add or change cohesion.

b. Semantic strategies:
Use superordinates.
Alter the level of abstraction.
Redistribute the information over more or fewer elements.

c. Pragmatic strategies:

- Naturalize or exoticize.
- Alter the level of explicitness.
- Add or omit information.

Conclusion

This study described the basic skills and strategies that novice translators as well as student translators need to master in their daily experiences with translation tasks. The main skills proposed are: reading comprehension, researching, analytical, and composing skills. The study suggested other sub-skills and strategies for planting one's feet firmly in the land of translation. The skills and strategies presented in this study represent just the basic level for beginners and students. However, advanced and professional translators may find them relevant as well.

References


كلية التربية بقنا - جامعة جنوب الوادي - مصر.

طقيلة الترجمة وأهميتها

إن الترجمة نشأت بشري في المقام الأول و من خلالها يتواصل الإنسان مع أخاه الإنسان متعلما على عقبة اللغة، إذ يرى سلامة الوسطي 2001 أن الظاهرة الترجمة أولى شخصي للظاهرة اللغوية لدى البشر، فما أن تفرق البشر شعوبا و قبائل وتطورت لديهم الظاهرة اللغوية أحسا مختلطة حتى ظهرت الحاجة لترجمة في حقيقه اللغة الواحدة بين الناطقين بلغات مختلفة ما حقيقه ما تحقق.

و في رأى محمد عناي، يقع علم الترجمة الحديث بصفة عامة على تخوم علوم اللغة والفلسفة وعلم النفس والاجتماع، وتقع علوم الترجمة الأدبية على تخوم هذه العلوم جميعها مع علوم الفنون السمعية والبصرية، والدراسات الثقافية والفكرية.

Chabban 1984 (5:97)

و"الترجمة عند جيهان شعبان" هي عمل غير محدد الأطر لأنها لا تخضع لناويس العلم المحكمه. كما أنها تتسع لتشمل الاختلافات المعروفة بين البشر. وهي فن يصطبغ بالصيغة الذاتية، وخاصة حينما تتعامل مع الآداب التي يكتبون
لكل معنى بما دلالة متشابهة والترجمة عند تحليلها، هي علم وفن ومهارة، فهي علم لأنها تتطلب المعرفة شبه الكاملة بتركيب وبناء الكلمات والترجمة منها والترجمة إليها، وهي فن حيثما تستخدم الكلمات اللغوية عند إعادة صياغة معنى قد يصعب ترجمتها بالغتين إلا أن النص الأصلي، وهي مهارة أن تترجمها تتضمن القدرة على التصرف في المفردات والتركيب، والقدرة على تقديم ترجمة لأشياء قد لا تكون لها نظير في اللغة المترجم إليها.

كما تساعد الترجمة في إثارة الخبرة اللغوية للمترجم بما تكتشف من شروط في المفردات وعمق في الوعي بالثقافات وتكوين رؤى خاصة بالترجم، إذ قد ينتج ترجمة أخر ترجمة أخرى مقبولة تماما للنفس النص الواحد ولكن ترجمته تعكس خلفية ثقافية وحاسة لغوية وذوق أدبي وحالة مزاجية مختلفة عنها عند المترجم الأول.

ومثل هذه الاختلافات لا تنتقص من شأن أحد المترجمين إذ أن الترجمة -هي في الواقع عمل أشد صعوبة من التأليف.

معايير الترجمة الجيدة من المعروف عليه أن أفضل الترجمات هي تلك التي تحمل أفكار النص الأصلي كما تحمل كذلك روح من تركيبه اللغوي

وملاحظة الثقافية، وعلى سبيل تحديد معايير الحكم على ترجمة ما بأنها جيدة تضع ماري مسعود (1988) الشروط التالية:

- الترجمة الجيدة سهلة الفهم.
- الترجمة الجيدة سلبية ومناسبة.
- الترجمة الجيدة صناعية.
- الترجمة الجيدة تحتاج إلى حدوث بالأسماء البديلة لتصبح المعنى المستخدم في الأصل ومعرفة الترجمة الجيدة تتميز ما بين الأساليب البديلة المستخدمة في الأصل والمعرفة.
- الترجمة الجيدة تعبر عن السياق الثقافي والديني كما هو في الأصل.
- الترجمة الجيدة تشرح المعاني الكامنة في الألفاظ والإشارات إلى الأقوال المأثورة أو الأفعال المشابهة أو القول في اللغة الأصل.
- الترجمة الجيدة توصل فكرة النص الأصلي بقدر المستطاع.

و تقترح فاطمة الشافعي (1985) معايير أخرى للترجمة الجيدة، وترى أن الحكم على جودة الترجمة ينبغي على

معايير أخرى للترجمة الجيدة وترى أن الحكم على جودة الترجمة ينبغي على El Shafey (1985)

ثلاثة أسس:

- معرفة المترجم بقواعد اللغة المصدر ومفرداتها وفهمه للمفردات وفهمه العام لمعنى النص المترجم عليه.
- فقرة الترجمة على إعادة صياغة النص الأصلي في اللغة الأخرى.
- إشتمال النص المترجم على أسلوب وروح النص الأصلي بما فيه من سلاسة في الصياغة وأصالة في البناء.

و قد ركز جمال التوني (2001) على التمييز ما بين الأنواع المختلفة للترجمة، وذكر أن هناك ثمانية أنواع للترجمة:

ترجمة النص مع ما في مقابل - لفظية، الترجمة الحرفية، وترجمة المتراخدمات، وترجمة الأمينة وترجمة المعنى والترجمة التوفيقية والترجمة الحرة والترجمة الإصلاحية والترجمة التوصيلية.

و قد دعا إلى الاهتمام بالتفصيل الأخير من الترجمة إذ أنها التي تعني بنقل المعنى من السياق المهمة في الوقت نفسه بالشكل القواعدي والبناء الخاص بالنص الأصلي وهي سهلة الفهم عند قراءة اللغة المترجم إليها.

و لم تد نحو الزياني 1994 رأي من المعايير السائدة لتقييم الترجمة فاقترحت نموذجا تدابري-أسلوب

pragma-stylistic

والتي تشرح أن هذا النموذج "يرتكب بشكل متساو على المكونات التدابري كما يركز على النواحي الأسلوبية في الترجمة، وهو

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يشمل عدداً من المحاكات التي تنحرف إلى محكات متعلقة بالتحري، ومحكات متعلقة بالشكل، وتوقيت أنه من خلال إتباع مثل هذه المحاكات، يمكن للمترجمين أن تحققوا من نسبة ارتباط الأخطاء أو الفاصل في الترجمة، وذلك يمكنهم أن ينضموا إلى التخصص من مشكلة عدم استخدام النص بعد ترجمته.

مشكلات الترجمة

يمكن تقسيم مشكلات الترجمة إلى مشاكل اللغوية ومشكلات ثقافية.

تشمل المشاكل اللغوية الاختلافات في البناء والتركيب والقواعد اللغوية، والتركيب للأفاظ، في حين تشمل المشاكل الثقافية ملامح المواقف المختلفة في الثقافات المتباينة.

وهذا التقييم يتفق مع ما ذهب إليه نجيب عندما حدد ست مشاكل رئيسة في الترجمة من العربية إلى الإنجليزية والعكس، وهذه المشاكل تدور حول الفارق والصرف والقواعد والاختلافات النصية والبلاغية والعادات الداخلية الموقعة.

وذلك يوضح أن هناك مستوى آخر من مستويات الصعوبة في عمل الترجمة وهو ما توصلت إليه سامية السيد 1995 عندما قامت دراسة لاستقراء المشاكل التي تعرض للتلميذ عند ترجمة آية الله الحسن في القرآن وأوضحت أن هناك مشاكل من مثل، الزيادة على المعنى في الترجمة، والنقض عن المعنى، وعدم إمكانية الإحاطة بالمفردات في الترجمة.

أما الثقافة فهي في الواقع مشكلة كبيرة تواجه المترجمين، إذ أن النص الذي يترجم دون مراجعة لثقافة الأصل قد يضيع لدى القارئ مقاها خاطئة عن طبيعة النص الأصلي.

ويدعو ما حدا بدو لورنس فيون 2001 - كما ذكر أحمد رامز قلاطية - أن يعتبر أن النصوص سيئة الترجمة تتنزع عن الأصل روح وأصالته الحضارية وجعل عطا زيدان 1994 يستكشف الدور الذي قد تلعبه ثقافة اللغة الأجنبية كعامل للدعاية في تحسين أو إعاقة عملية وصول الطلاب إلى الأهداف اللغوية وال التواصل والآثر منها الحضارية - الثقافية لتعليم اللغة الإنجليزية.

وأكد أحمد حسين 1997 نفس الفكرة عندما أشار إلى أهمية ترجمة الأسلوب الساخر في النص الأصلي وأوضح أن التدريب على ترجمة هذا الأسلوب سوف يساعد في أن تحمل الترجمة الخصائص اللغوية للنص المترجم بله الملامح الثقافية له.

عمل الترجم

إن هذه المشاكل - وغيرها الكثير - تلتقي الاتجاه إلى طبيعة عمل الترجمة وأسلوب تعلمه مع النص والاستراتيجيات التي يتبعها للوصول إلى نتائج نهائية لنص جيد الترجمة.

يعرف محمد عثمان (5:1994) الترجم بأنه"كثير هو صياغة الأفكار في كلمات موجهة إلى قارئ.

والقارئ بينه وبين الكتاب الأصلي هو أن الأفكار التي يصوغرها ليست أفكاره بل أفكار سواء.

و هذا يعني أن عمل الترجم غالباً ما يكون أصعب من عمل المؤلف، فالمؤلف مطلوب منه أن يكتب أفكاره وبعض عن مشاعره هو نفسه بلغته الخاصة مهما كان أفكاره مقدمة أو مشابكة في حين أن مؤلفية الترجم هي ضعف كل مؤلف، فالعثور عليه أن يعيش أفكاره من جديد ثم بعد ذلك عاشها شخص آخر مختلف تمامًا عنه وذلك ترى جهان شعبان أنه مهما تكن قيمة المترجم وموقعته في العصور وأعماله المؤلف الأصلي إلا أنه ينبغي هناك بعض الاعتبارات الكاذبة التي قد تكون لغوية أو غير لغوية تمنع إلى حد كبير تطبيق النصين - الأصلي والمترجم، وذلك يثير القارئ بالاختلاف ليس فقط فيما بين الأصل والترجمة بل كذلك بين الترجمات المختلفة للنص الواحد.
وعلى المستوى الإيجابي تقرر قاطعة الشافعي (95:1985) أن المترجم هو من ’’بدأ يتحليل الرسالة ويتفكّر إلى أبسط وأوضاع وحالاتها التراكيبية، ثم ينقلها في هذا المستوى إلى اللغة الأخرى بأسلوب متاح للمجهور الذي سوف يلتقي بالرسالة، والمترجم يدرك عرفه أنه من الأفضل أن ينقل المعاني من ‚’مستوى هيكلي بحري‘‘ إلى ما يناظره من مستوى هيكليه في اللغة المرجع إليها ( اللغة المستهدفة - اللغة المصدرة ‚’

مهارات الترجمة الأساسية لكل مترجم مبتدئ:

- المهارة هي إتقان الآداء المكتبي بسرعة مناسبة.

وما نقترحه في هذا البحث هو أن للترجمة أربع مهارات رئيسية لا بد لكل من أراد الترجمة أن يتيحها وهي نفسها الخطوات الفعلية لعملية الترجمة.

هذه المهارات هي: مهارات الفهم في القراءة ومهارات البحث ومهارات التفكير التحليلي ومهارات الإنشاء والتعبير.

ويتم رقم تفصيل لطبيعة هذه المهارات وتحديد لها:

الفهم في القراءة

عندما نقل على الترجمة، قد نظن أن عملنا غير مكتمل إلى مراحل مختلفة لكن بعد التماس خطايا الأولي في الترجمة، نكون أقل إبرازاً لطبيعة النشاط الذي نقوم به.

ويذكر أوسيمو (2001) (أنه عندما نفكر في عملية الترجمة وكي نصف كيف تتم، فإن أول ما نقوم به هو تحليل مراحلها التي قد لا ندركها في أثناء عملنا في الترجمة.

فلن أدرنا أن نصف عملية من خصائصها أنها في الغالب تدور في ما وراء إدراك المترجم، لا بد لنا أن نضبط التفاعل عن داخل ويشكك معظم هذه المراحل وتدخليها في بعضها.

والمرحلة الأولى لعملية الترجمة تكون في عملية قراءة النص.

والقراءة كنشاط يشير تتدرج تحت القدرات النفسية لأنها تصل بالنظام الإدراكي للإنسان، والقراءة مثلها مثل الترجمة هي كذلك نشاط لا يدرك الكثير من الناس ما يحدث فيه.

فإن كنت مدركين لما نفعل أثناء القراءة لوجب علينا أن نقصص وقتنا أطول في هذه العملية.

فجعل استخدامهم المتضمنة في عملية القراءة آلياً وغير مكتملة من جانب القارئ.

فبسبب تلك الجملة العامة والعاطفية في نفس الوقت، ففي رأينا أنه من المهم أن نحل عملية القراءة نفسها بكل الدقة الممكنة، فإن نتيجة أبحاث علماء النفس والإدراك لها فائدة كبرى في تقسيم معرفتنا لهذا المرحلة الأولى من مراحل عملية الترجمة.

عندما يقرأ الفرد مجاناً، فإنه عقله يتعامل مع العديد من المهام تسلسل ذي اقتصار سريع حتى ليظهر أنها تحدث في وقت واحد معاً.
فالفعين تفحص عددًا من الرموز الكتابية بشكل تتابعي (من اليمين إلى اليسار في الكثير من اللغات الأوروبية وكذلك من اليمين إلى اليسار). فالعين تتلقى الكلمة قبل وروها إلى المخ وبالتالي تمهد لعملية استقبال الرموز الكتابية الجديدة وسواه كانت في نفس السطر أو في سطور تالية في شكل دوار مرئي وليس بشكل خطي طولي أو عرضي) وهذه فالعينين تضفي حياة على المقاطع والكلمات والجمل والقوالب والصور والنصوص جميعًا.


في الواقع إن قراءة النص هو في ذاتها عملية ترجمة له: فعندما نقرأ لا نخزى الكلمات التي قرأناها في عقولنا كما هو الحال مع البيانات التي تدخلها إلى الكمبيوتر باستخدام لوحات المفاتيح أو محاذا الصور، وبعد القراءة نحن لدينا تسجيل صوتي أو

فوتغرافي في عقولنا النص الذي أنهى قراءته.

بل على الأخر نحن نحن بعض الادعابات عن النص بعد ذلك.

وقد تذكر بعض الكلمات أو الجمل في حين أن بقاء أفكار النص قد تترجم من اللغة اللطفية المكتبية (أو المسموعة في حالة الترجمة الفورية) إلى لغة أخرى، ونقوم بعملية ترجمة تلوينها لغة تانية، خاصة عندما نريد أن نعذب صياغة التركيب الممكن للجمل، حيث نستخدم العناصر ما بين عناصر هذه الجمل.

وعلى النقيض من ذلك فإن هذه العملية ترجمة تكون ذات طبيعة لفظية عندما تتعامل semantic مع تفاصيل المكانية للكلمات والموضوع اللطفية توفيقا مقنعا.

إذن الفرق بين القراءة والقراءة ليس كبيرا، فالقارئ الذي يحاول أن يفهم الرسالة الموجودة بالمسموعة لديه نفسه الأفكار الذي يتخذ النطق الذي هو دورة قراءة يعنى ما يقوم به ويفعله بشكل منظم ومهني، وأثناء القراءة يقرأ الفرد ويدرك ما يقرأ و

يكون تفسيرات واستنتاجات عن الأفكار المحتوية إلى كاتب النص.

وقد شرح هولمز (1988) أن عملية الترجمة هي في الواقع عملية متعددة المستويات، إذ عندما نترجم نص ما فإننا في الواقع نكون نسخة مفاهيمية للنص الأصلي في عقولنا وفي نفس الوقت نظرية أخرى عن نباح النص الذي نود أن نترجم في اللغة الفردية، وحتى لو نترجمنا بشكل أقرب إلى النص الأصلي على حدة، يبقى لدينا ذلك المفهوم الكتابي الذي يجعل كل جملة في ترجمتنا تحتوي نسخة بديلة بالجملة نفسها في النص الأصلي ولكن كذلك بالفئات المشابهة المفاهيمية الخائستين بالنسب الأصلي والنص المرجع الذي يشكث أثناء عملنا في الترجمة.

و لذلك لابد للترجمة أن تعتبر نصعا معقدا يتوقق تفاعل وقراءة لتبديل الكتابية على بعضها البعض البلدان المتقدمة فيما من قبل وعاء ومعالجة وإنتاج للنص المرجع.

هناك يمكننا أن نفترض مع هونيج (1991) أن عملية الترجمة تفترض على نطاق كل المعالجات المقتلى (البرمجة بالقراءة والتسوير، وعامة الصياغة في الكتابة) وفي نفس الوقت تفسر تصوير النص الذي سوف يشكل نتيجة لهذه التفاعلات.

لذلك كلمة، ينسحب الطلاب والمترجمون وبين دون التدريس على واقع المحارب التلقائي بتمثيل الفهم في القراءة وهي ليست كل المهارات المنطقية للترجمة ولكنها تمثل الحد الأدنى الذي ينبغي على النص المرجع العلم به:

- أن يقرأ بفهم ويعرف على المعنى العام للنص.
- أن يقرأ قبل ويعزف خيال النص.
- أن يحدد مفاهيم الكلمات والعبارات الجديدة مستخدمة أوقات بعض التلميحات الترجمية من مثل البوادي واللوحات.
- أن يحدد معاني الكلمات والعناصر الجديدة مستخدمة أوقات بعض النماذج الترجمية من مثل البوادي واللوحات.
- ودروس الكلمات والترميز الكلمي وعلامات الترقيم ونوعية الجملة (냅نم، ، أمرية، استفهامية، تعجبية، ...)
- أن يحدد معاني الكلمات والعبارات الجديدة مستخدمة أوقات بعض النماذج الترجمية من مثل البوادي واللوحات.
الشروحات التي تصاحب المصطلحات...
• أن يحدد أساليب الكتابة; سواء كان أساليب أدبية أو علميا أو أصطلاحياً وسواه كان تقريبية أو إقناعية او تحليليا او
وصفيا.
• أن يحدد مستوى اللغة المستخدم في النص; سواء كان مستوى القصصي الرسمية أو العاملية الدادجة أو الكلاسيكية
الأدبية أو الدينية ...
• أن يحدد الإشارات الثقافية المتضمنة في اختياء المفردات.

مهارات البحث

بلاحة محمد عبادي (2002) أن أشهر النصائح التي توجه إلى المتجم هي: إذا لم تعلم معنى كلمة فابحث عنها في
القاموس، وهي نصيحة عامة جدا ومهمة جدا إذا أراد التعرف "لا تفترض أن هناك قاموس مروف كلا المتحدث
والمستخدم، ويبين أن هناك نماذج مختلفة للمعنى والتي ينطوي عليه مرجع الروجية للإثاث إن كان البحث فيهما؛ ومنها
القواميس ثنائية اللغة والمعامج أحادية اللغة والقواميس التي تنتبه تطور الكلمات وقواميس الإنجليزية المعاصرة
والمسارد الإصطلحية والمعامج المختصة (مثل معامج الأخطاء الشائعة، ومعامج الاستخدامات الإصطلحية، ومعامج
العامتان ومعامج المصطلحات التخصصية) والمعامج الموسوعة، وقواميس الأنف حجة المستدختة، والمعامج المتنوعة (التي تأخذ
من كل نوع)

إن هذه القائمة الطويلة لأدوات القواميس المختلفة تبين أن ليس للمترجم قاموس واحد فقط يرجع إليه كلما قام بعملية
الترجمة بل قواميس عدة. أما اختيار أفضل المعامج وأكثرها مناسة للنص فهو أمر يعتمد على أساليب النص الأصلي قبل
الترجمة وعلى نوعية القراء الذين يستخدمون النص بعد الترجمة.

ويوضح كالدربارو (1998) Calderaro (أن هناك نوعين من مستخدمي النص المتجم (بعد ترجمته) أولهما المتخصصون
والآخرونهم عامة الناس من غير المتخصصين في مجال النص الأصلي.

تحديد المستخدم المتواجد للنص المتجم أمر في غاية الأهمية خاصة في عملية البحث عن المعاني إذ أن هذا سيحدد أي
نوع من المعامج المستخدم أو مستوى من المعامج سيدفع للمترجم وسجع المعامج بين نظريات الاتصال بين النصين المستخدمين في مجال البحث.

ولذلك مطلوب من طالب ومترجمين الذين يخطوئون أولى خطواتهم في هذا المجال أن يتدربوا على المهارات البحثية التالية:

• أن يستخدم القواميس ثنائية اللغة كي يبحث عن معاني الكلمات الجديدة
• أن يستخدم القواميس أحادية اللغة كي يراجع استخدامات الكلمة الجديدة في اللغة الأصلية واستخدامات معانيها في
لغة الترجمة إليها
• أن يستخدم الموسوعات ومدارس المعرفة ومسارد المصطلحات للبحث عن المصطلحات العلمية المتخصصة
• أن يستخدم القواميس الإلكترونية إذا كانت متاحة له وإذا دعت الحاجة إليها
• أن يراجع إلى المجلات المتخصصة والدوريات العلمية كي يعود على طبيعة النص وتعريضاته خاصة إذا كان نصا
على مواضيع تخصصها

مهارات التحليل

إن عملية الترجمة لا بد وأن تكتفي مرحلة التحليل ومرحلة إعداد الصياغة. وخلال عملية التحليل دائما ما يرجع المتجم
إلى النص الأصلي كي يفهمه بأكمله قدر ممكن، أما مرحلة إعداد الصياغة فهي مرحلة يضع الترجمة فيها الخطوط العريضة
للشكل الذي سيكون عليه النص بعد الترجمة طبقا لقائمه أو يعني أدق طبقا للقلعة التي يكونها المتجم عن القاعدة
العريضة من القراء المتخصصين للنص بعد الترجمة.

وفي رأي بل (1998) Bell: يتم تحليل النص بطريقتين:
تحليل كلي وتحليل تشريحي للنص الأصلي؛ والتحليل يكون بانظام النظر في أسمج الألفاظ التكيبية في العبارة ومنطقياً في الأفكار، وينتظر في التردد المتقطع بين النص الأصلي الحالي ونوعية النص المتوقعة بعد الترجمة وهذا النادر نفسه دليل على الفهم الواضح للنص الأصلي.

وبالنسبة للتحليل التشريحي فهو يهدف إلى التثبت من التماسك النصي والداخلي لكل وحدة مفردة من أجزاء النص وتماسكها كلها معاً داخل النص، وما التحليل الكلي يهدف إلى ضبط ذلك الألفاظ التكيبية والمتصلة بين النص المخلص وبين القنة أو النموذج الذي يدرب تحلية على سبيل المثال لو أن النص هو دليل معلومات لجهاز منزلي، أو قصة في جريدة يومية، فهناك نماذج مختلفة لكل نوع من هذا النصوص لن تتزمن بها دائماً. وأدركنا ذلك لم لا ندرك في اللغة المترجم إليها.

أن مثل هذه التفاصيل أوزي ضروري كي يحدد الترجمة العملية العقلية المفروضة في تلك النشاطات العقلية، فلم تعلم هذه النشاطات تمت ضرراً كبيرة في مدى إدراكي ضعيل.

وخلال هذا العمل العقلية، لا يستطيع المترجم أن يفرغ النص بتركيزه بين التحليل الكلي والتحليل التشريحي، بين عناصر الألفاظ المفردة وبين ماتي النص الإجمالي، أو كم يفرغ أو تشمل مشارة مماثلة للصورة العقلية لما سيكون عليه النص بعد الترجمة سواء أو بشكل واعي أو غير واعي.

وفي هذا الصدد لا بد من أن نفهم الصورة العقلية للنص باعتبارها مجمع التراويث المعقدة والمدخلة والتي يكم في النص سواء وعى المتصرف ذلك أم لمعه.

و بذلك نوصي المترجم بأن يتبع الاستراتيجيات التالية عند مرحلة التحليل في الترجمة:

- أن يحدد بداية و نهايات الأفكار البارزة في النص الأصلي والعلاقات التي تربط بين هذه الأفكار.
- أن يحدد "أفضل" دالات الكلمة والتي تصلح في السياق المحدد.
- أن يحدد الترتيب النحو في اللغة الهدف (الترجمة إليها) الذي يمثل الأصل بأنسب صورة ممكنة.
- أن يحدد النقطة التي بحث عنها استقلال من فكرة إلى أخرى في النص الأصلي وأفضل أداة الربط التي تستخدم في اللغة الهدف وتمثل الانتقالات بين الأفكار في النص الأصلي.

مهارات الإشاعرية والصياغة

والآن لا يمكن التركيب العقلي الجديد الذي تكون على أساس من التفسيرات للنص الأصلي، لا يسع ذلك التركيب العقلي إلا أن ينتج له مخرج أيخذه نتجه محققاً.

وفي عملية التحقق هذه يذكر أوسامو (2002) أن هناك مرحلتين فريعتين تمثلان صورة عن قرب لعملية الإفراز الأخيرة؛ الأولى تهدف إلى صياغة التعبيرات والأفكار والأدوات التالية تهدف إلى إنشاء التردد والإنسجام بين هذه الأفكار.

ففعةً تلهي النهج التصويري للنص، نظل لديه حاجتينهما: أن يحدد مجموعة الأطروحات التي تنتج عن إدراكه للنص ويحلو المادمة العقلية التي تتجزأ عن التفاعل بالنص التأسيسي، والباحة الثانية هي أن يخل هذا التجهيز اللغوي متماسك ناحياً و نحوية يرجو النتاج اللغوي نصاً يمكن قراءة عليه عندئذ النص المترجم.

كما يرى أوسامو أن الانتقال من التكوين العقلي إلى النص المكتوب يتم بالعمليات الفرعية التالية:

- تعني النص المهمة لتمييز المحتوى الذي سيعبر عنه من المحتويات المشابهة.
- تعني النص المهمة لتمييز المحتوى الذي سيعبر عنه من المحتويات المشابهة.
- اختيار الكلمات (المفردات) والتنبؤ إلى ربطها معًا (الروابط التركيبية الداخلية)
اختيار القواعد والترتيب المناسبة
الترتيب الخطي للمفردات
تحديد أجزاء الكلام ووظائفها
تحديد درجة تقييد الجملة
استعمال حروف الجر والحواف ذات الوظائف التركيبية الأخرى
الوصول إلى الصيغة النهائية

و لذلك ننصّح المترجم المبدئ وطلاب الترجمة في الجامعات باتباع الاستراتيجيات التالية عند الصيغة الأخيرة للنص:

• أن يستخدم ترتيباً كلمياً صحيحاً كما هو متبع في اللغة المصدر للإلهام.
• أن يستخدم تركيباً حديثاً سليماً كما هو متبع في اللغة المصدر للإلهام.
• أن ينقل أطراف النص الأصلي بوجود نصب لسأق رئيسي للغة المترجم إليها.
• أن يبعد صيغة عبارة معينة في ضوء المعنى الإجمالي للنص المترجم.
• أن يبحث تغييرات للنص كل وضعي عليه رهان من الأصل دون تشويه لأطراف النص الأصلية.
• أن يبحث أحد أو عدد من الاستراتيجيات التالية عند مواجهة مشكلة عدم القدرة على التعبير عن معنى أو تركيب النص الأولي:

- استراتيجيات نحوية ترجمية:
  o تبديل ترتيب الكلمات (بالتقديم أو التأخر).
  o تغيير البناء الترجمي للعبارة أو الجملة (تحويل من البنية للمجهول إلى المعلوم أو العكس).
  o إضافة أو حذف أية أدوات الرتبة الكلامية التي لا تؤثر على المعنى.
- استراتيجيات دلالية:
  o استخدام مفردات أكثر عمومية من اللفظ الذي لا يوجد له مكافأ في اللغة المصدر للإلهام.
  o التغيير في مستوى التجريد في النص.
  o إعادة توزيع المعلومات على عناصر دلالية أخرى مما في النص الأصلي أو أقل منها دون إخلال بالمثل العام.
- استراتيجيات تدابيرية:
  o توضيح جوانب الإغراب أو إضفاء لمحات من الغمامة على المعنى سهل النوال بما يناسب جو النص.
  o تغيير مستوى اللوائح في النص.
  o إضافة أو حذف معلومات تعيد على فهم المعنى في النص الأصلي.

خاتمة

لقد استقصيت الدراسة الحالية المهارات الأساسية والاستراتيجيات الضرورية التي يحتاج إليها المترجم المبتدئ والطالب كلاهما في تعاملهما اليومي مع مهام الترجمة. والمهارات الأساسية التي تم طرحها هي: مهارات الفهم في القراءة، مهارات البحث ومهارات التحليل ومهارات الإنشاء والصياغة. وقد أقترحت الدراسة مهارات واستراتيجيات فرعية لهذه المهارات الرئيسية كتيثبت الترجمة دقيقة بما في أوضع الترجمة. والمهارات المفترضة في هذه الدراسة لا تمثل إلا الحقد الأدنى للمطلوب إتقانه والتدريب عليه من المترجم المبتدئ أو الطالب الذي يدرس الترجمة. ورغم ذلك فقد يجد المترجمون المحترفون هذه المهارة ذات قاعدة لهم أيضًا

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لقاء مع مترجمة صغيرة
الشعرة راوية سامي

سعبا من الجمعية للنعرف على آراء وطموحات المترجمين الشباب وما يفكرون به ويعابرون، كان لها هذا اللقاء مع المترجمة الأردنية راوية سامي:

هل لنا بندية عن دراستك وعملك؟

تخرجت من الجامعة الهاشمية، في قسم اللغة الإنجليزية وأدابها في شباط عام 1999 وأحصل شهادة البكالوريوس في الأدب بتقدير جيد جداً. تميزت خلال مرحلة الدراسة بتوفيق في المواد المتعلقة باللغة والشعر سواء بالعربية أو الإنجليزية، وتقالي على النقد والتحليل الأدبي خاصة فيما يتعلق بتحليل الشخصيات والأدبHONEY. والاجتماعية المؤثرة على أحداث الأعمال التقنية وما يختص بترشيح النصوص الأدبية وما إلى ذلك. كما أتيت درست عدة مباحثات في الترجمة من الإنجليزية إلى العربية وبالعكس. أعمل حالياً في إعداد شركات تطوير البرمجيات في عمان كمختصصة في الترجمة والتثبيت الفني إضافة إلى عمل مدربة للشركة متخصصة بأعمال النشر المكتبي والترجمة ويبقي طموحه العلمي والأكاديمي بلا حدود!

ما هي الهوايات التي تمارسها؟

أحب القراءة خاصة الأدبية منها، وبيشويسي غسان كنفاني وجيران وأخرون. لدي موهبة في الكتابة بشكل عام على اختلاف أذواقها ودائماً فيما يتعلق بالمقالة والرسائل وتميز بأسلوب كتابي قيم على أنه جديد من حيث طريقة ربط المواضيع وترتيب الأفكار داخل النص والقدرة على التخلص بين الأفكار بطريقة سلسة ورشيقه. لدي موهبة في كتابة الشعر لكن لم يتم نشر أي منها بشكل رسمي، متدلالة بين الأصدقاء فحسب.

أحب أن أذكر أنني من عشاق العربية قراءة وكتابة واحترز لها بما يحمل مفهوم "التحيز" من أبعد.

ما هي رؤيتك لواقع المترجمين العرب و كيف التهور بهم؟

أرى، كما هو جلي للعاملين في ميدان الترجمة في العالم العربي، أن واقع المترجم العربي آلي للغاية، وفرصته في إيجاد وطيفة لآفة بدخل مقول عمله صعبة جداً. في الأدن مثل، تكاد تقضي وظيفة مترجم دائم على مجموعة من المكتبات صغيرة التي تحوي خداعات الترجمة للعامة وتتعلق بشكل رئيس بترجمة الأوراق البحثية مثل شهادات المبادل، وجوازات السفر ومعاملات الهجرة وما إلى ذلك. إن الوظائف في مثل هذه المكتبات، عدا عن مزودها المادي الضئيل، لا تساس المترجم صاحب الطموح والقدرات على صقل معرفته وإبراز قدراته ومهاراته في الترجمة من لغة إلى أخرى، لأن هذا وثقة عامة ما تكون متوقفة على شكل قلب جاهز وأحياناً عقلي جيد يبده الذي يسمى "مترجم" في هذه الحالة هو تغيير الأسماوات والأرقام وتخصيص المواقف لتنويع مع مطلقات العمل فقط.

أما مقنعة تماما أن المترجم هو إنسان مبدع لغويًا بطبيعته وصاحب أفكار وعالم وملكات خاصة، وهو إنسان صاحب قدرات تأليفية وكتابية عالية إضافة إلى العديد من الإختلافات الأساسية التي يجب أن يتبعها من المواقع والانسحاب في مقابلات المترجمين كإذا أعطت الرعاية المطلوبة ودعمهم على مختلف الأصعدة وعدم تجاهل دورهم الحضاري ودائم الانتباه مختلف مضامير العلم والفنون.

واعتقد أن تأسس هذه الجمعية الموقفة بتحياتي أحب سبل النهوض المباشرة للمترجمين العرب.

كيف ترين دور الترجمة في النهوض بالآمة العربية والإسلامية؟

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المترجم هو وسيلة حضارية ولا يمكن تجاهل دوره في أي حضارة من الحضارات سواء في مرحلة بناء أسس الحضارة العابدة بالأمر، عن طريق نقل ما يتلقته الأمم الأخرى من ثقافات وعلوم إلى غاية أمره، وهذا ليس عيبًا. ومن ثم يلعب المترجم دورا أساسيا في العملية المعاكسة وهي نقل منتجات الحضارة إلى الخارج وبالتالي رسم الصورة المشرقة لجهود أمره وقيامه بواجب التبادل الحضاري والإنساني الشامل بهدف نشر المعرفة بين كافآ العالم وهذا مهمّة لا يمكن تجاهل دور المترجم فيها في مجال الحضاري.

كما أن هناك جهودا جليلة وموفقة لترجمة ومؤلفات قدمها العديد من العلماء والأساتذة العرب في الأونة الأخيرة للاستفعاج أحد أكادير دورها في توضيح حقيقة الإسلام وساهمته ورسم الصورة الحقيقية له وإزالة التهم التي تلقى به من هذا وهناك نتيجة لسبعائها العميق، تذكر في هذا الصدد أخبار الدكتور زعولت النجار فيما يتعلق بالإعجاز العلمي في القرآن الكريم التي شاعت في العديد من الدول العربية وقامت بدورها الدعوي الذي أدى إلى دخول عدد كبير من الناس في الدين الإسلامي مؤخرا في فترة وسعت فيها شتى حرب على الإسلام والمسلمين، ولكن بقي هذا الجهد المتميز فريدًا ونهاية لمساعيه ومساعيه لمواجهة هذا الكم من التحديات التي تواجه الآمة في دينها وتراثها الحضاري.

ما هي أهم المシャルع التي يواجهها المترجمون والمبدعون الشباب من أشكالهم؟

تعتبر حقيقية عدم وجود مرجة تابعة ومحددة وموحدة للعديد من المصطلحات الثقافية والعملية بشكل خاص مشكلة كبيرة تواجهها. فإذا نوع من المصطلحات يتم تقسيمه وتعتبر المحدد جدا اوجهان كثيرة جدا - نحن المتحدون المبتدين - مشكلة في اعتماد ترجمة معينة لمصطلح ما نتيجة لمصطلح المعرفة المحدودة لنا. فتجد كل من يراها أو يخرج عن آبائنا، وهذا خطير جدا من مناحي شتى من الجهد بناءً في هذا الصدد، استمر الذي يواجهه جهودا كبيرة في عملية تطوير ترجمة عملية معينة في المدارس العمومية والمدارس العربية، وخاصّة المعلّمة بتكنولوجيا المعلومات لزيادة الحالة إليها، لكن هناك مشاكلات أساسية تواجهها:

أولاً، عدم وجود التنسيق بين هذه المواقع والأجهزة، فكل نبت جهد على جهد، ولذا قد تكون ثلاث ترجمات مختلفة ذات المصطلح على ثلاث مواقع مختلفة ناهيك عما تجد في القواميس المختلفة. وربما لهذا السبب، نجد دائما ما لهذه المواقع إلى تزويد المستخدم بنية عن معنى المصطلح ضمن قوانين paranoia ما يكون بالإنجليزية لتحديث المعنى المقصود، وأسمحوا لي أن أتمسك عن عدم تعويم المعنى المحدودة التي تصل إلى ثلاثين معجمًا التي نسهم بأن مكتب ترجمة الترجمة في المغرب قد أعادها و لذا لا تعمل جميع المديرين في البلدtriangle. أما آليا أن هذه الفعالية الكريمة هي الأقدر على تنسيق جميع الجهد و نبذ دار في عملية ترجمة تتوافق وتستجيب هذه المواقع والمصادر على أية ترجمة قبل نشرها في أي موقع نظرا لاستمدادها العالم و ما تتضمن من كفاءات عربية كبيرة في حقل الترجمة.

ثانياً، إن السرعة الجوية في التطور العلمي والتكنولوجي خارج الوطن العربي من شأنها التأثير على سرعة توفير مصادر مدونة للمصطلحات المستدقة تراكب الملف الملف عليها في كل يوم وهكذا يعطي نتائجLCD مكتفٍ لمنظمة التطورات وبالتالي توفير الترجمة المتلائمة والمجردة والصحيحة للعديد من المصطلحات.

و هذا يحتاج إلى جهة متفرقة، متخصصة وقائمة بعد ذاتها.

لماذا تعتبر وظيفة المترجم غير أساسية أو ثابتة على مستوى القطاع العام والخاص في الوطن العربي؟

أعتقد أن نقل معظم العرب لفكرة استخدام لغة غير لغتهم الأم في مختلف المجالات مبهم والمصالح لا يعلق على مصدر المترجم. الواقع أننا نستورد معظم علومهما من حضارات أخرى ونستفيد منها بكفاءة في مجالات تمثل الأيديولوجيا Получنا غالبًا ما نتلقىها بلغتنا. ولذا نجد على سبيل المثال لم يتم نقلها في العالم العربي، والتي يتم تدوينها داخل المنطقة العربية، لمتخدمين، وتبنيهاواجهاتها وكافة الأمور المتناقضة بها، وثمة ما ذاته، بل مسالة متضمنة بالمعرفة الإنجليزية، بلغ الصعوبات التي تواجه عدد كبير من دولنا، لكن المسألة باختصار مسألة نموذجية مجمعة من المصطلحات المتعلقة بعمل معين في ذات المستخدمين وثابتة في اللغة التشغيلية بينهم في الإنجليزية في أي لحظة يتحدد بها عن عمل أو إجراءات معينة، ولن سأل أي منها ما يعنيه.
المصطلح اللغوي باللغة العربية لما استطاع الإجابة. لكنه في ذات الوقت يملك من الفهم ما يمكنه من أداء المهام الوظيفية المتعاقبة به على الوجه الناجح دونما الفقد بشأن الأمور اللغوية.

وليس من المعروف أن تؤثر هذه الفئة في ظل الظروف الاقتصادية الصعبة في المنطقة العربية إضافة إلى أن معظم الم nærفعات المتعلقة بالغة الإنجليزية بينما يتمتع دور الكتب المترجمة في ملغى العلم والكثير ما وضعها أو قدمها أو عدم توفرها أو عدم قدرتها على تأدية المهمة بما يمكن الوصول لهذا المهنة كموقف أساسي في مؤسسات تطوير المناهج. ولنرى، بينما يعتبر من أمر أخلاقي من القدرة على التعامل باللغة الإنجليزية بالذات، سواء قراءة أو كتابة أو محاولة. وكثيرا ما يشتمل بشكل موجه من المناصب عالية وإدراة لا يستطيع أحد كتابة نقدة بليغة عربية قوية وملاحظًا مثيرًا لأنها تخصص أصول الخطاب العربي أو فنون الرسائل لدينا وما إلى ذلك بينما يسهل عليه تأدية مهمة من نفس النوع باللغة الإنجليزية بكل سرور وانقاد.

في أحيان أخرى تطور الحالة إلى الترجمة كمهمة "الترجمة" في بعض الدول العربية مثل ليبيا والعراق. الذين يمثلون دائما USEA من مختلف الوثائق أو وجهات مستخدمين معرفة في جامعات كلية مهنة مثلا. لكن هذه المشاريع يمكن أن تكون ترويجا ناجحا في أسلوب متحف دام في مؤسسة أو شركة ما، يتم غالبًا التعاقد معه على مشاريع ينطهي عمله مع الهيئة المقصدة بإنهاء المهمة، وهذا أمر يتعلق بعدم توفر الاستقرار الوظيفي للمترجم الذي هو موقع أساسي لتطوره مهنيا ومادياً.

ما رؤيتكم لمناهج الترجمة التي يدرسها طلاب الترجمة؟

إن الضعف العام لدى المترجمين في العالم العربي، والمجمل الذي منهم بإذن ظاهرة لا يمكن تجاهلها ونحن نراه عند جامعة القاهرة تراجعاتها تلك التي يقوم بها أصحاب الخبرة. وفي اعتقادي أن هذا الضعف يرجع إلى ضعف المناهج وأساليب التدريس الخاصة بمواد الترجمة في الجامعات، وقد يكون السبب في ذلك تقسيم الكهف التقديري من حملة الدكتوراة إلى الترجمة من وإلى العربية في مختلف مناطقنا. وهذا أيضا من شأنه أن يحد من عدد المؤلفات الخاصة بالترجمة كمجال للتجارب والتي يتم ترديها للطلاب في الجامعات وهذا طبعا عائد لأساليب متعددة منها ضعف فرص العمل للمترجم كما ودخلت والذي يدور تحت من طموح في إعداد دراسات علمية تخصصية، إلا أننا رأينا أن مراعاة معايير ما تبدو متميزة في أغلب الأحيان. لا ينتمون من الإصحرار أن لا أذكر دور العديد من أساليب الكتابي مع دقيقة مثل الدكتور نافذ بعثات التجارب بما في الترجمة على سبيل المثال لا الحصر. لكن مسألة ضعف المناهج تتعلق على مستوى التخصصات مع من يمكن عليها كافحة في الجامعات العربية، ونحن مشاهدة إلى ضعف علامة في مناهجنا المختلفة وعلى رأسها الترجمة من قبل المختصين في المجالات الترجمية والأكاديمية.

لاحظ أن هناك فجوة كبيرة بين المترجمين الكبار والمترجمين الشباب حيث ليس لديهم من خبراتهم، كيف يمكن رابطة الصدوع و أحداث تواصل بين هذين الجيلين، في نظركم؟

أقرب بوجود هذه الفجوة. فلأنا كأقدم المترجمين المنتديين أجد أهمية في التحليل اللغوي للدراسات وأصول الكلمات وغيرها في الموضوع، وهي راية لمتاجم الترجمة لوالد في النظرة التي يحتوي فيها إلى إيجاد مصطلح علمي أو قي سل يكون جديد ولا يوجد له ترجمة مطروحة من أحد المترجمين الكبار. وربما ذلك يوجد على WATA ما أرى أن وجود المختصين عبر الإنترنت كم هذا الخاص بأن يلعب دورا في مساعدات الشباب على الاستفادة من خبرات كبار المترجمين والإطلاع في نفس الوقت على الطريقة العلمية ومنهجية ترجمة المصطلحات المختلفة.

إضافة إلى ذلك، فإن هذا التواصل من شأنه ترسيخ الفكرة القائمة بأنه عملية الترجمة لمفردة واحدة ليست بالأمر الهين وأن العمل الذي يقوم به المترجم ليس مؤهلًا للقيام به سواء وهذا يظهر جليا من عمق التحليل الذي
يفضل أن تكون الأسئلة عند مناقشة اعتماد ترجمة لمفرد ما. وما النقل الشيق الذي ما زال دارا بينهم حول برديون ورسالة وبريد الإلكتروني وأبعد كل مفيد أو طار للفترة والتحصين الدقيق من قبليهم إلا إثارة على الجهد والقدرات الفائقة التي يجب أن يتمتع بها من يجعل مسمى "ترجم".

ما هي المؤهلات التي يجب أن يتمتع بها المتبرع الذي يعتبر مؤهلًا لترجمة النصوص العربية واللغوية؟

رغم وعى بالأدب والفن إلا أنني لم أخصوص تجربة ترجمة فعلية لأي نص أدبي إلا تلك التي مارستها في الجامعة كجزء من مسابقة "الإغاثة"، لكنني في الوقت ذاته، ومن مناطق تجربة محددة "الشعر"، اعتذر أن هناك صفات خاصة جدا يجب أن يضيفها المتبرع لترجمة النص العربي دون غيره لأن هذا النوع من النصوص يختلف باختلاف النص العربية، فالنشر هو نهج إحصائي يتطلب مشاهدة معينة أو حالة ودية خاصة مع الكاتب الأصلي، لذا يجب أن يكون متبرع النص العربي لا يهمه هذا النوع من الفنون بالطبعية كما أنه يجب أن يتعين بهدف فني وحسي عالي حتى يستفيد الإحساس بالنص قبل كل شيء.

كيف كان شعورك عندما مارست الترجمة لأول مرة؟

إن أول نص ترجمته كان مقاولا من الصحيفة اليومية كتب عليه أحد حلقات برنامج "الاتجاه المعاكس". الأستاذ فصيل الخامس من العربية إلى الإنجليزية. كانت النجاح مضحكة يقدر نكتة في حالة الإدراكية التي تبنيها النص المصدر الإنجليزي الحركات، لكنه لا يعكس النص الإنجليزي بصلة إلا من ناحية حرفيه حيث أفترض إلى ترجمة الجملة المستخدمة في اللغة الإنجليزية عدا عن الاختلافات الخاصة بعمليات ربط الجمل، وما إلى ذلك من عناصر سياقية لم يكن استخراجها ذاك، كان قاري بعد ذلك، فإنه اعتزل الترجمة وترك كلية الأدب وعز رحلة أو أن يعيد ترجمة النص من "المفردات الإنجليزية" إلى اللغة الإنجليزية، وكان الجدير الثاني، وتمت العملية بنجاح نبضي ومقول بالنسبة للكتابة الأصلية، ولكن في كل مرة أكتسب خبرة جديدة في الترجمة استوجب مدى "ردا" الترجمة الأولى!

هل تعرف عليكم في ترجمته لبعض علوماً الهامة؟

لا إنجاز كبير عن علماء النص العربي الذين نستورد منه متجهاتهم في هذا من الإكراهات أصل في مرحلة كان العالم العربي فيها تأثير في عبادة الجهل والظلمة، وباطلية سريعة على أمي القونعة قامت عليها الحضارة العربية، نجذب أن القونعة اكتسبت دورها ريازا بل وأساسا في الثورة الثقافية العربية، مختلف التخصصات والعلوم التي يشيعها علماء العرب والمسلمين في الاندماج بما فيها الطب والفلسفة وعلم النفس والجغرافيا وغيرها الكثير لأعلام العلماء العرب والسلاميين أمثال ابن رشد والعوارض، من سحبا وغيرهم فكل الذين أسهموا في نشر انسا وتبخير رفوف مكتبات العرب تترجمها إلى بيوتنا هذا.

لكن في نفس الوقت لا يوجد علينا أن نستذكر تاريخنا الثمين لنتلبس على أطلاله كل يوم، بل علينا أن نرى أمنا معاوية والصباحية حضارة يجب أن نكون في مقصود الدول المتقدمة لأنها لا تقتضي الكفاح، ولا العقول بل هي مسألة رغبة، وجاء وارجر بديهية العلم والفن والصبر وهنا يظهر الدور الأساسي الذي من الممكن أن يلعبه حركة ترجمة قوية وثورية منتظمة تقوم في الوطن العربي لمختلف العلوم والتخصصات تواكبها في ذات الوقت نهضة علمية وعملية على مختلف الأصعدة متضامنة ت بالنسلين.
ما هو المستوى الثقافي الذي يجب أن يتمتع به المترجم وهل تتفقون مع فكرة التخصص في الترجمة؟

اعتقد أن العمل في مهنة الترجمة يشكل خاص يطلب من الفرد جهدًا متواصلًا ودؤوبة. يمثل في الاطلاع والقراءة المكتبة غير الفيروزية من المراجع الخاصة ب المختلف العلم ولفظ اللغة والأعمال، وللذين يستطيع المترجم أن يتقنه المفردات والطرق المعرفة باللغة واللغة المتميزة، ولا يقم بعنف كتابة جمل لا تفيد بالزنار ولا تزيد إلى معلوماته، أو تساعد في التقدم في إمكانته على الصعيد الشخصي، تعتبر الترجمة مرتبة كبيرة للمترجم السابق لتشكل طبقة من صراع المثقفين في مجتمع شعبي.

أما فيما يخص بالخصوص في الترجمة، فإن هناك توجه عالمي نحو التخصص في مختلف المجالات، لا يذكر أن التخصص في مجال معين مثل المصنفات النموذجية أو الأدبية أو التسويق أو السياسة أو غيرها يعني تركيزاً وخبرة متزايدة للفرد، ويجلب به مترجم محتراً وهذا حتى شيء رائع. لكن في الوقت نفسه، تجسد الأعمال والنحو على الإبداع في أكثر من مسمار له رؤيته ودرو كخليه على القراءة اللحظية للفكر الأوكرر لتوسيع مداركة وأقف في أكثر من علم أو مجال، لكن هذا يتعسر تطبيق على عدد من العوامل مثل المبسطة لغة الفرد حيث يجد أحدنا نفسه في تخصص أوقى أو أكثر قدرة على مراجعة نصوص من نوع معين من أنواع أخرى، ولا تتجاوز هذة المسئول المتصلة بالعروض وفرز العمل في تحصينات معينة تتيح نفسها أحيانًا، فمثل ترجمة المصنفات الطبينية بدأت تظهر حيزة كتباً في الأدبية الآخري.

هل تتفقون فعلًا أن اللغة العربية مثمرة عن استعمالات أو مفردات معينة؟

باستثناء القرآن الكريم، فإن اعتقد أنه إذا كان النص الأصلي جيد ومعبر واستخدم في مكانه ولم يتم وضع مفرداته وأفكاره بانتظام فإن تدقيق أي لغة تترجمه وقد تلقان على هذه التقوقى لغة المكتبات التي تتخر مبني من الترجمات الوافرة من وإلى مختلف اللغات على مر العصور للعديد من الأعمال العظيمة سواء كانت علمية أو أدبية أو فنية أو غيرها، ولم يتنبأ أي لغة بشيء منها مع الاختلافات في مستوى اللغة والتكهنة الخاصة بها فيما يتعلق باللغات الأدبية. حتي أن البعض يدعون أن هذا الترجمات بعض الأوقى تعبر عن الناحية اللغوية وربما من ناحية المضمون والطرح من نصوصها الأصلية، ودعا سباق لا يمكن فيه أبداً تجاوز براعة المترجم الذي "النص" في النور، حتى في آخر فقرة مؤلفة في التعبير عن أفكاره وخلواته.

وما ترجمة رواية "النساء" لنجيب محفوظ، على سبيل المثال لا الحصر، إلى أكثر من لغة لا ذيل قطع على هذه الحقيقة، فلم يجز العقل العربي عن إنتاج نص مبدع ومتنور ومتفيض ومحبوب بكل الأعداد والخاص، ولذا لم يتعزج الإنجليزية أو الفرنسية أو غيرها عن ترجمته معنا "الثيقة الأقح للفصل بالعربية - بالنسبة لنا كمحترفي لغة ولغوي أنماط وثقافية "نشرت راحتها" بين مفردات النص لأنها ما تغير عنا - لكن هذا لم يمنع القراء من أنظموه أن تدفق النص بلغتهم بإمكانيتهم، ورواه وتفاوضعلها، ولكن فقدنا أن نكتبه ونشرها على استعداد أي مستجدات هي نتيجة إتمام صورنا وترجعنا على ذلك لعنة أولاً من نزوعه بالنصر، بينما نحن المدادون! ولا أقدم في هذه اللحظة إلا أن أستذكر حافظ إبراهيم يقول:

محارباً مع اللغة العربية:

رومانو يغطى في الشبشب وليتي
عمقت فلم أجزع لقول عدائي
فلم تكتب الله نفظاً وغاية
وما ضفت عن أي به وعظام
كيف اضيق اليوم عن وصف الال
ونتبسيم أسماه لمختارات
أنا البحر في أحساني الدو كم
فهل سُلوا الغواص عن صداقتي
لعلك قرأ بحث الدكتورية رمي الشرح حول "تذوقات الشابن نحو استخدم اللغة العربية والإنجليزية في التعليم" الذي نشر مؤخراً على براءة الجمعية وما الطلب بشكل عام إلى تفضيل وتعلم اللغة الإنجليزية و
اهتمام الأهل كذلك يتعلمون أولاً في مدارس أجنبية، فهل في اعتقادك بأن هذا سيساعد في ازدهار حركة الترجمة؟

لا بد لي أن أذكر أولاً أن البحث العام الذي قدمته الدكتوراة المبتدئة رغم الجهد لأنه يعالج ظاهرة حقيقية وقابلة لمبادئ مهنية. إن KEEP الوعي باللغة العربية، وخصوصاً اللغة العربية في المؤسسات التعليمية في المنطق الفرنسية، بينما يجهلون لغة الأم حتى يصل الأمر إلى سوء التعلم والتعليم على مختل الأجيال، مما يؤدي إلى نقصة في الترجمة حسب ما أرى، لأنها تتطلب الإتفاق العام للغتين موضوع الترجمة.

كما أنني أرى أن نجاح تدريس لغة الفرنسية في مدارس أجنبية بعدها مكتفياً، وهذا ليس سهلاً بأي حال من الأحوال.

وفي الحال الأخيرة فقط، يمكن أن نستفيد من هذا النوع من ازدهار حركة الترجمة.

ما رأيك بإنشاء الجمعية الدولية؟ وما الدور الذي يجب أن يضطلع به؟

إن فكرة إنشاء جمعية تحضي بالترجمة بأيدي عربية هي فكرة رائدة وبوتيرة ورائعة على كافة الأصعدة. هذه الجمعية هي الموقع الذي يجب أن تطلق منه حركة ترجمة ناجحة تعمد على رفع قفاءة المترجمين الشباب وتكوين مركزية موحدة له في جهة، وتضع كبار المترجمين في أصابع الخبرات الطويلة في موطنهم للثقافة من جهة أخرى أعلراً شامخاً، متوفرة في الوقت ذاته محطة تواصل والتواصل عبر الصينى. هذه الجمعية، تشكل نواة لعمل عربي متغير وجديد عال على أرض الواقع ينهل منه ويرجع إليه كافية المهتمين بالشؤون اللغوية والترجمة من مداهم معرفية موثقة تمثل في كبار الأسئلة وأصحاب الخبرات القاتلين عليها.

ما هي أهم الأسباب التي تساعدك على تابعها على بوابة الجمعية حاليًا؟

برغم أن بوابة الجمعية لا زالت في بدايتها الترجيحية، إلا أني أرى من خلال متابعتها اليومية لها، أرى أنها تمثل بوابة قوية مثيرة للاهتمام وتشير بالفعل بأنها سifikasi، يCommercial عريض، ويلعب بها جهود متجم و לתواضعها على متابعتها يومياً لأقرأ ما نشر ويزيد على بوابتها بشكل يومي.

في الحقيقة هناك روابط على موقع الجمعية أتاحتها بشكل مستمر ودائم للإفادة من موضوعاتها المباشرة، ومشتركة في الصناعة الإنتاجية: إضافة إلى الأمثال المترجمة والأعمال الشائعة. ومع هذا فإن هذا الموقع يمكن أن يعتبر في مصاف الموضوعات التي يمكن للفرد أن يستمتع بكل ما يطرح فيها من موضوعات طويلة ومواد ورسائل وفيها الكثير عددًا من من مشتركي المستمرة في التصويت وهذه المرة لبريدون الدكتور إبراهيم نو.

كلمة أخرى...

شكركم جزيل الشكر على هذه الفرصة الفريدة والذاتية التي احتضنها في كمترجمة تحت خطواتها الأولى في علم جميل. وأتمنى أن أتمنى أنك تجد متعة والدائم لامرأة العديد الذي يشعر بالفخر. نحن المترجمون الشباب لدينا الكثير لهذه، نحن نتمنى أن نربي ونحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط، نحن نتمنى أن نجد قفزة بنقاط.\n
جهودكم مكررة إلى الأمام ولكل ممثل الأماني.

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Suggested Further readings on translation for students:


صفاء خلوصي (2000) فن الترجمة 2. القاهرة : الهيئة المصرية العامة للكتاب
محمد عناني (1994) فن الترجمة 2. القاهرة : الشركة المصرية العالمية للنشر - لونوجمان
محمد عناني (1997) الترجمة الأدبية بين النظرية و التطبيق. القاهرة : الشركة المصرية العالمية للنشر
محمد عناني (1996) المصطلحات الأدبية الحديثة. القاهرة : الشركة المصرية العالمية للنشر - لونوجمان
محمد عبد الغني حسن (1966) فن الترجمة في الأدب العربي. القاهرة : الدار المصرية للتأليف و الترجمة.
REFERENCES AND RESOURCES


Atta Zidan, “Lost and Found”. Linda Sasser, Editor, An Anthology of Writing form Creative Reading and Writing, E-POET Institute, summer, 1999


Websites:

http://www.alleydog.com/cognotes/metacog.html


صفاء خلوصي (1957) الترجمة التحليلية، بغداد: مطبعة الأسواق التجارية.


محمد ديداوى (1992) علم الترجمة بين النظرية والتطبيق، تونس: دار المعارف للطباعة و النشر.

محمد عبد الغني حسن (1986) فن الترجمة في الأدب العربي، القاهرة: دار و مطابع المستقبل الفضائية.


محمود شوكت و نجيب أمين (1958) فن الترجمة، القاهرة: دار الفكر العربي
المؤلف:
د. عتر صلح الله Abdellah

درس طرق تدريس اللغة الإنجليزية ومناهجها بكلية التربية بقنا جامعة جنوب الوادي

حصل على الماجستير في التربية تخصص تعلم اللغة الإنجليزية عن برنامج تدريبي لتعليم القراءة لطلاب شعبة اللغة الإنجليزية من كلية الدراسات الشرقية والأفريقية بجامعة لندن عن دراسة تحليلية لترجمات أشباه المترادفات في القرآن

حصل على دكتوراة الفلسفة في التربية تخصص تعلم اللغة الإنجليزية عن برنامج تدريبي في الترجمة لطلاب شعبة اللغة الإنجليزية.

عمل معاينا ومدرسًا مساعدًا بقسم المناهج وطرق التدريس (تخصص اللغة الإنجليزية) بكلية التربية بقنا جامعة جنوب الوادي

عمل مدرسا للغة العربية لغير الناطقين بها بمركز جامعة لندن للغات

عمل مترجمًا بالكاديمية العربية الأمريكية للغات والترجمة

عضو الجمعية الدولية للمترجمين العرب

له عدد من البحوث في الترجمة ومشكلاتها وأساليب تدريسها في عدد من المؤتمرات والمجلات العلمية على الإنترنت

شارك في العديد من المؤتمرات الدراسية في مصر ولندن وكاليفورنيا وقبرص وسوريا

SPEER: Spotlights on Primary English Education Resources

شارك في تأليف كتاب
دليل المترجم المبتدئ

للترجمة من الإنجليزية إلى العربية

الجزء الأول

تأليف

د. عتمر صلحي عبد الله

ماجستير في نظرية الترجمة - جامعة لندن

دكتوراه في مناهج اللغة الإنجليزية

كلية التربية بقنا

جامعة جنوب الوادي