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Ministry of Higher Education and Scientific Research  
Frères Mentouri- Constantine1 University  
Faculty of Letters and Languages  
Department of Letters and English Language

A Course in "Initiation a la Traduction"  
Lectures Designed For Second Year LMD Students (S3 and S4)

Lectures Submitted for obtaining university Accreditation

Designed by:

Dr. Largueche Ouahiba

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## Objectives of the Course for the module:

### “Initiation a la traduction”

This course is designed for Second year LMD students of English as a foreign language, covering S3 and S4 curriculum of Translation module, or TV (Theme and Version) as commonly called in Foreign Languages Departments.

By the end of this course, the student is supposed to acquire knowledge about the basic notions of translation, and to pay attention to the main differences between L1 (being the mother language) and L2 (being the target language). This knowledge enables the student to avoid the bad practice of copying the structures of one language into the other. It also leads the student to recognise that literal translation is very often inappropriate because of the differences between languages; which raises the awareness of students to adopt other effective techniques and procedures to get over the difficulties encountered while translating different passages.

The course covers many units starting with the unit defining translation and highlighting the importance of meaning and context in translation. Then, it follows a unit introducing the notions of literal and free translation briefly. The next unit pinpoints to the differences of word order between English and Arabic to draw the student's attention to the drawbacks of word-for-word translation. The next units deal with the translation of nouns in English and Arabic and the types of nouns and the use of articles, in addition to pointing out the notions of plurality, duality and singularity in both languages.

Translating Adjectives and adverbs are dealt with in the next unit highlighting the differences between English and Arabic; this unit is followed by a summary pinpointing the importance of connectors in English and Arabic.

The following unit tackles the notion of tenses and underlines the main differences in terms of translation between English and Arabic. The notion of the passive voice is dealt with in the unit coming after pointing out the different ways of translating it from English into Arabic. The notion of modals and their communicative functions in English are pinpointed in the next unit focussing on the different ways of translating them into Arabic. Following this a unit is devoted to the notion of conditionals in English and Arabic.

A brief summary is dedicated to procedures and techniques of translation in the next unit aiming at attracting the attention of the trainee students to using beneficial ways and solutions in the course of translating a given text.

The course is concluded with two units; one introducing literary translation and focussing on the solutions adopted in translating some fixed phrases such as proverbs, idioms, collocations and proverbs. The other introduces technical translation and stresses some techniques used in translating foreign terms into Arabic.

## 1) Introduction to Translation

### a) Definition of Translation :

Broadly speaking, translation is replacing a text in one language by another text in another language. Translation may also be defined as the process of transferring a message from one language (the source language) into another (the target language).

e.g. A beautiful bird is singing on the tree

يشدو طائر جميل على الشجرة

Hajjaj (1996, p.7) refers to translation as “a project for transferring meaning from one language to another”, which leads us to assume that translators are supposed to grasp and comprehend meaning in the source text to transfer it into the target text. Modern linguistic studies (Hajjaj, 1996, p.7) tend to classify meaning into:

\_ Denotation: the direct meaning of the word.

\_ Connotation: the shades of meaning that may go hand in hand with the direct reference of the word.

E.g. die / pass away and friend / comrade

These pairs of words have in common the same denotation but differ in their connotations, “pass away” expresses a positive connotation that do not exist in “die”, “comrade” has a political connotation (i.e. a communist) that is completely missing in friend.(Hajjaj, 1996, p.7)

It is worth mentioning that translators should take account of both denotation and connotation in their work.

### b) Meaning in Translation:

Translation is concerned with transferring meaning from one language into another, but what is meaning! It is a complicated question that is hard to answer. However, a general simple answer can be formulated as follows: Meaning is the product of the different components of language taken together (Grammar, Vocabulary, Style, and Phonology), occurring in a certain type of text and context, and directed to a certain kind of readership. (Ghazala, 2002, p.2)

Translators, for example, are not directly and straightforwardly concerned with translating English syntax into Arabic, but they pay attention to its guiding role and importance in seizing, shaping, and crystallizing the appropriate meaning. And the same case applies for all the remaining language components. So, meaning is the final outcome of the interaction between language components combined together: vocabulary, grammar, style and sounds. (Ghazala, 2002, p.3)

c) Types of Translation

Roman Jakobson ( 1959, p.2) distinguishes three types of translation:

\_ Intralingual translation (or rewording): the interpretation of verbal signs by means of other signs in the same language.

\_ Interlingual translation:( translation using two languages); the interpretation of verbal signs by means of another language.

\_ Intersemiotic translation (or transmutation): the interpretation of verbal signs by means of signs of non-verbal sign systems.

**Exercise 1:**

Paraphrase or explain the following English sentences( use a good English –English dictionary when necessary)

E.g. I didn't know that Sue moonlights.

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

\_ Ziad managed to produce an alibi during the trial yesterday.

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

\_ John saw red when I told him about the meeting.

\_ I turned to peter for help, but he gave me the cold shoulder.

\_ Jane takes after her mother.

\_ The match was called off on account of rain.

( Hajjaj, 1996, pp.8-9)

**Exercise 2:**

Translate the following sentences into Arabic;

\_ Translation enables people to understand one another.

\_ The translator is a mediator in the process of bilingual communication.

\_ Some scholars define translation as an art, others describe it as a science.

\_ The translator is required to have a mastery of two languages.

\_ Translation brings peoples closer to each other.

\_ I am going Home.

## 2) Methods of translation

We may divide the methods of translation into two types: literal translation and free translation.

- 1) Literal translation (or direct translation): it is understood and applied in different ways; it can be word-for-word translation or literal translation. Word -for- word translation is bad and does not convey the appropriate meaning from one language into another. As for literal translation, it renders the original text into the target language keeping the same structure and word order as closely, precisely, and completely as possible (Ghazala, 2002). Since languages differ from each other, literal translation leads very often to meaningless renditions, that is why it is advisable to avoid this way in translating.

e.g. That child is intelligent; the word-for-word translation of this sentence is:

ذاك الطفل هو ذكي

So, if we apply the literal translation, we would get: ذاك الطفل ذكي, this is better than the word for word translation (Ghazala, 2002, pp.5-7). Let us translate the following into Arabic, avoiding the word-for-word method;

- \_ Mary wanted to take tea.
- \_ Stay with me on the campus.
- \_ Let us shake hands.
- \_ The children broke the window.
- \_ Everybody is required to do his/her job well.
- \_ Won't you tell me the whole truth?
- \_ I don't understand what you mean.
- \_ Housewives spend a long time in the kitchen.

Ghazala(2002, pp.5,6,7,81 )

- 2) Free Translation: we may call it more properly “ Indirect Translation”, it is the method wherein the translator is not constrained by the surface structure of the source (original) text, he goes beyond words, phrases and structures of the SL, using the expressions and phrases he sees appropriate in the TL to convey the meaning he has grasped from the ST relying on the context and situation of that text. (Ghazala, 2002) In this method of translation, we may include “the literal translation of meaning”, which is the translation of meaning taking into consideration the context and situation of the original text.

Let us translate the following sentences using indirect translation;

- \_ She was sad deep down.
- \_ You look quiet.
- \_ He got nothing at the end.
- \_ East or west, home is best.
- \_ She had a new baby.
- \_ My friend got to the top very soon.
- \_ Stop beating about the bush.
- \_ This man is a big shot.
- \_ He is living from hand to mouth.

Ghazala (2002, pp.5, 6, 14, 15)

**Exercise:**

Translate the following proverbs into Arabic using literal translation and free translation (i.e. you will give two translations for each proverb, whenever possible)

- \_ Like father like son.
- \_ Man is known by the company he keeps.
- \_ Prevention is better than cure.
- \_ To add fuel to the fire.
- \_ When in Rome, do as the Romans do.
- \_ A friend in need is a friend indeed.
- \_ Better to be safe than sorry.
- \_ Diamond cut diamond
- \_ Poverty is no sin.
- \_ Where there is life, there is hope.
- \_ To separate the grain( wheat) from the chaff.
- \_ All that glitters is not gold.
- \_ I hear wheeling without milling.

- \_ Too many cooks spoil the broth.
- \_ Necessity needs no rules.
- \_ After a storm comes calm.
- \_ A word to a wise is enough.
- \_ Forbidden fruit is sweet.

Ghazala (2002, pp. 138-143)



### 3) Word Order in English and Arabic

One of the main differences between English and Arabic is that while the former has verbal sentences only (in the sense that every English sentence should contain a main verb), the latter has both nominal and verbal sentences. (Ghazala, 2002, p.49)

In English, we have one word order: Subject + Verb + Object/Complement(S+V+O/C)

In Arabic, however, the word order is two types (Ghazala, Ibid):

a) Nominal word order: Topic + Comment ( المبتدأ و الخبر )

b) Verbal word order : V + S + O/C

• **English Word Order**: Let us take the following English sentences and their corresponding translations into Arabic (Ghazala, Ibid)

\_ The diplomat left for London → الدبلوماسي سافر إلى لندن

\_ The sky was cloudy → السماء كانت ملبدة (بالغيوم)

\_ The pupils enjoyed their vacation → التلاميذ استمتعوا بعطلتهم

\_ The Bedouins live in tents → البدو يعيشون في الخيام

\_ The students passed the exam → الطلبة نجحوا في الامتحان

In the above translations, we retained the same word order as the English sentences, that is: S+V+C. We can use the Arabic word order “v+s+o/c” and we get Arabic verbal sentences as follows (Ghazala, Ibid):

\_ سافر الدبلوماسي إلى لندن

\_ كانت السماء ملبدة

\_ استمتع التلاميذ بعطلتهم

\_ يعيش البدو في الخيام

\_ نجح الطلبة في الامتحان

Those translations (the verbal Arabic sentences) are better than the first ones which are considered as word for word translations.

• **The same word order in English and Arabic**

\_ This criminal sowed terror in the village → هذا المجرم بث الرعب في المدينة

\_ The earthquake caused great damages → الزلزال خلف خسائر فادحة

\_ Translation brings peoples closer to each other → الترجمة تقرب الشعوب بعضها من بعض

\_ Allah created the heavens and the Earth → الله خلق السموات والأرض

We have translated the above English sentences into Arabic using nominal word order (we kept the English word order “S+V+O/C”) because greater emphasis is intended to be on the subject or the doer of the action. So, the subject becomes the topic (or the theme) المبتدأ in Arabic. (Ghazala, 2002, p.50)

However, we can't always translate following this word order in Arabic because we do have emphasis on few occasions only. Therefore, it is advisable to translate the following English sentences into verbal sentences in Arabic, as follows (Ghazala, Ibid):

\_ Maria fell ill last week → مرضت ماريا الاسبوع الفائت

\_ My brother always comes back home late → يعود أخي إلى البيت متأخرا دائما

\_ The weather looks nice → يبدو الجو جميلا

• **The typical emphatic structure in Arabic "إن" Sentence:**

The "إن" sentence is a type of structure used in Arabic for emphatic purposes (للتوكيد) and combines both word orders of English and Arabic. It starts with "إن" and keeps the same English Subject-Verb word order (Ghazala, Ibid). Let us take the following examples;

\_ Hard work brings success → إن العمل الجاد يؤدي إلى النجاح

\_ Punctual workers always succeed → إن العمال المواظبين ينجحون دائما

\_ Her father suffers from asthma → إن والدها يعاني من الربو

\_ Translation is a means of communication among nations → إن الترجمة وسيلة للتواصل بين الأمم

• **Translation of Imperative Sentences :**

In translating English imperative statements into Arabic, we may apply literal translation keeping the same word order (Ghazala, 2002, p.51). Here are examples;

\_ Stay where you are! → ابق حيث أنت !

\_ Be patient! → كن صبورا !

\_ Listen to me carefully! → أنصت إلي جيدا !

\_ Do not backbite your neighbours! → لا تغترب جيرانك !

(Ghazala, Ibid)

#### 4) Translating Noun Phrases into Arabic

As Noun phrases in English may come in the position of a subject in almost every sentence, they may also serve as: direct object, indirect object, subject complement, object complement in the predicate, and as an object of a preposition. (Hajjaj, 1996, P.54)

Noun phrases can be in simple structure, such as: the girl, the pupils, an engineer, an apple, the homework...etc. They may also come in complex structure by using an excessive modification before and after headwords in noun phrases such as: the beautiful old car, the boat across the lake, the man in brown coat, the guest waiting downstairs, the movie which won the gold medal...etc. It is worth mentioning that a headword is an integral part of a noun phrase and must be there even in much more complex noun phrases, for example *celebration* and *accessories* are respectively the headwords in “the celebration after the team won the world cup” and “the original car accessories that they sent us”. (Hajjaj, 1996, p.54)

As far as translation is concerned, we translate simple English noun phrases directly into corresponding Arabic noun phrases (Hajjaj, Ibid), the examples below are illustrative:

The teacher delivered the lecture→ القى الاستاذ المحاضرة

The students revised their lessons→ راجع الطلبة دروسهم

However, in more complex noun phrases we cannot translate straightforwardly, we need to apply some modifications due to the different grammatical rules of pre- and post-modification in English and Arabic, for example the use of adjectives in English differs from that in Arabic as illustrated in the following examples (Hajjaj, Ibid);

The handsome teacher bought a luxurious car.

اشترى المعلم الأنيق سيارة فارهة

Besides, we tend to reconsider ellipited or deleted words or parts in English noun phrases when translating into Arabic. For example, the noun phrase *the man killed in the battle* translates into الرجل الذي قتل في المعركة (Hajjaj, Ibid), also the noun phrase “the woman sitting on the sofa” translates into المرأة التي تجلس على الأريكة

#### Exercise 1

Translate the following English noun phrases into Arabic.

1. a winter vacation plan
2. the blond girl under the tree
3. the youth with the black hat
4. a really important career decision
5. the extremely intelligent young actress
6. the house that I bought
7. the old man lying on the sofa

8. Ahmed's blue suit
9. The car driven by the front runner
10. The barking dog in the garden  
(Hajjaj, 1996, p.55)

### **Exercise 2**

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

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

### **Exercise 3**

Underline the noun phrases in the following passages, and then translate them into Arabic;

Freshwater scarcity is a major concern in the Arab region, which threatens political stability and hinders efforts aimed at promoting health, alleviating poverty and enhancing socio-economic development. A variety of natural factors can cause water scarcity such as intermittent droughts, limited freshwater reserves, and high population growth rates. Regional cooperation is a vital element in appropriate water management and in resolving present and potential conflicts caused by water. (Extracted from: [www.unescwa.org](http://www.unescwa.org))

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The world water crisis is one of the largest public health issues of our time. Nearly 1.1 billion people (roughly 20% of the world's population) lack access to safe drinking water. The lack of clean, safe drinking water is estimated to kill almost 4500 children per day. In fact, out of the 2.2 million unsafe drinking water deaths in 2004, 90% were children under the age of five. This problem is not confined to a particular region of the world, a third of the Earth's population lives in "water stressed" countries and that number is expected to rise dramatically over the next two decades. The crisis is worst in developing countries, especially in Sub-Saharan Africa and South Asia. Without question, the world water crisis condemns billions of people to a perpetual struggle to survive at the subsistence level, thus inspiring millions to engage and alleviate this issue. From([www.google.com/](http://www.google.com/) access on March 2013)

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## 5) Nouns in English and Arabic

### 1) Abstract Nouns

Abstract nouns refer to intangible ideas, things you can't perceive using the five main senses, like dignity الكرامة, courage الشجاعة, sincerity الصدق, love الحب, joy الفرح... etc. They can be count nouns like observation ملاحظة and comment تعليق; or non-count nouns like cowardice الجبن, generosity الكرم, freedom الحرية, fear الخوف...etc. (Hajjaj,1996, p.68)

In terms of translation, abstract nouns are directly translated into corresponding abstract nouns in Arabic.

### Exercise

Translate the following sentences into Arabic, concentrating on abstract nouns;

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

( Hajjaj, 1996,p.68)

### 2) Proper Nouns:

Proper nouns are nouns referring to names of specific people like Julia and Asia, cities like Jerusalem and Cairo, countries like Ireland and Algeria, months like July and November, days like Monday and Thursday, holidays like Christmas and Thanksgiving; newspapers like The Sun and the Daily News...etc. ( Hajjaj, 1996, p.69)

In translating proper nouns into Arabic, we tend to adopt the technique of transliteration with most common nouns, that is we transliterate the English proper noun into Arabic, e.g. Washington واشنطن, the Alps جبال الألب, Chicago شيكاغو, the Newsweek مجلة النيوزويك, Ireland أيرلندا, shat-al-Arab شط العرب...etc. ( Hajjaj, 1996, p.69)

However, we may translate some proper nouns into the target language as illustrated in the following examples: Christmas عيد الميلاد, August آب, Saturday يوم السبت, Peter بطرس, John يوحنا, the Tigris نهر دجلة, Hebron الخليل, the Bible الإنجيل,...etc. ( Hajjaj, Ibid)

### Exercise 1

Give the Arabic equivalents of the following English proper nouns;

1. New York City
2. Australia.
3. Thanksgiving.
4. The time Magazine

5. Kennedy Airport
6. The house of Commons
7. George Bush
8. The Canaries
9. Westminster Abbey
10. Brazil

(Hajjaj, 1996,p.69)

## Exercise 2

Give the English equivalents of the following Arabic proper nouns.

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

( Hajjaj, 1996, p.70)

### 3) Common Nouns

A common noun refers to the category, type, or class of a person, place or thing. It names things or persons in a more general way, for example: teacher معلم , country بلد , cat قطة / girl بنت , man رجل , stars نجوم,...etc. (Hajjaj, 1996, p.70)

Broadly speaking, we can translate English common nouns directly into Arabic using appropriate equivalents since almost all English common nouns have Arabic correspondents, such as: policeman شرطي , brother أخ , tent خيمة , father أب , nurse ممرضة,...etc (Hajjaj, Ibid).

In case there are no correspondent Arabic nouns for some English common nouns, there are some techniques to apply to overcome this problem of lexical gaps, one example of

this the common noun “ gear” that is translated into Arabic using “ lexical borrowing” or transliteration, and we get in Arabic the words “ جير or قير ”; an other example the common noun « sophomore » that is translated by paraphrase into طالب في السنة الثانية جامعي, and the same for the noun « freshman » paraphrased into طالب في السنة الأولى جامعي. (Hajjaj, 1996, p.70)

### Exercise 1

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

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

(Hajjaj, 1996, p.71)

#### 4) Collective Nouns

Collective nouns in English are nouns that refer to a group of people, such as: team, family, crew, jury, the aristocracy, the public, the intelligentsia,...etc. Others may refer to a group of animals or objects, such as: a herd of cows, a flock of sheep, a fleet of ships, a convoy of trucks. Collective nouns can be considered as either singular or plural, for example the noun *family* can be treated as singular or plural as shown in the following example: “the family is/are going on a picnic today”. We may explain the difference by saying that the use of the singular form insists on the individuals acting together, while the plural form reflects the individuality of the members of the group. (Hajjaj, 1996, p.71)

In terms of translation, some collective nouns in English are always translated into Arabic singular nouns regardless of being singular or plural in English, as the following examples illustrate (Hajjaj, Ibid):

\_ The army has/have won the battle→ لقد انتصر الجيش في المعركة

\_ The Vatican has/have called for fighting terrorism→ لقد دعا الفاتيكان إلى محاربة الإرهاب

Other English collective nouns are usually translated into Arabic plural nouns regardless of whether they are treated as singular or plural in English as illustrated below (Hajjaj, 1996, p.72):

\_ The aristocracy enjoys/enjoy tremendous political influence in Britain→

يتمتع الارستقراطيون بتأثير سياسي واسع النطاق في بريطانيا.

\_ The clergy is/are suppressed in many countries→

يتعرض رجال الدين للقمع في العديد من البلدان.

### **Exercise 1**

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

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

(Hajjaj, 1996, p.72)



## 6) The Use of Articles in English and Arabic

### 1) The Indefinite Article

The indefinite article *a/an* in English is generally used with singular count nouns for a variety of purposes; it may fulfill three basic functions (Hajjaj, 1996, p.56):

\* to refer to one specific individual unknown for both listener and speaker, for example *A boy came to see you this morning*,

\* to refer to any of a particular class, for example *John is a doctor*,

\*and to perform a generic function, for example *A lion can be dangerous*.

In terms of translation, Arabic uses the indefinite article ‘nunation’ التتوين to perform the first and second functions mentioned above (Hajjaj, Ibid).

To illustrate the use of “nunation” in Arabic, let us look at the indefinite English noun phrases in the following sentences along with their Arabic translations (Hajjaj, 1996, ibid):

A girl came→ جاءت فتاة

I saw a dog→ رأيت كلبا

Fatima is an actress→ فاطمة ممثلة

Ali is a judge→ علي قاض

In case the indefinite article is used in English to perform a generic function, Arabic does not use nunation; rather, it uses the definite article الـ to fulfill such a function. To illustrate this, let us have a look at the following English sentences along with their Arabic translations. (Hajjaj, 1996, Ibid)

A book is a good companion→ الكتاب صديق جيد

A doctor makes much money→ يكسب الطبيب مالا كثيرا

It is worth mentioning that the English language uses the indefinite article in a variety of phrases and contexts, such as (Hajjaj, 1996, Ibid):

\* numbers, e.g. He won a million dollars;

\* emphasis, e.g. It was such a disaster;

\* mass nouns, e.g. This is a courage which I admire;

\* proper nouns, e.g. We consider him a Romeo;

- \* prepositions, e.g. She was in a hurry;
- \* aches and diseases, e.g. He has a fever;
- \* formulaic phrases, e.g. Have a good day!

In terms of translating these expressions, no formal correspondence is used between the indefinite article in English and nunation in Arabic. Rather, such phrases are translated into Arabic equivalent expressions fitting the context without necessarily rendering the indefinite article (Hajjaj, 1996, p.56). For illustration, let us have the following examples;

- |                                     |                           |
|-------------------------------------|---------------------------|
| _ Ali has a cold→                   | يعاني علي من الزكام       |
| _ His father won a million dollars→ | ربح أبوه مليون دولار      |
| _ Mona was in a hurry→              | كانت منى في عجلة من أمرها |

(Hajjaj, 1996, p. 56-57)

### **Exercise 1**

Translate the following English sentences into Arabic.

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

(Hajjaj, 1996, p.57)

### **Exercise 2**

Translate the following English sentences into Arabic.

1. Omar has written a dozen papers.
2. Zayd's sister has a fever.
3. The manager was a little confused.
4. What a great win!
5. Tomatoes are one dollar a killo.
6. This is a cheese made from pure goat's milk.
7. I will meet you on a Friday.
8. Everyone takes Ahmed for a fool.

(Hajjaj, 1996, p.57)

## 2) The definite Article

The definite article, in English *the* and Arabic *الـ*, is used to fulfill a variety of functions such as: to define, identify, individualize, familiarize,...etc. Except for proper nouns, the definite article can be used with all types of nouns: singular and plural, mass and countable, concrete and abstract. (Hajjaj, 1996, p.58)

Let us have the following English sentences along with their Arabic translations to illustrate the use of the definite article (Hajjaj, Ibid):

\_ The sun is the primary source of energy → الشمس هي المصدر الرئيس للطاقة

\_ Put the car in the garage, Ahmed → صف السيارة في الكراج يا أحمد

\_ Speaker : I read an interesting book last week.

\_ Hearer: what was the book about?

المتكلم: قرأت كتابا ممتعا الأسبوع الماضي.

السامع: ماذا كان موضوع الكتاب؟

\_ Speaker: I watched an interesting movie yesterday.

\_ Hearer: what was the movie about?

المتكلم: شاهدت فيلما ممتعا البارحة.

السامع: ماذا كانت قصة الفيلم؟

The definite article can be used with some proper nouns and place names in both English and Arabic, such as: names of countries, e.g. the Congo الكونغو and the United states نهر الولايات المتحدة; oceans and rivers, e.g. the Indian Ocean المحيط الهندي and the Euphrates نهر الفرات; buildings, e.g. the Sheraton hotel فندق الشيراتون and the kremlin الكرملين; mountains and deserts, e.g. the Alps جبال الألب and the empty Quarter الربع الخالي ...etc. (Hajjaj, 1996, p.58)

The generic function can also be performed by using the definite article in both English and Arabic. Here are some illustrative examples (Hajjaj, Ibid, p.59);

\_The lion is a ferocious animal → الأسد حيوان مفترس

\_The flag is a national symbol → العلم رمز وطني

### Exercise 1

Translate the following English sentences into Arabic.

1. The Quran has been translated many times
2. The Earth revolves around the Sun

3. Four of the children were at school
4. Everyone has to hand in the paper next week
5. Speaker: I went to a movie last night  
Hearer: What was the name of the movie?
6. The cat is a tame animal
7. The bat is a mammal
8. The man who gave us the ball left for Paris

(Hajjaj, 1996, p.59)

### Exercise 2

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

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

(Hajjaj, 1996, p.60)

### 3) The Zero Article

In many instances, the use of the Zero article in English corresponds with the use of the definite article in Arabic. Examples of these cases include (Hajjaj, 1996, p.60):

- \* mass nouns, e.g. bread الخبز and milk الحليب;
- \* unique nouns, e.g. Paradise الجنة and Man الانسان;
- \* proper names of days and seasons, e.g. Saturday السبت and spring الربيع;
- \* names of institutions, e.g. Parliament البرلمان and university الجامعة;
- \* plural common nouns when used generically, e.g. babies الرضع rabbits الأرانب.

English and Arabic, generally, resort to a zero article with proper nouns, e.g. Hamlet هاملت, Ahmed أحمد, America أمريكا, England إنجلترا, Damascus دمشق, London لندن, ... etc. Some exceptions to this rule are found in Arabic, e.g. Cairo القاهرة, Riyadh الرياض, ...etc.(Hajjaj, Ibid)

### Exercise

Translate the following English sentences into Arabic.

1. Water consists of oxygen and hydrogen.
2. We visited Rome last month

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

(Hajjaj, 1996, p.61)

Translate the following into Arabic:

One survey revealed that most people consider themselves well-informed about the affairs of the nation and the world. The vast majority get their information from the media, and the latest questionnaire indicated that well over 60% chose television over other media as a major source of information. These two facts are difficult to reconcile since television provides only a headline service and does not help viewers to shape a world view.

Translate the following passage into Arabic;

### Smoking

One of the reasons why so many children start smoking is that they see adults smoking, they think that it is a grown-up thing to do. They smoke in order to impress their friends, and also because they don't really believe that cigarettes will do them any harm. Quite reasonably, they are not impressed when adults warn them about the dangers of smoking: if smoking is so dangerous, why do so many adults do it?

Action on Smoking and Health exists in order to make the public more aware of the dangers of smoking. It tries to make people give up the habit by organising anti-smoking campaigns, and it is especially concerned with limiting cigarette advertising.

## 7) Forms of Plurality in English and Arabic

Whereas English count nouns have two forms: singular and plural, Arabic count nouns have three forms: singular, dual and plural. The following examples in English and Arabic are illustrative;

The coach left	رجل المدرب
The two coaches left	رجل المدربان
The coaches left	رجل المدريون

From the above examples, we clearly see that Arabic expresses duality grammatically by using a dual morpheme "ان", while English expresses duality lexically by using a lexical item "two". (Hajjaj, 1996, p.61)

### Exercise

Translate the following English sentences into Arabic.

1. The two soldiers left this morning
2. The researchers discussed many projects.
3. The two girls will arrive tomorrow.
4. The teacher praised his pupils.
5. The demonstrators expressed their fury.

(Hajjaj, Op.Cit. p.62)

#### a) Regular and Irregular Plural Morphemes

Plurality in English can be expressed regularly by adding the morpheme « s », e.g. tables, trees, pens, cars ...etc. It can also be expressed irregularly by adding many irregular plural morphemes of different origins; some are Anglo-Saxon, e.g. foot→feet, ox→ oxen, deer→deer,...etc. Others are Latin and Greek, e.g. phenomenon→ phenomena, thesis→ theses, larva→larvae. Concerning Arabic, two types of plural can be used: regular plurals, e.g.

مؤسسون→مؤسس , فاتحون→فاتح

معلمون → معلم

(Hajjaj, Op.Cit. p.62)

and broken plurals, e.g.

بنات←كرسي، كراسي ← قصر← قصور

For duality, however, Arabic uses one regular morpheme "ان" with all nouns. e.g.

معلم← معلمان , بنت← بنتان فاتح← فاتحان .

( Hajjaj, Ibid )

### Exercise 1

Translate the following English sentences into Arabic.

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

(Hajjaj, Op.Cit. p.63)

### Exercise 2:

Translate the following Arabic sentences into English.

1. تتكون الكرة الأرضية من ثلاث طبقات.
2. تشتهر ولاية أريزونا بأشجار الصّبار.
3. هناك عدة معايير لاختيار المرشحين.
4. تفضل معظم الشركات خريجي الجامعات الأمريكية.
5. يوجد العديد من أطروحات الماجستير في المكتبة.

(Hajjaj, Ibid)

#### b) Summation and Compound Plurals

Summation plurals denote tools, instruments and articles of dress consisting of two equal parts joined together; for example: scissors, trousers, glasses, spectacles...etc.

English uses “a pair of” when treating summation plurals as count nouns, e.g. a pair of scissors, a pair of glasses...etc. In Arabic, however, these nouns are usually used as singular, and can subsequently be changed to plural as the following examples illustrate;

مقص ← مقصات ، سروال ← سراويل

As for making plurals of compound nouns in English, they may pluralize the first element, e.g. passer-by→ passers-by , or both the first and the last element, e.g. woman-doctor→women-doctors ; or the last element only, e.g. assistant director →assistant directors...etc. ( Hajjaj, 1996, pp: 63-64)

In terms of translation into Arabic, some compound English plurals are translated into single lexical plural items, e.g. mothers-in-law الحموات; passers-by المارة; while others are translated into compound Arabic plurals, e.g. vice-presidents نواب الرئيس, assistant directors المدراء المساعدون, etc. It should be noted that Arabic morphologically marks most nouns for gender, including those that call for lexical markers in English, e.g., women singers المغنيات, male nurses الممرضون,...etc. (Hajjaj, Op.Cit. p.64)

## Exercise 1

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

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

(Hajjaj, Op.Cit. p.64)

## Exercise 2

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

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

(Hajjaj, Op.Cit. p.65)

### c) Gender differences in English and Arabic

#### • Masculine and feminine pronouns

The English pronominal system makes very few gender distinctions, as indicated by the pronouns he, she, it, who, and which. As for the Arabic language, and with the exception of هما they and أنتما you (used for both masculine and feminine in the dual form), it marks all second person and third person pronouns for gender, أنت you (mas+sing), أنتِ you (fem+sing), أنتم you (mas+pl), أنتن you (fem + pl), هو he, هي she, هم they (mas+ pl), and هن they (fem+pl). The Arabic pronouns that are left unmarked for gender are first person pronouns أنا (I) and نحن (we). However, except for emphatic purposes, Arabic pronouns naturally occur in discourse as pronoun clitics attached to the end of verbs. Hajjaj (1996, p.65)

Let us consider the following English sentences with their Arabic translations:

He left to Canada→ سافر إلى كندا

She left to Canada→ سافرت إلى كندا

They (mas) left to Canada→ سافروا إلى كندا

They (fem) left to Canada→ سافرن إلى كندا

You (mas+sg) left to Canada→ (أنت) سافرت إلى كندا

You (mas+pl) left to Canada→ (أنتم) سافرتم إلى كندا

You (fem+sg) left to Canada→ (أنتِ) سافرت إلى كندا



You (fem+pl) left to Canada→ أنتن) سافرتن إلى كندا

### Exercise 1

Translate the following English exchanges into Arabic,

Example :

A : Where are the women ?→ أين النسوة؟

B : They went to the party.→ ذهبن إلى الحفلة.

1. A : When did Salama arrive?  
B : She arrived last night.
2. A : Don't you regret what you did !  
B : Yes, I do regret what I did !
3. A : Where did the soldiers go ?  
B : They went to sleep.
4. A : Did you see Ali this morning ?  
B : Yes, I did.
5. A : Where are you heading ?  
B : We are heading home.
6. A : What are Zayd and Mona doing ?  
B : They are watching television.

Hajjaj (1996, p.66)

#### • Masculine and Feminine Nouns

Broadly speaking, English makes nouns indicating gender differences in three ways:

\* nouns that have a derivational relationship, e.g. hero/ heroine, steward/ stewardess, tiger/tigress.

\* nouns that have dual gender, e.g. artist, cook, goat, etc.

\* and nouns that have no morphological correspondence between masculine and feminine, e.g. brother / sister, king /queen, bull /cow,...etc. (Hajjaj, Op.Cit. p.67)

As for Arabic, most nouns indicating masculine and feminine have a derivational relationship, e.g. راهب / راهبة monk / nun, عم/عمة paternal aunt / paternal uncle, مضيف / مضيفة host / hostess, أرمل / أرملة widower/ widow, خادم / خادمة manservant/ womanservant,...etc. Some exceptions are to be cited such as: أم / أب father/ mother , رجل / امرأة man/woman, أسد/ليونة Lion/ lioness,...etc. (Hajjaj, Ibid)

### Exercise

Translate the following English sentences into Arabic concentrating on masculine and feminine nouns.

1. A hen can lay an egg every day.
2. Ali shot down a gander.
3. My father is going to slaughter a ewe tonight.
4. The bridegroom kissed his bride many times in public.

5. A spinster committed suicide last night.
6. I will visit my maternal aunt next week.
7. A he-goat was found dead in the pasture.
8. My female neighbor comes home late every night.
9. The empress will deliver a speech today.
10. The hero and heroine got married at the end of the film.

(Hajjaj, 1996, p.67)

ترجم ما يلي إلى اللغة الانجليزية:

### قناة السويس

قناة السويس ذات أهمية دولية عظيمة لأنها تقصر المسافة بين الشرق والغرب، وتؤثر بذلك على التجارة العالمية. وليس في العالم قناة لها أهميتها سوى قناة بنما. تربط قناة السويس بين مدينتي بورسعيد والسويس، وقد أصبحت هاتان المدينتان بعد حفر القناة من أهم المدن المصرية.

## 8) Translation of Adjectives and Adverbs in English and Arabic

### 1) Translation of Adjectives

#### A) Adjective-Noun Order in English:

Generally, the adjective occurs before the noun in English, whereas in Arabic it is placed after the noun. So, when we translate in Arabic we reverse the English order to become noun-adjective (Ghazala, 2002, p.58), as follows:

\_ Generous people are kind → الناس الكرماء طيبون

\_ That tall man is my cousin → ذاك الرجل الطويل ابن عمي

\_ We like polite children → نحب الاطفال المهذبين

The adjective in English may also function as a complement after verbs such as: to be, to seem, to feel, to become, to make, to grow, to look... In such cases, the adjective is translated into Arabic using the corresponding adjective, as illustrated in the following examples;

e.g. • He was happy → كان سعيدا

• The film looks exciting → يبدو الفيلم مثيرا

#### B) the order of a series of adjectives

A number of adjectives can follow one another in a certain order in English. Generally, adjectives come in the following order: number → opinion → size → shape → age → colour → origin → material → adjectival nouns. When translated into Arabic, we usually keep the same order or translate them backward to fit with the Arabic style (Ghazala, Ibid). Let us have the following examples;

\_ The English weather may be cloudy, rainy and sunny at the same time.

\_ قد يكون الطقس الانجليزي غائما وممطرا ومشمسا في الوقت ذاته.

\_ قد يكون الطقس الانجليزي مشمسا وممطرا وغائما في الوقت ذاته.

\_ He read a popular, useful book → قرأ كتابا رائجا ومفيدا / قرأ كتابا مفيدا ورائجا

#### C) linking a series of adjectives with “And”

When a series of adjectives is used in English, the conjunction “and” may be used before the last adjective. Many students and translators do the same in Arabic. However, in this case we should repeat the conjunction “و” before every adjective In Arabic, as follows (Ghazala, 2002, p59):

\_ The two ministers discussed the political, social and economic matters.

ناقش الوزيران القضايا السياسية والاجتماعية والاقتصادية

\_ Her dress is blue, soft and comfortable.

\_ ثوبها أزرق وناعم ومريح.

\* But when “and” is not used in English, it may be either dropped or retained in Arabic as follows ( Ghazala, Ibid);

\_ Lucy is an innocent, pretty, kind girl→لوسي فتاة بريئة وجميلة وطيبة or

لوسي فتاة بريئة جميلة طيبة.

\_ Nazim prefers simple, tasty, homely-made food.

\_يفضل نزيـم الطعمـام البسيط واللذيـذ والمطبوخ في المنزل / يفضـل نزيـم الطعمـام البسيط ، اللذيـذ ،المطبوخ في المنزل.

#### D) The Use of Adjectives as nouns

Adjectives can be used as collective nouns in English when preceded by the definite article “the” and not followed by nouns, for example: the poor, the elderly...

When translated into Arabic, collective nouns are translated into plural nouns in Arabic, not as adjectives or singular nouns, as follows ( Ghazala, Op. Cit. pp: 59-60);

\_The rich should help the poor→ينبغي على الأغنياء مساعدة الفقراء→

\_The elderly are wiser than the young→المسنون أكثر حكمة من الشباب→

#### • Translating adjectives into an other word class

Adjectives may be translated, in some cases, into either adjectives or nouns in Arabic, as illustrated in the following examples ( Ghazala, Op.Cit. p. 67)

\_ The presidential palace→ القصر الرئاسي / قصر الرئاسة→

\_ Political, administrative and economic affairs→

الشؤون السياسية والإدارية والاقتصادية/ شؤون السياسة والإدارة والاقتصاد

\_ Quoranic verses→ آيات قرآنية / آيات من القرآن الكريم→

However, we translate “Quoranic chapters” into " سور من القرآن الكريم "

However, translating the expression “The united Nations Educational, Scientific and Cultural Organization” (UNESCO) into Arabic bears just one possibility, that is:

"منظمة الأمم المتحدة للتربية والعلوم والثقافة" (اليونيسكو)

Here, we translated the English adjectives into nouns in Arabic.

In many other cases, we may translate nouns into nouns or adjectives into Arabic as follows (Ghazala, 2002, pp: 67-68);

- \_ Gas cylinder → اسطوانة غاز / اسطوانة غازية
- \_ Nerve cell → خلية أعصاب / خلية عصبية
- \_ Steam engine → قطار بخار / قطار بخاري
- \_ Music concert → حفلة موسيقية
- \_ Bank account → حساب مصرفي
- \_ Office equipment → تجهيزات مكتبية / تجهيزات مكتب

## 2) Translation of Adverbs

There are three grammatical forms in Arabic which translate almost all English adverbs (except for adverbs of time, place, and frequency) (Hajjaj, 1996, p.79):

- \_ One-word prepositional phrase (a preposition+noun), e.g. Go quickly → اذهب بسرعة
- \_ One-word (i.e بشكل) or two-word (i.e. على نحو) prepositional phrase + an adjective e.g.
  - She finished the house chores quickly → انهت الاشغال المنزلية على نحو سريع
  - He said decisively → قال بلهجة قاطعة
- \_ A circumstantial word (حال) ; e.g.
  - She said weepingly → قالت باكية
  - The boy went out angrily → خرج الولد غاضبا

There is also an other grammatical form in Arabic that may be used to translate adverbs, it is the use of المفعول المطلق as shown in the following examples ( Ghazala, 2002, p.60):

- \_ She smiled charmingly → ابتسمت ابتسامة ساحرة
- \_ He is passionately in love with her → يحبها حبا جارفا
- \_ He hit him violently → ضربه ضربا مبرحا

In many cases, we may reformulate the adverb in a new sentence in Arabic as shown in the following examples (Ghazala, Ibid)

- Go quickly → أسرع بالذهاب
- She intuitively refrained from comment → وساققتها بصيرتها إلى عدم التعقيب

- Introspectively he stood at the window → وقف عند النافذة يتأمل أفكاره ومشاعره
- Historically speaking → إذا تحدثنا من الناحية التاريخية

English adverbs of time, place, and frequency have their equivalents in Arabic ( Ghazala, 2002, 79), as illustrated below:

\_ when, while, before, after, ... → ...بعد، قبل، بينما، عندما

\_ Here, there, over, under, ... → ...هنا، هناك، فوق، تحت،

\_ Always, usually, often, sometimes, ... → ...دائماً، عادة، غالباً، أحياناً،

ترجم ما يلي إلى اللغة الانجليزية:

### مدينة نيويورك

نيويورك مدينة كبيرة فيها متاحف كثيرة وميادين واسعة ومبان عالية تسمى ناطحات السحاب، وحدائق طويل شجرها، جميل زهرها. وبها هيئة الامم المتحدة وتصدر بها الصحف ذات النفوذ العالمي، وفيها دور النشر الكبرى. ولكن جوها جو رطب هوائه، وصيفها صيف شديد حره، وشتاؤها شتاء قارس برده. وفيها بنوك عظيم ثراؤها ويوجد بها البورصة العالمية الأولى.

## 9) Sentence connectors in English and Arabic

Sentence connectors, or conjunctions, refer to the words or phrases used to make connection and cohesion between sentences. Broadly speaking, they are placed at the beginning of sentences, but occur occasionally in the middle, or at the end of them. It is unusual to find a text of some sentences without including some conjunctions to ensure connecting its parts with one another. Here is an example (Ghazala, 2002, p.72):

“English is relatively a modern language. Arabic is one of the ancient languages. Perhaps it is the oldest language on Earth. More evidence is required to confirm that.”

Here we have independent statements rather than a united text because sentence connectors which create this unity are left out. In a similar way, when translating them into Arabic, we will have a disintegrated text as follows;

تعتبر اللغة الانجليزية نسبيا لغة حديثة العهد، تعد العربية إحدى اللغات القديمة. ربما تكون أقدم لغة على وجه الأرض. مزيد من الأدلة مطلوب للتحقق من ذلك.

It is clear that something is missing in-between sentences in the Arabic text, which renders smooth comprehension of the text a difficult task. However, when providing appropriate sentence connectors, the text becomes one comprehensible unit (Ghazala, Ibid). Here is the text with appropriate sentence connectors;

“ English is relatively a modern language. On the other hand, Arabic is an ancient language. Not only this, perhaps it is the oldest language on Earth. However, more evidence is required to confirm that.”

The connectors “on the other hand, not only this, and however” are inserted in-between sentences to make a unified text. The same applies for the Arabic translation (Ghazala, 2002, PP:72-73);

تعتبر الانجليزية نسبيا لغة حديثة العهد. من ناحية أخرى، تعتبر العربية لغة قديمة جدا. ليس هذا فحسب، لربما هي أقدم لغة على وجه الأرض. على أية حال، هناك حاجة إلى مزيد من الأدلة للتحقق من ذلك.

The connectors « من ناحية أخرى، ليس هذا فحسب، على أية حال » are used to combine these sentences into one comprehensible text.

The following remarks can be made about the translation of sentence connectors into Arabic (Ghazala, 2002, pp:76-77)

1. Synonymous translations for the same English connector are usually interchangeable. That is, “ however”, for instance can be translated into one of the following: لكن، إلا " أن، بيد أن، على أية حال، مهما يكن من أمر، غير أن"

The same applies to « though/although » which would have the following translations:

رغم أن، مع أن، على الرغم من، رغم....

2. Some Arabic connectors are sometimes misunderstood, or used in the wrong way like أما

and و . The latter is normally used for addition to mean « and », whereas the former means « but » and is used for contrast. Sometimes these contrastive meanings are confused, as أما could be used for addition, and و for contrast. Let us consider these examples;

a. Many people enjoy swimming, but I don't.

يستمتع كثير من الناس بالسباحة، أما أنا فلا.

b. Many people enjoy swimming, and I enjoy it too.

يستمتع كثير من الناس بالسباحة، وأنا أستمتع بها أيضا/ وأنا كذلك أستمتع بها

In the second example, we use the connector " و " because the relationship here is of addition, not contrast.

Moreover, both connectors can be used together in Arabic only:

Many people enjoy swimming, but I don't → يستمتع كثير من الناس بالسباحة، وأما أنا فلا

3. Some connectors are added necessarily or not in Arabic to achieve better cohesion among sentences, especially when no clear-cut connector is used. They can be described as initiating particles ( أدوات استهلال/ استئناف ). Here they are;

ف ، فقد ، لقد ، إذ ، إن ، فإن ، هذا و...

#### Examples :

1- "

Dear Sister,

I received your letter of 20th. Ramadan..."

أختي العزيزة/الغالية.. فقد تلقيت رسالتك المؤرخة في 20 رمضان...

"فقد" is added as an initiator just as a stylistic formula marking the start of a letter, It may be omitted.

2-The doctor diagnosed the disease perfectly. He used a special medical device for that.

شخص الطبيب المرض خير تشخيص. إذ استعمل جهازا خاصا لذلك.

" إذ " is a zero connector in English ,added in Arabic as an initiating conjunction to strengthen sentence connectivity .



3\_

“Watching some TV programs is merely a waste of time. Many of these programs aim at entertaining TV watchers, sometimes cheaply. Some TV stations try to improve the quality of their programs.”

إن مشاهدة بعض برامج التلفاز مجرد مضيعة للوقت. إذ يهدف الكثير من هذه البرامج الى تسلية المشاهدين، بأقل كلفة أحيانا. هذا وتحاول بعض المحطات التلفزية تحسين نوعية برامجها.

Here, the three connectors : إن، إذ، and هذا .. are used in Arabic to achieve cohesion, as the absence of connectors in English might lead to ambiguity and unclarity in Arabic. (Ghazala, 2002, p.78)

Briefly, conjunctions in general are useful devices exploited to guarantee a high degree of cohesion among sentences in both languages (SL and TL) to create a unified text. The appropriate use of connectors in translating into Arabic would play an important role in achieving better translations.

### **Exercise**

Provide the missing connectors at the beginning of sentences in the following passage, then translate it into Arabic;

Makkah Al-Mukarramah is a holy city for Muslims all over the world. ....non-Muslims are not allowed to enter it. ...., Kaaba, the venerable house of Allah, is the center of Earth. ...., it is the direction of prayer for Muslims anywhere in the world. ...., it is the house that gathers all Muslims together at least five times a day towards the same direction.

( Ghazala, 2002, p.82)

## 10) Tenses in English and Arabic

The system of tenses In English and Arabic follows the conventional tense division of past, present and future, as the examples below illustrate:

- \_ The housing committee met yesterday → اجتمعت لجنة السكن أمس
- \_ My brother works as a cab driver → يعمل أخي سائق سيارة أجرة
- \_ The president will deliver a speech tonight → سيلقي الرئيس خطابا هذه الليلة

### 1) The Simple present

The simple present is used to indicate scientific facts, general statements of fact (or reality), habitual actions and present situations. ( Hajjaj, 1996, pp: 85-90)

- a) Statements of fact: The simple present in English and Arabic is used to express scientific truth and general statements of fact or reality that are expected to remain true for a long time. ( Hajjaj, Op.Cit. pp: 85-86)

Here are some illustrative examples;

- Water consists of hydrogen and oxygen → يتكون الماء من الهيدروجين والأكسجين
- The Earth revolves around the sun → تدور الأرض حول الشمس
- Ali is a baker → علي خباز

English statements of fact that involve lexical verbs other than the copula *be* and the possessive verb *have* are directly translated into corresponding Arabic statements of fact as illustrated below (Hajjaj, Op. Cit. p.86);

- \_ Wood floats on water → يطفو الخشب فوق الماء
- \_ The sun rises from the East → تشرق الشمس من الشرق
- \_ My friend works in the hospital → يعمل صديقي في المشفى

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

- The Earth is round → الأرض كروية
- Man is mortal → الإنسان فان
- Sara is an actress → سارة ممثلة
- My parents are happy in their life → والداي سعيدان في حياتهما /يعيش والداي حياة سعيدة

For the English sentences that include *have* as a lexical verb, they may be translated into Arabic nominal or verbal sentences, as illustrated below( Hajjaj, 1996, p.86):

- Elephants have trunks→ للفيلة خراطيم/ تملك الفيلة خراطيمًا
- Man has reason→ للإنسان عقل/ يملك الإنسان عقلا
- I have a car→ عندي سيارة/ أملك سيارة

### Exercise1

Translate the following English statements of fact into Arabic

- \_ People inhale oxygen and exhale carbon dioxide.
- \_ Salt dissolves in water.
- \_ Hens lay eggs.
- \_ Water freezes at zero degree centigrade.
- \_ My friend works in a pharmacy.
- \_ Ferocious animals live on prey.
- \_ Said owns a house in Amman.

( Hajjaj, 1996, p.87)

### Exercise 2

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

- \_ The alligator is a reptile
- \_ Petra is in Jordan
- \_ A plant has roots
- \_ Wood is flammable
- \_ Eagles are birds of prey
- \_ Birds have wings
- \_ Rats are rodents

(Hajjaj, Op.Cit. p.88)

### Exercise 3

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

The sun and the stars are the natural sources of visible light, but there are also forms of light we cannot see. Examples of forms of light we cannot see are infra-red and ultra-violet lights. These include radio waves, x-rays and gamma rays. We cannot see them because our eyes are not sensitive to them.(Hajjaj, 1996, p.88)

#### b) Habitual Activities

The simple present is also used in English and Arabic to express habitual or every-day activities as illustrated below (Hajjaj, Ibid);

- I walk for two miles every morning → أمشي مسافة ميلين كل صباح
- Ahmed always eats lunch at home → يتناول احمد الغذاء في البيت دائما

### Exercise 1

Translate the following English sentences into Arabic

- \_ We drink orange juice every morning
- \_ Huda often has eggs and cheese for breakfast
- \_ Mona always visits her grandmother on weekends.
- \_ Ramzy and Selma exchange gifts on their birthdays
- \_ I usually go to bed late

(Hajjaj, Op.Cit. p.89)

#### C) Present Situations

The simple present may indicate situations that exist right now, at the moment of speaking with English verbs that are not usually used in the progressive tenses. Similarly, the simple present in Arabic may be used to indicate identical situations. ( Hajjaj, 1996, p.90) Consider the following examples;

- Ahmed needs a hundred dollars → يحتاج احمد إلى مئة دولار
- The child appears to be asleep → يبدو الطفل نائما

### Exercise

Translate the following English sentences into Arabic

- \_ I fully understand your point of view.

- \_ The pupil needs a pen and a paper
- \_ I only have three days to finish this paper
- \_ Do you know the answer to this question?
- \_ The boys are tired and thirsty.
- \_ We prefer to stay home tonight.
- \_ Do you care for a cup of tea?

(Hajjaj, 1996, p.90)

## 2) The Simple Past

English and Arabic use the simple past to refer to events or situations that started and finished at a particular time in the past. Here are examples:

- I bought a new house last week → اشتريت منزلا جديدا الاسبوع الماضي
- The delegation arrived at the airport last night → وصل الوفد إلى المطار ليلة أمس

### Exercise 1

Translate the following English sentences into Arabic

- \_ The boy walked to school yesterday
- \_ The guests left early this morning
- \_ Huda sold her car last month
- \_ I didn't hear the thunder during the storm last night because I was asleep.
- \_ The soldiers stood under a tree when it began to rain.
- \_ We visited some friends two days ago
- \_ Mary and her friends went for a walk in the park yesterday.

(Hajjaj, 1996, pp:91-92)

### Exercise 2

Translate the following passage into Arabic focussing your attention on the simple past tense;

A fire trapped a twelve-year old girl in an upstairs bedroom last night. Firemen arrived quickly and they managed to rescue her. Then she was taken to hospital in an ambulance. The girl was unhurt, but she was treated for shock. (Hajjaj, Op.Cit. p.92)

### 3) The Future simple

English and Arabic use the simple future to indicate future actions and events. In English, either *will* or *be going to* is used to make a prediction about the future or to express a future fact. Likewise, Arabic uses *س* or *سوف* to express futurity. (Hajjaj, 1996, p.92)

Here are examples;

- Maha will/is going to finish her report tonight → ستنتهي/ سوف تنهي مها تقريرها هذه الليلة
- I think they will/are going to hold a meeting very soon → أعتقد أنهم سيعقدون/ سوف يعقدون اجتماعا قريبا جدا
- It will/is going to be cloudy tomorrow → سيكون/ سوف يكون الجو غائما غدا

It is worth noting that *س* and *سوف* in Arabic are practically interchangeable in all contexts with *س* being more common than *سوف*. In English, however, *will* and *be going to* are interchangeable only when it comes to making predictions and expressing future facts. That is, only *be going to* is used to express prior plans and only *will* can be used to express willingness and decisions at the moment of speaking (Hajjaj, Op.Cit. pp:92-93). The following exchanges are illustrative;

1. a: why did you buy this paint? → لماذا اشتريت هذا الدهان  
b: I am going to paint my apartment → سأدهن/ سوف ادهن شقتي
2. a: I can't solve this mathematical problem → لا استطيع حل هذه المسألة الرياضية  
b: Don't worry! I'll help you with this → لا تقلق، سأساعدك/ سوف أساعدك في ذلك

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

It is important to note that Arabic users tend to use *س* to refer to near future, while they use *سوف* to indicate far future.

#### Exercise 1:

Translate the following English sentences into Arabic.

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

( Hajjaj, 1996, p.93)

## Exercise 2:

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

1. أ: هل تعلم أن هدى في المستشفى؟

ب: لا، سأبحث لها بعض الورد في الصباح

2. أ: متى أستطيع أن أراك يا أحمد؟

ب: حسنا سأراك هذه الليلة.

3. أ: لماذا أحضرت كل هذه الكتب؟

ب: سوف أكتب بحثًا بالسرعة الممكنة.

4. أ: لماذا وقّرت كل هذه النقود؟

ب: سأشتري سيارة عما قريب

5. أ: يا إلهي لا أستطيع فتح هذا الباب.

ب: لا تقلق سأفتحه لك.

(Hajjaj, 1996, p.94)

## 4) The Progressive Tenses

### 4.1) The Present Progressive

The present progressive in English is used to indicate an action or an event that is happening at the moment of speaking or an activity that is generally in progress e.g. this week, this month, this year,... etc. it may also be used to express future activities when they have been already arranged. ( Hajjaj, Ibid)The following examples are illustrative.

\_ John is sleeping in his room now.

\_ My professor is writing another book this year.

\_ I'm meeting some friends tomorrow morning.

When coming to translation, the present progressive is difficult to handle as Arabic does not follow rules to express present verbs in progressiveness. Nevertheless, Arabic may use the simple present or the present active participle اسم الفاعل with adverbial markers to indicate present progressiveness. ( Hajjaj, 1996, pp:94-95) The following English examples and their translations are illustrative;

\_ Ali is playing the piano in the living room.

يعزف علي على البيانو في غرفة المعيشة الآن.

\_ The children are playing in the yard.

يلعب الأطفال في الساحة الآن.

\_ The farmer is going to the field now.

الفلاح ذاهب إلى الحقل الآن.

\_ George is writing a book on American literature these days.

يؤلف جورج كتابا عن الأدب الأمريكي في هذه الأيام.

It is worth mentioning that the present progressive in Arabic may also be indicated by using the present form of the Arabic verb « to perform » plus the nominalized form of the main verb in the sentence ( Hajjaj, Op.Cit. p.95), as exemplified in the following ;

\_ Ali is writing a letter in his office now.

يقوم علي بكتابة رسالة في مكتبه الآن.

\_ The engineer is examining the equipment now.

يقوم المهندس بفحص التجهيزات الآن.

In case the present progressive in English is used to express future actions, it is translated into the simple future in Arabic as illustrated in the following examples( Hajjaj, Ibid);

\_ Maha is seeing the doctor next week.

ستذهب/ سوف تذهب مها إلى الطبيب الأسبوع المقبل.

\_ I am leaving for Cairo tomorrow morning.

سأغادر/ سوف أغادر إلى القاهرة غدا صباحا.

#### Exercise :

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

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

(Hajjaj, 1996, p.96)



#### 4.2) The Past Progressive:

English and Arabic use the past progressive to express the duration of an action or an event in the past, or to indicate the simultaneity of two actions in the past. It is formed in English using the past form of « be » plus the present participle of the main verb, while Arabic uses the past form of يكون plus the present form of the main verb. (Hajjaj, 1996, pp:96-97)

The following examples are illustrative;

\_ Ali was listening to music at eight O'clock yesterday evening.

كان علي يستمع الى الموسيقى الساعة الثامنة مساء أمس

\_ I was watching television when Mohammed called

كنت اشاهد التلفاز عندما اتصل محمد

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

بينما كانت امي تطبخ الغداء كنت أقرأ رواية

#### Exercise :

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

1-Mona was studying at the library at this time yesterday.

2-My brother and sister were arguing about something when I walked into the room.

3-The birds were singing at six o'clock this morning.

4-While Mrs. Johnson was reading her little grandson a story, he fell asleep.

5-I was pruning the trees in my garden when the explosion took place.

6-While Ali was playing cards with some friends, his sister was doing her school homework.

7-The boys were playing soccer in the yard an hour ago.

8-Huda was in bed reading a book when I came.

9-Omar was attending a conference in England last month.

( Hajjaj, Op.Cit. p.97)

### 4.3) The Future Progressive

English uses the Future progressive to indicate an action or an event that will be happening at a specific time in the future. The future progressive can be translated into Arabic using the future form of يكون plus a present active participle or circumstantial nominalisation. (Hajjaj, 1996, p.98) The following examples are illustrative;

\_ I will be sitting in class at this time tomorrow →

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

\_ We will be waiting for you tonight → سنكون في انتظارك الليلة

### Exercise

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

- 1- I will be sleeping when you leave early this morning.
- 2- The manager will be holding a meeting at ten tomorrow morning.
- 3- Omar will be receiving the guests at the party tonight.
- 4- The American delegation will be focussing on economic issues in this visit.
- 5- Ahmed will be driving his sister to the airport by the time you wake up.
- 6- We will be playing tennis by the time you get out of work today.

( Hajjaj, Op.Cit. pp:98-99)

### 5) The Perfective Tenses

#### a) The present perfect

English uses the present perfect to indicate an action or an event that occurred or never occurred before now at an unspecified time in the past. In terms of translating this tense into Arabic, no corresponding tense is available, but Arabic employs the simple past (often with قد) with some appropriate adverbial markers (such as: ....، قط، من قبل، للتو، ) to render the meaning of the present perfect (Hajjaj, Op.Cit. p.99). The examples below are illustrative;

\_ George and Mary have moved into a new apartment.

لقد انتقل جورج وماري إلى شقة جديدة

\_ I have already seen that film

لقد شاهدت هذا الفيلم من قبل

\_ Huda has met many friends since she came here in June

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

\_ Jamal has never seen snow before

لم ير جمال الثلج من قبل قط

Moreover, English may use the present perfect to indicate an action or event that started in the past and continues to the present time. When translating this case, Arabic resorts to the use of the simple present or simple past forms of the verb along with the appropriate adverbials as illustrated in what follows (Hajjaj, 1996, p.99);

\_ I have lived in Amman for two years

سكنت / اسكن في عمان منذ سنتين

\_ We have played football since we were children

لعبنا / نلعب كرة القدم منذ أن كنا أطفالا

\_ Omar has had this car for two weeks only

يملك عمر هذه السيارة منذ اسبوعين

### Exercise:

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

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

(Hajjaj, 1996, p.100)

### b) The present perfect progressive

English uses the present perfect progressive to express the duration of an action or an event that started in the past and continues to the present, or a general activity in

progress recently. When translating into Arabic, the meaning of the present perfect progressive is rendered by employing the adverbials *لم يزل* or *ما زال*, plus the simple present form of the verb. The present active participle may be used instead of the present form of the main verb with certain verbs, particularly intransitive verbs. (Hajjaj, 1996, pp:100-101) The following examples are illustrative:

\_ I have been playing basketball since ten O'clock

لم أزل/ ما زلت أَلعب كرة السلة منذ ساعتين

\_ Huda has been thinking about changing her major

لم تزال / ما زلت هدى تفكر في تغيير تخصصها

\_ George has been working at the same store since 1989

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

### **Exercise**

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

1. The children have been sleeping for the last two hours
2. Ahmed has been talking on the phone for twenty minutes
3. The baby has been crying for almost half an hour
4. I've been trying to improve my French
5. Huda has been sitting in the waiting room since nine o'clock
6. It has been snowing since yesterday
- 7.They've been studying hard since they entered university
- 8.The telephone has been ringing for more than two minutes

( Hajjaj, Op.Cit. p.101)

### **C) The past perfect**

English uses the past perfect to indicate an activity that was finished before another activity or time in the past. In translating into Arabic, the meaning of the past perfect is rendered by using the past form of *يكون* plus *قد* and the simple past form of the main verb (Hajjaj,1996, p.102). Let us consider the following examples:

\_ My parents had already eaten by the time I got home

كان والداي قد تناولوا طعامهما عندما وصلت الى البيت

\_ Until yesterday I had not heard about the explosion

حتى البارحة لم اكن قد سمعت عن الانفجار

\_ The rain had stopped by the time class was over

كان المطر قد توقف عندما انتهت المحاضرة

### Exercise

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

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

\_ The children had already gone to sleep as we got home late

\_ The teacher had already given out the test papers when I walked into the room

\_ The host had already served dinner when George showed up.

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

(Hajjaj, Op.Cit. p.102)

### D) The past perfect progressive:

The past perfect progressive in English is used to highlight the duration of an action or an event that was in progress before another action or time in the past, or in progress recent to another time or action in the past. When coming to translation, ظل plus the present form of the main verb is used to translate the meaning of the first indication of the past perfect progressive, and we use كان plus the present form of the main verb with an appropriate adverbial to capture the meaning of the second indication of this tense.( Hajjaj, 1996, p.103)

Let us consider the following examples;

\_The police had been looking for the criminal for three months before they arrested him

ظلت الشرطة تبحث عن المجرم لمدة ثلاثة شهور قبل ان تقوم باعتقاله

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

كان شعر ماري مائزال/ لم يزل مبتلا لانها كانت تسبح قبل ذلك

### Exercise

Translate the following English sentences into Arabic;

\_ Huda had been living in Paris before she moved to London

\_ Mona's eyes were red because she had been crying

\_ The patient had been waiting in the emergency room for long before the doctor examined him

\_ The student couldn't answer the question because he had been daydreaming during the lecture

( Hajjaj, 1996, p.103)

### E)The future perfect

English uses the future perfect to indicate an activity that will be finished before another time or action in the future. When translating into Arabic, the future perfect is rendered by using the future form of يكون plus قد and the simple past form of the main verb. ( Hajjaj, Op. Cit. p. 104)

Let us consider the following examples;

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

سيكون / سوف يكون والدي قد ذهبنا للنوم حينما اصل الى البيت

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

ستكون / سوف تكون سهى قد اعدت الوحدة التالية حينما تبدأ المحاضرة في الساعة الحادية عشرة

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

سيكون / سوف يكون قد مضى على زواج علي و هدى 6 سنوات بحلول الاسبوع المقبل

### Exercise:

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

\_ Mona will have graduated from university by the time her younger brother is eighteen years old.

\_ I will have finished my paper by the time the tennis tournament starts next month.

\_ My parents will have been married for twenty-five years this June.

\_ Will you have gone to bed by eleven tomorrow night?

\_ When my father retires from the army next week he will have served for thirty years.

(Hajjaj, 1996, p.104)

## Activities

Translate the following passages into Arabic

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.

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### The Giant's Garden

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

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

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

---

### The Old Man

An old man lived in the village. He was one of the most unfortunate people in the world. The whole village was tired of him; he was always gloomy, he constantly complained and was always in a bad mood. The longer he lived, the more bile he was becoming and the more poisonous were his words. People avoided him, because his misfortune became contagious. It was even unnatural and insulting to be happy next to him. He created the feeling of unhappiness in others. But one day, when he turned eighty years old, an incredible thing happened. Instantly everyone started hearing the rumour: "An Old Man is happy today, he doesn't complain about anything, smiles, and even his face is freshened up." The whole village gathered together and asked the old man: What happened to you? "Nothing special. Eighty years I've been chasing happiness, and it was useless. And then I decided to live without happiness and just enjoy life. That's why I'm happy now." Said the old man.

Translate the following short story into Arabic;

### Why Did it Rain?

A wise man liked to travel from village to village. One day, he stopped at a village, at noon, to have some lunch. He noticed that the villagers were very sad. "What's the matter?", he asked them. "We have had no rain for 6 months, there is no water in the village as the river and the wells are dry. There is little food left, we are starving", they answered. "Don't worry, God is great", the wise man said, "you will have rain soon, just give me a bucket of water." The villagers were very surprised and answered: "You are mad, we have just told you that we have almost no water for the children to drink." He insisted: "I need a bucket of water and a bar of soap to get you some rain." So each family gave a little water, they filled a bucket and gave it to the wise man along with a bar of soap. He put the bucket full of water in front of him and took off his shirt. "What is he going to do", asked the puzzled villagers. The wise man began to wash his shirt, and the villagers watched him angrily. "That's all the water left in the whole village, and he is washing his dirty shirt with it, we must stop him", said the angry villagers. The wise man did not pay attention to them, and remained calm. After he had finished washing his shirt, he hang it up to dry in the hot sun. Soon afterwards, dark clouds appeared in the sky and it began to rain. It rained and rained for a whole day and the village was nearly flooded. The villagers were very happy and believed that the wise man had worked a miracle. They kissed his hands and offered him presents. They wanted to know how it had happened. "It's easy", said the wise man, "I have only one shirt, and every time I wash it and hang it up to dry, it begins to rain."

Translate the following passage into English;

### الشيخ عبد الحميد ابن باديس

ولد الشيخ عبد الحميد ابن باديس في الرابع من شهر ديسمبر 1889م بمدينة قسنطينة بالشرق الجزائري، وهو الولد البكر لوالديه. أتم حفظ القرآن في سن الثالثة عشرة من عمره و أخذ مبادئ العربية والإسلام عن الشيخ حمدان لونيسي الذي يعد من أبرز العلماء آنذاك في القطر الجزائري والذي سافر إلى المدينة المنورة وتوفي بها.

لم يلتحق ابن باديس بالمدارس الفرنسية لأن والده آثر أن يربيه تربية عربية إسلامية خالصة. ولما بلغ التاسعة عشرة من العمر قرر السفر إلى تونس عام 1908 لمواصلة تعليمه الثانوي والعالي بجامع الزيتونة. فتابر على تلقي العلوم حتى حصل على شهادة العالمية بعد أربع سنوات من التحصيل.

شرح بعدها في إعطاء دروس لطلبة الجامع الأعظم "الزيتونة" مدة عام كامل. وقد عرف بين زملائه وأساتذته بالجد والاجتهاد في تحصيل العلم والإقبال على الدروس، كما عرف بالخلق السمح القويم. بعد عودته من تونس، اختار التدريس في الجامع الكبير في قسنطينة بدون أجر لأنه كان موفور الرزق من جهة، ولأن غايته هي تحقيق أهدافه السامية في خدمة دينه ووطنه.



## 11) The Passive in English and Arabic

### A)The passive

The passive voice is often utilized in English when the agent, or the doer of the action, is undefined or when it is useless to mention it. Likewise, Arabic may employ the agentless passive voice in similar cases. ( Hajjaj, 1996, p.122) The following examples are illustrative;

\_ Rice is grown in India → يزرع الارز في الهند

\_ This university was built in 1920 → بنيت هذه الجامعة في سنة 1920م

\_ English is used all over the world → تستعمل الانجليزية في جميع أنحاء العالم

In case it is essential to know the doer of the action, English may utilize the passive with the "by phrase". In translating this case, Arabic uses active rather than the passive to express the identity of the agent. (Hajjaj, Ibid)

The following examples of agentive passives are illustrative:

\_ "Hamlet" was written by Shakespeare → كتب شكسبير مسرحية هاملت

\_ Paper was invented by the Chinese → اخترع الصينيون الورق

It is worth noting that Arabic may also employ the topic-comment sentence *جملة المبتدأ والخبر* in translating agentive English sentences, thus highlighting the subject of the passive sentence in English, which is in fact one of the functions of the passive in English. So, here are the Arabic topic-comment sentences corresponding to the two Arabic active sentences above: ( Hajjaj, Op. Cit. p.122)

Finally, Arabic may use nominalization, i.e. "تم + اسم المصدر" as a frequent translation to English passive verbs. Here are examples (Hajjaj, Ibid) ;

\_ The road will be completed next month.

سيتم إنهاء الطريق الشهر القادم

\_ This olive oil was imported from Spain

تم استيراد زيت الزيتون هذا من اسبانيا

\_ This kind of car is manufactured in Japan

تم صناعة هذا النوع من السيارات في اليابان

### **Exercise 1:**

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

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

(Hajjaj, Op.Cit. p.123)

### **Exercise 2**

Translate the following passages into Arabic

The eating habits of the Indo-Pakistan sub-continent are influenced by historical and geographical factors. Since the earliest times, the subcontinent had been invaded by many tribes from the North. Later on, it was occupied by the British. Only recently was the region divided into the two independent countries of India and Pakistan.( Hajjaj, 1996, p.124)

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#### **Iron**

Iron is found in many countries. It is dug up from holes in the ground called mines. It is never in a pure state, but is always mixed with other substances, and it cannot be manufactured till these have been removed. For this purpose, the rock containing the iron is placed in a special furnace in which the iron is melted. When the door of the furnace is opened, iron runs out and the other substances remain behind.

Iron is made into machines, bridges, rails, ships and many other things too numerous to mention. Coal and iron are often found in the same neighbourhood near each other; this is the case in England, Belgium, and the United States; and it is on this account that they are great manufacturing countries.

## B)The Causative Verbs

English utilizes “make, have and get” to indicate causativisation, this refers to the idea that x causes y to do something. “Make” gives the impression that x forces y to perform something, while “have” implies that x requests y to perform something. Concerning “get”, it implies that x persuades y to perform something. In Arabic, “make” is usually translated into أرغم / أجبر , whereas “have” may be translated into جعل , as it is generally regarded as being less strong than أرغم / أجبر. For “get”, it can be translated into أقتنع or أستطاع أن يقنع (Hajjaj, 1996, p.124). Let us consider the following examples;

\_ The father made his son change his decision

أرغم الأب ابنه على تغيير قراره

\_ The father had his son change his decision

جعل الاب ابنه يغير قراره

\_ The father got his son to change his decision.

تمكن الأب من اقناع ابنه بتغيير قراره

### Exercise:

Translate the following English sentences Into Arabic, focussing on the causative verbs;

\_ The teacher had many students write the report again.

\_ Sad movies make my mother cry.

\_ The students got the professor to dismiss class early.

\_ I had my friend Sami take me to the airport in his car.

\_ Do you think we can get George to cooperate with us?

\_ Maha had/got her watch repaired yesterday.

\_ Sometimes parents make their children do some housework.

(Hajjaj, Op.Cit. pp:124-125)

## 12) Modals in English and Arabic

Modal verbs are auxiliary verbs that refer to speakers' attitudes, moods, or dispositions. Those modals allow a speaker to express a variety of communicative functions in different degrees of intensity, such as: necessity, advisability, permission, or possibility. The modal auxiliaries in English are: can, could, had better, may, might, must, ought to, shall, should, will, would, be able to, be going to, be supposed to, be to, have to, had to, have got to, and used to. In terms of translating these modals, Arabic uses a variety of modal auxiliaries or *الأفعال المساعدة*, such as: ...لعل... , *يستطيع*, *يجب*, *يحتمل*, *ينبغي*, *يستحسن*, *يرجح*, *يفترض*, *يمكن*, *سوف*, *س* (Hajjaj, 1996, p.105)

Let us consider the following examples;

\_ Ali can speak English fluently → *يستطيع علي أن يتكلم الإنكليزية بطلاقة*

\_ I should study hard tonight → *ينبغي أن أدرس بجد هذه الليلة*

\_ we may leave tomorrow morning → *يحتمل أن نسافر غدا صباحا*

\_ May I borrow your pen? → *هل يمكن أن أستعير قلمك؟*

It is worth noting that each modal auxiliary in English may express more than one meaning or use. For instance *may* can be used to express a polite request, to give a formal permission, and to indicate less than 50% certainty (Hajjaj, Ibid), as follows;

\_ May I comment on these ideas? → *هل يمكن أن أعلق على هذه الأفكار؟*

\_ You may express your point of view now → *يمكنك أن تعبر عن وجهة نظرك الآن*

\_ Ahmed may be at the library → *يحتمل أن يكون أحمد في المكتبة/ ربما يكون أحمد في المكتبة*

### Exercise

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

\_ Huda can type very fast./ Could you open the window, please?

\_ I ought to go to sleep early tonight./ Will you please close the door?

\_ Ali must go to class now./ Shall I turn on the air-conditioner?

\_ You had better work hard, or you will fail the course.

\_ The lecture is supposed to begin in five minutes.

\_ I would rather go to the park than stay home.

(Hajjaj, 1996, p.106)

### 1) Modals expressing polite requests

English modals are often used to express polite requests, as follows:

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

Likewise, Arabic usually uses the following modal expressions in these situations:

- \_ هل من الممكن أن أفتح الشباك؟
- \_ هل يمكنني أن أفتح الشباك؟
- \_ هل يمكنك أن تفتح الشباك؟
- \_ هل من الممكن أن تفتح الشباك؟
- \_ هلا تلطفت/ تكرمت بفتح الشباك؟

( Hajjaj, Op.Cit. pp:106-107)

### Exercise

Translate the following English polite requests into Arabic;

- \_ May I use the phone for a local call, please?
- \_ Could you give me a lift to the airport tomorrow morning?
- \_ Would you mind turning the radio off?
- \_ Will you please mail this letter for me?
- \_ Can you pass the salt?
- \_ Would you close the door behind you, please?

( Hajjaj, Op.Cit. p.107)

### 2) Modals Expressing Necessity, Lack of Necessity, and Prohibition

English uses “*must, have to, and have got to*” to indicate necessity. *Must* particularly expresses urgent necessity, while the other modals express general statements of obligation, with *have got to* being used in informal contexts. Likewise, Arabic uses *يجب* and *يتوجب* for indicating necessity, *يتوجب* being less strong than *يجب*. (Hajjaj, Op.Cit. p.108) The following

examples are illustrative;

- \_ We must leave right away → يجب علينا أن نغادر فوراً
- \_ All applicants must have a Ph.D. → يجب على جميع المترشحين أن يكونوا من حملة الدكتوراه
- \_ I have to be home early today → يتوجب علي العودة إلى البيت مبكراً اليوم
- \_ I have got to go to class now → يتوجب علي أن ألتحق بالصف الآن

The modals *have to* and *must* in the negative respectively express lack of necessity and prohibition in English. In Arabic, the expressions ليس ملزماً/ ليس لزاماً and يجب ألا are used to indicate that meaning. Let us have the following examples (Hajjaj, 1996, p.108);

- \_ I don't have to attend tomorrow's meeting → ليس لزاماً علي أن أحضر اجتماع غد
- \_ We don't have to pay the loan back this year → لسنا ملزمين أن نسدّد القرض هذه السنة
- \_ You must not leave your rooms at night → يجب عليكم أن لا تغادروا غرفكم ليلاً

### **Exercise**

Translate the following English sentences into Arabic, focussing on the models in them;

- \_ Waitors don't have to wear a uniform in Jordan.
- \_ Students must not cheat during tests.
- \_ Bats don't have to see in order to avoid obstacles.
- \_ I have to hand in my term paper next week.
- \_ We must not allow some species to become extinct.
- \_ I have got to stay up late tonight because I have two exams tomorrow.
- \_ Ahmed had to take the bus to work yesterday because his car broke down.

(Hajjaj, 1996, p.109)

### 3) Modals Expressing Advisability

English utilizes "should, ought to, and had better" for indicating advisability or for giving advice. As for Arabic, it uses ينبغي and يفضل to indicate advisability. *Had better* is usually stronger than *should* and *ought to*. (Hajjaj, Op.Cit, p.110) This being the case, *had better* may be translated into ينبغي which possibly sounds a little bit stronger than يفضل. Here are examples;

- \_ Drivers should obey traffic signs → ينبغي أن يلتزم السائقون بإشارات المرور
- \_ We had better study harder this semester → ينبغي أن ندرس بجد أكثر هذا الفصل

### Exercise

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

- \_ You shouldn't stay up late tonight because you look tired.
- \_ I should see the dentist because I have a toothache.
- \_ Ali ought to improve his English if he decides to stay in the English department.
- \_ We had better stop at the next service station, or we'll run out of gas.
- \_ You should drink some water because you have the hiccups.
- \_ Sami had better not be late to the meeting tomorrow, or the manager will be angry with him.
- \_ Mona should return these books to the library because they are overdue.

(Hajjaj, 1996, pp:110-111)

#### 4) Modals Expressing Lost Opportunities and Expectations:

English utilizes the past form of should, i.e., should have +past participle, to indicate lost opportunities and less frequently the past form of ought to. In translating this function, Arabic usually uses كان plus the preposition على (Hajjaj, Op.Cit. p.111). Here are examples;

- \_ Ahmed should have gone to the meeting yesterday → كان على أحمد أن يحضر اجتماع أمس
- \_ I should have invited Mona to the party last week → كان علي أن أدعو منى إلى الحفلة الاسبوع الماضي
- \_ Huda shouldn't have dropped her courses → ما كان على هدى أن تنسحب من مقرراتها الدراسية
- \_ I ought not to have spoken to her about this at all → ما كان علي أن أتكلم معها بهذا الخصوص إطلاقاً

For expressing expectations, English uses *be supposed to* and *be to* to indicate the meaning that someone expects something to happen, Arabic uses يفترض . ( Hajjaj, Ibid) Here are examples;

- \_ The demonstration is supposed to start at 11 o'clock
- \_ The students were supposed to meet in front of the club
- \_ The committee is to meet tomorrow

It is worth noting that *be to* is stronger than *be supposed to* and is very close in meaning to must; for this reason, it may be translated into Arabic as من المقرر . ( Hajjaj, Op.Cit. pp:111-112)

### Exercise

Translate the following into Arabic, focussing on the expression of lost opportunities in them;

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

( Hajjaj, 1996, p.112)

### Exercise

Translate the following sentences into Arabic, focussing on modals expressing expectations;

- \_ We are supposed to find solutions to the water problem soon.
- \_ University students are not to smoke during examinations.
- \_ I was supposed to find Ahmed a job at the company.
- \_ We are not supposed to ask your opinion on such an issue.
- \_ The employees are not supposed to agree with the manager on everything.

( Hajjaj, Op.Cit. pp:112-113)

### 5) Modals Making Suggestions

English may use *shall* and *could* to make suggestions, while Arabic may use هل لنا / هل لي and يمكن , as the following examples illustrate;

- \_ Shall I make you a cup of tea?→هل لي أن أعد لك كأساً من الشاي؟
- \_ Shall we start now?→هل لنا أن نبدأ الآن؟
- \_ A: What should we do tonight?→ما الذي ينبغي علينا فعله الليلة؟  
B: We could go to the cinema.→يمكننا أن نذهب إلى السينما.
- \_ A: I failed my math exam.→فشلت في امتحان الرياضيات.  
B: You could have asked Ahmed to help you.→كان بإمكانك أن تطلب المساعدة من أحمد

(Hajjaj, Op.Cit. p.113)

### Exercise

Translate the following into Arabic focussing attention on making suggestions by modals;



\_ Shall we meet tomorrow morning?

\_ Shall I turn on the air-conditioner?

\_ A: What should we do tomorrow?

B: We could go on a picnic.

\_ A: I am having trouble with equations.

B: You could talk to your teacher about this.

\_ A: I took a taxi to the airport, and it cost me a fortune.

B: You could have taken the airport bus.

(Hajjaj, Op.Cit. p.114)

## 6) Modals Expressing Degrees of certainty

### 6.1) Present Time

English utilizes different modals to express degrees of certainty when talking about events or situations that the speakers are not sure about. “Must, may, might, and could” are used in English to indicate degrees of certainty in affirmative statements in the present time. While *must* indicates a high degree of certainty (approximately 95%), “may, might, and could” express a less than 50% degree of certainty. In translation, Arabic uses لابد to refer to a high degree of certainty, and utilizes من المحتمل / يحتمل / يمكن / من الممكن or لعل to express a less than 50% degree of certainty (Hajjaj, Op.Cit. pp:114-115). Consider the following examples;

\_ Lila must be sick → لابد أن ليلي مريضة

\_ Mona must be home now → لابد أن منى في البيت الآن

\_ The baby may/might/could be hungry → لعل الرضيع جائع (أو) يمكن / يحتمل أن يكون الرضيع جائعاً

\_ The manager may/might/could be angry → لعل المدير غاضب (أو) من الممكن / من المحتمل أن يكون المدير غاضباً

When dealing with negative statements in the present, the use of modals is a little bit different. English employs the negative forms of must, can, and could to indicate a high degree of certainty, and the negative forms of may and might to express a less than 50% degree of certainty. Concerning Arabic, it uses لا يمكن / لا يحتمل or من غير الممكن / من غير المحتمل to indicate a high degree of certainty, and يمكن / يحتمل or من الممكن / من المحتمل plus the negative to express a less than 50% degree of certainty (Hajjaj, Op.Cit. p.115). The following examples are illustrative;

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

لا يمكن / لا يحتمل أن يكون الأولاد في المدرسة الآن

- \_ Ali must not/ can't/ couldn't be hungry → من غير الممكن / من غير المحتمل أن يكون علي جائعا
- \_ The boys may not/ might not be at school now → يمكن / يحتمل ألا يكون الأولاد في المدرسة الآن
- \_ Ali may not/ might not be hungry → من الممكن / من المحتمل ألا يكون علي جائعا

#### Exercise :

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

- \_ Jamal can't be reckless
- \_ Huda must be angry because of that
- \_ That bird could be an eagle
- \_ This book may not belong to Mona
- \_ George must be very rich.
- \_ This might be the correct answer.
- \_ Soha must not be that stupid.
- \_ The children must be very happy now.

(Hajjaj, 1996, p.116)

#### 6.2) Past Time

In past affirmative statements, English employs *must* to indicate a high degree of certainty and *may, might, and could* to express a less than 50% degree of certainty. For Arabic, it uses *لابد* to indicate a high degree of certainty in the past and *يحتمل / يمكن / لعل* or *من* to express a less than 50% degree of certainty (Hajjaj, Op.Cit. p.116). Let us have the following examples;

- \_ Sami must have been sick → لابد أن سامي كان مريضا
- \_ Mona may/might/ could have been angry → لعل منى كانت غاضبة أو يمكن/ يحتمل أن منى كانت غاضبة
- \_ The girls may/might/ could have gone to school → لعل البنات ذهبن إلى المدرسة أو من الممكن / من المحتمل أن تكون البنات (قد) ذهبن إلى المدرسة

In past negative statements, English utilizes “could, can and must” to express a high degree of certainty and “may and might” for indicating a less than 50% degree of certainty. Arabic uses *لا يحتمل* or *لا يمكن / من غير المحتمل* for expressing a high degree of certainty in the past and *لا / يحتمل ألا* or *من الممكن ألا / من المحتمل ألا* to express a less than 50% degree of certainty (Hajjaj, Op.Cit. pp:116-117). Let us consider the following examples;

- \_ Sami must not / couldn't / can't have been sick → لا يمكن/ لا يحتمل أن سامي كان مريضا

\_ The boys must not / couldn't / can't have gone to school → من غير الممكن/ من غير المحتمل أن يكون الأولاد (قد) ذهبوا إلى المدرسة

\_ The baby may/ might have been hungry → لعل الرضيع كان جائعاً (أو) يمكن/ يحتمل أن الرضيع كان جائعاً

\_ Ali may/ might have gone to sleep → لعل علي ذهب للنوم (أو) من الممكن / من المحتمل أن يكون علي (قد) ذهب للنوم

### Exercise :

Translate the following into Arabic, paying attention to the expression of degrees of certainty

\_ Huda must have stayed up late last night.

\_ The test may have been very easy.

\_ George can't have been the killer.

\_ Ali could have overslept this morning.

\_ You might have misunderstood him

\_ George must not have met her.

\_ Something must have gone wrong.

( Hajjaj, Op.Cit. p.117)

### 6.3) Future time:

English uses “will, should, ought to, may, might and could” to refer to different degrees of certainty in the future. *Will* indicates a 100% degree of certainty, and *should* and *ought to* indicate a high degree of certainty (approximately 90%), whereas *may*, *might* and *could* refer to a less than 50% degree of certainty. Arabic uses سوف /س/ and ينبغي to refer to a high degree of certainty, respectively. يمكن/ يحتمل and من الممكن/ من المحتمل are used to indicate a less than 50% degree of certainty (Hajjaj, Op.Cit. p.118). Consider the following examples;

\_ Huda will come tomorrow → ستأتي / سوف تأتي هدى غداً

\_ Huda should/ought to come tomorrow → ينبغي أن تأتي هدى غداً

\_ Huda may/ might/ could come tomorrow → من الممكن/ من المحتمل أن تأتي هدى غداً

### Exercise:

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

\_ The Prime Minister will leave for London tomorrow.

\_ Mona should pass her finals this semester.

- \_ George might not come to my birthday party tonight.
- \_ I could get a 90% in this course.
- \_ My brother ought to graduate from medical school this year.

(Hajjaj, 1996, p.118)

#### 7) Modals Expressing Habitual Past

English employs *used to* and *would* to indicate habitual actions in the past. It may also utilize *used to* (but not *would*) to refer to situations that existed in the past. Concerning Arabic, it makes use of the past form of يكون plus the present form of the verb to indicate habitual past (Hajjaj, Op. Cit. p.119). Consider the following examples;

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

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

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

كنت ألعب كرة السلة عندما كنت طالبا في الجامعة

- \_ One of my relatives used to live in Chicago.

كان أحد أقاربي يعيش في شيكاغو

#### Exercise

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

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

(Hajjaj, Ibid)

#### 8) Modals Expressing Preference

English employs *would rather* to indicate preference in the present while Arabic uses يفضل/أحبذ. However, Arabic utilizes the expression لو حبذا or ليت for indicating preference in the past, which corresponds to *would rather have* plus the past participle of the verb in English (Hajjaj, 1996, p.120). Here are some examples;

- \_ I would rather stay home tonight than go to the movies.

أفضل/أحبذ البقاء/ أن أبقى في البيت هذه الليلة على الذهاب / أن أذهب إلى السينما

\_ Huda would rather study history than Linguistics.

تفضل/ تحبذ هدى دراسة / أن تدرس التاريخ على اللغويات

\_ The film was okay, but I would rather have gone to the party last night.

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

### Exercise:

Translate the following sentences into Arabic focussing on the expression of preference;

\_ Ali would rather join the army than study at university.

\_ I would rather not tell you this secret.

\_ Mona would rather play tennis this afternoon than go swimming.

\_ We went to the meeting, but we would rather not have gone to it.

\_ I would rather be lying on the beach than sitting in class now.

\_ My father would rather live in a small village, than a big city.

(Hajjaj, Op.Cit. p.120)

### 9) Modals Expressing Ability

English uses “can, be able to and could” to indicate ability, For Arabic, it uses يستطيع/ يمكن and استطاع / تمكن ( Hajjaj, Op.Cit.p.121) The following examples are illustrative;

\_ Ahmed can fly an aircraft→ يستطيع أحمد أن يقود الطائرة→

\_ I can play the piano→ يمكنني / أستطيع العزف على آلة البيانو→

\_ When Soha was eighteen years old, she could run very fast→ عندما كانت سهى في العشرين من عمرها كانت تستطيع الجري بسرعة كبيرة

\_ Ali was able to reach the top of the mountain yesterday→

تمكن / استطاع علي أن يصل إلى قمة الجبل أمس

### Exercise

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

\_ Jamila can speak two foreign languages.

\_ George was able to run ten miles without stopping yesterday.

\_ I can lift this heavy box easily.

\_ Mary couldn't open the door last night because she lost the key.

\_ Ali will be able to finish his Ph.D. within three years

\_ When Mona was in college, she could go swimming every day.

( Hajjaj,Ibid)

Translate the following passage into Arabic;

A Universal Language

There is no doubt that a common language used throughout the world would do much to bring countries closer to each other. Though it is becoming increasingly easy to move from place to place, our inability to communicate with one another gives rise to much misunderstanding and makes real contact between people of differing nationalities impossible. Many attempts have been made to overcome this problem and they have all failed. The fear of foreign influence and domination rules out the universal acceptance of any of the existing major languages. Aware of this difficulty, many linguists have constructed artificial languages which could have no possible political overtones. They have argued that a language of this sort would perform much the same service as Latin did in the Middle Ages.

### 13) Conditional Sentences in English and Arabic

Conditional sentences in English are classified into two major types, namely real and unreal conditionals.

#### A) Real conditionals:

1\_ Zero Conditionals: This type refers to general truths, scientific facts or something that is constantly true in specific conditions. The main structure for this type is:

if + simple present → simple present

E.g.; \_ If you heat ice, it melts → إذا سخنت الجليد، يذوب

In the Arabic translation, we have used the particle (إذا) which is usually followed by the past form of the verb, though the reference is to the present, so the correct form of the verb is إذا سخنت and not إذا تسخن. However, if we use the particle (إن), in this case it can be followed by the present, as: "إن تسخن الجليد، يذوب" (Ghazala, 2002)

\_ If you heat water, it boils → إن تسخن الماء، يغلي / إذا سخنت الماء، يغلي

In Arabic, we can also use the following structures in the past, while the reference is always to the present (Ghazala, Ibid);

\_ If you heat ice, it melts → إذا سخنت الجليد ذاب / إن سخنت الجليد ذاب

2\_ First Conditionals (type one): this conditional is used to express possibilities, either in the present or in the future; there is the very likely and real possibility that the condition or the specific situation will happen in the future. The modals “can, may, and should” can be used in this type and substitute for “will”. The structure for this type is:

If + present simple → will+ infinitive

For example:

\_If you study hard, you will succeed → إذا درست بجد، ستنجح

We may have other correct Arabic translations as follows ;

إذا درست بجد، نجحت / إن تدرس بجد، تنجح / إن درست بجد نجحت

#### B) Unreal Conditionals:

3\_ Second Conditionals (type two): This type refers to unreal events in the present or in the future. The simple past tense is used in this case to express the present or future situation. The auxiliary verb *were* is always used in this conditional with all subject pronouns in the “ if-clause”, and it is a form of wish or desire. The structure for this type is:

If + past tense → would + base form

For example; \_ If you studied hard, you would succeed.

لو درست بجد، أنجحت →

\_ If I were rich, I would buy a luxurious car →

لو كنت غنيا، لاشرتيت سيارة فارهة

\_ If I became a president, I would reduce taxes → لوفأصبحت رئيسا، لخفضت الضرائب

When we express an unreal condition, we use in Arabic the conditional particle لو (Hammadi, 2019).

4\_ Third Conditionals (type three): This type refers to unreal events in the past, that is, the events that didn't occur in the past. The structure for this type is:

If + past perfect → would have + past participle

Examples; \_ If I had gone to the party, I would have met him → لو ذهبت إلى الحفلة، لقابلته

\_ If he had worked harder, he would have earned a promotion →

لو عمل بجد أكثر، لحصل على ترقية.

In the above Arabic translations, we have used the particle لو to express unreal condition in the past, unlike the particles إن and إذا that can be used to express real conditions in the present or the future. Also, we may notice that type 2 and type 3 are translated in the same structure in Arabic, i.e., we use the conditional particle لو plus the past tense of both verbs in the if-clause and the result-clause (Hammadi, 2019). In fact, we may differentiate the two types by adding two expressions as follows;

\_ لو أنك ذهبت إلى الحفلة، لكنت قابلته

\_ لو أنه عمل بجد أكثر، لكان حصل على ترقية

But those two structures seem probably artificial, it is better to use the typical Arabic structures as stated before.

### Exercise

Translate the following into Arabic:

\_ if you mix red and blue, you get purple.

\_ If you touch fire, you get burned.

\_ If babies are hungry, they cry.

\_ If you freeze water, it becomes ice.

\_ If aspirine eases my headache, I will take a couple tonight.



- \_ if we had more money, we would buy a larger house.  
\_ if you gave me your ticket, I would go to the concert.  
\_ If I studied harder, I wouldn't fail the exam.  
\_ If you had given me your e-mail, I would have written to you.  
\_ If I had known you were in hospital, I would have visited you.  
\_ If I had known it was your birthday, I would have bought you a present.

Translate the following into English;

- \_ إن تذاكر ، تنجح.  
\_ إذا خرج السمك من الماء مات.  
\_ إذا ذهبت إلى السوق، إشتري لي حذاء.  
\_ إذا جاء زيد، فأكرمه  
\_ إن يقيم كل عامل بواجبه، تزدهر البلاد.  
\_ إذا فاتتني الطائرة، أستقل القطار  
\_ إذا قرأت القرآن، أثابك الله حسنات  
\_ إذا أتقنت عملك، نجحت  
\_ إذا اعتذرت للرجل، سيسامحك.  
\_ إذا فعلت الحسنات، جزاك الله خيرا.  
\_ لو كان معي ألف دولار، لاشرت سيارة  
\_ لو درس بجد، لنجح  
\_ إذا رأيتهم، فسلم عليهم.  
\_ لو أكملت دراستك، لسمحوا لك بالسفر.  
\_ إن تجتهد، تنل جائزة

#### 14) A Brief Introduction to Procedures and Techniques in Translation

There are seven procedures used in translation and considered as the seven keys in practising the act of translating, they have been proposed by the two linguists: Vinay and Darbelnet. These procedures provide translators with a variety of solutions to the problems they usually encounter when they use literal or direct translation. So, Vinay and Darbelnet propose, in addition to the techniques of direct translation, other procedures they call indirect or oblique translation, which are: Substitution, Modulation, Equivalence, and Adaptation (Vinay, 1977).

The aim of this particular summary is to guide the beginner students in their activities of translation, to equip them with the necessary tools to get over the bad “word for word translation”, and the disadvantages of literal translation. In what follows is a summary of the seven procedures of translation.

The seven procedures proposed by Vinay and Darbelnet(1977) are :

##### A) Direct Translation:

1\_ Borrowing: refers to introducing in the target language a new term or concept from the source language to overcome a gap. E.g. we borrowed the term *virus* into Arabic as فيروس

2\_ Calque: is a special kind of borrowing whereby a language borrows an expression from another, but the translator translates literally each of its elements. E.g. *Adam's apple* is a calque for *Pomme d'Adam*; the expression *tea time* in English is calqued as وقت الشاي into Arabic; the English term skyscraper is calqued into French as gratte-ciel.

3\_ Literal Translation: it refers to a word-for-word translation, or the direct transfer of a source language text into a grammatically and idiomatically appropriate target language text. According to Vinay and Darbelnet (1977), a literal translation can only be applied with languages extremely close in cultural terms. It is acceptable only if the translated text retains the same syntax, the same meaning, and the same style as the original text. E.g.

Quelle heure est-il?→What time is it?

Lila bought a red car→ ليلي اشترت سيارة حمراء

##### B) Indirect Translation:

4\_ Transposition: it refers to substituting a word grammatical class in the source language by another grammatical class in the target language, without modifying the meaning. For example: \_ After he reads the book → بعد قراءة الكتاب;

\_ The president thinks that→ selon le président

5\_ Modulation: it involves modifying the form of the text by introducing a change in viewpoint or a change in perspective. We resort to modulation when literal translation or transposition lead to grammatically correct structures, but do not fit well with the genius of the

target language. Broadly speaking, two types of modulation may be cited:

\_ grammatical modulation: wherein the affirmative form substitutes for the negative; the active voice substitutes for the passive; a statement substitutes for an interrogation or an exclamation...etc.

\_ metonymical modulation: wherein the cause substitutes for the effect, the container for the content, the part for the whole...etc.

For example;

\_ A wheel chair → كرسى متحرك ; India Ink → الحبر الصينى ; Ce n'est pas difficile → إنه سهل

Private → لا تدخل ; Il gagne bien sa vie → يكسب مالا حلالا ; Je n'ai plus soif → ارتويت

Maybe you are right! → Tu n'as peut-être pas tort! ; Do it by the book → faites ça dans les règles; She cleared her throat → Elle s'éclaircit la voix ; The houses were all dark → pas une maison n'avait de lumière;...etc.

6\_ Equivalence: It refers to the use of a completely different expression in the TL to reformulate and transmit the same reality or situation in the SL, or let us say it is the replacement of an SL situation by a communicatively comparable TL situation. Proverbs, idioms, interjections or some names of institutions can be translated through this technique. A well-known example of equivalence is shown in the reaction of someone hammering a nail and suddenly slaps one's knuckles; a French man would say "Aie", while an English man would say "Ouch". Other examples are the following;

\_ One man's meat is another man's poison → مصائب قوم عند قوم فوائد

\_ Chat échaudé craint l'eau froide → Once burned, twice shy.

\_ Il pleut à seaux/des cordes → It is raining cats and dogs

\_ Too many cooks spoil the broth → Deux patrons font chavirer la barque

\_ Like a bull in a China shop → Comme un chien dans un jeu de quilles

7\_ Adaptation: is a procedure that translators may use whenever the context referred to in the source text doesn't exist in the culture of the target text. As such, translators resort to the substitution of a cultural element or feature in the source text by another cultural element or feature that is more familiar in the culture of the target language. This renders the translated text more comprehensible to receivers. A well-known example of adaptation is illustrated in translating the English expression "He kissed his daughter on the mouth" into "Il serra tendrement sa fille dans ses bras" in French. Another example is the case of an English text dealing with a typical British sport, that is "cricket"; the interpreter or the translator may adapt this sport into a typical French sport that is "Cyclisme".

It is worth noting that many of the above-stated procedures may be applied

simultaneously in translating a given expression. An example of this: translating the expression “private” into “Defense D’entrer” in French may be considered as transposition, modulation, and equivalence at the same time. It is a transposition because the adjective “private” is rendered into a nominal phrase; a modulation because we change the statement into a warning; and it is an equivalence because the translation renders the situation without referring to the literal structure (Vinay, et al,1977, pp.53-54)

## 15) Introduction to Literary Translation

### Background

Literary translation refers to the act of translating creative and dramatic prose and poetry into different languages. This covers modern artistic works as well as literature from ancient languages to allow them to cross borders and reach a wider audience.

The contribution of Literary translation in building bridges among nations cannot be overlooked, this manifests itself in shaping and fostering one's understanding of the world around in many ways. Undoubtedly, reading the original classical works of Homer and Sophocles in a classical educational context allows for understanding historical, political, and philosophical issues. Likewise, reading modern translations of classical works provides interesting awareness and understanding about life in other nations and cultures, which may rule out misunderstanding and confusion. Indeed, such efforts of translating classical books to share knowledge and experiences across cultural boundaries should be commended, and needless to mention that literary translation has been practiced since thousands of years. (Brooks, 2017)

challenges of literary translation are numerous, at the top of these the requirement to be truthful to the original work while producing, at the same time, a unique and distinctive translation that will induce the same emotional state and responses as the original. This can be specifically difficult when dealing with poetry translation wherein the translator should pay attention to every detail: the words and phrases, the number of syllables and the rhythm of the completed work. ( Brooks, Ibid)

Translating novels is just as challenging as translating poetry, and can often be more. It is about reconstructing the atmosphere of the original work without translating it word for word. "Humor, irony, plays on words and plotlines" expressed in the novel implicitly rather than explicitly render the task of the translator more and more challenging. Another difficulty is to pay attention to the reader of the translation. Allusions to customs, rituals, and traditions may be understandable when reading a novel in one's native language, but this mission becomes more difficult for a translator who must convey such a cultural load to a reader in another country who may be unacquainted with the original language's cultural specificities.

(Brooks, 2017)

• Characteristics of literary translation

Literary works are considered a valuable source of knowledge; learning about the world of foreign literature renders readers more educated, refined and enlightened. Professional translators are required to undertake such a task: to render one literary work from one language into another trying to keep the form, rhythm, musicality and register of the original work. In translating a literary text, translators are supposed to comply with some requirements, among which ( from:www.esflanguageservice.com/ literary translation):

\* to maintain the style of the original text.

\* to preserve the author's voice and emotionality. The translator may fulfil this requirement through the choice of the vocabulary and expressions that are at least equivalent to the source language.

\* to implement a creative approach to translation. However, this does not imply that the translator can change the meaning or content of the original text. Creativity implies a mastery of choosing the right synonyms, epithets and metaphors, to make the translated text as natural and readable as the source text. It is worth noting that the translator of literary works may apply a simple adaptation of the translated text to the cultural characteristics of the country of the target language without extreme distortion of the original text's content.

Recognizing these characteristics in a literary text will enable the translator to accomplish his mission with much more easiness. Moreover, the translator should have some literary qualifications that enable them to transfer to the target text nearly most of the formal, stylistic and aesthetic elements originally found in the source text, in a way that creates the desirable artistic correspondence or rather the most acceptable equivalents.

• Translation of Special fixed Phrases:

The use of idioms, phrasal verbs, synonyms, proverbs, metaphors, collocations and other literary phrases is so frequent in literary texts; that is why we will deal with some of them under the type of literary translation.

### 1) Translation of Idioms:

An idiom is a fixed phrase whose form is usually unchangeable, and whose meaning is metaphorical and indirect. For example; the expression ‘hard task’ is translated directly into مهمة شاقة , whereas “tall order” does not refer to the direct meaning “أمر طويل”; rather, it has an indirect meaning “مهمة صعبة”.Therefore, the phrase ‘tall order’ is an idiomatic expression (Ghazala, 2002, pp: 128-132). Let us translate the following idioms into Arabic;

#### a)Direct Idioms:

- Passing the exam is not a bed of roses.
- A true friend does not stab in the back.
- He killed his neighbour in cold blood.
- You make my blood boil by your bad manners.
- They needed the job, so they signed on the dotted line.
- Their company is on the black list.
- They apply the law of the jungle.
- Let us turn a new page.

#### b) Indirect Idioms:

- My car is second hand.
- How nice to remember your palmy days!
- He is a big shot.
- The innocent man remained under a cloud for some time.
- The two runners were neck and neck in the race.
- Let us talk shop.
- It is a donkey work to win the first prize.
- He can walk on water.
- The bribed clerk was given the sack yesterday.
- The retired manager of the company received a golden handshake.

#### c) Phrasal Verbs:

A phrasal verb is a combination of a verb and an adverb/ a preposition or both. It has a

special idiomatic meaning that cannot be understood from the individual meaning of the verb and the particle taken together (Ghazala, Op.Cit. pp:133-135). Let us translate the following sentences into Arabic paying attention to translating phrasal verbs in context;

- \_The thief broke away from the police.
- \_A fierce war may break out between the two countries.
- \_ We are obliged to carry out our promise.
- \_ Nobody spoke against the suggestion.
- \_We try our best not to write off any student from the final exam.
- \_The plane takes off at 9 O'clock a.m.
- \_ you are welcome anytime you call in.
- \_ you always argue back every time I say something.
- \_ The defender played the ball back to the goal-keeper.
- \_ Please, stand aside, the lady would like to enter.
- \_ Try to bring the others around to your opinion.
- \_ You can put up with people whom you don't like.
- \_ The teacher asked the student to speak up.
- \_ He made up a story.
- \_ She looks after her little brother.
- \_ Experts predict that the world will run out of fossil fuel in the near future.
- \_ The manager decided to set up the new equipment before the event.
- \_ She brought up the issue during the meeting.

Translate the following Arabic sentences into English, paying special attention to the meaning of Idiomatic expressions;

- \_ فاز ريال مدريد بشق الأنفس ليلة أمس
- \_ القوات الروسية تستعرض عضلاتها في اوكرانيا، لكن دون جدوى
- \_ أود حقا مساعدتك، لكن ما باليد حيلة
- \_ أنا أبحث عن بنت الحلال هذه الأيام



\_ هذا الهاتف آخر صيحة

\_ اعمل يا صاح كي تحصل على لقمة العيش

\_ لن تستمر الحرب إلى ما شاء الله

\_ إنه ثقيل الدم

\_ أنت خفيف الدم زيادة

\_ أمينة وسالم سمن على غسل

\_ انقلب سعيد رأسا على عقب بعد عودته من السفر

\_ والله ما تدفع ريال، على حسابي

\_ هذه البننت طويلة اللسان

\_ الأولاد لا حول لهم ولا قوة في الحروب

\_ سمع الأب الأولاد يتخاصمون ففار دمه

## 2) Translation of Proverbs

Proverbs are special, fixed expressions that reflect the different features and aspects of a given culture. Translating a proverb cannot be restricted to the meaning of its individual parts taken together, but we have to take into consideration the indirect meaning related to a given context or situation, that is what we call equivalence between the source and target languages (Ghazala, 2002, pp: 138-143). Let us take the examples below;

Translate the following proverbs into Arabic;

- \_ All that glitters is not gold
- \_ Too many cooks spoil the broth
- \_ Birds of a feather flock together.
- \_ Better to be safe than sorry.
- \_ One man's meat is another man's poison.
- \_ Enough is as good as a feast
- \_ To add insult to injury
- \_ A stitch in time saves nine
- \_ To separate the grain from the chaff
- \_ Habits ever remain
- \_ Adversity tries friends
- \_ No gain without pain
- \_ As you sow, so will you reap.
- \_ I hear wheeling without milling.
- \_ To hit two birds with one stone.
- \_ Man is known by the company he keeps.
- \_ Beauty is in the eyes of the beholder.
- \_ When in Rome, do as the Romans do.

Translate The following Arabic proverbs into English;

- \_ القرد في عين أمه غزال
- \_ اللذي يتلسع من الشورية ينفخ في الزبادي
- \_ لولا اختلاف النظر لبارت السلع
- \_ إذا كان حبيبك عسل، لا تلحسه كله
- \_ اقلب القدرة على فمها، تطع البنت لامها
- \_ لا تقل فول حتى يصبح في المكبول
- \_ الدم ما يصير ماء
- \_ في الحركة بركة
- \_ الوقاية خير من العلاج
- \_ الطبع يغلب التطبع
- \_ لا يفل الحديد إلا الحديد
- \_ التدبير نصف المعيشة
- \_ تجري الرياح بما لا تشتهي السفن
- \_ النظافة من الإيمان
- \_ من طلب العلى سهر الليالي
- \_ خير الكلام ما قل ودل
- \_ الجار قبل الدار

### 3) Translation of Synonymy

\_He is angry→إنه غاضب

\_He is annoyed→إنه متضايق

\_He is disturbed→إنه مزعج

\_He is worried→إنه قلق

\_He is nervous→إنه متوتر

\_He is enraged→إنه مشتت غضبا

\_He is wrathed→إنه متأجج غضبا

\_He is furious→إنه مغتاظ/إنه مشتت غيظا

(Ghazala, 2002, pp: 89-90)

All the above adjectives in English have the meaning of anger; they belong to the lexical field of anger. We may divide this lexical set into three main levels of meaning ( Ghazala, Op.Cit. pp: 90-91):

\_Very angry→enraged, wrathed, furious

\_Angry→ angry

\_A little angry→ annoyed, disturbed, worried, nervous

When translating different synonyms, three solutions are possible (Ghazala, Op. Cit. p.91):

-To distinguish the precise equivalent word in Arabic

-To distinguish the meaning level of the word, and use it as a translation for that word.

-To translate any word in the same lexical set into the general name of this set.

#### 4) Translation of Polysemy :

Polysemy occurs when a word has more than one meaning, e.g.: “stage” is a polysemous word, it has a variety of meanings such as: phase , platform... . Monosemy is the case of a word that has one single meaning (Ghazala, 2002, p.98). Let us translate the following sentences into Arabic;

Example1 : the translation of the polysemous verb “Break”

- The boy broke the window
- This medicine will break you of smoking
- Some people break the law
- You may have a break
- The storming weather has broken at last.
- The dawn breaks at 5O'clock.

(Ghazala, Op.Cit. pp:98-99)

Example2: The translation of the polysemous verb “Sound”

- I like the sound of birds
- Your suggestion sounds reasonable.
- Thank you for your sound advice.
- It is a sound basis.

( Ghazala, Op.Cit. pp:100-101)

### 5) Translation of Collocations :

A collocation is a combination of two or more words that always occur together in different texts and contexts. That is, a certain noun occurs with a certain adjective, or a verb with a noun, or a noun with a noun (Ghazala, 2002, p.106).

#### Types of Collocations:

Let us translate the following collocations into Arabic;

#### \*Adjective-Noun Collocations:

- Hard labour→
- Raging storm→
- Smashing victory→
- warm reception→
- Black market→
- Idle talk→
- great pleasure→

( Ghazala, Op.Cit. pp:106-107)

#### \*Verb-Noun Collocations:

- attend a lecture→
- exert an effort→
- pass a law→
- run a company→
- score a victory→
- pay attention→
- seize the opportunity→
- pay a visit→
- shake hands→

( Ghazala, Op.Cit. pp: 108-109)

### Noun-Noun Collocations :

-brain drain→

-death sentence→

-the heart of the matter→

-the break of dawn→

-the hour of decision→

-heart and soul→

-terms and conditions→

-means and ends→

-bread and butter→

( Ghazala, 2002, pp: 110-112)

These are some solutions for the translation of English collocations into Arabic ( Ghazala, Op.Cit. pp: 125-126):

\*use identical or close collocations in Arabic, when available .

\* In case no identical or close collocations are available in Arabic, a suitable collocation in Arabic can be used: two-words for two-words, three for three...e.g. ;

Straying sheep→ غنم قاصية (أو غنم شاردة، غنم ضائعة، غنم تائهة، ...)

\* If none of the previous solutions is possible, it is advisable to translate the correct meaning of the collocation without taking into consideration the number of words. e.g.; we may translate " straying sheep" into " غنم متخلفة عن القطيع "

Translate the following into Arabic, paying special attention to the polysemous word "EAR"

Ladies and gentlemen, lend me your ears, said the speaker. Sorry, sir, we cannot; we have hard ears and we overhear you, a gentleman in the back cried.

The gentleman gave his ears to the speaker and was eager to understand every word he said, but he couldn't hear him well for he had pain in his ear. The fact of the matter was that his father, who was busy up to his ears, punished him the other day and made him have a thick ear. He deserved it as he refused to listen to him, as though his words went in one ear and out of the other. He was head over ears in love with football; therefore, was negligent in his study.

Translate the following passage into Arabic. Pay attention to the underlined phrases of « Make ».

Once I made a car tour with my family to a city on the seaside. We were five people, and we had to make room for an other person, my aunt, in our small car ! My father made arrangements for the whole family to stay two nights in every town on our way to the sea. We tried to make the best of our tour and enjoy every minute of it. We also made use of our time, especially the children who did good things such as making paper into planes and ships. We made towards a large forest we came across on the main road. My father made up his mind and decided to make his way through it. A short time later, we got off the car to have a barbecue lunch under a big tree on which birds had made their nests. There we made friends with a nice family we met by chance for the first time. We all made ready to have lunch together. All children made themselves useful by collecting wood for fire. We really enjoyed it and made the most of it that day. At sunset, we made our way back to our home town. We all had a good time and made the most of our tour.



## 16) Introduction to Technical Translation

Technical translation refers to the translation of scientific texts all types: medical, physical, chemical, biological, mechanical, economic, computer science and other branches of science. The word “term” is generally used to describe any scientific expression, whether one, two, three, or more words together.

### Characteristics of Technical Translation

Technical translations are very specific and peculiar. They comprise a host of technicalities. The functional style of the source technical or scientific document influences the type of translation process that may need special ways and methods to be employed.

Translating technical documents is demanding and difficult. Technical translations are based on a logical and formal style defined by formal language, the absence of emotiveness and impersonality. But the professional competencies of the translator can be measured from the output.

Unique features of technical styles are logicity, consistency, objectivity and accuracy, clarity and rationality. All technical and scientific texts use the language means that fully satisfy the requirements of this type of communication.

On the vocabulary level, technical translations comprise the use of technical and scientific terminology. The terms the translator use must exhibit accurate and clear definition of real phenomena and objects, and establish an unequivocal comprehension of the work written by a specialist. The terms must be context-independent and have a single, precise meaning (monosemantic).

### Translation into Arabic (or Arabicization)

Arabisation (or Arabicisation, by analogy to Anglicisation, Germanization) is the translation of technical terms into Arabic. Scientific terminology is one of the main difficulties posed in translating technical texts, in particular in the domains that witness rapid development and new inventions every minute such as sunshine industries and computer science (Ghazala, 2002, p.156).

## Techniques of Arabicisation

Different techniques are exploited in Arabic to cope with the invasion of new terms. The following procedures are mainly applied in translating foreign terms into Arabic ( Ghazala, 2002, pp.156-162)

\_ Transcription (or transference)النقحرة : it is the literal spelling of the English term in Arabic letters as it's exactly pronounced. The examples are so many: ...فاكس، فيروس، بكتيريا،

\_ Naturalization(التجنيس): it is a technique based on adapting the English term to Arabic pronunciation, alphabet and grammar, by modifying its pronunciation, changing the spelling of one or more of its letters into Arabic ones, and using it in a singular, plural, masculine, feminine or verb form. For example ; magnetic is naturalised into مغناطيسي, magnetism into مغنطة, magnetize into يمغنط .

\_ Translation: it is the transfer of English terms into Arabic using Arabic words. A large number of scientific terms are translated into Arabic equivalents that are part and parcel of Arabic language stock. For example; Geology is translated into علم الأرض, blood pressure into ضغط الدم, cold into زكام, metaphysics into علم ما وراء الطبيعة, hard currency into عملة صعبة.

Translate the following passages into Arabic;

### High blood pressure

High blood pressure, also known as hypertension, is the most common cardiovascular disease. It is often called a silent disease because you usually don't know that you have it. There may be no symptoms or signs. Nonetheless, it damages the body and eventually may cause problems like heart disease. Therefore, it is important to regularly monitor your blood pressure, especially if it has ever been high or above the normal range, or if you have a family history of hypertension .

If you have high blood pressure, you'll probably find out about it during a routine checkup. Or, you may have noticed a problem while taking your own blood pressure. Be sure to see your doctor for a definite diagnosis, and take the opportunity to learn what you can do to bring your blood pressure under control.

A blood pressure reading appears as two numbers. The first and higher of the two is a measure of systolic pressure, or the pressure in the arteries when the heart beats and fills them with blood .The second number measures diastolic pressure , or the pressure in the arteries when the heart rests between beats.

### Antibiotics

Antibiotics are powerful medicines that fight certain infections and can save lives when used properly. They either stop bacteria from reproducing or destroy them.

Before bacteria can multiply and cause symptoms, the immune system can typically kill them. White blood cells (WBCs) attack harmful bacteria and, even if symptoms do occur, the immune system can usually cope and fight off the infection. Sometimes, however, the number of harmful bacteria is excessive, and the immune system cannot fight them all. Antibiotics are useful in this case.The first antibiotic was penicillin. Penicillin-based antibiotics, such as ampicillin, amoxicillin, and penicillin G, are still available to treat a variety of infections and have been around for a long time.

If people overuse antibiotics or use them incorrectly, the bacteria might become resistant. This means that the antibiotic becomes less effective against that type of bacterium, as the bacterium has been able to improve its defenses.

## Corona Virus (Covid19)

Coronavirus disease 2019 (COVID-19) is an infectious disease caused by severe respiratory syndrome coronavirus 2 (SARS-CoV-2). It was first identified in December 2019 in Wuhan, China, and has resulted in an ongoing pandemic. As of 19 July 2020, more than 14.3 million cases have been reported across 188 countries and territories, resulting in more than 602,000 deaths. More than 8.04 million people have recovered.

Common symptoms include fever, cough, fatigue, shortness of breath, and loss of smell and taste. While the majority of cases result in mild symptoms, some progress to acute respiratory problems. The time from exposure to onset of symptoms is typically around five days, but may range from two to fourteen days.

The virus is primarily spread between people during close contact, most often via small droplets produced by coughing, sneezing, and talking. The droplets usually fall to the ground or onto surfaces rather than travelling through air over long distances. Transmission may also occur through smaller droplets that are able to stay suspended in the air for longer periods of time. Less commonly, people may become infected by touching a contaminated surface and then touching their face. It is most contagious during the first three days after the onset of symptoms, although spread is possible before symptoms appear, and from people who do not show symptoms.

Recommended measures to prevent infection include frequent hand washing, maintaining physical distance from others (especially from those with symptoms), quarantine (especially for those with symptoms), covering coughs, and keeping unwashed hands away from the face. The use of face masks has been recommended by health officials in public settings to minimise the risk of transmissions.

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## Marketing

The term marketing includes all the activities we need to help goods flow from producers to consumers. When the production stage is completed, goods are sold and delivered to a consumer who uses them, or to a wholesaler who in his turn sells and delivers them to a retailer who cuts up big lots into smaller ones suitable for his customers. The wholesalers and retailers who help goods to go from one stage to another are called middlemen. Marketing depends to a great extent on advertisements. When cleverly shown, they attract our attention and we step into the shops to buy our needs. Newspapers and magazines are very useful and cheap ways of propaganda. Hoardings, advertising posts, and boards are used to advertise the different articles. Some advertisements are broadcast by radio or shown on television or cinema screen, neon lights beautifully display our best products. Many merchants have made great profits through advertising: it is always said “it pays to advertise”. (عامر، 2000)

ترجم ما يلي إلى اللغة الانجليزية:

### التسمم الغذائي عند الأطفال

التسمم من الحالات الشائعة التي يتعرض لها الكثيرون وخصوصا الأطفال، فالتسمم هو دخول أى مادة ضارة للجسم قد يكون ذلك نتيجة تناول وجبات فاسدة أو ابتلاع ادوية خاطئة او التعرض لاستنشاق مواد كيميائية، ويعتبر التسمم الغذائي من أبرز أنواع التسمم.

وحسب ما ذكره موقع webmd فإن أعراض التسمم الغذائي عند الاطفال هى:

1: ألم شديد وتشنجات فى البطن.

2: ضيق فى التنفس.

3: ارتفاع شديد فى درجة حرارة الجسم.

4: الغثيان والقيء.

5: اسهال مع ظهور بعض قطرات الدماء.

6: الشعور بالتعب والإرهاق الشديد.

7: صداع

نصائح لحماية الأطفال من التسمم الغذائي:

عند تعرض الطفل للتسمم الغذائي يجب الذهاب للطبيب فورا حتى لا يتعرض لمشاكل صحية أخرى ، وهناك بعض النصائح لوقاية الاطفال، وهى:

1- غسل الفواكه والخضراوات جيدا، حيث انها تتعرض لمواد كيميائية قد تسبب التسمم.

2- الاهتمام بالنظافة الشخصية وتشجيع الطفل على غسل اليدين قبل وبعد الاكل او بعد الخروج من دوره المياه ، وذلك لوقايته من التسمم والفيروسات.

3- طهى الطعام جيدا وخصوصا اللحوم.

4- الحد من تناول الوجبات الجاهزة وعدم تناول أى طعام خارج المنزل إلا بعد التأكد من نظافته.

Extracted from :[www.youm7.com/](http://www.youm7.com/)

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[www.eslanguageservice.com/literarytranslation](http://www.eslanguageservice.com/literarytranslation)