

The Grammar of  
Translation  
Arabic/English

STUDENTS' BOOK

**1**

*Elementary*

Abdelhamid Elewa

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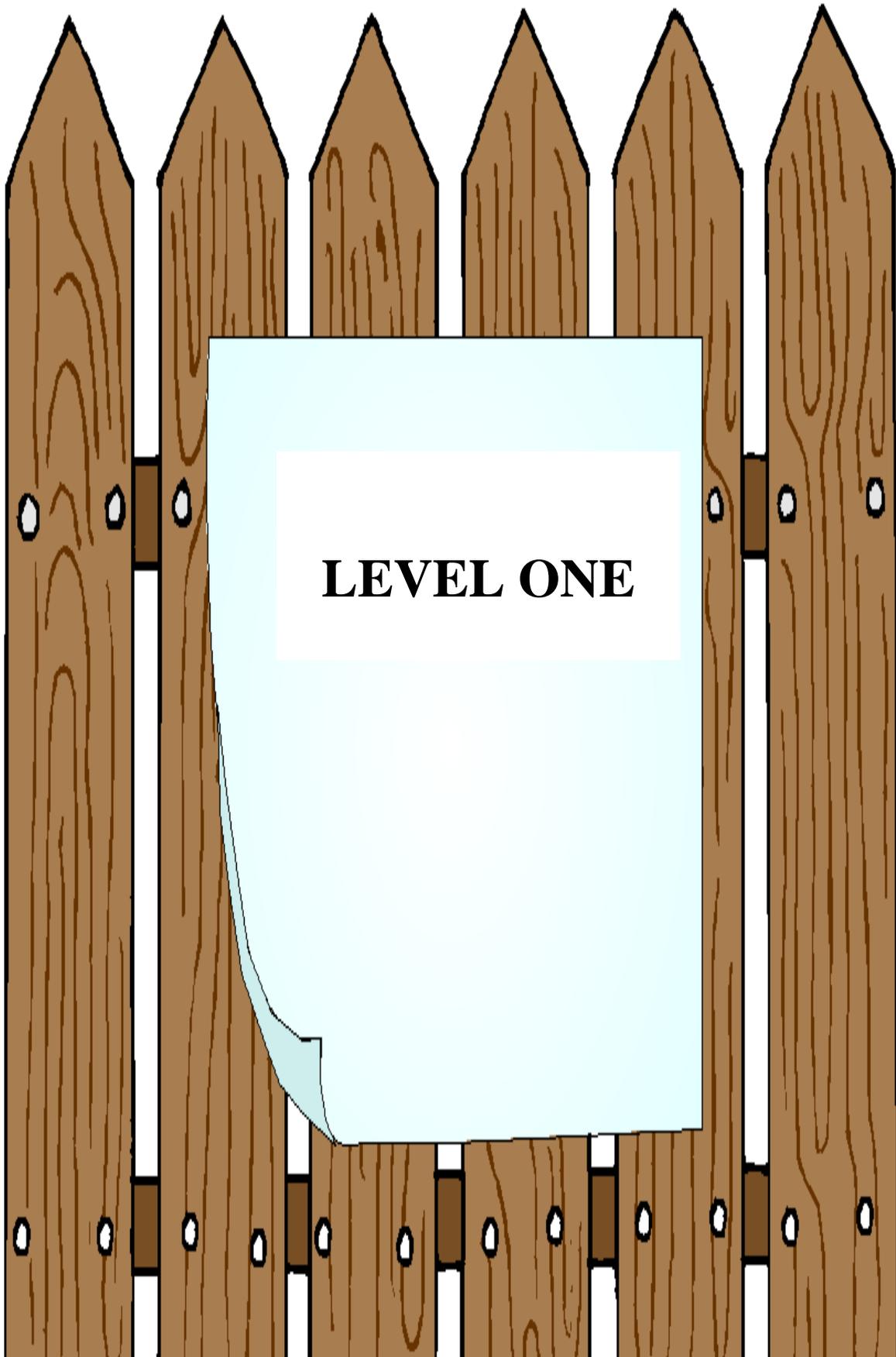
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**Level One**

**Elementary**

- Definition of Translation
- Types of Translation
- Properties of Good Translation
- Spelling
- Grammar
- Punctuation
- Paragraphing
- Abbreviations
- Translation of News Headlines
- Translation of Public Notices
- Appendix



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**UNIT ONE**

**AN OVERVIEW OF THE DISCIPLINE**

## UNIT ONE

# *An Overview of the Discipline*

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### **Introduction**

In the introduction to their book *Dictionary of Translation Studies*, Mark Shuttleworth and Moira Cowie pointed to the fast growing interest in translation worldwide. In the 1990s the Translation Studies have increased dramatically. Academic centres at universities, where Ph.D.'s and MA programmes are offered on translation, and journals specialized in translation flourished everywhere, coupled with the improvements in the field of machine translation.

In fact, the interest in translation as a *product* is as old as the evolution of languages on the earth. The relation between the early different languages cannot be established without recourse to translation. It is in fact the central element for all sciences. Pelligrini (p. 192) states, "From Translation all sciences had its offspring" (Giordano Bruno (quoted by John Florio, 1603). The whole Egyptian ancient history and hieroglyphic language would have been lost, unless they found the Rosetta Stone with hieroglyphic inscriptions along with their Greek counterparts.

### **What is Translation?**

Translation simply means the transfer of written texts from a language to another. So it involves everything related to 'language', 'culture', 'time', 'personality', and 'information technology' if we are dealing with machine translation. It is an intricately mental process of representing meanings (not words), where we continually make choices based on our current lifestyle, the place where we live and even our own life history and experiences. It is in fact an amalgam of cognitive disciplines employed for human communication.

Translation, like other intelligent activities, is a knowledge-based process. As in many tasks involving natural language, the knowledge required is of diverse sources. These types include knowledge about individual words, their distributional properties and meanings (dictionary knowledge), about word order and other structural relations between the constituents of a sentence (syntactic knowledge), about the relations between the structure of texts and their communicative functions (pragmatic and stylistic knowledge) and about the relations which may hold between the entities and events designated by words and sentences (semantic, conceptual and real-world knowledge).

Whitelock. & Kilby (1995: p.2)

In other words, a translator is someone with a diverse knowledge. His/her knowledge must be increased and maintained all the time, because s/he is operating within different linguistic framework, displaced context at the lexical, syntactic, semantic, situational and cultural levels. It is a very hard job actually; s/he is to re-create, re-produce, an equivalent function in a different context to a different audience.

However, it is very useful in language learning. Duff (1989) distinguished three main characteristics for translation: flexibility, accuracy, and clarity. Translation "trains the learner to search for the most appropriate words to convey what is meant".

Let us now have a look at some of the many diverse definitions of translation.

1- "The replacement of textual material in one language (SL) by equivalent textual material in another ... The theory of translation is concerned with a certain type of relation between languages and is consequently a branch of comparative linguistics (Catford: 1965, p. 20)."

2- "Translation is a process by which a spoken or written utterance takes place in one language which is intended and presumed to convey the same meaning as a previously existing utterance in another language. It thus involves two distinct factors, a 'meaning', or reference to some slice of reality, and the difference between two languages in referring to that reality" (Rabin: 1958, p.123).

3- "Translation means 'recodification'. Hence, a theory of translation is a set of propositions about how, why, when, where ... coded elements are rendered into other codes. As such, translation is nothing short of an essential problem of semiosis: it is the problem of transfer of codes" (Frawley: 1984, p. 160). "There is no meaning apart from the code. The fact that the semiotic element *table* is significant in English is attributable to its systematic relations to other semiotic elements in the English language, not the horizontal wooden object arbitrarily labeled *table*" (ibid, p.164).

4- "To translate – means to produce a text in a target setting for a target purpose and target addressees in target circumstances" (Vermeer:1987, p. 29).

5- "Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (Nida & Taber: 1969/1982: p.2).

6- "Translation can be described as a range of deliberate human activities, which are carried out as a result of instructions received from a third part, and which consist of text production in a target language, based, *inter alia*, on the modification of a text in a source language to make it appropriate for its intended new purpose. These various steps which convert one manmade product into another are collectively called translation" (Sager: 1994, p.116).

7- "[translation is] a process by which the chain of signifiers that constitutes the source-language text is replaced by a chain of signifiers in the target language which the translator provides on the strength of an interpretation" (Venuti: 1995, p. 17).

8- "... any a priori definition, especially if couched in essentialistic terms, allegedly specifying what is 'inherently' translational, would involve an untenable pretense of fixing once and for all the boundaries of an object which is characterized by its very variability: difference across cultures, variation within a culture and change over time" (Toury: 1995, p. 31).

You can notice above that translation is defined in different ways, some giving attention to the linguistic aspect of translation, others to the culture, semiotics, or stylistics. In the following chapters I will try to deal with these aspects in a more practical way.

Traditionally, we used to look at the discipline from the practical side only without considering the theoretical background and the devices utilized, that led to rendering a given text in a particular manner. This certainly impoverishes the art of translation limiting it to some examples of translated texts which may not further be replicated.

Students will find themselves alone with some pieces of translated texts and/or unsystematic commentaries which could be adequate for the very situation but not beyond. So, our main aim is to give theory and practice in one vessel.

There was also a traditional view that looks at translation as a typical imitation of the ST. This sort of translation sometimes tends to be literal with some texts, particularly the classical ones, to be as faithful as possible to the ST. For example, some translations of the Glorious Qur'an used vocabulary and structure which are not in use today. It is a well-known fact that vocabulary and even idioms and institutionalized expressions change throughout the time. "In the words and phrases we use, we carry around little parcels of history. Peel back the top layer of meaning and every word can be a lesson about the culture of our past" (Taylor, 2004). However, this is only applicable to very few words which can be traced back to their origin. Take for example the word *villain*, which was used to mean in the 14<sup>th</sup> century Old English 'a farmer' or 'laborer' and had no criminal connotation. As years passed, the meaning has changed. Being a farmer was considered a potential criminal by then because of his low-born and poor situation which may incite him to commit crimes. Then the word *villain* had a wider scope labeling all criminals.

There is also the likelihood that the 'visible' features of a writer's style will change in the eyes of posterity; seemingly obvious stylistic tendencies may become less perceptible, while those that were only immanent may become more evident or important to later generations of readers

(Johnston, 1992: p. 43).

This process of change is a by-product of the original text, let alone translation. This is what Derrida described as *deference*, i.e. any text cannot remain the same as it was

meant to be; it is rather deferred and never present as a unity. Therefore, Venuti, (1992: p. 8) argues,

A translation is never quite 'faithful,' always somewhat 'free,' it never establishes an identity, always a lack and a supplement, it never be a transparent representation, only an interpretive transformation that exposes multiple and divided meanings in the foreign text and displaces it with another set of meanings, equally multiple and divided.

So the main task of a translator is to re-create, re-produce, an equivalent function in a different context to a different audience. S/he must have a wide knowledge in both languages for getting the equivalence in the target language, because any deficiency of the knowledge of both languages will result in a poor translation which does not convey the message.

So far we have raised some terms like *translation product*, *translation process* and *translation theory*, which might be indiscernible to some people. So I find it appropriate to give definitions of these terms before getting any further. In this respect, Mark Shuttleworth and Moira Cowie's *Dictionary of Translation Studies* is considered a treasure trove of the state of the art.

*Translation Product* is a term used to refer exclusively to the translated text or the final output of the translation process. It is not concerned with how a given ST is rendered into another TT, nor does it describe or criticize that output. Apparently, most contributions in translation fall in this category.

*Translation Process* is concerned with all the related activities utilized in the act of translation. So, it is a halfway operation between the final output and the theoretical foundations.

*Translation Theory* refers to the set of methods and strategies used in explaining how translation is or should be done. However, some argued that translation theory must be descriptive not prescriptive, i.e. "Theory attempts to account for what happens, not tell you how it should happen" (Baker, quoted in Gamal 1994:16). Descriptive or prescriptive approaches seem to be relative, since the process of

---

translation varies from one to another. Theorists will always come up with different assessment of the phenomenon and introduce methods that can model the translational process and text better.

### **Types of Translation**

Many researchers and scholars of translation distinguish between several types of translation. To sum up their views, we are going to classify these types into three main categories.

(1) By the type of text: general and specialized (specialized texts include the various domains of knowledge: literary, technical, scientific, medical, legal economic, political, etc.).

(2) By the translation approach: intralingual, interlingual, intersemiotic (Jakobson 1971), literal, free (Catford 1965), lexical (Molina & Albir, 2002), semantic, communicative (Newmark 1988).

(3) By the translator: human, MT (Machine Translation), and CAT (Computer Assisted Translation).

### **Intralingual Translation**

The transfer of a certain message by interpreting verbal signs by employing other signs in the same language. For example, to explain something to a child, you can put it into a different form in the same language using synonyms.

### **Interlingual Translation (Translation Proper)**

This applies to the actual process of translation from one language to another. It involves the transfer of verbal signs by using signs of some other language.

### **Inter-semiotic Translation**

The transfer of verbal signs by means of non-verbal signs between two semiotic systems, for example “red light” means “stop”. In other words, it is to translate a non-linguistic element to a linguistic one.

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### **Communicative translation**

It refers to the type of translation that makes the target text as close as possible to the target text, functionally and pragmatically. Therefore, it is reader-oriented. For example, the translation of public notices like “No smoking” ممنوع التدخين, respects the Target Language grammar and culture. The same phrase can be literally translated from English into Arabic as لا تدخين and from Arabic into English as “Forbidden is the smoking”, but either rendition is not typically used in the Target Language.

### **Semantic translation**

It aims at transferring the exact contextual meaning of the source text, governed by the semantic and syntactic structures of the target language, i.e. the translator sticks to the ST ignoring the real usage in the target culture. For example, to translate the Arabic proverb يوم لك ويوم عليك one can say: “A day for you, a day against you”. This is grammatically and semantically correct, but it is not typically used in the TL. The equivalent proverb could be: “You win some, you lose some”, which is totally different from the original phrase.

### **Literal translation**

It involves word-for-word translation and the meaning of words is derived straight from the dictionary while keeping TL grammar and word order intact.

### **Free translation**

It is unbounded, i.e. it is a translation in which equivalence freely move up and down the rank scale. For instance, the English proverb “Do or die” can be **literally** translated as يفعل أو يموت, or **semantically** translated as أفعّلها أو أموت or **freely** translated إِمَّا أَرَبِحْ، أو أخسر كل شيء. This English proverb refers to the notion that either you are going to do this or a second chance may never occur; do it now or do it never.

### **Lexical translation**

It involves a lexical-item-by-lexical-item translation, i.e. rendering the basic meaning of words and their order such as the translation of a SL language collocation or an idiom into a similar TL item.

### **Machine Translation**

It aims at assembling all the information required for translation in one program to have no human intervention afterwards.

### **Computer-assisted Translation**

The translator does the job from the beginning to end with the help of some tools that make the process of translation more quickly and accurately.

Another classification can be made between written and oral translation.

### **Written Translation**

It is the translation of a written material from a source language to a target language in writing.

### **At Sight Translation**

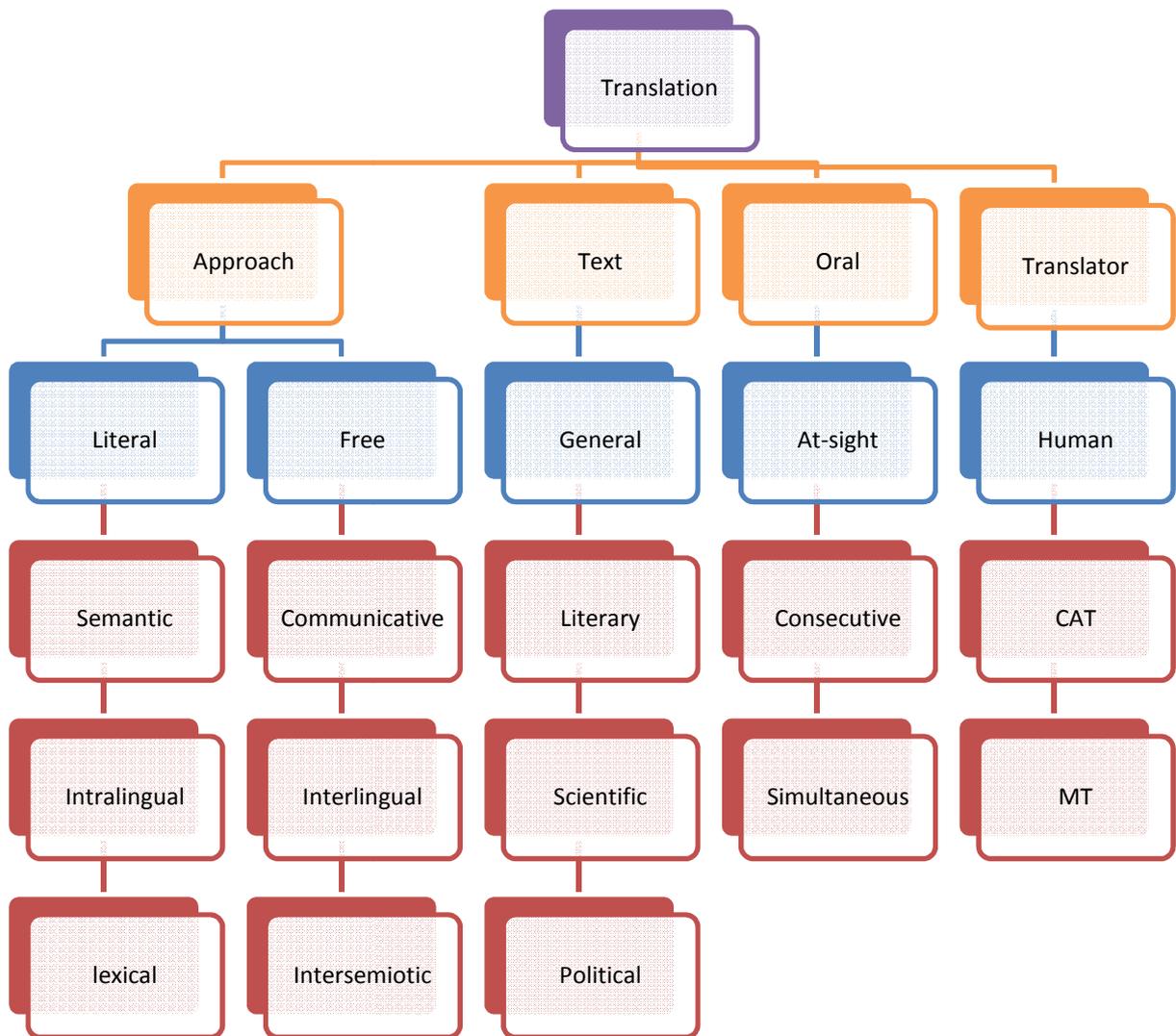
It is one kind of oral translation of a written text where translators have to scan the text and present an oral translation while reading.

### **Consecutive Translation**

It is an oral interpretation where interpreters wait until a full sentence or paragraph has been spoken and then start interpreting. So we have only one speaker at a time.

### **Simultaneous Translation**

It is an oral interpretation where both speakers and their interpreters speak at the same time. But the interpreter's voice is only heard through headsets.



Let us now consider the following example quoted in Dickins et al (2002: 18).

مثل هذه الأشياء عليها اقبال كبير الآن

**Literal:** The likes of these things have much demand now.

**Balanced:** This kind of thing is in great demand at the moment.

**Idiomizing:** This type is all the range.

**Free:** This one is dead trendy.

Or 'Such artifacts are at the absolute pinnacle of their popularity'.

**Balanced translation** respects the SL form and the TL meaning.

**Idiomizing translation** respects the SL content and the naturalness of the TL meaning.

**Free Translation** focuses on TL meaning and context.

### **Properties of Good Translation**

Many theorists of translation tried to develop some rules for translators to follow. For instance, Nida (1964: 164) stated the following requirements of translation:

- (1) making sense;
- (2) conveying the spirit and manner of the original;
- (3) having and a natural and easy form of expression;
- (4) producing a similar response.

Savory (1957:54) provided some of the issues related to the so-called equivalent translation in a list of contradictory translation principles:

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- A translation must give the words of the original?
- A translation must give the ideas of the original?
- A translation should read like an original work?
- A translation should read like a translation?
- A translation should reflect the style of the original?
- A translation should possess the style of the translation?
- Should a translation read as a contemporary of the translation?
- Should a translation read as a contemporary of the original?
- A translation may add to or omit from the original?
- A translation may never add or omit from the original?
- Should a translation of verse be in prose?
- Should a translation of verse be in verse?

Bearing the the target reader in mind would make the way easy for the translator to choose the best translation strategy to use. Savory (ibid) identified four different categories: (1) the reader who is not familiar of the original language; (2) the language learner who is learning the language of the Source Text; (3) the reader who was familiar with the language in the past but has now forgotten most of it; and (4) the scholar who is familiar with the language.

The reader who does not know the language is happy with the free translation; the student is best helped by the most literal translation; the third prefers the translation that sounds like a translation – it brings back more keenly the memories of his early scholarship and gives him a subconscious impression that almost he is reading the original language. The scholar might enjoy the feel of scholarship, even though his comments are more likely to be caustic or critical. (Savory 1957, 58-59)

To pursue the premise, we are going to look at the basic requirements of translation gradually throughout this series.

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**EXERCISES**

***I. Underline the expression/s that are translated literally in (A) and their idiomatic equivalents in (B).***

---

الشعر تعبير و تصوير لمشاعر الشعراء وأفكارهم سواء كانت التجربة واقعية أو من نسج خيال الشاعر، وفي كلتا الحالتين فإن التجربة صادقة، لأنه حتى ولو كانت التجربة غير واقعية- أي خيالية- فإن الشاعر يعيش فيها مدة طويلة قبل أن ينظم شعره يحس فيها نبضات قلبه ويشعرها نسري في دماائه.

**(A)**

Poetry is an expression and description of the feelings of poets and their thoughts, whether the experience be real or from the fabric of the poet's imagination. And in both cases, the experience is true, because even if the experience is not real- that is, imaginary- the poet lives in it for a long time before he composes his poetry, sensing it in the pulses of his heart and feeling it flow in his blood.

**(B)**

Poetry is an expression of the thoughts and feelings of the poet. Whether the experience be real or imaginary, it is true in the sense that the poet has spent a great deal of time experiencing it internally before composing his poetry.

***II. Identify the translation approach used in the following English translations of the underlined Arabic sentence.***

---

"وتلك الأشياء كلها تؤول بالاستعمال إلى الزوال؟ إنها وصايا ومذاهب بشرية"

لها ظاهر الحكمة لما فيها من نفل وتخضع وتكشف، ولكن لا قيمة لها لأنها غير صالحة إلا لإرضاء الهوى البشري. (رسالة كولوسي الاصحاح 2: 23)

- (A) "Which are, indeed, having a matter of wisdom in will-worship, and humble-mindedness, and neglecting of the body--not in any honour, unto a satisfying of the flesh."
- (B) "These things have a reputation for wisdom, with their self-imposed devotion, and their flaunting humility, and their stern treatment of the body, but they have no kind of value in remedying the indulgencies of sinful human nature."
- (C) "These rules may seem good, for rules of this kind require strong devotion and are humiliating and hard on the body, but they have no effect when it comes to conquering a person's evil thoughts and desires. They only make him proud."
- (D) "Such practices have the outward expression of wisdom, with their self-imposed devotions, their self-humiliation, their torturings of the body, but they are of no value; they really satisfy the lower nature."
- (E) "These are matters which have, to be sure, the appearance of wisdom in self-made religion and self-abasement and severe treatment of the body, but are of no value against fleshly indulgence."

**UNIT TWO**

**SPELLING**

UNIT TWO

# *Spelling*

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**M**any students make spelling mistakes in their early days of learning the English language. The English spelling may be difficult to master quickly because it borrowed a lot from many other languages around the world. The spelling of the borrowed words is sometimes retained or undergoes some changes to suit the language. So the pronunciation of a given word may not resemble the way it is spelt. We may notice words that have the same sounds but are spelt differently, words with letters that differ from the way they are pronounced, silent letters, irregular spellings, etc. However, we can still work out some rules that can help us learn the spelling quickly. They are not exhaustive but it is hoped that they provide some tips about some common spelling mistakes. Can you find out first what is wrong in the photo below?



**Rule 1: ie or ei**

Use i before e, except after c, when sounding like /i:/ such as *shield, piece, thief, brief*.

-e comes before i after c such as *receive, conceive, receive, receipt*.

When they sound like /ei/, e must come first like in *neighbor, weigh, freight, eight*.

When they sound like /ai/, e comes first like in *height, neither, sleight*.

**Exceptions:**

There are some words that break the rules as follows:

seize, weird, foreign, sovereign, forfeit, counterfeit, leisure, heifer, protein, conscientious, conscience, efficient

**Rule 2: ve**

Words ending with a "v" sound normally end with an "e" such as *love, have, give*.

However, there are still some uncommon examples ending with a v letter collected from Merriam-Webster dictionary:

- leitmotiv, a variant of leitmotif (you'll almost always see it spelled with an "f", however)
- lev, a monetary unit used in Bulgaria
- maglev, a recent but legitimate word for a train which moves using magnetic levitation
- moshav, imported from Hebrew and roughly synonymous to kibbutz
- shiv, slang for a knife used as a weapon; rarely spelled "chiv"
- spiv, British slang for a flashy dresser "who lives by his wits without regular employment"; evolved from "spiff"
- vav (waw) and tav (taf), the sixth and twenty-second letters of the Hebrew alphabet

**Rule 3: ge**

Words ending with /ʒ/ or /dʒ/ sound normally end with an "e" such as *large*, *mirage*, *huge*. Dropping the final e from a word like *huge* will make another word ending with /g/ sound like *huge* and *hug*.

**Rule 4: ce**

The letter c followed by e is pronounced /s/ such as *rice*, *mice*, *practice*. To maintain the sound /k/ in words ending with c, we add /k/ before the suffix ed, lest the /k/ sound turns into /s/ as in *panic* – *panicked*, *picnic*, *picnicked*.



**Rule 5: qu**

The letter **q** is usually followed by **u** as follows:

*quiet, queue, , question, communiqué, marquise,*

This applies to the English words, but many borrowed words from Arabic or other languages do not follow this rule such as the following:

Qatar, fiqh, Iraq, qiblah, qintar,

Remember : I LIKE YOU LIKE Q LIKES U.

**Rule 6: Silent letters**

b - lamb, bomb, comb

g- gnaw, Gnostic, gnat

h – hour, honour, honest,

k – knife, know, knight

l – palm, talk, psalm, should

n - hymn, autumn, column

p - pneumatic, psalm, psychology

s - isle, island, aisle

t - listen, rustle, hustle

w - write, wrong, wrist

**Rule 7: Suffixation**

Adding a suffix to a word mostly changes the spelling of the word as follows.



*(As far as we know, photo is public domain)*

### **Doubling the consonant**

Most one-syllable words that contain a short vowel sound and end with a single consonant, the final consonant is doubled before a suffix starting with a vowel, such as **er**, **ed** or **ing**. For example:

stop + ing	stopping
big + est	biggest
hot + er	hotter

Exceptions:

The final consonant in some words is not doubled when the word ends with r, x, w or y.

tear + ing	tearing
blow + ing	blowing
box + er	boxer
know + ing	knowing

Word with two consonants at the end or more than one vowel, their final consonants are not doubled.

If the suffix starts with a consonant, we only glue the ending to	rain + ing (two vowels a + i)	raining
	keep + er (two vowels e + e)	keeper
	break + ing (two vowels e + a)	breaking
	hang + er (two consonants n + g)	hanger

the word without making any change as in the following example:

treat + ment	Treatment
--------------	-----------



**Rule 8: ie+ ing**

Final "ie" in verbs become "y" before "ing"

die - dying

lie - lying

tie - tying

**Rule 9: y+ ing**

Words ending in "y" after a consonant become "i" before *ed, -es, -er, -eth, -ly, -ness, -ful and -ous*

eighty + eth	eightieth
duty + es	duties
lazy + ness	laziness
mystery +ous	mysterious
beaut + ful	beautiful
multiply + ed	multiplied
busy + ly	busily



Finally, translators should bear in mind that spelling could have a semantic function in the SL message like in cases of word manipulation to make a joke as in the following example:

What did one sheep say to the other?  
I love ewe we

**EXERCISES**

*Give the meaning of each of the words in the list below, and give example.*

---

Word	Meaning	Example
1. leisure		
2. heifer		
3. conscientious		
4. conscience		
5. freight		
6. sovereign		
7. forfeit		
8. seize		
9. conceive		
10. reign		

**Student Tip: Use MS Word check-speller**

You should check what you have written for any errors.

**US and UK English**

The American and British spelling are mainly similar except for some minor differences. For instance, in the American spelling “ou”, “ll” as in *favour, behaviour, traveling, jewellery* etc., are shortened to “o”, “l” as in *favor, behavior, traveler, jewelry*. Final “re” became “er” as in *theatre, centre (=theater, center)*. The letter “c” in words like *defence, offence*, became “s” as in *defense, offense*. In the American English some other spellings underwent change for simplification such as *ax, catalog, check, program*, for the British *catalogue, cheque, programme*.

It is important to consider the differences between American and British English. These differences which are relatively minor are in a small number of grammatical elements (including punctuation), spelling, pronunciation and some vocabulary.

### **Lexical Differences**

Below are some lexical differences between US and UK.

<b>British</b>	<b>American</b>
anywhere	anyplace
autumn	fall
barrister	attorney
beeper, pager	Beeper
bill (restaurant)	Check
biscuit	cookie
block of flats	apartment building
bonnet	hood
boot ( <i>of car</i> )	trunk ( <i>of automobile</i> )
car	automobile
caravan	trailer
chemist	drugstore
chest of drawers	Bureau
Chips	French fries
chocolate bar	candy bar

the cinema	the movies
clothes peg	Clothespin
Coffin	Casket
condom	rubber
crisps	potato chips
crossroads	intersection
cupboard	closet
Cutlery	Silverware
diversion	detour
drawing-pin	thumbtack
driving licence	driver's license
dummy ( <i>for babies</i> )	pacifier
dustbin	ashcan, garbage can, trashcan
dustman	garbage collector
engine	motor
estate agent	realtor
film	movie
flat	apartment
flat tyre	flat
flyover	overpass
Galoshes	toe rubbers

gear-lever	gearshift
Girl Guide	Girl Scout
ground floor	first floor
handbag	Purse
holiday	vacation
Jam	Jelly
Jeans	blue jeans
jug	pitcher
lift	elevator
lorry	truck
Luggage	Baggage
mad	crazy
main road	highway
maize	corn
maths	math
mobile ( <i>phone</i> )	Cellular
Motorbike	Motorcycle
motorway	freeway, expressway
motorway	freeway
Napkin	Napkin
nappy	diaper

naughts and crosses	tic-tack-toe
pants	shorts
pavement	sidewalk
petrol	gas, gasoline
The Plough	Big Dipper
pocket money	Allowance
post	mail
postbox	mailbox
Postcode	zip code
postman	mailman
pub	bar
public toilet	rest room
puncture	flat
railway	railroad
return ( <i>ticket</i> )	round-trip
reverse charge	call collect
ring road	Beltway
road surface	pavement
roundabout	traffic circle
rubber	eraser
rubbish	garbage, trash

rubbish-bin	garbage can, trashcan
saloon ( <i>car</i> )	sedan ( <i>automobile</i> )
shop	store
single ( <i>ticket</i> )	one-way
solicitor	attorney
somewhere	someplace
spanner	wrench
Spirits	hard liquor
sweets	candy
tap ( <i>indoors</i> )	faucet
tap ( <i>outdoors</i> )	spigot
taxi	cab
tea-towel	dish-towel
telly, TV	TV
third-party insurance	liability insurance
timetable	schedule
tin	can
toll motorway	turnpike
torch	flashlight
trousers	pants
tube ( <i>train</i> )	subway

underground ( <i>train</i> )	subway
underpants	shorts
van	truck
vest	undershirt
waistcoat	vest
wallet	billfold
wellington boots	rubbers
Whisky	whiskey, scotch
windscreen	windshield
zip	zipper

In the above list some words look the same but have different meanings in UK and US English. Have a look at the following list.

US	UK
<b>bill (a piece of paper money)</b>	<b>(bank(note) (the demand for payment)</b>
<b>chips (crisp pieces of potato served hot)</b>	<b>Fried potatoes served hot</b>
<b>first floor (the floor where you enter a building)</b>	<b>The floor above the one where you enter</b>
<b>gas (fuel for vehicles; fuel for cooking and heating)</b>	<b>Fuel for cooking and heating</b>
<b>pants (trousers)</b>	<b>Clothing worn under trousers</b>
<b>pavement (road where traffic runs)</b>	<b>road where pedestrians walk</b>
<b>purse (a woman's bag for money, cosmetics, diary etc.)</b>	<b>A woman's container for carrying money</b>
<b>Shorts (clothing a man wears under his trousers)</b>	<b>Short trousers</b>
<b>subway (a railway under a city)</b>	<b>A passage under a road for pedestrians</b>
<b>vest (clothing men wear under their jacket and over their shirt)</b>	<b>Clothing men wear under their shirt</b>
<b>wallet (a container for carrying money)</b>	<b>A man's container for carrying money</b>
<b>wash up (wash your hands and face)</b>	<b>wash dirty dishes after eating</b>

## Arabic Spelling

Arabic spelling is much easier, however; there are some common mistakes with regard to the glottal sound ‘hamzah’ because there are various ways for writing it. We will only focus here on the most common mistakes in writing hamzah:

*hamza* may be written in different positions initially, medially and finally. In the middle and final positions, it may be misspelled.

### I. hamza at the final position:

If hamzah follows a short vowel, hamza is written over the letter (alif, waw, or yaa) that has the same phonological features of the short vowel as follows:

ملجأ، تباطؤ، موانئ

Otherwise, it is written on the line if it follows a non-vowelized sound or long vowels

دفع، شيء، ماء، قروء، جريء

### II. hamza at the middle position:

If hamzah follows a long vowel or diphthong, hamza is written as follows:

- After long /a:/ or /u:/, hamza is written on the line:

قراءة، مقروءة

- After a short or long /i:/, hamza is written on a seat ‘nabrah’:

مشيئة، جنت، سينة

- After short /a:/, hamza is written over alif, if it has the same vowel:

سأل، مسألة، فأس



For the letters which have no Roman equivalent, linguists or Arabic users sometimes adopt a set of symbols which are mainly transcriptions. Such a process yields a mixed system of transliteration and transcription. 'This leaves plenty of scope for scholarly debate, with the result that there are now many supposedly international standards' (Whitaker, 2002).

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Uvular	Pharyngeal	Glottal
<b>Plosive</b>	b			t d			k g	q		ʔ
<b>Nasal</b>	m		N							
<b>Trill</b>				r						
<b>Fricative</b>		f	θ ð	s z	ʃ			χ γ	ħ ʕ	h
<b>Affricate</b>					dʒ					
<b>Approximant</b>						j				
<b>Lateral</b>				l						

### IPA phonetic symbols of the Arabic sounds

Among the most common systems are the one adopted by the International Convention of Orientalist Scholars in 1936, the British standard, BS 4280, the US Library of Congress and the American Library Association. The latter have issued "Romanisation tables" for more than 150 non-Roman written languages and dialects including Arabic (ibid).

One of the reasons given by Whitaker (ibid) for the inefficiency of these Romanisation systems is that they are not easy to key due the sophisticated figures they use like dots, lines and other marks.

For a practical reason, we can try to use a transliteration system which makes the utmost use of the English alphabet. This will depend to a great extent on the one

adopted by the US Library of Congress with some modifications. For Arabic consonants that do not have equivalents in English we can use the most common system. This applies with two types of sounds: emphatic and pharyngealised. For the former we can put a dot under the symbol to show emphasis and for the latter we can use two symbols (c and ‘). The long vowels can be marked by doubling the short vowel to avoid putting more figures on the symbols.

Arabic letter shape	Symbol in Transliteration
ء	‘
ب	B
ت	T
ث	Th
ج	J
ح	H
خ	Kh
د	D
ذ	dh
ر	r
ز	z
س	s
ش	sh
ص	s
ض	dh
ط	t
ظ	zh
ع	c
غ	gh
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
ه	h
و	w
ي	y

Such a chart is easy to use because it is familiar to both Arabic and English speakers. For Arabic consonants that do not have equivalents in English we used the most common system. This applies with two types of sounds: emphatic and pharyngeal. For

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the former we put a dot under the symbol to show emphasis and for the latter we used two symbols (ˆ and ˙). The Arabic definite article *al* ‘the’, which sometimes takes another form when assimilated with the following sound is represented as is without showing any sort of assimilation. The long vowels are marked by doubling the short vowel to avoid putting more figures on the symbols, except for Proper Nouns which are commonly used among Arabs and Arabists.

### EXERCISES

*Transliterate and transcribe the following hadiths.*

---

عن عبد الله بن عمرو - رضي الله عنه - قال : قال النبي - صلى الله عليه وسلم : المسلم من سلم  
المسلمون من لسانه ويده والمهاجر من هجر ما نهى الله عنه. (البخاري)

.....  
.....  
.....

عن أبي هريرة - رضي الله عنه - قال : قال النبي - صلى الله عليه وسلم - : يقول الله تعالى (أنا عند  
ظن عبدي بي ، وأنا معه إذا ذكرني ، فإن ذكرني في نفسه ذكرته في نفسي ، وإن ذكرني في ملأ ذكرته في  
ملأ خير منهم ، وإن تقرب إلي بشبر تقربت إليه ذراعا ، وإن تقرب إلي ذراعا تقربت إليه باعا ، وإن أتاني  
يمشي أتيته هرولة.) (البخاري ومسلم)

.....  
.....  
.....  
.....  
.....

**UNIT THREE**

**GRAMMAR**

## UNIT THREE

# *Grammar*

---

**T**he way words are combined together (i.e. structural behavior) produces meanings that are not transparent in individual words. So the translator should have adequate knowledge of the structure and patterning of both the SL and TL.

Structure and linguistic devices play a vital role in determining the phrase or sentence meaning. To see how important the syntactic structure in the process of translation, let us consider the following ironic example.

In 1970 Israel accepted the UN Resolution 242 which called for 'the withdrawal of Israeli armed forces from territories occupied in the recent conflict'. The meaning of the withdrawal clause has been contested. Israel has argued that because the definite article 'the' was not included in the English version of the resolution ('from territories occupied' rather than 'from the territories occupied') it means that the scope of withdrawal was left vague and that Israel did not have to withdraw from all the territories it occupied in the conflict. This is because of the definite article 'the' which was dropped in the TT.

### **Sentence Structure**

Unlike English, Arabic is a synthetic language; it allows pronouns to combine with words forming one single word. Such personal pronouns can be suffixed to nouns, verbs or particles. We may form an Arabic word representing a whole sentence. Consider the following word in the example below.

ضربوك *they hit you.*

Also, the word order in Arabic is more flexible than in English. The grammatical functions in English are mainly based on the word order. For example the verb is often

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preceded by a verb and followed by an object. In Arabic, on the other hand, you can identify any grammatical function throughout the sentence by the inflection it carries.

In English we can distinguish seven types of basic or kernel clauses (Quirk & Greenbaum, 1973: p.166-7).

- 1) SVA            Mary is in the house.
- 2) SVC            Mary is kind (a nurse).
- 3) SVO            Somebody caught the ball.
- 4) SVOA          I put the plate on the table.
- 5) SVOC          We have proved him wrong.
- 6) SVOO          She gives me expensive presents.
- 7) SV             The child laughed.

In Arabic, on the other hand, the canonical structure of a sentence is VSO. The alternative basic order which is SVO is also possible provided that we have a good reason. For example, *iybaka na'budu* 'You-(alone) we-worship' (surah Al-Fatihah: 5). According to the Arabic grammar you can say, *na'buduka* 'worship-You' but a pronoun referring to Allah preceded the verb to exclude any other one from the act of worshipping. So the translator should not be restricted to the word order unless there is a rationale behind that order.

### **Word Order**

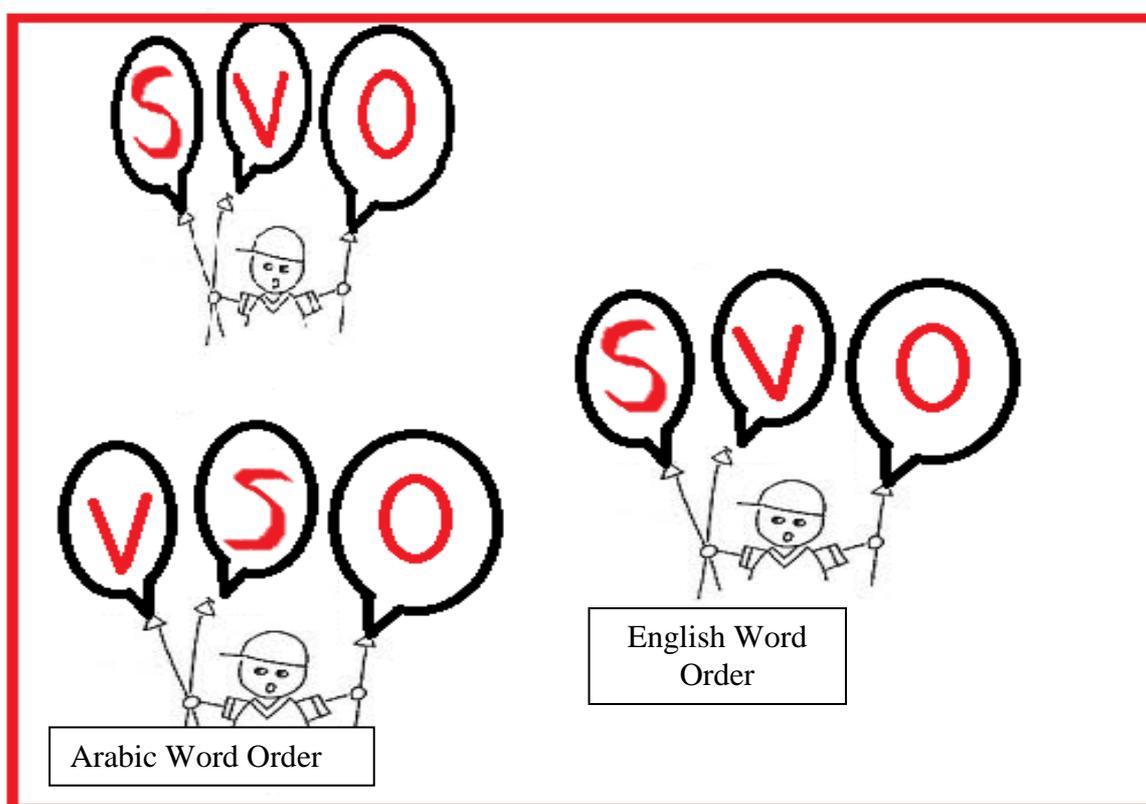
The way words are arranged in sentences may differ from one language to another. To the translator, languages that share the same word order may be easier in translation than those having different word order. For example, English and French have the same word order, i.e. SVO, but for the translators from English into Arabic and vice versa they should consider the different word orders in the two languages involved. Although we can spot some differences in word order across languages, we can notice that languages share many commonalities. "It appears that certain features of this sort of ordering [of words] are universal, or at least very general, and this is the basis of the translatability of the utterances of one language into those of another; but other features are peculiar to particular cultural traditions of particular areas, with the

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consequence that the translation of words and sentences relating to such features requires more explanation and circumlocution” (Robins 1964/1989:67).

In Arabic, sentence structure is mainly based on diacritics, it is a synthetic language. you can put any word anywhere inside the sentence boundary so long as diacritics are considered. In English, on the other hand, every word has a certain position.

Also, we cannot put any word that separates immediate constituents. We cannot separate the S from V or the V from O. Other information should be placed initially or finally.



## EXERCISES

*Rewrite the underlined sections to improve the following translation:*

---

لن أنسى هذه المباراة أبداً، لأنني لم ألعب منذ فترة طويلة مع فريق كليتي، فقد كنت مصاباً لبعض الوقت،  
وكنت مستعداً لأن أواجه أي أحد لحسن الحظ في ذلك اليوم، يوم السبت. وكان خصمنا أفضل فريق

---

في المنطقة وفي بداية المباراة لعبوا جيداً فأحرزوا أول هدفين لهم في خلال عشر دقائق وثالثاً بعد نصف ساعة، ولكن فجأة بدأنا نلعب أفضل منهم، ففي الخمسة دقائق قبل الاستراحة أنقذ حارس مرمانا تصويبتين وأضاع لاعبوهم عدة مرات الكرة. ثم قام المدرب بتغيير سريع قي الشوط الثاني، فأمرني أن أتقدم للهجوم وقال للمدافعين أن يتقدموا. لم نكن متأكدين من جدوى هذا التغيير، ولأننا لا نملك شيئاً فقد كنا مهزومون بثلاثة أهداف فما المانع من محاولة هذا، فنجحت خلال خمسة دقائق الخطئة، فأصبحت النتيجة بعد نصف ساعة 3-3، وكانت الدقائق النهائية صعبة، حيث استعاد خصمنا طاقته مرة أخرى وكان ما تبقى من الوقت دقيقة واحدة وحينها أرسلت داخل شباكهم الكرة.

I will never forget that match. I hadn't been playing for very long for my college team, and I'd been injured for some time. I was ready to take on anyone fortunately that Saturday. Our opponents were the best team in the area. They at the start of the match played well. Their first two goals came within ten minutes and a third half an hour later they scored. But suddenly we started to play better. In the five minutes before half time, our goalkeeper saved two shots and their leading players several times of the ball lost control. A quick change made the coach at half time. He told me to move up and attack and he told the defenders to come forward.

We weren't sure about all this, but with nothing to lose at 0-3 we wanted to try it. It within minutes succeeded. The score was after half an hour 3-3. The closing minutes were difficult. Our opponents got their energy back. There was left one minute, and it was then that I sent into the back of the net the ball.

- (1) I hadn't been playing .....
- (2) .....that Saturday.
- (3) .....
- (4) Their first two goals came within ten minutes and  
.....

(5) our goalkeeper saved two shots and their leading players

.....

(6) ..... at half time.

(7) .....

(8) .....

(9) There.....

(10) It was then that.....

### Other Word Order

In English, as mentioned above, extranuclear elements in the sentences, i.e. other information, should be placed initially or finally. Actually, there are other ways to start a sentence or clause.

A. We can start with “other information” as follows:

نال الفريق هذا الموسم ثمانية هزائم متتالية.

This term, the team had 8 successive defeats.

يشاهد معظم الناس في مصر كأس العالم لكرة القدم.

In Egypt most people watch the football world cup.

شعر بألم حاد وهو يركل الكرة.

As he kicked the ball he felt an acute pain in his back.

B. We can start with the object to show contrast or strong emphasis.

فاز فريق الأرسنال هذا الموسم بالدوري العاشر له. وكان أول دوري أحرزه عام 1959.

Arsenal won their 10<sup>th</sup> trophy this term.

The first trophy they got was in 1959.

عاقب ناظر المدرسة جميع الفصل، وهذا ما اعتبرناه خطأ.

The head teacher punished the whole class.

---

This we thought was wrong.

C. You can start with words and phrases that tell us about your attitude: in my opinion, as far as I am concerned, in my view, luckily, unfortunately:

للأسف، حضروا متأخرين مرة ثانية.

Unfortunately, they came late again.

Although SVO is the most common pattern, a longer text written using only this word order may sound very uninteresting.

Compare the following examples:

- A. The team played very poorly. They did not score any goals in their first season, and they scored only one in their second season..
- B. The team played very poorly. In their first season they did not score any goals, and in their second they scored only one.

This word order can be changed for stylistic reasons as follows:

لقد عشت في أحد أفقر المناطق في مصر سنوات عدة.

I lived **for many years** in one of the poorest places in Egypt.

We usually put the longest phrase at the end of the sentence to avoid distracting the reader's attention. Fronting phrases could also be a useful strategy when we have similar neighbouring adverbial phrases as follows:

من الخطر أن تقود السيارة بسرعة في الشتاء في الصحراء.

**In the desert** it is dangerous to drive quickly **in winter**.

In this context, we should also separate the modifying words or phrases from the word they modify and keep the word near the element it modifies. Consider the difference in meaning between the following two sentences:

**Wrong:** "They saw the birds diving with binoculars."

**Right:** "With binoculars, they saw the birds diving."

When we have more than one adverb of time, we should start with the more specific one.

At **6:00 p.m.** on **Friday the 11<sup>th</sup> of February, 2011**, Egypt was liberated.

**Student Tip: Remember this matrix**  
 You can follow this pattern when you build the English sentence.

<b>Who</b>	<b>Does</b>	<b>What</b>
<b>S</b>	<b>V</b>	<b>O</b>
I	Speak	English
I	can speak	English

And

<b>Who</b>	<b>Does</b>	<b>What</b>	<b>How</b>	<b>Where</b>	<b>When</b>
<b>S</b>	<b>V</b>	<b>O</b>	<b>Adv</b>	<b>place</b>	<b>Time</b>
I	Speak	English	well	at classes	every day.

Finally, failing to consider the word order may lead to humorous situations as shown in the following notice posted on the entrance of a Tokyo bar:

Special cocktails for the ladies with nuts.  
**Special cocktails for the ladies with nuts.**

The prepositional phrase “with nuts” which modifies the word “cocktail” was placed after “the ladies”, evoking a very funny and weird interpretation.

Let us also enjoy the following notice posted in the lobby of a Moscow hotel across a Russian Orthodox monastery:

You are welcome to visit the cemetery where famous  
**You are welcome to visit the cemetery where famous**  
**Russian and Soviet composers, artists and**  
**writers are buried daily except Thursday.**

The adverbial phrase “except Thursday” which modifies the “visit the cemetery” was remotely placed after “are buried daily”, producing a very funny translation.

**EXERCISES**

***Rewrite the following English translation:***

---

يقع في شارع الملك فيصل منزلنا. والمنازل في هذا الشارع قديمة جدا، ويتكون منزلنا من طابقين، ولدينا غرفة معيشة، وغرفة طعام ومطبخ وحمام في الطابق السفلي. وهناك ثلاث غرف نوم في الطابق العلوي. وفي الجزء الأمامي غرفة نومي. وهناك حديقة كبيرة وراء المنزل. وهواية أختي هي الحديقة، فهي تقضي الكثير من الوقت في الاعتناء بها. وفي الصيف تبدو جميلة، ونحب أن نجلس هناك في الأيام المشمسة. وتحت شجرة النفاح نجلس عادة.

In King Faisal Street is our house. Quite old are the houses in this street. On two floors is our house. We have got a living-room, dining-room, kitchen and bathroom downstairs. Quite a big garden is behind the house. My sister's hobby is the garden. Looking after it she spends a lot of time.

1. In King Faisal Street is our house

.....

2. Quite old are the houses in this street.

.....

3. On two floors is our house.

.....

4. We have got a living-room, dining-room, kitchen and bathroom downstairs.

.....

5. Quite a big garden is behind the house.

.....

6. My sister's hobby is the garden.

.....

7. Looking after it she spends a lot of time.

.....

### Order of adjectives

If we have more than one adjectives in English we should follow a certain pattern. We often prefer "a nice old bag" to "an old nice bag". "a tall happy man" to "a happy tall man" In Arabic, on the other hand, we can put these adjectives in whatever order we like.

حقيقية جميلة قديمة

حقيقية قديمة جميلة

Below is the sequence of adjectives in English:

1. Adjectives that give opinions or feelings(e.g. I have a lovely car)
2. Adjectives of size(e.g. I have a lovely small car)
3. Adjectives of age(e.g. I have a small old car)
4. Adjectives of shape(e.g. I have a small round car)
5. Adjectives of colour (e.g. I have a lovely round red car)
6. adjectives of nationality (e.g. I have a German cart
7. material (e.g. I have a German iron car
8. type, ( e.g. I have a German iron sports car.)

Look at the table below for a more detailed picture of adjectives sequence (Quirk and Greebaum 1973: 404).

Determiner	general	age	colour	participle	provenance	noun	denominal	head
<b>the</b>	hectic						social	<b>life</b>
<b>the</b>	Extrava- gant					London	social	<b>life</b>
<b>A</b>				crumbling		church		<b>tower</b>
<b>A</b>			grey	crumbling	Gothic	church		<b>tower</b>
<b>some</b>	intricate	old						<b>designs</b>
				inter- locking	Chinese			
<b>A</b>	small		green	carved		jade		<b>idol</b>
<b>his</b>	<b>heavy</b>	<b>new</b>					<b>moral</b>	<b>responsibilities</b>

Adjectives like lovely, beautiful, nice, good, etc. fall under the first category, i.e. ‘opinion’ adjectives. These adjectives show your impression and attitude towards something. You can notice also that the more modifying the adjectives to the head the closer they are to it.

### EXERCISES

*Complete the following translations by filling in the blanks.*

- He was wearing a \_\_\_\_\_ shirt (black/cotton/new)

كان يرتدي قميصا قطنيا أسودا جديدا

- I used a (an) \_\_\_\_\_ frame (square/black/old/Italian).

استخدمت إطارا مربعا أسودا قديما إيطالي الصنع

- I have \_\_\_\_\_ table (a wooden/ green/ six-sided).

لدي طاولة سداسية الشكل خشبية خضراء

- I wrote a \_\_\_\_\_ play (long/ comic/great).

كتبت مسرحية كوميدية رائعة طويلة

- I bought a \_\_\_\_\_ watch (Swiss/golden/lovely).

اشترت ساعة سويسرية جميلة مصنوعة من الذهب

Fill in the blank boxes with an appropriate adjective

Det.	opinion	Size	age	shape	color	origin	material	Noun
A		Small				British	Sports	Car
An	expensive							
<b>This</b>			newborn		white			<b>cat</b>
<b>some</b>	delicious							<b>food</b>
<b>our</b>	lovely		young					<b>brother</b>
<b>his</b>		<b>Short</b>			<b>black</b>			<b>hair</b>

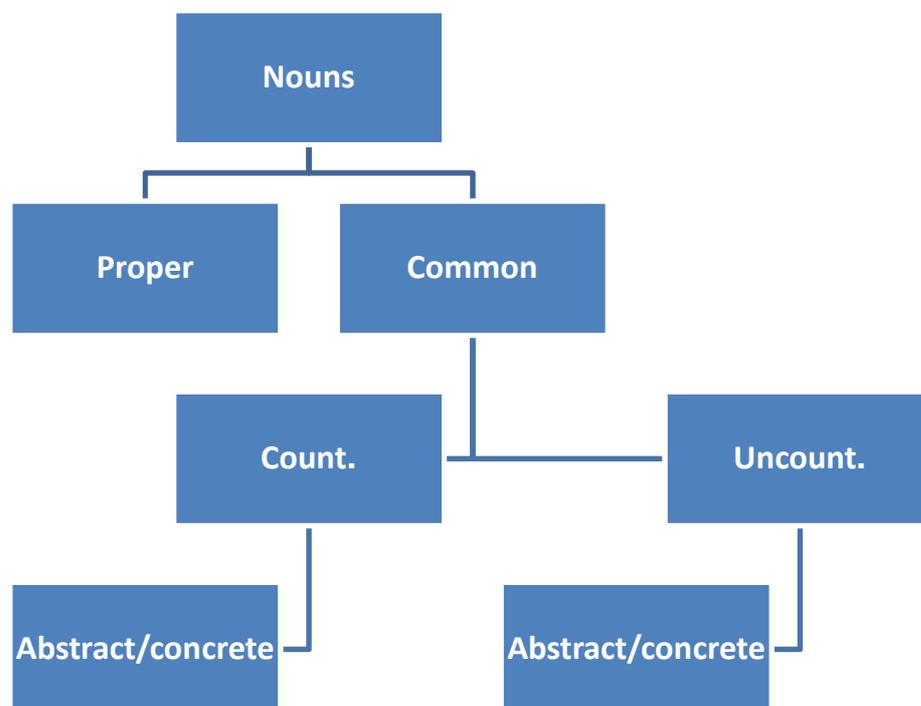
## Parts of Speech

English phrases and sentences are composed of units, called parts of speech. There are ten categories of parts of speech in English (Quirk, 1973: 18).

- (a) noun: John, room, answer, play  
adjective: happy, steady, new, large, round  
adverb: steadily, completely, really, very, then  
verb: search, grow, play, be, have, do
- (b) article: (the, (a)n),  
demonstrative: that, this  
pronoun: he they, anybody, one, which  
preposition: of, at, in without, in spite of  
conjunction: and, that, when, although  
interjection: oh, ah, ugh, phew

## Nouns

Nouns as shown in the examples above can be of many kinds: proper, common, abstract, concrete, countable, uncountable, singular, plural.



Concrete nouns modify things that exist in the real world; things you can touch, see or smell and are publicly observable: people, animals, physical objects.

### **the or zero article**

In English when we use abstract nouns, we drop the the article in normal usage:

- **Democracy** in Egypt started in the 21 century.
- **Education** paves the way to **democracy**.
- **Honesty** is the best fruit of **friendship**.

On the other hand, Arabic abstract nouns must follow a definite article.

بدأت الديمقراطية في مصر في القرن الحادي والعشرين.

يمهد التعليم الطريق للديمقراطية.

الأمانة أفضل ثمار الصداقة.

Such abstract nouns should be used without articles unless they are qualified, i.e. when followed by a defining relative clause (starting with who/which/that) or by the of-phrase.

- The **Democracy** of Egypt started in the 21 century.
- The **Education** that we receive at schools paves the way to **democracy**.
- The **Honesty** that we possess out of **friendship** is endless.

بدأت ديمقراطية مصر في القرن الحادي والعشرين.

يمهد التعليم الذي نتلقاه في المدارس الطريق للديمقراطية.

الأمانة التي نحوزها نتيجة الصداقة لا تنفد.

We can notice that the definite article in Arabic can be glued to concrete and abstract nouns, but it gives different senses in both cases: generic or specific references الاستغراق أو العهد.

Most abstract nouns end with the following suffixes:

---

<b>-ism</b>	<b>individualism</b>
<b>ment</b>	development
<b>ity</b>	personality
<b>ness</b>	happiness
<b>th</b>	Warmth
<b>tion</b>	education
<b>age</b>	Courage
<b>ance</b>	Clearance
<b>ence</b>	Silence
<b>ship</b>	friendship

---

Some kinds of nouns are language-specific. So, it is important, for both linguists and translators, to consider the major differences between the different classes of nouns when accounting for another language. For example, some nouns are countable in Arabic not in English.

سلوك – سلوكيات, "poetry" شعر – أشعار "harm" ضرر – أضرار, "homework" واجب – واجبات "behaviour" حزن – أحزان "sadness, melancholy", معلومات – معلومة "information", etc.

### Definite/indefinite Articles

The use of definite articles in both English Arabic languages presupposes an earlier mention of a given word. Singular countable nouns, such as "boy", "car", etc. must follow a definite or indefinite article. For example,

(1) A boy came quickly.

(2) The boy came quickly.

Plural countable nouns can either follow definite or zero articles.

(3) The boys are strong. (specific reference)

(4) Boys are strong. (generic reference)

Uncountable nouns can either follow definite or zero articles, or optional "some".

(5) We will buy the furniture. (definite specific reference)

(6) We will buy (some) furniture. (indefinite specific reference)

For generic references, non-count and plural count nouns follow zero article.

(7) Children are easy to please.

(8) Furniture (freedom) gives comfort.

In Arabic on the other hand, nouns of generic references, as in example 9 below, must take a definite article. Abstract nouns in English do not take definite/indefinite articles as in 10 & 11 below.

(9) Tigers are dangerous animals.

النمور حيوانات خطيرة.

(10) Freedom is the shortest way to progress.

الحرية هي أقصر طريق للتقدم.

(11) Faith glows in the believer's heart.

الإيمان يتقد في قلب المؤمن

However, with generic references, uncountable concrete and abstract nouns as well as plural nouns can take articles when they are post-modified by an *of-phrase* as in 12, 13 and 14 below.

(12) The music of Egypt

(13) The faith of strong Muslims is stronger than that of the weak.

(14) The tigers of Africa are more dangerous.

### **EXERCISES**

***I. Mark the ungrammatical sentences in English or Arabic and explain the reasons of ungrammaticality.***

---

Knowledge is useful.

المعرفة مفيدة.

Library is useful

المكتبة مفيدة.

The tools are made of iron.

الأدوات مصنوعة من الحديد

The equipments are made of iron.

المعدات مصنوعة من الحديد.

The democracy is a paved way for freedom.

الديموقراطية طريق ممهد للحرية.

Freedoms are obtained by war.

بالحرب نال الحريات.

**II. Complete the following translations by filling in the blanks .**

---

a) She dwelt among the untrodden ways, beside the springs of Dove,

سكنت في دروب غير مطروقة، قرب \_\_\_\_\_

a) The tigers are dangerous animals.

حيوانات خطيرة. \_\_\_\_\_

c) الإيمان يتقد في قلب المؤمن.

\_\_\_\_\_ glows in the believer's heart.

### **Proper Nouns**

Proper nouns may constitute a major problem for translators; some prefer translation, while other use transliteration or transcription. This issue could be a simple process for those who think proper nouns are void of meaning and only represent labels for identifying persons.

There are some approaches of translating proper nouns as follows:

- Hervey and Higgins (1992: 29) mentioned three strategies for translating Proper Nouns: exoticism, i.e. to keep the name as it is used in the source language, transliteration, cultural transplantation, i.e. the name is replaced by its equivalent name in the Target Language.
- Newmark (1988: 214) argues that proper nouns should not be translated when their names have no connotation in the text, except if such names are known in the TL such as famous religious names: saints, monarchs, and popes.
- Hermans (1988:13) summed up these strategies as follows:

They can be copied, i.e. reproduced in the target text exactly as they were in the source text. They can be transcribed, i.e. transliterated or adapted on the level of spelling, phonology, etc. A formally unrelated name can be substituted in the target text for any given name in the

source text. And insofar as a name in a source text is enmeshed in the lexicon of that language and acquires 'meaning,' it can be translated.

We can conclude that there are two major approaches to transferring names that are commonly used in English and Arabic literature, especially in the religious domain.

(1) Translation:

ابراهيم، يعقوب، موسى، عيسى

Abraham, Jacob, Moses, Jesus

(2) Transcription:

Ibrahim, Ya'qub, Musa, 'Issa .

The first approach tends to bridge the gap between the two cultures and tend for domestication. The other approach asserts the differences between the two cultures and go for foreignization. This applies also to all names commonly used in the two cultures in any field such as:

صلاح الدين، ابن سينا، ابن رشد

The above names can be transliterated if the translator wants to stress the differences.

Salahu Al-Din, Ibn Sina, Ibn Rushd

The very names can be translated to stress integration between cultures.

Saladin, Avicenna, Averroës

With religious names that are commonly used in heavenly religions, some Muslim translators tend to transliteration to avoid any distorted stories about, for instance,

prophets, messengers or other religious figures. So, they say “Prophet Nuh” not ‘Prophet Noah”, “Ibrahim” not Abraham, etc.

If we go for transliteration, we should do our best to avoid negatively transliterated names such as “bin” for ابن, simply because there is an equivalent word in English as in “dust-bin”.

As to other proper nouns like names of cities, seas, rivers, etc., we should use their exact equivalent in the Target language.

الرياض، الجزائر، البحر العربي

Riyadh, Algeria, the Arabian Sea

We may find equivalent names for some cities like:

Alexandria, Jeddah, Fez

الإسكندرية، جدة، فاس

Other cities which have no equivalents should be transliterated such as the following:

مدينة نصر، حي السلام، الخبر

Nasr City, Al-Salam Locality/District, Al-Khobar



The names of squares, roads, streets, hospitals, universities, and stores can be rendered into the Target Language in two parts: the modifying part is translated and the remainder is transliterated as follows.

طريق السلام	Al-Salam Road
شارع رمسيس	Ramses Street
مستشفى الهدى	Al-Huda Hospital
جامعة الأزهر	Al-Azhar University
سوبر ماركت الأمانة	Al-Amanah Supermarket



We should bear in mind that the translated names of companies, organizations, etc. identifying such bodies locally and internationally must be used in translation without any change except for spelling.

United Nations

الأمم المتحدة

The International Atomic Energy Agency (IAEA)

الوكالة الدولية للطاقة الذرية

اللجنة الرباعية

Middle East Quartet

The last body may be translated into “the Four-member Committee” if it does not refer to this specific committee which is formed to discuss the Middle East affairs only and consists of “Russia, USA, EU and UN”.

### **EXERCISES**

*Translate the following sentences into English:*

---

وصل بابا الفاتيكان يوحنا بولس الثاني إلى القدس أمس.

-----

التحق محمد بجامعة الفاتح في طرابلس.

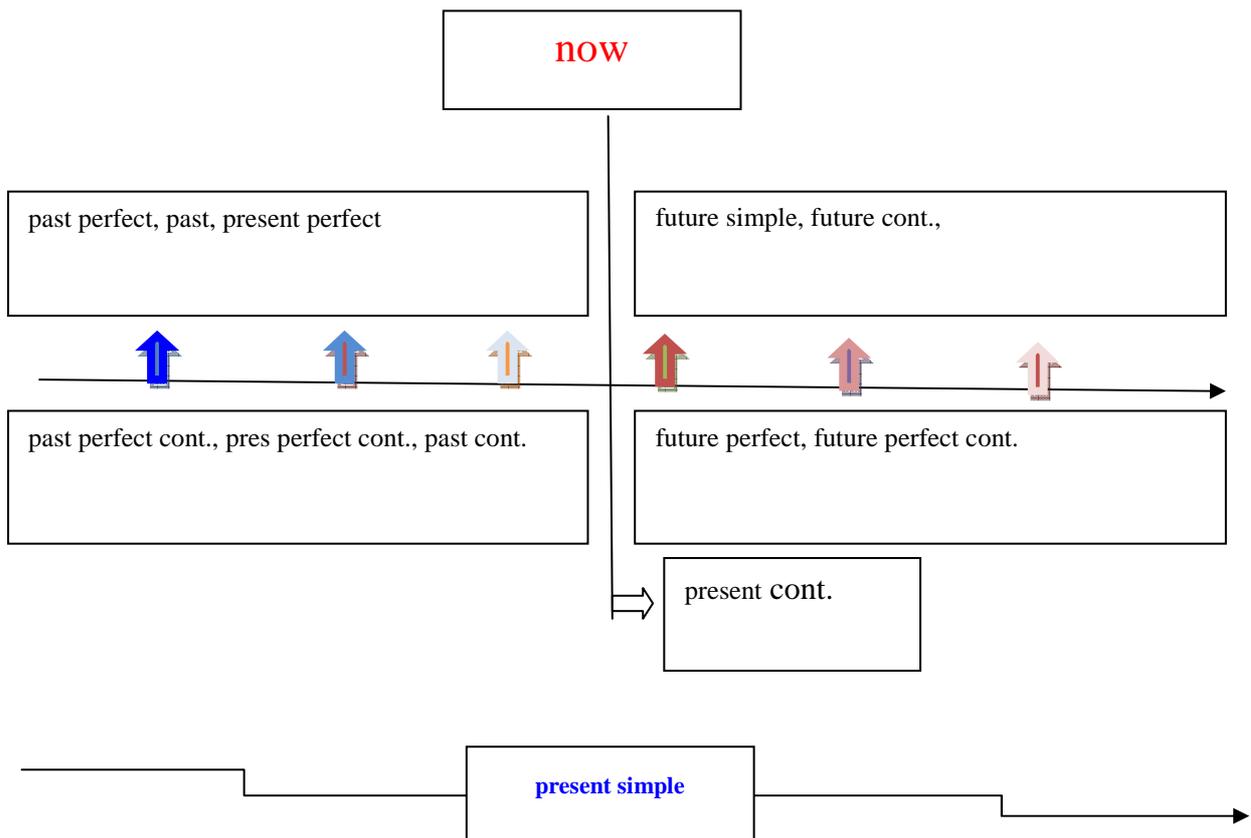
-----

تطل بلاد الشام على البحر المتوسط.

-----

## Tenses

Arabic has three tenses: past, present, future. The range of verb tenses in English is quite wider in English; there are some twelve tenses in English. However, the three Arabic tenses can still account for any action along the timeline. For example, the verb "يأكل" "eat" can mean both "eats" and "is eating". Thus, "English has a system of verb tenses in the proper sense; that is to say, particular tenses relate fairly consistently to natural time. Arabic, on the other hand, operates with a system that combines tense and aspect" (Dickins: 2002, 99). The English tenses can be represented in the following timeline chart:



This chart can be enhanced as follows (<http://www.world-english.org/englishtenses.htm>).

**TIMELINE**

<b>SIMPLE ACTIVE</b>	<b>SIMPLE PASSIVE</b>		<b>PROGRESSIVE / CONTINUOUS ACTIVE</b>	<b>PROGRESSIVE / CONTINUOUS PASSIVE</b>
		<b>PAST TIME</b>		
		^		
		^		
She <b>had already eaten</b> when I arrived.	The painting <b>had been sold</b> twice before it was destroyed.	<b>PAST PERFECT</b>	I <b>had been waiting</b> for four hours when he finally arrived.	The house <b>had been being painted</b> for over a month before they began to decorate the interior. *
I <b>bought</b> a new car last week.	The book <b>was written</b> in 1876 by Frank Smith.	<b>PAST</b>	I <b>was watching TV</b> when she arrived.	The problem <b>was being solved</b> when I arrived late for class.
		^		
She <b>has lived</b> in California for many years.	The company <b>has been managed</b> by Fred Jones for the last two years.	<b>PRESENT PERFECT</b>	She <b>has been working</b> at Johnson's for six months.	The students <b>have been being taught</b> for the last four hours. *
		^		
He <b>works</b> five days a week.	Those shoes <b>are made</b> in Italy.	<b>PRESENT</b>	I <b>am working</b> at the moment.	The work <b>is being done</b> by Jim.
		<b>PRESENT MOMENT</b>		
		<b>FUTURE INTENTION</b>		
		V		
		<b>FUTURE SIMPLE</b>		
The sun <b>will shine</b> tomorrow.	The food <b>will be brought</b> later.		She <b>will be teaching</b> tomorrow at six o'clock.	The rolls <b>will be being baked</b> at two. *
		V		
		<b>FUTURE PERFECT</b>		
I <b>will have completed</b> the course by the end of next week.	The project <b>will have been finished</b> by tomorrow afternoon.		She <b>will have been working</b> here for two years by the end of next month.	The house <b>will have been being built</b> for six months by the time they finish. *
		V		

In the charts above, the English tenses account for all actions happening across the timeline since the beginning of creation until the end. In Arabic, the same timeline is covered with three tenses (past, present, future) and the context can indicate the sentence tense. We can also use certain expressive words to give the exact meanings of the English verb tenses. In English the time of tenses (present, past, etc.) is marked by means of grammatical elements (inflectional morphemes such as "s", "ed", etc. or grammatical markers such as the auxiliary verb "will", have") Cruse, 2000: 274). In Arabic, on the other hand, timing is marked lexically. For example, to put an action in the present progressive in Arabic we can use some words such as الآن "now", مازال "still", etc.

Muhammad is eating.

يأكل محمد (الآن) (ما زال)

	present	past	Future
<b>simple</b>	يأكل	أكل	س، سوف يأكل
<b>Cont.</b>	يأكل الآن	كان يأكل	سنكون نأكل (مستغرقين في الأكل)
<b>Perfect</b>	أكل للتو	قد أكل	سنكون قد أكلنا (سنكون قد انتهينا من أكلنا)
<b>Cont. perfect</b>	كان يأكل (منهمكا في الأكل) (منذ)	كان قد أكل (لمدة)	سنكون قد أكلنا

The future simple tense in Arabic is marked by the prefix "س" or the word "سوف" where the former is used to express near future and the latter expresses the open future. The English Past, Future Continuous and Perfect is phrased the same way in Arabic by using كان the copulative verb "be" to pre-modify the verb, as in "I was eating" كنت أكل, and "I will be eating" سأكون (وقتها أو حينئذ) أكل, "I had eaten" كنت قد أكلت, etc. Perfection of an action is expressed in Arabic with the article قد. It is a word when used with the Arabic past it denotes the completion of an action, but with the present, it means less possibility of its occurrence, e.g. قد يأكل "he may eat" قد أكل "he has eaten".

In short, “Arabic verbs show a range of tenses” (Ryding, 2005: 489) and context must be considered in determining such tenses.

In English, there are two types of verbs: (1) action verbs and (2) linking (or copulative verbs).

### **Action verbs**

Action verbs describe activities that can be located on the timeline, i.e. they combine two elements time (tense) + action such as *run, walk, write*, etc.

### **Linking Verbs**

Linking verbs do not describe action; they rather establish a relationship between the subject and its complement and connect the subject to information about it as in the following examples:

He is clever.

هو مجتهد.

My brother *is* a teacher

أخي مدرس

Note that the verb “to be’ in the present simple tense is dropped from the Arabic sentence. In the past simple tense, it is retained as follows:

He was clever.

كان مجتهدا.

**EXERCISES**

***I. Complete the following translations by filling in the blanks .***

---

a) By next summer, I will have been reading this book for three years.

بجول الصيف القادم \_\_\_\_\_ هذا الكتاب لمدة ثلاث سنوات.

b) لن أتمكن من الحضور غدا في هذا الوقت لأنني سأكون في الجامعة ألقى محاضرة عن الترجمة.

I cannot make it tomorrow \_\_\_\_\_ a lecture on translation.

c) و قلبي ببح آل البيت عامر

My heart \_\_\_\_\_

***II. Choose the most appropriate translation for the following sentences:***

---

d) Ahmed is a nice person.

أ. أحمد يكون شخصا لطيفا      ب. أحمد شخص لطيف      ج- أحمد هو شخص لطيف

e) The man is dying.

أ. الرجل يكون ميتا      ب. الرجل ميت      ج- الرجل يحتضر

**Absolute object**

In translation it is hard to keep such parts of speech without changing their categories all the time. The translator may change the position or form of a given word to make it fit in the TT. So s/he can change a V into N, adj., adv. etc. In other words, the structural patterning may differ from a language to another. The point is to keep the naturalness and typicality of the TT along with the content of the SL. In Arabic, for instance, we tend to derive a noun from the same verb used in the sentence and put it

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in a final position in the sentence for the sake of emphasis. This is called *maf'ul mutlaq* which is commonly translated as *absolute object*.

This is an Arabic part of speech which has nothing to do with the object function or absoluteness. Let us consider the following example quoted from an exam sheet of one of my students: *الاسلام يحترم المرأة احتراما كبيرا* "Islam respected the woman a great respecting". If we consider the function of *احتراما كبيرا* in the Arabic sentence, we may link it with quantifiers in English. So, we can translate the above sentence as follows: "Islam respects the woman very much". *maf'ul mutlaq* is called *maf'ul* object because it is a noun assigning an accusative case. Also it is called *mutlaq* because it ends with a long vowel "alif", so the final sound is released not absolute. The definitions of *مطلق* in Hans Wehr are "free; unlimited, unrestricted, absolute; general". These definitions may distract the attention of the translator from the real meaning of the term. They should rather consider the notion of the term, which refers to the released pronunciation of the final letter of the word and has nothing to do with the content.

Dickins et al (2002: 103) called this phenomenon "root repetition" which involves repeating the same word root in the same sentence. He divided it into three types:

1) system-intrinsic when deriving a nuclear part of speech from another one in the same sentence. E.g. *كتب كتاباً* "wrote a book". This should be avoided in English. For example, to translate the following sentences, one may go literally and say:

*أرسل رسالة*

*كتب كتابا*

*شرب شرابا*

\*He drank a drink.

He wrote a book.

He sent a message.

Unlike in Arabic, the first sentence is not typically used in English because the English speaking people do not often derive a basic part of speech from a neighboring one.

To work it out, we should try another verb that can give the same meaning like:

He had a drink.

2) absolute accusative is mainly used to function as an adverbial, a quantifier or a prepositional phrase. Let us consider the following examples.

**Adverbial:**

(a) لقد تطورت ظاهرة التطرف في مصر تطوراً جذرياً

The phenomenon of extremism has developed radically in Egypt.

**Quantifier:**

(b) يحبون المال حباً جماً.

The love money so much

**Prepositional Phrase:**

(c) شرحت الدرس شرحاً وافياً

I explained the lesson in detail.

Sometimes we keep the noun without changing its category and make the change to the verb.

(d) يدعم الحزب الفقراء دعماً حقيقياً

The party gives a genuine support to the poor people.

3) The third type of root repetition, highlighted by Dickins (ibid) is not limited to a particular part of speech. We can make use of it to give a sense of emphasis implied in its rhythmic tone. This does not belong to the Arabic case of *maf'ul mutlaq*, but it is worth mentioning it here for they are employed for the same purpose.

أطماع الطامعين

The ambitions of the covetous

صبغ أتباعه بصبغة الصوفية

He made his followers Sufi-like people.

ثار ثائرتة

Fly into a rage.

## EXERCISES

### *I. Supply the missing word or phrase:*

---

لقد تطورت ظاهرة التطرف الديني تطوراً سريعاً

The phenomenon of religious extremism \_\_\_\_\_.

يحبون المال حباً جماً

They love money \_\_\_\_\_.

طلبت من المدرس طلباً بإعادة المحاضرة التي ألقاها أول أمس.

I \_\_\_\_\_ teacher to redeliver the lecture \_\_\_\_\_ .

شرحت الدرس وفصلته تفصيلاً

I explained the lesson .....

### *II. Translate the two sentences containing the underlined phrases.*

---

أما استخدام أسلوب الاعتقال المتكرر والذي زاد زيادة ملحوظة في السنوات القليلة الماضية، فهو دليل آخر على الاستخدام الفج لقانون الطوارئ. وهناك أيضاً حالة المواطن فتح الباب عبد المنعم الذي توفي نتيجة التعذيب داخل قسم شرطة حلوان في أغسطس 1994 حيث تم تعليقه كالذبيحة وضرب ضرباً مبرحاً أدى إلى موته.

## **Clauses and Phrases**

In English, we may drop some of the above elements for compactness. We mentioned earlier that the most basic English clause contains at least subject and verb. These two elements, i.e. S+V can be dropped without infringing the meaning of the sentence. Words without S and V makes a phrase. As mentioned earlier, the translator should consider varying the type of sentences and phrases can also be another type of sentences. However, the absence of the finite verb from clauses means that they have no distinctions of person or number. This, coupled with the absence of subjects, provides another way of making sentences and reduction of the number of word forms.

---

To translate a phrase, we need to change it into a clause before giving the equivalent TL forms. This process could be straightforward if the main clause gives the clues of the dropped element in the sub-clause. Let us consider the following examples,

Phrase: While **walking** to school, Sam met his teacher.

Clause: While **Sam was walking** to school, **he**\_\_\_\_\_.

بينما كان سام يسير متجهاً إلى المدرسة قابل معلمه.

We can notice that "Sam" which is only mentioned in the main clause is transferred first because the referential pronoun in Arabic cannot pre-modify the noun. So we should decompose the phrase into its minimal units for an appropriate translation.

Sometimes the adverbial word in addition to the subject and verb are dropped to form a phrase. This is mainly used when expressing the idea of “during the same time”. For example,

**Walking** in the corridor, I met the head teacher.

**While I was walking**,\_\_\_\_\_.

The initial **-ing** phrase gives the meaning and function of “while”. Then the above sentence can be translated as:

بينما كنت أسير في الممر، قابلت مدير المدرسة. ....

**Reading** a new book, Sami heard a baby crying.

**While Sami was reading** a new book,\_\_\_\_\_.

بينما كان سامي يقرأ كتاباً جديداً سمع رضيعاً يبكي.

To change the above phrase ‘Reading a new book’ into clause, we do the following steps:

- (1) Subordinator [while]
  - (2) Subject [Sami]
  - (3) Verb [was reading]
  - (4) Replace the noun with a pronoun [he]
-

The initial **-ing** phrase can express cause and effect as well, i.e. it gives the meaning of “because”. Let us have a look at the following example.

**Working** hard, he passed the exam.

**Because he worked** hard, \_\_\_\_\_.

نجح في الامتحان لأنه كان يعمل (يذاكر) بجد.

Other adverbs time can also be inferred as in the following example.

**Having watched** the movie, he does not want to go.

**Because he watched** the movie **before**, \_\_\_\_\_.

لا يريد أن يذهب لمشاهدة الفيلم لأنه قد شاهده من قبل.

The initial **-ed** participle can give the same function of **ing**-participle. For example,

**Motivated** by Orwell’s political writings, he wrote his magnificent novel.

**Because he was Motivated** by Orwell’s political writings, he wrote his magnificent novel.

كتب روايته الرائعة لأنه كان متأثراً بكتابات أورول السياسية.

## EXERCISES

### *I. Complete the following translations by filling in the blanks.*

---

a) Seen under microscope, it turned out to be a virus,

\_\_\_\_\_ تبين أنه فيروس.

b) Educated in Al-Azhar University, he assumed a post in the Waqf ministry.

\_\_\_\_\_

c) Working hard, he managed to win the people’s hearts.

\_\_\_\_\_ تمكن من نيل \_\_\_\_\_ .

(d) Having copied the document, he phoned the manager inquiring about

---

those involved.

\_\_\_\_\_ اتصل بالمدير يسأل عن \_\_\_\_\_.

## ***II. Translate the following sentences.***

---

- a) While reading, Said felt very upset.
- b) Going home, he saw a wild animal on the sidewalk.
- c) Unable to tell the truth, he fabricated a story to his teacher to forgive him.
- d) Having moved to the new house, Sami does not know the way to school.
- e) Frightened by these frantic scenes, the man got off the freeway.

### **Passivization**

In semantics, to passivize is to make the more active element functions as subject whereas the less active element functions as direct object. Passive is used to promote the less active element and demote the logical subject. Passivization works well when the logical subject is ignored. Once we have both subject and object, it becomes less formal to passivize, particularly in Arabic.

(1) بيعت السيارة.

The car was sold

But consider the following example,

(2) The car was sold by Mandy

بيعت السيارة بواسطة مندي

The example in (2) above is not typically used in Arabic. The active voice is more recommended in such a case. In English to give prominence to the object is mainly done through passivization. The central item in sentence (1) is the word "car" this is why it was fronted. However, the same evocative meaning can be represented in different ways in Arabic without any need to use passive voice. To keep the

---

metaphorical meaning of passive in English intact, we can resort to nominal sentences. To translate the sentence in (1), we can put it in active voice as follows:

(3) السيارة باعها مندي.

Fronting the word "السيارة" "car" maintained the evocative meaning of passive voice in English while keeping the formality and typicality of the Arabic usage. A more frequent way for translating Arabic passive sentences that contain 'by' phrase is to use *من قبل*. It depends on the genre under examination. The sentence in (3) fits well with classic texts, whereas with modern texts we often use the phrase *من قبل*, for example,

الآراء المتضاربة التي طرحها من قبل الحزب أصبحت بالية.

الآراء المتضاربة التي طرحها الحزب أصبحت بالية.

## **EXERCISES**

*Translate the following text:*

---

Land Rover is a British car manufacturer headquartered in Gaydon, United Kingdom which specialises in four-wheel-drive vehicles. It is owned by Indian company Tata Motors, forming part of its Jaguar Land Rover subsidiary. It is the second-oldest four-wheel-drive car brand in the world (after Jeep).

Land Rover originated as one specific vehicle, originally known just as the Land Rover, launched by Rover Company in 1948, and developed into a marque encompassing a range of four-wheel-drive models, including the Defender, Discovery, Freelander, Range Rover and Range Rover Sport. Land Rovers are currently assembled in Halewood and Solihull, with research and development primarily taking place in Gaydon. Land Rover sold 194,000 vehicles worldwide in 2009 ([www.wikipedia.org](http://www.wikipedia.org)).

## **Grammatical Gender**

The Arabic language makes distinction between two genders: masculine and feminine. These two genders are also employed for neutral nouns/adjectives. Unlike English, any Arabic noun/adjective has to be either masculine or feminine. So the translator from

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English into Arabic will be confused when he/she comes across a word in English which can be used for masculine or feminine reference such as "teacher, worker, president, etc." Once a translator makes a decision on the gender of the pronominal reference of such words he will exclude the other gender. However, the use of the 'dominant' masculine form does not exclude the possibility of feminine reference in Arabic (Al-Qinai: 2000, p. 515).

Sometimes the translator is intrigued by the distinction between masculine and feminine in Arabic and tries to give the exact gender for every word he comes across. This is too simplistic in English. Most words in English can be used either way: feminine and masculine. For example, "teacher, doctor, professor, worker, player, etc." can refer to both men and women. To translate such words into Arabic you should decide from the very beginning the gender at hand. Conversely, in translation from Arabic into English, most translators put the equivalent without showing the gender if it refers to masculine. To show the femininity of a word, translators used to add the word "feminine" as in *مدرسات* "feminine teachers". This is not typically used in the English language. In English the same word can be used for masculine and feminine. The referential pronouns employed throughout the text can give a clue what gender is at play.

For the translator from Arabic into English he/she will be more inclined to use the masculine pronoun for general and generic references. This is not plausible to the English readers/listeners today. To avoid this pitfall he/she can insert an optional pronoun like "he/she, his/her". Nouns with general reference can also be used like "spokesperson", "chairperson", etc.

Today, English speaking people tend to replace masculine words with words that address both sexes.

Examples of masculine words which were generally used before:

spokesman	policeman	mailman
mankind	manpower	chairman
fireman		

Now they use:

---

spokesperson      police officer      mail carrier  
mankind/ humanity                      labor power      chairperson  
fire fighter

The translator can use the following techniques when coming across Arabic feminine words that have no English equivalent:

- (1) To use the plural form because English plural pronouns are neutral.
- (2) To use neutral words such as the following:

headmaster	Vs.	head- teacher
chairman	Vs.	chairperson
spokesman	Vs.	spokesperson

Or items like ;

one	someone	anyone
everyone	person	anybody

- (3) To use the combining pronoun *s/he* or *he/she*, *him/her*
- (4) To use parallel lexical items for both sexes:

O brothers and sisters!

أيها الأخوة والأخوات!

### **EXERCISES**

*Translate the following two sentences.*

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Heads of Departments and Course Leaders will provide students with the necessary advice on how to get registered with the external professional Examination Bodies. The onus is on the student to ensure that he/she is registered to enable him/her to take such examinations.

## **Punctuation**

Punctuation is defined as the use of standard signs to divide words into phrases, clauses and sentences to clarify meaning. It is also used to maintain the coherence and cohesion of writing. For example, commas which are used in English to separate words and make the text easy to read can give meaning, consider the following sentence.

- (1) My cousin who lives in France arrived.
- (2) My cousin, who lives in France, arrived.

In sentence 1 the relative clause is a restrictive apposition, whereas the sentence in 2 which uses commas is non-restrictive. In other words, sentence 1 means that the speaker has a number of cousins, one of them lives in France. So, the subject can only be identified to the listener through the relative clause "who lives in France". The modification in sentence 2 is not essential for identifying the subject.

The other punctuation markers can also give meaning, such that colon is used for introducing a quotation, an explanation, a description, a list of items. See also the use of semicolons, periods, question markers, etc.

Traditionally, punctuation was not utilized in Classical Arabic. As a matter of fact, there were some punctuation markers introduced in Classical Arabic but were limited to the Holy Qur'an. Such markers are drawn above words to indicate pauses, non-pauses, and so on. The other registers in Arabic lacked such markers. However, punctuation in its modern sense is not employed in classical Arabic texts. This is because writings and speeches were transmitted orally in the early days of Islam. The Qur'an and Hadith themselves were first transmitted orally and from scattered scrolls. As far as I know, the main purpose of the early Arabic writings was to be delivered to the people orally, since books were not widely used in the Muslim world because of the high cost of the manual writing and copying. So, the Arabic style relied heavily on phonic tools even in writing. This is why Arabic favors coordinators which are more explicit than subordinators. For example, و "and" ف "then/and" used in Arabic to start a new sentence and even a new paragraph because punctuation markers were not considered before. In the same vein, many punctuation markers are lexicalized in Arabic. For example أما بعد which marks the end of a preamble and the beginning of the

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body of the message. We can simply ignore it and start a new paragraph. This is the typical English use. However, if we want to produce a literal translation, especially in the Prophet's sayings we can use an equivalent phrase which introduces a transition such as "*Now, with this in mind, having said so, etc.*".

Today the Arabic language is influenced by the modern developments in writing, including punctuation. However, it is subject to the writer's taste and discretion. In other words, it is inconsistent and arbitrary. It does not necessarily have to follow the exact signs of the TL text. Furthermore, some punctuation markers are misused in Arabic. For example, "...", which is used for ellipsis in English is used for a long pause or change of tone in Arabic. Also, some translators combine some punctuation signs for the sake of emphasis such as ":-" which is used instead of colon, "?!", for emphatic questions and "!!" for strong interjection.

We may also find some lexical devices used in Arabic to give the same functions of the English punctuation marks such as "هذا"، "هذا و".

هذا من ناحية، ومن ناحية أخرى

هذا وقد قام الرئيس بزيارة

هذا؛ وإن معالي الشيخ ... قد أجاد في هذا الكتاب وأفاد.

In these cases the translator can drop the lexical item and start a new sentence as follows:

H.E. Sheikh ... has profoundly expounded the subject matter of this book.

**Student Tip:**

A comma is used at the end of the fronted independent clause and is dropped otherwise.

**Examples:**

Because she was sick, she didn't come to attend the speech.

She didn't come to attend the speech because she was sick

**EXERCISES**

***Underline Circle the equivalent punctuation marks, underline the missing ones and subscribe those marks that do not exist in the original text.***

---

أراح أبو قيس صدره فوق التراب الندي، فبدأت الأرض تخفق من تحته: ضربات قلب متعب تطوف في ذرات الرمل مرتجة ثم تعبر إلى خلاياه... في كل مرة يرمي بصدره فوق التراب يحس ذلك الوجيب كأنما قلب الأرض ما زال ، منذ أن استلقى هناك أول مرة، يشق طريقاً قاسياً إلى النور قادماً من أعماق أعماق الجحيم، حين قال ذلك مرة لجاره الذي كان يشاطره الحقل، هناك، في الأرض التي تركها منذ عشر سنوات، أجابه ساخراً :

"هذا صوت قلبك أنت تسمعه حين تلتصق صدرك بالأرض" (غسان الكنفاني، رجال في الشمس).

Abu Qais rested on the damp ground, and the earth began to throb under him with tired heartbeats, which trembled through the grains of sand and penetrated the cells of his body. Every time he threw himself down with his chest to the ground he sensed that throbbing, as though the heart of the earth had been pushing its difficult way towards the light from the utmost depths of hell ever since the first time he had lain there. Once when he said that to his neighbor, with whom he shared the field in the land he left ten years ago, the man answered mockingly: 'It's the sound of your own heart. You can hear it when you lay your chest to the ground' (Kanafani, 21).



(As far as we know, photo is public domain)

### How sentences are made?

The way in which sentences are put in Arabic differs from that in English. In English, the division between sentences is consistently indicated by a period (full stop). In Arabic, on the other hand, the range of the Arabic sentence could be quite bigger than in English. For instance, we may find the subject or the object of a given sentence is located far apart in the sentence irrespective of how many words intervening between it and its verb, so long as the referential pronoun is considered. So, it is left to the translator's discretion to divide long Arabic sentences into smaller ones that correspond to the English sentence. Let us consider the following example:

تولاك الله بحفظه وأعانك على شكره ووقفك لطاعته وجعلك من الفائزين برحمته ذكرت - حفظك الله أنك قرأت كتابي في تصنيف حيل لصوص النهار وفي تفصيل حيل سراق الليل وأنت سددت به كل خلل وحصنت به كل عورة وتقدمت بما أفادك من لطائف الخدع ونبهك عليه من غرائب الحيل فيما عسى ألا يبلغه كيد ولا يجوز مكر وذكرت أن موقع نفعه عظيم وأن التقدم في درسه واجب وقلت: اذكر لي نوازل البخلاء واحتجاج الأشحاء وما يجوز من ذلك في باب الهزل وما يجوز منه في باب الجسد لأجعل الهزل مستراحا والراحة جهاما فإن للجسد كذا يمنع من معاودته ولا بد لمن التمس نفعه من مراجعته.

May Allah take you to preserve you under His charge, aid you to show Him gratitude and set you among those to receive His mercy. You remarked, Allah preserve you, that you have read my book on the classification of the ruses of thieves who rob by day and the detailed exposé of the tricks of thieves who rob by night. (You also remarked) that thereby you have stopped up each crack and fortified each breach, surpassing (others) through what it told you of subtle deceits and strange devices against which it cautioned you—that perchance no stratagem will succeed in countering or cunning manage (to foil).

You remarked (furthermore) that it has been of great benefit (to you) and that it is essential to devote oneself to) the study of it.

"Tell me", you say, "humorous anecdotes of misers and the logic of stingy persons—those falling under the heading of pleasantries into a means of relaxation and relief. For seriousness involves exertion that impedes reversion to it and he who wishes to benefit by it must keep coming back to it."

You can notice in the above example quoted from the *Book of Misers* by Al-Jahiz, translated by Serjeant (2000) that one Arabic sentence (ending with a full stop) was translated into six in English. This sort of coordination can continue for the whole paragraph. Then the translator has to split such coordinated sentences into shorter ones which can conform to either a coordinate or subordinate English sentence.

### **Paragraphing**

A paragraph is a group of sentences that discuss one central idea. However, this device is not used in Arabic as a division of ideas and thoughts. Sometimes the translator tends to split the Arabic paragraphs when he feels a given paragraph became longer than the other paragraphs in the same text. Another time s/he produces extremely short paragraphs that fragment ideas. Actually, the main function of paragraphing is not for decoration; it is rather for maintaining the cohesion of the text and to minimize memory load. Paragraphing makes the process of reading and assimilating the text

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easy by dividing the ideas and information presented in the text into manageable sections.

Bearing in mind the nature of paragraphing in English vs. Arabic we would be able to play with sentences within the paragraph contours to improve the textual effectiveness of a TT. But it is not common in translation to divide a long paragraph into short ones or joining short paragraphs together to form a long one because this may render incohesive paragraphs. In fact, we need to stick to the main function of paragraphing, namely, the division of ideas and thoughts.

Strictly speaking, reparagraphing may be necessary in Arabic-English translation to be in conformity with the TT system of structural paragraphs. On the contrary, when we translate from English into Arabic, we can switch to the Arabic style of paragraphing, bearing in mind that we still can keep the main function of paragraphing: Each paragraph should discuss a central idea.

### **Abbreviations**

Full stops may or may not be used between capitalized initials, e.g. UN, USA, UK, PTO = U.N., U.S.A. U.K. P.T.O. With lower case letters it is less common to leave out the full stop, e.g. i.e., e.g. Shortened forms of words have also full stops, e.g. Prof., ave., tel. When the last letter of the abbreviation is also the last letter of the word the full stop is dropped, e.g. Dr, Mr, etc.

For Translation from English into Arabic we mostly spell out abbreviated forms and acronyms because they are not common in Arabic. However, some abbreviations and acronyms of international organizations are widely used in their English form such as;

UNESCO, FIFA, GATT

يونسكو، فيفا، اتفاقية الجات

The translator has to find out the full form of the English abbreviation or acronym to give the translation. Then s/he has to translate the full form into Arabic. If a given abbreviation is commonly used in a certain domain, the translator define it the first time it is mentioned such as:

صلى الله عليه وسلم

Peace be upon him

**UNIT FOUR**

**TRANSLATION OF NEWS HEADLINE**

UNIT FOUR

# *Translation of News Headlines*

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## **Irregular Sentences**

**T**here are several ways in which sentences undergo irregularities. Sometimes we come across verbless sentences or sentences which lack auxiliary verbs, articles or finite forms. Such a diversion from the grammar of continuous discourse is not used haphazardly. It is mainly used for packing content words into small spaces. “Language so used may be termed ‘block language’. It appears in such functions as labels, titles, headings, notices, and advertisements (Quirk and Greenbaum: 1985, 205). For example,

### **Election a landslide for socialists**

In the above example, you can notice that the verb is missing. Therefore, many students may have difficulty in understanding newspaper headlines because of such missing items.



Having a quick look at the English headlines, we may spot some common features as follows:

- Use of verbless Noun phrases
- Use of verbs in the present tense (or sometimes future tense) and passive voice.
- Dropping of articles (a, an, the).

### **(1) Verbless Noun Phrases**

Newspaper headlines often contain verbless nominal phrases as in the following examples:

*A season of Christmas carols*

*Under Pressure from Boss*

*Unexpected Visit*

*Overwhelming Response of Voters*

---

To translate such headlines we should get further information about the vocabulary related to the subject and purpose of such headlines.

## **(2) Noun Strings**

Nouns may also be packed in headlines uninterruptedly, forming strings of three, four or more nouns together:

*A presidential tax cut*

*Widow Pension Pay Committee*

*Landscaping Company Disturbance Regulations*

*Mustang Referral Customer Complaint*

In this case we should recognize the head of the nominal phrase as the first key to translate the headline.

## **(3) Various Verb Changes**

The verbs used in headlines undergo some changes for the sake of simplicity.

(a) Present tense replaces past simple tenses:

*Bush wins presidency.*

(b) Simple tenses are used instead of continuous and perfective forms:

*Forgotten Brother Appears [ A forgotten brother has appeared (after a long period of time)].*

*Professors Protest Pay Cuts [Professors are protesting pay cuts (at the university)].*

(c) Infinitive forms are used to indicate future tenses:

*Mayor to Open Shopping Mall [The mayor is going to open a new shopping mall].*

*James Wood to Visit Portland [James Wood is going to visit Portland soon].*

(d) Auxiliary verbs are dropped in the passive forms;

*New housing scheme commissioned at Glasgow [New housing scheme **was** commissioned at Glasgow].*

*Man Killed in Accident [A Man **has been** killed in an accident].*

#### **(4) Dropping of Articles**

Articles are also dropped to keep the economy of language:

*Kabul hit by new suicide bomb [Kabul was hit in **a** new suicide bomb].*

*President Declares Celebration [The president has declared **a** celebration].*

*Old man finds rare coin [**An** old man finds **the** rare coin].*

#### **Translation Procedure**

**First step:** you should have a look at some more information throughout the text before giving your translation. In doing so, you can have a good idea of the theme and

assimilate it accurately. For instance, consider the following headlines coupled with some detail below to know the real structure of the headline.

### **Austin home to more high skilled immigrants than other Texas cities**

While highly educated immigrants represent a sharply growing number nationally, Austin and other Texas metro areas continue to have larger numbers of low-skilled immigrant workers, according to a national study released today.

### **Israel admits air strike on Syria**

Israel confirms for the first time that it carried out a strike on a Syrian military site almost a month ago.

### **Kabul hit by new suicide bomb**

At least 13 people were killed in the second suicide attack in the Afghan capital, Kabul, in four days.

Now have a look at some headlines in Arabic newspapers:

**إسرائيل تفرج عن 29 معتقلا من غزة.. وتعتقل 500 فلسطيني خلال شهر سبتمبر!**

في الوقت الذي أفرجت فيه إسرائيل أمس عن 29 أسيرا فلسطينيا من سكان قطاع غزة في خطوة وصفت

بأنها جاءت لدعم الرئيس الفلسطيني محمود عباس (أبو مازن) كشف تقرير دولي عن أن قوات الاحتلال

الإسرائيلي اعتقلت ما يزيد على 500 فلسطيني خلال شهر سبتمبر الماضي.

**البريطانيون يسحبون ألف جندي من العراق**

رئيس الوزراء البريطاني جوردن براون يقول إن ألف جندي بريطاني سيغادرون العراق قبل نهاية العام.

ومخاوف من اندلاع قتال بين الميليشيات في البصرة

ملك الأردن يتوجه إلى الكويت

يتوجه العاهل الأردني عبد الله الثاني إلى الكويت اليوم الأحد لإجراء محادثات مع أميرها الشيخ صباح

الأحمد الجابر الصباح.

**Second step:** Identify the irregularity of the newspaper headlines according to the following categories (Note: some headlines may contain one or more irregularities):

- Use of verbless Noun phrases
- Use of verbs in the present tense (or sometimes future tense) and passive voice.
- Dropping of articles (a, an, the).

**Third step:** Translate the headline.

### EXERCISES

*Give the appropriate category of irregularities of newspaper headlines:*

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- (a) Use of verbless Noun phrases
- (b) Use of verbs in the present tense (or sometimes future tense) and passive voice.
- (c) Dropping of articles (a, an, the)
- (d) Noun Strings

Headlines	(a), (b) (c) or (d)
<b>Forgotten Brother Appears</b>	
<b>Clinton in Bulgaria this week</b>	
<b>Old man finds rare coin</b>	
<b>Bush hires wife as secretary</b>	
<b>Pope dies in Vatican</b>	
<b>Sugar unsustainable in present form</b>	
<b>Difficult Times Ahead</b>	
<b>James Wood to Visit Portland</b>	
<b>Landscaping Company Disturbance Regulations</b>	
<b>Man Killed in Accident</b>	
<b>Mayor to Open Shopping Mall</b>	
<b>Mustang Referral Customer Complaint</b>	
<b>Overwhelming Response of Voters</b>	
<b>Passerby Sees Woman Jump</b>	
<b>President Declares Celebration</b>	
<b>Professors Protest Pay Cuts</b>	
<b>Tommy the Dog Named Hero</b>	
<b>Under Pressure from Boss</b>	

*II. Translate each of these headlines into Arabic.*

Clinton is in Bulgaria this week.

.....  
An old man finds the rare coin.  
.....

Bush hires a wife as his secretary.  
.....

The Pope died in Vatican.  
.....

**Circle the subjects and the verbs in the following headlines.**

- 1 - Rocket Man plans world record bid on bike
- 2 - Shell unveils robot petrol pump attendant
- 3 - Sensors silence noisy vibratory bowl feeders
- 4 - PEEK polymer high performance plastic replaces metal
- 5 - Centralized network slows auto-theft
- 6 - Bluetooth Solution Enables Access To Ethernet Networks

**Identify the function of the underlined words (adjective), (noun), (verb) in the following headlines.**

- 1 - Knowledge (is) driving innovation
  - 2 - Optimise magnetics using planer technology
  - 3 - Improving sound deadening
  - 4 - Drive-by shopping arrives
  - 5 - Surfing sitting on a bench
  - 6 - Disappointing results from stockmarket
  - 7 - Tyre Pressure Monitoring
-

**UNIT FIVE**

**TRANSLATION OF SIGNS AND PUBLIC NOTICES**

UNIT FIVE

# *Translation of Signs and Public Notices*

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**A**nother field which employs economy of language is public notices. In signs and notices we also tend to pack content words into small spaces. Signs are used worldwide for giving directions or for identification or advertising purposes. They include words of caution, legal reminders, public notices, slogans, advertisement, traffic notices and so on. So the basic functions of signs and notices are descriptive, instructive or restrictive.

The differences in cultures, social systems, values, and thought are reflected in linguistic structures. The translator tries to work as a mediator between languages or rather cultures. To perform his/her communicative role, the translator tries find equivalent target culture situation. This sort of equivalence may be understood by some translators to suggest one-to-one relationship between ST and TT items. Let us have a look at the translation of the following signs into Arabic:

<b>Forbidden is the entrance</b>	ممنوع الدخول
<b>With the well-being</b>	مع السلامة
<b>Forbidden is smoking</b>	ممنوع التدخين

Although the above translation gives the equivalent meaning of each word, it is not typically used by the English speaking people. So we should move to a more dynamic and communicative level of equivalence.

<b>No entry</b>	ممنوع الدخول
<b>Goodbye</b>	مع السلامة
<b>No smoking</b>	ممنوع التدخين

The translator then must consider the aim or purpose of signs. In technical terms, this is called Skopos Theory (Vermeer, 1996), which means “the end justifies the means’ (Nord 2001;29).

To pursue the premise, translators should use the corresponding English equivalents to translate the signs or notices. Otherwise they have to create their own expressions concerning the culturally-bound signs in the Arabic or English languages.

When the translator tries to communicate a linguistic element that is linguistic-specific or culture-specific and fails to get the message across, s/he might end up being a source of humor. Let us have a look at the following pictures.



Traffic signs also play an important role in guiding, prompting and restricting. The same approach followed in translating public notices and signs, mentioned above, should also be pursued here; i.e. to consider the aim or purpose of signs. But we can notice different wording of these signs across the Arab countries though they are internationally standardized as shown in the figure below.



### EXERCISES

*I. Translate the following signs into Arabic.*

---

No exit

.....

Keep right

.....

Mind your steps

.....  
Out of order.

.....  
No Trespassing

.....  
Staff Only

.....  
Dogs Not Allowed

*II. Translate the following signs into Arabic.*

---



STOP



NO PARKING



NO BIKES



ONE WAY



CROSSING LINE



TURN LEFT



TURN RIGHT

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## Appendix

### Some Common Mistakes and Misused Words in English

**advice vs advise** Advice (noun): information; recommendation  
Example: "All professors allocate some hours for academic advice."  
Advise (verb): to give information and recommendation.  
Example: "He advised me to take the medicine in time."

---



**affect vs effect** **affect** is generally used as a verb meaning to change something or someone, influence.

*Example: The noise outside **affected** my performance.*

**effect** is usually a noun meaning result, impact, or impression. It can also be used as a verb meaning "bring about".

The school will **effect** this policy as of January 11<sup>th</sup> next year.

**effect** as a noun is followed by the preposition *on*:

*Example: His advice had a great **effect** on me.*

---



**aid vs aide** **aid** (noun) help, assistance, (verb) to help or assist.

**aide** means assistant.

---



**alone / lonely** **Alone** (noun and adjective) means being without or apart from others

*Example: "He lives **alone**."*

**Lonely** (adjective) means being without companions, it gives a sense of unhappiness by being alone.

*Example: "I feel **lonely**."*

---



**apart vs  
a part**

**Apart** (adv) at a distance in place, position or time.

*Example: I always feel unhappy when we're apart.*

A **part** (noun) a portion, division or piece of a whole.

*Example: I feel that I am a part of the family.*

---



**Assure vs  
ensure vs  
insure**

**assure** (verb): To “assure” a person of something is to make him or her confident of it.

*Example: The man **assured** us that the train would be on time.*

**ensure** (verb) to “ensure” that something happens is to make certain that it does.

*Example: Our precautions **ensured** our safety.*

**insure** (verb) to “insure” is to issue an insurance policy.

*Example: He **insured** his house against fire yesterday.*

---



**beside vs  
besides**

**beside** (preposition) means at the side of or next to.

*Example: The school is beside the train station.*

**besides** (adverb, preposition) means in addition to or also.

*Example: Besides juice, we had some juice.*

---



**complement  
(v) vs  
compliment  
(n)**

**Complement** (verb) means to complete or brings to perfection.

*Example: "These two ideas **complement** each other perfectly."*

**Compliment** (noun) means an expression of praise, admiration or congratulation.

*Example: "It was the nicest **compliment** anyone had ever paid me."*

---



**council vs  
counsel**

**Council** is a group of people elected or chosen who make decisions or give advice on a particular issue.

*Example: "The university **council** will meet next month."*

---

**Counsel** (verb) means to give advice, especially on social or personal problems.

*Example: "He counsels the students at risk on how to pass."*

**Counsel** (noun) means advice.

*Example: "Tutors give counsel to students at risk."*

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**councillor vs  
counsellor**

**Councillor** (noun) means a member of a council.

*For example: "He was elected to be a councillor in 1998."*

**Counsellor** (noun) (1) someone who gives counsel; an advisor.

(2) an attorney

*Example: "Students can see their academic counselor if they have personal problems."*

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**decent vs  
descent**

**Decent** is an adjective meaning socially acceptable or good.

*For example: Everyone should be entitled to a decent standard of living.*

**Descent** is an act or an instance of descending, a slope, lineage.

*Example: His career went into a rapid descent after his illness. / "He is of an African descent."*

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**dairy vs diary**

**dairy** (noun, adjective) means relating to milk.

*Example: Butter and cream are **dairy** products*

**diary** (noun) means a daily record, particularly a personal record of events.

*Example: Your journal is your **diary**.*

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**discreet vs  
discrete**

**Discreet** (adjective) means showing wise self-restraint or modest.

*Example: She was discreet about her former relationships. (tactful, discerning)*

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**Discrete** (adjective) means separate.

*Example:* The book was divided into discrete sections, each written by a different author.

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**every day vs  
everyday**

**Every day** - every (determiner) + day (noun).

*Example:* You have been late for school every day this week.

**Everyday** (adjective) means appropriate for ordinary days or routine occasions

*Example:* I have a suit for everyday wear.

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**hard vs hardly**

**Hard** (adjective) means solid, industrious, or difficult.

*Example:* This candy is **hard** to eat.

He is a **hard** worker.

**Hardly** (adverb) means barely, or almost not.

*Example:* I could hardly hear the teacher.

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**holiday vs  
weekend**

A **holiday** (noun), a time, often one or two weeks, when someone does not go to work or school but is free to do what they want, such as travel or relax. You usually have to book your holiday with your boss.

*For example:* "Where are you going on holiday this year? Somewhere nice I hope."

**The weekend** (noun) - the time from Saturday and Sunday, or Friday evening until Sunday night. It's the part of the week in which most paid workers living in the West do not go to work. It is a time for leisure and recreation, and/or for religious activities.

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*For example:* "What are you doing this weekend? Anything nice?"

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**homework vs  
housework**

**Homework** (noun) - refers to tasks assigned to students by teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home.

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*For example: "A lot of students in the UK get too much homework."*

**Housework** (noun) - refers to domestic household chores such as cleaning and cooking.

*For example: "I never seem to have enough time to do the housework. There's always something that needs dusting or polishing."*



**illicit vs elicit** *illicit* means illegal, outside the law.

*Example: "Illicit relations may lead to jail."*

*elicit* means to draw out, to arrive at by logic.

*Example: "The lawyer tries to elicit a description of the attacker from the witness."*



**lay vs lie**

**Lay** is an irregular transitive verb (lay / laid/ laid - laying). It needs a direct object. It means to put something or someone down (often in a horizontal position).

*For example: "Lay your head on the pillow."*

**Lie** is an irregular intransitive verb (lie / lay / lain - lying). It does not take a direct object. It means to rest in a horizontal position<sup>1</sup> or to be located somewhere<sup>2</sup>.

*For example: "If you are tired lie here and have a rest."<sup>1</sup>  
"Nottingham lies in the Midlands."<sup>2</sup>*

!Lie also means to say something that isn't true but it takes the following form (lie / lied / lied - lying).



**lay down vs lie down** **Lay down** has several different meanings.

If you lay something down it can mean you officially establish a rule, or officially state the way in which something should be done.

*For example:-*

*Please follow the rules laid down by the administrator.*

If you lay something down your weapons it means you stop

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fighting.

*For example:-*

*They laid down their guns and surrendered.*

If you lay wine down it means you are storing it for drinking in the future.

*For example:-*

*I laid down this bottle in 1998, it should be perfect for drinking now.*

**Lie down** means to move into a position in which your body is flat, usually in order to sleep or rest.

*For example: "If you are tired lie down and have a rest."*



**look after vs  
look for**

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**To look after;** means to take care of or be in charge of something or someone.

*For example: "I often ask my mother to **look after** the children."*

**To look for;** means to try to find something or someone.

*For example: "I am **looking for** my keys. Have you seen them?"*



**look at vs  
watch**

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In this context **look** is usually followed by the preposition **at**.

When you **look at** someone or something you are interested in the appearance.

Generally we **look at** things that are static.

*For example:*

*Look at these photos, they're really good.*

*I went to the art gallery to look at the exhibition of paintings.*

**Watch** is a verb.

When you **watch** someone or something you are interested in what happens.

Generally we **watch** things that move or change state.

*For example:*

*I watch TV every night.*

*The security guard watched the shoplifter steal the clock.*

!If I say to you "Look at him!" I mean for you to check out his appearance. But, if I say to you "Watch him!" I mean it as a warning.



**look forward / forwards vs look forward to** If you *look forward / forwards* it simply means you are looking ahead of you.  
*Look forward to* is a phrasal verb.

When you *look forward to* something, you feel happy and excited about something that is going to happen.

*For example:-*

*I always look forward to seeing my family and friends when I travel to England.*



**look over vs overlook** *Look over* is a phrasal verb.

When you *look over* something or someone you quickly examine it or them.

*For example:-*

*I asked my teacher to look over what I had written.*

*Overlook* is a verb.

When you *overlook* someone or something you fail to notice or consider it or them.:

*For example:*

*I think my teacher overlooked some of my mistakes.*

!Look over is two separate words, overlook is one word.



**loose vs lose** *Loose* (adjective) means not fixed properly or too large.

*For example:-*

*My headphones weren't working, because a wire was loose.*

**Lose** is a verb that means to no longer possess something because you do not know where it is, or because it has been taken away from you.

*For example:*

*A lot of people will lose their job if there is a recession.*



**most vs the most**

Most without an article is usually used as an adjective, which means almost all.

For example:-

- They ate most of the cake.
- Most days I go for a jog.

It's also used to form the superlative where it goes in front of most adverbs.

For example:-

He objected to the results of the election most strongly.

The most is usually used to form the superlative where it goes in front of longer adjectives.

For example:-

The Miss World competition is held every year to find the most beautiful woman in the world.

!Note - This is only a general rule - as ever there are exceptions.



**most vs mostly**

Most without an article is usually used as an adjective, which means almost all or the largest part.

For example:-

- Most days I go for a jog.
- They ate most of the cake.

It's also used to form the superlative where it goes in front of most adverbs.

For example:-

- He objected to the results of the election most strongly.

Mostly is an adverb. It's not used very often. It means generally, mainly, chiefly, usually etc.

For example:-

- They're mostly good people, although they have made a few mistakes.



**overtake vs  
takeover / take  
over**

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Overtake is a verb.

It can mean to go beyond something by being better, or if you're driving to come from behind another vehicle or a person and move in front of it.

For example: You should always check your rear view mirror before you overtake another car.

Takeover as a noun is used when one organisation gains control of a company by buying most of its shares.

For example: In September 2006 Merck announced their takeover of Serono SA.

Take over as a phrasal verb means to get control of a company by buying most of its shares.

For example: Merck finally took Serono over in 2007.

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**personal vs  
personnel**

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Personal is an adjective.

It can mean relating to or belonging to someone.

For example: Your personal belongings are the things that belong to you.

It can relate to the private parts of someone's life, including their relationships and feelings.

For example: If you have personal problems, it means you have problems that are private and sensitive to you. Perhaps problems in a relationship.

It can also mean something that is designed for or used by one person.

For example: a personal computer or stereo.

And it can relate to your body

For example: when talk about personal hygiene.

!If you are rude about or offensive towards someone it could be said that you are being personal.

Personnel is a noun.

The people who work for an organisation are the personnel.

For example: military personnel are the members of an army.

The department of an organisation that deals with finding people to work there, keeping records about them, etc is the Personnel Department. The head of that department is the personnel manager.

For example: "I need to speak to someone in Personnel."

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!Many businesses have renamed their Personnel Department to 'The Human Resources Department' or HRD for short.

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**practice vs  
practise**

Practice is a noun  
For example: We need to put these ideas into practice.  
Practise is a verb  
For example: To learn English well you have to practise.  
!Note - This is only true in British English.  
!Note - Often in British English the noun form ends in ...ice and the verb form ends in ...ise.

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**precede vs  
proceed**

Precede is a verb that means to be or to go before something or someone in time or space.  
For example: Ecological extinction caused by overfishing precedes other human disturbance to coastal ecosystems.  
Proceed is a verb that means to continue as planned.  
For example: The government has decided not to proceed with the legislation.  
Thanks to Komala.

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**principal vs  
principle**

Principal as an adjective means first in order of importance:  
For example: The Mississippi is the principal river of the United States.  
Principal as a noun can mean the head teacher in a school or college:  
For example: The teacher sent the unruly student to see the principal.  
Principal as a noun can also mean the original amount of a debt on which interest is calculated  
For example: She lives off the interest and tries to keep the principal intact.  
Principle is a noun which means a basic idea, standard of behaviour or rule that explains or controls how something happens or works:  
For example: The country works on the principle that all citizens have equal rights.

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**raise vs rise**

When used as a verb they both have the same general meaning of "to move upwards", the main difference is that rise is an intransitive verb (it does not take an object), while raise is a transitive verb (it requires an object):  
As you can see from these examples, (nobody is pushing up the sun!), whereas (Mary moved her hand upwards/The government make laws to increase taxes).  
rise (v) Something rises by itself

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For example:-

The sun rises in the east.

The chairman always rises to the occasion.

I will rise tomorrow morning at 6 a.m. to walk the dog.

Rise is an irregular verb: rise / rose / risen

raise (v) Something else is needed to raise something.

For example:-

Lynne raised her hand.

The government is going to raise taxes.

They can't raise the Titanic.

Raise is a regular verb: raise / raised / raised



**regard /  
regardless /  
regards**

Regard v. usually means to have an opinion about something or someone.

For example: "I regard the theatre as the greatest of all art forms." Oscar Wilde

It can also mean to look carefully at something or someone.

For example: The students regarded me with horror as I entered the classroom.

Regardless adv. means not being affected by something.

For example: I went ahead with the test regardless of the students opposition.

Regards is simply a greeting.

For example: Please give my regards to your parents when you see them.

For Nhunggh



**remember vs  
remind**

To remember v. meaning to be able to bring back a piece of information into your mind, or to keep a piece of information in your memory.

For example:- I remember when every home had clotheslines in the back yard or garden.

To remind v. meaning to make someone aware of something they have forgotten or might have forgotten.

For example:- Could you remind me to check the forum?

!Note - If you remind someone of something, then they'll remember it.



**to see vs  
to watch**

To see means to be aware of what is around you by using your eyes.

For example: "I can see the smoke from here."

To watch means to look at something for a period of time, especially something that is changing or moving.

For example: "I watched the cricket."

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!Note - We watch things that move, such as TV, a film, sport. We look at static things, such as a photograph, a painting, the stars.

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**shortage vs  
shortness**

Shortage is a noun meaning when there is not enough of something.

For example: There is a shortage of skilled workers in the industry.

Shortness is a also a noun meaning the condition of being short spatially.

For example: Shortness in children and young adults nearly always results from below-average growth in childhood.

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**so vs such**

So when used as in front of an adjective or an adverb means very.

For example: "My English teacher is so patient. She teaches us so well."

Such when used as a determiner can be used in front of a noun or an adjective and a noun to show extremes, you can't use it in front of adverbs.

For example: "She is such a patient teacher."

!Note - Remember that without the noun you need to use "so."

such + a + patient + teacher

so + patient

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**stationary vs  
stationery**

Stationary means standing still or not moving

For example: "The car was stationary."

Stationery means the items needed for writing, such as paper, pens, pencils and envelopes.

For example: "It is the secretary's job to order the stationery?"

!'e' is for envelopes 'a' is for automobiles.

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**take care  
vs  
take care of**

Take care is used when saying goodbye to someone. It actually means "Take care of yourself."

For example: "Bye! Take care. "

Take care of means to look after someone or something:

For example: "You should take care of your new car, it cost a lot of money."

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**travel, trip  
voyage or  
journey?**

Travel (v) is used in general terms as a verb - it usually means to change location. The word travel is very rarely used as a noun.

For example: I have to travel a lot for work.

Trip (n) is often substituted for the word 'holiday' when the travelling distance was short.

For example: How was your trip?

It is often used in connection with business.

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For example: I have to travel a lot for work. I am off on another business trip next week.

Trip (v) has a totally different meaning. It means to nearly fall over.

For example: I tripped over the carpet and sprained my ankle.

Voyage (n) is usually a long journey by boat. The word voyage is very rarely used as a verb.

For example: The voyage to South Africa took over six weeks.

Journey (n) is used more in British English than American English. It means the 'piece' of travel between 2 or more points.

The word journey is very rarely used as a verb.

For example: The journey from Darmstadt to Nottingham takes 12 hours.



**used to vs used to do** Used to can be used as an adjective and we use it to talk about things that have become familiar, and are no longer strange or new.

For example: "I am used to mistakes now."

You can also be used to doing something.

For example: "I am used to making mistakes now."

Used to do - If we say something used to happen we are talking about repeated events and actions in the past, usually things that happened a long time ago and are now finished.

For example: "I used to smoke."



**wander vs wander** **Wander** (verb) means to travel aimlessly.

*Example:* "I often wander through the woods, it helps me think."

**Wonder** (v) means to consider or question some issue.

*Example:* "People often wonder whether I really run this website alone ."

**Wonder** (n) means the feeling aroused by something strange and surprising.

*Example:* "The pyramids are a wonder to behold."



**wary vs weary** **wary** means suspicious.

*Example:* He is taught to be **wary** of strangers.

**weary** (adj.) means tired

*Example:* He became **weary** of long delays.