

**ENGLISH—ARABIC**

# **TRANSLATION MANUAL**

**Level I**

by

**M.M. Enani**

The Department of English

Cairo University

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## PREFACE

This book, this Manual of English-Arabic Translation, is a course for beginners whose mother tongue is Arabic but who have learnt English as a second language for a number of years. It is a preliminary, though not necessarily too elementary, course in English-Arabic Translation : those who can read and understand English will find it a useful beginning (if they want to practise translation either as a help in their jobs or as a career). The emphasis throughout is on syntactical and morphological transformations in the process of rendering English into Arabic. The method is therefore designed to help the student translate the passages given himself / herself with the help of Arabic translation(s) of the new / difficult-to-translate words, and a full guide to the teacher who may undertake to give this course. Although addressed to the teacher mostly, my notes (appended to each passage) are also addressed to the learner. The user is therefore encouraged to read what I have called ‘exercises’ and see what he/she can get out of them. I have not confined my comments to problem words and phases, or, indeed, to how to undertake the aforementioned transformations : sometimes I go out of my way to explain a grammatical rule in English or in Arabic, all part of the well-known ‘contrastive analysis’ technique, and sometimes I point out some of the common mistakes in both languages and ways to correct them.

The subjects of the passages chosen are varied enough to provide the learner with knowledge of the *essential English vocabulary and*

*structures* needed as a basis for further translation drills. The passages are graded in difficulty from easy to difficult and are of varied styles, too, which has given me the chance to say a word or two on handling various styles. They are short and three or more can be done in one 90-minute teaching session : in fact I expect four to be done in class while the notes are studied by the teacher and the learner (as homework). Eight long teaching sessions should then cover the whole manual, and —— especially if all the words and exercises are learnt —— should form a solid basis for more specialized courses.

Part II of the Manual contains the ‘key’ : Arabic translations of all 32 passages which should not, however, be regarded as ‘model’ answers or final texts. As I explain in the Exercises, more than one version is acceptable and some students may even do better than me.

I am especially grateful to my friend and colleague Dr. Muhammad Abdul-Aaty who has provided me with the texts : he has the rare gift of accurate and successful selection and a high, discriminating taste. I could have used all the forty passages I asked for (and he kindly presented) but for reasons of space I have done only 32.

**M.M. Enani**  
**Cairo, 2005**

## Table of Contents

	<b>Page</b>
<b>PART I</b>	<b>7</b>
<b>Passage (and Exercise number)</b>	
1. Science and Technology	9
2. Yasser Arafat	13
3. My Grandmother	17
4. Margaret Thatcher	21
5. When Nature Roars	27
6. The Arab League Summit	31
7. 65 Political Prisoners Freed	35
8. Arab inspectors for Iraq	39
9. Hizbullah forces launch attack	43
10. China Quake Kills Hundreds	49
11. Cabinet Reviews QIZ Agreement	53
12. UN Rules against Israeli Barrier	57
13. Nuclear Weapons : Can they be stopped ?	61
14. Mubarak, Wade discuss Afro-Arab summit.	65
15. Egyptian-Kuwaiti Summit on regional scene, bilateral ties	69
16. Greek bus Hijackers seek cash and plane	73
17. The Lottery Ticket	77
18. Democracy	83
19. The Media	87
20. Natural Reserves	93
21. Stocks	97

22. Better Zoos	101
23. Sleep	107
24. What is Cholesterol ?	111
25. The Giant's Garden	115
26. Animal Rights	119
27. Effects of TV on Children	123
28. Violence on TV	127
29. Stress	131
30. Women and Society	135
31. Torture Allegations	139
32. Labour in Israel Coalition Talks	143
 <b>PART II :</b>	 147
‘Key’ Arabic Translations of all passages in Part I.	149

# PART I





## (1) Science and Technology

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

(1)

facts	حقائق	science	العلم
relationships	علاقات	technology	التكنولوجيا
has to do with	يتعلق بـ	method	منهج / أسلوب
tools	أدوات	theoretical	نظري
techniques	تقنيات	practical	عملي
procedures	إجراءات	discover	يكشف
implement	ينفذ / يطبق	observable	قابل للملاحظة
an	أداة	phenomenon	ظواهر ( جمع )
implement	مكتشفات	a	( والمفرد )
findings	تمييز	(phenomenon)	الطبيعة
	تقدم	non	يضع / يثبت / يقرر
		nature	ينظم

## Exercise-1

### A) To the teacher

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

١- هناك فرق / اختلاف بين العلم والتكنولوجيا

or

٢- يوجد فرق / اختلاف بين العلم والتكنولوجيا

2. Proceed to illustrate the possibility of doing away altogether with the modal auxiliary (to be) through a simple transformational trick, namely to change
  - a) There is a difference between A and B  
into
  - b) A differs from B

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

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

6. Finally focus on the need to paraphrase words with no equivalent form in Arabic, such as ‘observable’, so as to make the meaning accessible (التي يمكن ملاحظتها) . This is better simplified into either (القابلة للملاحظة) or even better into (التي نلاحظها) . Note that the root meaning of (ملاحظة) will always be there.
7. Finally explain to the students that the words given in Arabic after the passage are commonly accepted as Arabic equivalents so that most Arab readers will get their meaning directly and unequivocally.

**B) Give examples of your own to illustrate the use of verb ‘to be’ in various contexts :**

1. There is a book on the table

أ - هناك كتاب على المنضدة

ب- يوجد كتاب على المنضدة

but the better and more idiomatic is :

ج- على المنضدة كتاب

2. Learning is a continuous process

أ - التعلم عملية مستمرة

ب- يعتبر التعلم عملية مستمرة

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

1. There is a difference between man and woman
2. A distinction must be made between science and technology.

٢-أ - لابد من التمييز بين العلم والتكنولوجيا

٢-ب- لابد من ( إيضاح ) الاختلاف بين العلم والتكنولوجيا

٢-ج- لابد من النص على ما يميز العلم عن التكنولوجيا

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

## (2) Yasser Arafat

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

(2)

textile(s)	منسوجات	capital	عاصمة
merchant	تاجر	under	في ظل / تحت / خاضعة لـ
ancestry	أسلاف	rule	حكم
old	قديم / عريق	oppos	يعارض
maternal	من ناحية الأم	e	يكشف
maternal	خال	reveal	أوائل / أقدم
uncle	( عمّ )	earlies	مبكر / أول / مبادر
(paternal	يقترح	t	ذكريات
uncle	يكسر / يحطم	early	
break into		memo	
smash		ries	

## Exercise-2 :

### To The Teacher :

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

ياسر عرفات ولد فى القاهرة

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

ولد ياسر عرفات فى القاهرة

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

(his father a textile merchant)

That is :

his father *was* a textile merchant

or

his father *worked as* a textile merchant

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

لأب يعمل بتجارة المنسوجات وكان فلسطينياً

The same rule applies to the next structure :

with some Egyptian ancestry

the implication being

*descended from* some Egyptian ancestry

and this is reflected in the Arabic rendering :

ينحدر من بعض الأسلاف المصريين

You would not be wrong to say

وله بعض الأسلاف المصريين

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

his mother from an old Palestinian family

وكانت والدته تنتمي لأسرة فلسطينية عريقة

3. Encourage the student to translate the following sentence according to the above rule. Consult the ‘key answers’ in the Appendix. Show the student why an Arabic auxiliary was added in the translation of ‘then under British rule’.
4. Explain in detail the difference in meaning between ‘little’ and ‘a little’, as well as between ‘few’ and ‘a few’. Without the indefinite article both words have a negative meaning, with the article a positive one. So, when Alexander Pope, the poet, says :

*A little learning is a dangerous thing*

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

أ - من الخطر ( الاكتفاء ) بقدر يسير من العلم

ب- ( لا تقنع ) من العلم بنزر يسير ، فهذا خطر

The bracketed words are implied; but if you say :

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

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

لم أكد أجد دليلاً واحداً يؤكد اتهامك / تهمتك

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

Read this :

Q — Are there students in the classroom ?

A — Yes, quite a few.

س - هل فى الفصل تلاميذ ؟

ج - نعم عدد لا بأس به

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

She lived unknown and few

Could know when Lucy ceased to be

the meaning is negative :

أ - ( عاشت مجهولة ولم يكـد يعرف أحد متى ماتت لوسى )

ب- لم يكن أحد يعرف لوسى فى حياتها

ولم يكـد يعلم أحد متى توفيت

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



### (3) My Grandmother

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

#### (3)

to	أعجب / أتساءل
wonder	على حق / على صواب
(to be)	يشكو
right	كثيراً / في أحيان كثيرة
complain	هذه الأيام / حالياً
frequentl	( يتمتعون ) بحسن السير والسلوك
y	كانوا عليه / كان حالهم
nowaday	حيثما / كلما
s	فرصة
well-beh	يحكى
aved	بالتفصيل
used to	تؤمر / تلزم ( هنا فقط )
be	يحترم
whenever	الأكبر سنأ
opportuni	يذكر

### Exercise-3 :

#### To The Teacher :

1. The passage gives you an opportunity to give your class an initial lesson in semantics. You may only give them rudiments, initially, but these will be basic enough to constitute the reference material needed for the future. Be practical and start with the structure 'I am beginning to'. The tense aspect is significant; the -ing does not always denote a 'continuous' tense as you and I were told in our childhood; it can imply a 'future', or, as here, a simple present. The meaning is therefore 'I have begun', or, more precisely, *am at present in the process of*. It is a simple statement of fact in the present. *Amazingly*, and you have to stress this, the Arabic has no equivalent. Indeed, the common equivalent of the present perfect, or the present simple tense implied, is the Arabic past ! Hence what you have here is simply (بدأت) but not, indeed, *never* (أبدأ) !

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

2. Another problem in the passage concerns the meaning of ('to wonder if he is / to wonder if he isn't'). The meaning of the first is negative, the second positive. This is again a semantic question, but it is essential to the language skills required. The first means :

( أَسْأَلُ لَعْلَهُ لَيْسَ )

and the second :

( أَسْأَلُ لَعْلَهُ يَكُونُ )

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

أَسْأَلُ إِذَا مَا كَانَ / أَسْأَلُ إِذَا لَمْ يَكُنْ

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

( بَدَأْتُ أَقُولُ فِي نَفْسِي لَعْلَهَا عَلَى حَقِّ )

3. You may like to focus on the parenthetical clause, ‘as she frequently does’, explaining that it is better to repeat the Arabic operative verb itself (تَشْكُو) instead of the clumsy (تَفْعَلُ) . Preferably this is followed by the ‘explicitatory’ (قَائِلَةٌ) .
4. Explain the difference in Arabic between (حَسَنُ الْخُلُقِ) and the common (حَسَنُ السَّيْرِ وَالسَّلُوكِ) . The first has problems connected with the general meaning of (خُلُقٌ) and its various interpretations i.e. morality, manners, politeness etc. (See *On Translating Arabic : A Cultural Approach*, GEBO, 2000, by the present author). The latter occurs more commonly in the expression ‘good behaviour’. When a prisoner is released from prison before completing his sentence, the justification normally given is ‘for good behaviour’ and the Arabic equivalent is also used.
5. Devote some time to explaining the different meanings of ‘to tell’, and why in the present context it means to order or command. (See my الترجمة)

6. Encourage the students to use the passive voice in Arabic. ‘She was told’ (كانت تؤمر) echoes the perfectly idiomatic (and Quranic) (فاصدع بما تؤمر). Alternatively, you could say (كان يأمرها) (وكان يأمر أهله). The following sentence in the ‘key’ gives this alternative.
7. Explain the need for cultural adjustment in translating ‘to say please and thank you’. Consult the ‘key’.

## (4) Margaret Thatcher (1979-90)

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

(4)

Prime Minister	رئيس وزراء
graduate	خريج / يتخرج في
master of arts	ماجستير
degree	درجة
research	بحث
barrister	محام
concentrate	يركز
appointments	تعيينات
education	تربية وتعليم
elect	ينتخب
leader	زعيم / رئيس
Opposition	معارضة
tactician	قادر على المناورة / التكتيك
handle	يتعامل مع
disagreement	خلاف

#### Exercise-4 :

##### To The Teacher :

1. The importance of this exercise is difficult to exaggerate : it should teach the student how to handle gender in Arabic translation. The first problem is that as gender does not appear to change the form of a noun (which remains the same in the masculine and feminine cases) English should use a qualifier, such as male or female, man or woman. As we do have gender in Arabic, such qualifiers are unnecessary. So, in a sentence like :

Female workers call for equal wages with men.

The arabic would be

العاملات يطالبن بمساواتهن مع الرجال فى الأجور

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

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

كانت مرجريت ثاتشر أول رئيسة وزراء لبريطانيا

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

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

كانت مرجريت ثاتشر أول امرأة تشغل منصب رئيس وزراء بريطانيا

All ambiguity is thus precluded.

3. Draw the students' attention to the difference between Arabic and English with regard to the expression 'a graduate of' or 'to graduate from' which in Arabic becomes "يتخرج فى" *not* من ! Also draw their attention to the fact that when a noun is used as an adjective, it remains in the singular though its meaning may be plural. Thus the Arabic قانون الضرائب (which consists of a noun plus another in the genitive case) become 'tax law' where 'tax' is now used as an adjective to qualify the 'law'.
4. Impress on your class the need for transformation, consistently. 'Before being elected to' is a peculiarly English expression which cannot be copied or paralleled in Arabic. Therefore you have to change it to 'Before *she was* elected to'. Note, also, that the English expression implies 'being *elected member of*'; and this is what you should do in Arabic.
5. You should impress on your student the need to handle cultural differences adequately. 'The House of commons' is the British equivalent of 'The House of Representatives' (the lower house of the U.S. Congress) and the 'Chamber of Deputies' in France, and the 'People's Assembly' in Egypt. Give the Arabic name for it, as it is generally rendered, but add (بالبرلمان) as to indicate to the inexperienced Arabic reader that it is that which you have in mind.

6. Explain that ‘to hold a ministerial appointment’ means ‘to be appointed to / in a ministerial post, or ‘to be appointed minister’.
7. Use your transformational skills to show the student how to change any initial *reduced clause* used adjectivally or adverbially into a *clause*, a complete sentence in Arabic. In this case the *clause* would be ‘She was elected leader of her Party’; and here you have a choice : either to keep the passive voice or to change it into an active voice. So, you may either opt for

المعارضة ( وانتُخِبَتْ رئيسةً لحزبها ) فى

or the active :

المعارضة ( وانتخبها حزبها رئيسةً له . ( أثناء وجوده فى

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

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

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

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



وقد عُرِفَتْ بزعامتها القوية  
وقد عُرِفَتْ عنها قوة الزعامة

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

عَرَفَ الناس فيها / عنها قوة الزعامة

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

ولقد اشتهرت بزعامتها القوية / بقوة الزعامة

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

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



## (5) When Nature Roars

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

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

### (5)

up to	ينتوى / يقصد (هنا)	march	يسير / يزحف
unleash	يطلق الزمام / يطلق	up and down	جيئة وذهاباً
rage	غضب / حنق	globe	الكرة الأرضية
wrath	غضب / حنق	mercilessly	بلا رحمة / بلا هوادة
mortal	فانٍ / بشرى ( هنا )	ranting and raving	تصيح وتهذى فى صخب
planet	كوكب	envoy	مبعوث
warning	إنذار	wreak havoc	يحدث الخراب / الدمار
(without) rhyme or reason	( بدون ) أدنى سبب		

writhing and reeling	نتلوى ألاماً	earthquake	زلزال
	وبنا دوار ( من أثر الضرب )	hurricane	إعصار
scathing	لاذع / قارس / قاسٍ	typhoon	زوبعة
ancestors	أسلاف	flood	فيضان / طوفان
penance	التوبة	sophisticated	متقدم
sacrifice	ضحية / قربان	meteorologist	خبير أرصاد جوية
appease	يرضى / يهدئ	climatologist	خبير مناخى
fire and fury	غضب وحقد / حنق	satellite	قمر صناعى / تابع صناعى
to make amends		calamitous	مفجع
	نقدم ترضية ( للطبيعة )	devour	يلتهم / يزدهر / يبلع
prosperous	مزدهر	helpless	عاجز / بلا حيلة
continent	قارة		

### Exercise-5 :

#### To The Teacher :

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

1. Focus first on the idiomatic binomials; and you have to explain that a binomial is a combination of *two nouns*, of near enough senses but in fact slightly different : they reinforce one another. In Arabic we have ( العلم والمعرفة ) for example, and in English the most common today is 'law and order'. In this passage we have combinations not only of nouns but of verbs and adjectives a well; such as (rage and wrath); the expressions (without rhyme or reason); (up and down), (ranting and raving), (messengers and

envoys), (writhing and reeling), (fire and fury), (death and destruction) and even (great and prosperous) ! Some are, obviously, not nouns but adjectives and gerunds, but the ‘trick’ used in translating binomials is also used in translating them.

2. Now, fortunately we have Arabic equivalents for these. Here you may have to tell your students one or two things about collocations (see my book on *Dictionaries*); but the main thing is to explain to them the need to echo the *apparent* literary tenor by injecting a measure of Arabic ‘rhetoric’ in the passage. Consult the ‘key’ to get my point !
3. Tell your class initially that ‘Mother’ by itself can mean ‘my’ or ‘our’ mother, never anybody else's mother unless you were identifying with them ! So, the initial sentences may include the implied ‘our’, even though it is mentioned explicitly in line 3.
4. Seize the opportunity of having a useful word like ‘unleash’ to show that it is now used in political, social and general contexts to mean ‘open up’, ‘give full chance to’, such as in the expression ‘unleashing of energies’, that is (إطلاق الطاقات) — quite common in our contemporary Arabic political parlance. The origin of the word comes from keeping an animal ‘on the leash’, that ) مربوطاً بـمَقْوَدٍ ( — such as dogs. Show the students that although ‘mortal’ can mean مَهْلِك (lethal), that is causing death, it is commonly used to refer to human beings who are destined to die ) (إنسان عادي) . An ordinary mortal therefore means (البشر الفانون) without any suggestion of death specifically.
5. Stress the military context of ‘march’; it does not simply mean to walk, but to advance, ‘demonstrate’ (يتظاهر), or even ‘fight’

( من أجل قضية ) *for a cause* (يكافح) . The march may be peaceful, and it is therefore ( مسيرة سلمية ) or it is offensive, that is, warlike (الزحف) and it is then (حربية) .

6. 'To wreak havoc' is an idiomatic collocation; so is 'writhing and reeling' ( يشعر بدوار من ضربات الخصم ) ( يتلوى أماً ) .
7. Note the difference, however slight, between a hurricane and a typhoon. The former is (إعصار) as it is usually accompanied by lightning fire ( إعصار فيه نار ) the latter is specifically that which blows in the Southern Pacific Ocean. The Arabic given (زوبعة) is a near equivalent, though some geographers believe it is closer to a cyclone ( إعصار حلزوني ) . As this is not a scientific text, we need not worry too much about the precise Arabic equivalent of each.
8. Now note the last, long sentence, crammed as it is with nouns and adjectives : the main verb is (is dealing) which HERE indicates continuity ! The meaning is NOT, however, that this is happening now at this moment, but that it happens all the time and will continue to happen in the future ! Hence the formula in Arabic is :

لا تتوقف أبداً

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

## (6) The Arab League Summit

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

### (6)

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

## Exercise-6 :

### To The Teacher :

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



the specific meaning of being 'area of land' and that is why the word is rendered as (الأراضي) .

4. Explain to the class that the word 'head' used to describe Amr Moussa really means Secretary General ( الأمين العام ) Head is a neutral word : it can refer to the king, the Amir or to the President as head of State ( رئيس الدولة ) , and to the Prime Minister as head of government. In some countries, the President is himself head of government, such as the U.S.A. (The United States of America) and Pakistan, but not in France and Egypt. Head has the further advantage of being gender-free : we often use it to avoid using 'chairman', 'chairwoman' or 'chairperson'. Most people nowadays substitute 'head' for any of these, though there are differences (too advanced to be given the class at this stage).
5. You may like to give the students an idea of the differences among the various appellations of ministerial titles. 'Foreign Minister' here stands for 'Minister for External / Foreign Affairs', sometimes as in Britain Foreign Secretary, or, as in the USA 'Secretary of State'. Full titles are often avoided in the press, and 'foreign minister' can be used indiscriminately to refer to any of these.
6. There are differences between to 'discuss' and to 'debate' : a discussion involves a study in depth; a debate مناظرة simply means an exchange of views, not necessarily in depth or conclusive. Thus it is assumed that the Arab League will 'study' the situation, while a 'debate' at the UN is normally, and more often than not, rather inconclusive and leads to nothing.
7. To issue (يصدر) is another way of saying to 'adopt' (يعتمد) in UN contexts. They are exchangeable. The problem is the word

resolution (قرار) which is the noun from ‘to resolve’ (يحل / يعتزم) .  
A UN resolution is a decision, hardly binding ليس مُلْزماً — but a  
Security Council resolution is a binding decision.

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

## (7) 65 Political Prisoners Freed

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

### (7)

a decade	عقد ( عشر سنوات )	pose a threat	يمثلون خطراً /
behind bars	خلف القضبان		يوجهون تهديداً
freed	أطلق سراحهم	security	الأمن
prison	السجن	reference	إشارة
renouncing	نبد / طرح / التخلي	Fighting Group	جماعة مقاتلة
	عن	refuse	يرفض
political tool	أداة سياسية	violence	العنف
charity	خيري / مؤسسة خيرية	human rights	حقوق الإنسان
Foundation	مؤسسة	report	يبلغ
responsible	مسئولة	remain	يتبقى

## Exercise-7 :

### To The Teacher :

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

- ١- أطلق سراح ٦٥ سجيناً سياسياً ..
- ٢- تم الإفراج عن ٦٥ سجيناً سياسياً ..
- ٣- أفرجت السلطات الليبية عن ٦٥ سجيناً سياسياً ..

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

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

كانت مسئولة = تولت مسئولية

6. Encourage the students to learn all the new expressions given in the guide below the passage. 'To pose a threat' means little more than 'to threaten' (يهدّدون) and you may like to rephrase the Arabic to accommodate the change. Note that the Arabic (يشكلون تهديداً) is equivalent to (they are a threat) !
7. The 'fighting group' is a paraphrase of the Arabic (جماعة الجهاد) and you should give the original Arabic if known to you; if not, translate it in any way you like (جماعة الكفاح المسلح / جماعة القتال) (or even (جماعة النضال المسلح الإسلامي) ! See ? It is better to give the original Arabic !
8. Explain in detail the meaning of 'renounce' not only through the Arabic equivalent but also by using it in sentences to show its meaning, both in English and in Arabic. The general meaning is obvious, namely

١- يتخلى عن

٢- ينبذ ، يتنصل من / يتبرأ من

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

1. He renounced his son after catching him stealing !

تبرأ من ابنه بعد أن ضبطه وهو يسرق !

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

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

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

تنصل من أى ارتباط بهؤلاء الأولاد الذين زعموا أنه شريكهم

and finally :

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

أعلن أخيراً أنه نبذ العنف في النضال السياسي الذي يخوضه

9. Note that the translation of violence as (عنف) has come to be firmly established so that the Arabic word now means :

“an unjust or callous use of force, as in violating another's rights”

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

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

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

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

## (8) Arab Inspectors for Iraq

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

(8)

announce	يعلن
Secretary General	أمين عام
include	يضم / يشرك
national	مواطن
inspection	تفتيش
team	فريق
observer	مراقب
enhance	يزيد من / يرقى به
credibility	مصداقية
journalist	صحفي
briefing	إحاطة موجزة
side with	انحاز إلى جانب
resolution	قرار (هنا) / حلّ / اعتزام
introduce	يقدم

## Exercise-8 :

### To The Teacher :

1. This is an instructive passage to translate. First, the student should learn where to put the date of the event reported : it should always come after the first complete sentence, that is, after the minimum words required to present a meaningful idea —— in this case a verb plus subject. After the date comes the predicate or the complement : note that you could stop after the first part of that complement, namely after ‘Annan’. The coordinating conjunction ‘and’ introduces further details which therefore constitute the second part of the complement taking the sentence to the full stop.
2. The student should further learn that as he/she is required to start the first sentence with a verb, the second should also start with a verb. What Amr Moussa told the journalists ( مقول القول ) should be delayed in the Arabic text until the main verb plus subject are given, and even until the parenthetical adverbial phrase (beginning with ‘after’ and ending with ‘Mubarak’). So, you have a choice :

١- أكد عمرو موسى للصحفيين أن « إشراك ..... » ، وكان ذلك بعد  
مقابلة إحاطة موجزة مع الرئيس حسنى مبارك .

OR :

٢- أكد عمرو موسى للصحفيين بعد مقابلة .. مبارك « أن إشراك .. »

The meaning does not change in either case, though the emphasis slightly changes. The first keeps the emphasis of the source text (ST); the second makes the emphasis fall on the ‘briefing’ (a meeting where brief information is given). This may suggest that it was the President's suggestion that Syria's proposal be endorsed;



or it may suggest that the President had accepted the proposal as put forward to him by Amr Moussa. Do not be afraid to change the emphasis; for it will change, anyway, as we never begin a sentence in Arabic with the quotation (the quoted words مقول القول).

3. And as in the previous sentences, begin the last one with a verb — in this case an auxiliary (كانت) .
4. Explain to the students the difference between an inspector and an observer from the strictly legal point of view. The observer is no more than a guest : he/she does not take part in the actual process of inspection; nor is he/she allowed to venture an opinion. His/Her job is merely to observe and report to his/her superiors.
5. Impress on the student the need to use the passive voice in Arabic :

Weapons inspection teams now being sent to Iraq

١- فرق التفتيش على الأسلحة التي يجرى / يتم إرسالها الآن إلى العراق

العراق الأسلحة التي تُرسل حالياً إلى ٢- فرق التفتيش على

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

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

superiors. Such operation is also performed after a hostage is released. It involves questioning and trying to establish the truth.

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

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

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

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

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

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

## (9) Hizbullah Forces Launch Attack

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

(9)

launch	يشن / يدشن / يبدأ	make clear	يوضح
disputed	متنازع عليها	troops	قوات
border	الحدود	retaliate	ردت / تأرت / انتقمت
occupied	محتلة	artillery	مدفعية
following	بعد	strikes	ضربات / طلقات / قصف
withdrawal	انسحاب	suspected	مشتبه فيه
Defense (defence)	دفاع	hideouts	مخابئ
respond	يرد	casualties	قتلى أو جرحى
warn	يحذر		

## Exercise-9 :

### To The Teacher :

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

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

Never use the Arabic (يشك) except in translating to *doubt*; and always use (يشتهبه فى) ( in translating to *suspect*. REMEMBER

THAT ALWAYS ! The meaning will be clearer if we avoid both Arabic words :

*Examples :*

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

لا أجد قلمي وأظن أن علياً قد اقترضه

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

مكان ما . ولا أظن أن أحداً أخذه لا أجد قلمي . لابد أنه يختفي في

See ? Beware !

2. The word 'suspected' therefore means 'which are thought to be' ( التي يُظَنُّ / يشتهبه في أنها ) As there is no single word in Arabic for this concept, the translator is forced to use the full sentence. Consult the 'key' to see how the problem is solved !
3. Teach the student to split a verb for the sake of better Arabic phraseology : to wound is ( يجرح ) or ( يصيب بجروح ) . In the 'key' I have opted for the latter for easier reading.
4. Now comes a problem of the first magnitude, namely that of the present perfect tense. Always remember that this formula means an action in the past which *continues* in the present and is therefore *present*, or an action in the past whose effect is still *present* ! It differs from the past simple in that an action expressed in the past simple *may* have stopped, and its effect may have disappeared altogether. Examples :

— I have not seen him since he arrived.

( لم أره منذ وصل )

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

A- Would you like a sandwich ?

B- No, thank you. I have eaten !

أ - أتود تناول شطيرة ؟

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

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

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

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

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

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

The present simple in Arabic is more economic !

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

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

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

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

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

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

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

لابد من التصدى الإيجابي للتحدي الذي تمثله الحضارة الحديثة

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

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





## (10) China Quake Kills Hundreds

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

### (10)

quake / earthquake /	زلزال	magnitude	درجة / حجم / ضخامة
(tremor/ earth tremor)	زلزال	Richter scale	مقياس ريختر
North-western	شمال غربي	relief	إغاثة
death toll	عدد القتلى	supplies	إمدادات / مؤن
expected	متوقع	victims	ضحايا
outlying	نائية / قصية / بعيدة	funeral	جنازة
arid	قاحل / مصاب بالجفاف	county	مقاطعة
strike / hit	يضرب / يصيب ( يقع هنا )	mostly	معظم ( سكانها )
topple	يسقط / يطيح / يقلب ( يهدم هنا )	minority	أقلية
		subsequent	لاحق / فيما بعد
		aftershocks	توابع ( الزلزال )

force	( هنا ) يرغم / يضطر	organize	ينظم
remain	يظل	shipment	شحنة
outdoors	خارج المنزل	relatives	أقارب
freezing	متجمد / بالغ البرودة	prepare for	يستعدون لـ
temperature	درجة حرارة	noteworthy	جدير بالذكر
was felt	أحس الناس به	populated	يسكنها
epicentre	مركز الزلزال	members of	أفراد
officials	المسؤولون		( لا أعضاء ) ( هنا فقط )
provincial capital		powerful	قوى

### Exercise-10 :

#### To The Teacher :

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

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

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

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

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

يبدو أنه صدَّقني / صدَّقني فيما يبدو

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

4. Note that in the third sentence several changes are needed : first the addition of ( فى منطقة تقع على ) before “40 kilometres”; secondly the change of the verb ending in (—ing) into an operative verb; and finally the addition of ( وكانت ... تبلغ ) instead of the English “with”.
5. The word ‘subsequent’ is redundant, as ‘aftershocks’ only occur *after* the quake; so you may safely omit it.
6. ‘Freezing temperatures’ is used in the press to indicate ‘very low’ temperatures; show the students that English has more words for the degrees of cold than most languages of the temperate climates. Tell them the differences between ‘hot’ (red hot, boiling hot) and ‘warm’ (or ‘lukewarm’) and ‘cool’; the last normally refers to ‘room temperatures’ in cold climates. Then you have degrees of cold : crisp (منعش البرودة), chilly (شديد البرودة) and freezing (قارس البرودة). Remind them that (قارس) by itself means ‘very cold’ and it is written with a (ساد) *not* a (سين) — a common enough mistake.

7. Remind you class to change the passive voice in the following sentence into an active voice, and to supply the implied agent (subject فاعل).
8. Note that 'Provincial Capital' has been changed in the Arabic text into 'Capital of the Province'.
9. The problem of 'while' requires explanation as it is not usual to use (بينما) in the middle of an Arabic sentence but always to begin a sentence with it. Normally translators prefer (فى / على حين) (فى الوقت الذى) but you would not be wrong if you used it, even here ! Still, as the meaning is not always indicative of time (which it is here) you may like to remember the alternatives and be prepared to use any of them.

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

He arrived late while his brother was in time.

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

وصل متأخراً ولكن أخاه وصل فى موعده

10. Note that Jiashi is first referred to as having a 'provincial capital' that is, as being a *province*, then in the penultimate sentence as a *County*. This means that the word (مقاطعة) should fit both !
11. The penultimate sentence begins with a reduced clause : Noteworthy = it is noteworthy. The meaning is equal to 'it is worthy of note'. In all cases the Arabic formula is (ومن الجدير بالذكر) .

## (11) Cabinet Reviews QIZ Agreement

Yesterday's Cabinet meeting chaired by Prime Minister Dr Ahmed Nazif discussed the Qualifying Industrial Zones (QIZ) agreement that was signed between Egypt, the US and Israel.

The agreement stipulates the establishment of industrial zones where 6 percent of production components come from Israel.

Cabinet spokesman, Magdi Radi, announced following the meeting that QIZ represents a step towards ratifying a free trade agreement with the US. "The government has accepted QIZ to boost Egyptian textile exports to the US in the face of fierce competition from Asian countries". The Cabinet spokesman added that the QIZ agreement will give access to the Egyptian products to the US markets and will promote investments.

### (11)

cabinet	مجلس الوزراء	establish	ينشئ / يؤسس
chaired by	الذي رأسه / برئاسة	percent	في المائة
Prime Minister	رئيس الوزراء	production	إنتاج
discuss	يناقش	components	مكونات / عناصر
qualifying	مؤهلة	come from	مصدرها
industrial	صناعي	spokesman	المتحدث باسم
zone	منطقة	announce	يعلن
agreement	اتفاق	following	بعد / عقب / في أعقاب
(convention	اتفاقية)	represent	يمثل
sign	يوقع	ratify	يصادق على
stipulate	ينص على	trade	تجارة

boost	يدعم	competition	منافسة
textile	نسيج / منسوجات	access	دخول
exports	صادرات	promote	يرجّح / يعزز
in the face of	فى مواجهة	investments	الاستثمارات
fierce	ضار / عنيف / شرس		

### Exercise-11 :

#### To The Teacher :

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

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

This has the advantage of presenting the main information directly, by *foregrounding* it. The reader does not have to go through the subsidiary information to get your message. Alternatively, you can do what I have done in the 'key', and use )

- ( تم توقيع ) though I always find it distasteful and prefer to avoid it ! I have given in this exercise what I believe is a better version, but then you are allowed to do what most journalists do and use ( تَمَّ ) !.

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

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

3. Note that in English we may begin by the title before the name of the official : the order is reversed in Arabic. Always give the name first, followed by the title.
4. When there is a quotation not preceded or followed by 'he/she said', you should supply this in Arabic. As the expression 'he added' (وأضاف) occurs in the next sentence you should find an alternative; in this case either (موضحاً) or (مؤكدًا) .
5. Note that words like 'fierce' which deal with a quality refer in effect to the 'degree' (not the kind) of competition. You could use any Arabic word to indicate that :  
منافسة ضارية / شرسة / شديدة ... إلخ
6. 'Access' is a problem word and the student may have to look it up in my (مرشد المترجم) . For the time being he/she should remember that although I have kept the basic meaning in my Arabic version (دخول) he/she is free to use another expression with similar meaning

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

Instead of

أسواق الولايات المتحدة سوف تسمح بدخول المنتجات المصرية إلى

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

7. 'Promote' is indeed difficult to equate with any one Arabic word *in all contexts*. Basically it means to *advance*, the opposite of *demote*; hence a *promotion* in one's job is equal to the Arabic (ترقية). But in trade, the word normally means (يروج) and a promotion campaign for a given commodity is simply (حملة لترويج سلعة من). Otherwise it can mean 'to spread and establish' (as it is used in human rights contexts). The agreed UN rendering of the word, which I have adopted in my Arabic version is (يعزز) or, alternatively (يدعم / يقوى). *This is the meaning intended here* and my Arabic version gives it. You could use other words suggested by the context such as :

يزيد من الاستثمارات / ينهض بالاستثمارات ... إلخ

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



## (12) UN Rules Against Israeli Barrier

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

### (12)

International	دولي	annexation	ضمّ
Court of Justice	محكمة العدل	impede	يعوق
rule	يحكم / يقضى / يفتى	self-determination	(حق) تقرير المصير
West Bank	الضفة الغربية	insist	يصر
barrier	حاجز / جدار عازل	keep out	يمنع دخول / يمنع تسلل
illegal	غير قانوني / غير مشروع	militants	مقاتلون
construction	إنشاء / بناء	grab	أخذ / سرقة / استيلاء
immediately	فوراً	decision	قرار
tantamount		binding	

basis	أساس	caution	تحذير / يحذر
action	إجراء	expectation	توقع
The Hague	مدينة لاهاى (فى هولندا)	tough	صارم / شديد
permanent	دائم	veto	حق الفيتو / النقض
likely	محتمل	Security Council	مجلس الأمن
seek	يطلب	unanimous(ly)	بالإجماع
emergency	طارئ	reject	يرفض
session	جلسة / دورة	argument	حجة
General	عام	legality	شرعية / قانونية / مشروعية
Assembly	جمعية	a wall	جدار / سور / حائط
secure	يضمن	declare	يعلن
endorse	يؤيد / يظاهر / يصادق	create	ينشئ / يوجد / يخلق
expert	خبير	fait accompli	أمر واقع

## Exercise-12 :

### To The Teacher :

1. Point out to your students that 'to rule' is to issue a court decision (or judgment); but that 'ruling' can also mean a legal opinion (فتوى) which may not be binding. So, while the second sentence begins with 'ruling', and while the text proceeds to show that the "court's decision" is not binding, we must stick to the implication of the opening sentence, namely that a judgment has been passed.
2. Note the use of the present perfect accompanied by a verb in the present tense in the same sentence ! The latter confirms the former and should remind the reader that he/she is not dealing with the

past, but with the present. This is why the Arabic version in the ‘key’ has added (يقول) followed by a sentence in the present.

3. Although the third sentence begins with a verb in the past, the meaning is present, and the verbs in that sentence may easily be changed to the present : indeed the present tense soon follows, and to the end of the paragraph it mixes happily with the apparent past.
4. Note that because the opening verb in the second sentence is in the past, all the verbs in the sentence have to be equally in the past : but as the meaning is present, your Arabic translation should be in the present. For instance, ‘impeded’ becomes (يعوق) .
5. Explain to the students why ‘barrier’ is translated by two words ( الجدار العازل ) . The reason is that it has become common practice in the Arab press to use this term. Otherwise it could be rendered as (الحاجز) or even (العازل) . When the text later refers to the barrier as the ‘wall’, the translator should not be tempted to use (ال سور) although this is what is meant, but he/she should use (الجدار) as though he/she is using الجدار العازل ( in shortened form.
6. Impress on the class the fact that ‘tantamount to’, which means ‘may be regarded as’ or ‘equal to’, is now commonly translated as (بمثابة). The word (مثابة) has acquired a different meaning in Modern Standard Arabic from its ancient sense, and has come to carry the intended meaning.
7. Certain words have come to be regarded as ‘official terms’ and cannot be changed. One such word is *construction* : it means little more than *building* but the ‘term’ reserved to it now is (إنشاء) . Note that ‘building roads’ is also translated as ( إنشاء الطرق ) —

another instance of the power of idiomatic usage. Another word is ‘annexation’ which has come to be translated always as (الضمّ) . To ‘annex’ can mean ( يُرفق / يُلحق ) and, as a noun, an annex is (الملحق) (an attachment to a book, or a building attached to another; NEVER the make-up exam ! A third expression is *self-determination*, always translated as ( تقرير المصير ) . A fourth is *action*, here translated as (إجراء) . For similar terms see the Arabic words appended to the text.

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

- قرر أعضاء اللجنة بالإجماع
- قرر قضاة المحكمة بالإجماع

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

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

( ومن المحتمل أن تطلب ... إلخ )

ADD the expression to the ones you have already learnt.

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

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

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

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

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

### (13)

nuclear	نووى	enrich	يُغْنى/يُثْرِى/ (هنا) يَخْصِب
widespread	منتشرة (على نطاق واسع)	fuel	وقود
will	الإرادة	power	الطاقة الكهربائية / كهرباء
weapons	أسلحة	develop	يطور / ينمى
International	دولى	material	مادة / مواد
Atomic	ذرى	proliferation	انتشار / تكاثر
Energy	طاقة	treaty	معاهدة
Agency	وكالة	Achilles' heel	كعب أخيلاس / نقطة ضعف
recently	منذ عهد قريب / مؤخراً	to go nuclear	يملك القنبلة النووية
legally used	المستخدمة بصورة	tension	

### Exercise-13 :

#### To The Teacher :

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

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

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

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

٢- لقد بلغ من فقره أن أصبح عاجزاً عن شراء الطعام والملابس .

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

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

٣- لقد وصل إحساسها بالمرارة إلى الحد الذي لا يطيق معه أى رجل أن يعيش معها .

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

الحد الذي أصبحت معه كل ٤- لقد ازدادت مشاعر الحسد لديه إلى كلمة يلفظها تفصح عن حسده .

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

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

- ٦- وصل انتشار التكنولوجيا النووية الآن حداً يجعل ... إلخ  
 ٧- انتشرت التكنولوجيا النووية انتشاراً واسع النطاق حالياً حتى  
 أصبحت الإرادة السياسية ... إلخ

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

- ٨- لقد أدى الانتشار الكبير للتكنولوجيا النووية إلى أن أصبحت ...  
 ٩- أدى الانتشار الهائل / كان من عواقب الانتشار الواسع / ... إلخ

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

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

1. I shall do my best to make your stay a pleasure.  
 ١- سأفعل كل ما فى طوقى لأجعل إقامتك ممتعة .  
 ٢- سأبذل قصارى جهدى حتى تتمتع بإقامتك (لدينا) .

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

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

With 'effort', the usual verb is *make*; so is it with 'attempt', and

with a host of other expressions (make breakfast يَعد الإفطار ) (make time يتيح الوقت ) etc.

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

3. Note that you can translate *Achilles' heel* here either as (كعب أخيل) which may not mean much to the Arabic reader or opt for the meaning, expressed in an equally metaphoric expression ( نقطة ضعف ) . This originally is a coined expression in Arabic (from European languages) but is now fully accepted as good Arabic. Note that the plural ( نقاط الضعف ) equals the English : *Weaknesses* not points of weakness !
4. Explain to the students that 'designed to' simply means 'aimed at'. There is no suggestion of 'design' in the architectural or industrial sense in it. *Remember* that ! However, the word 'design', both as a verb and as a noun, keeps its original meaning ( خطة / رسم / تصميم / شكل ) . How the word changed its meaning is easy to understand : it originally meant

وضعت ( بهذه الصورة ) من أجل

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

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



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

President Hosni Mubarak and Senegalese president Wade reviewed Wade's request for an Afro-Arab summit to improve co-operation between Arab and African countries yesterday.

Wade is in Egypt on his first holiday since taking office. With his wife he will visit many tourist sites in Cairo, Giza, Luxor, Aswan and Sharm El-Sheikh. President Mubarak welcomed him, wishing him a pleasant stay.

The Egyptian and Senegalese leaders discussed the African vital issues, including the African Union's efforts to settle the Sudanese conflict.

### (14)

President	رئيس (رئيس جمهورية)	wish	يتمنى / يرجو
review	يستعرض	stay	إقامة
request	طلب	leader	زعيم
improve	يحسّن ( هنا يزيد / يرقى بـ )	vital	حيوى / له أهمية حيوية
co-operation	تعاون	including	بما فيها / ومنها / وهى تتضمن
holiday	عطلة / إجازة	efforts	جهود
taking office	تولى مهام المنصب	to settle	يسوى / تسوية
tourist	سياحى	conflict	الصراع
sites	مواقع / أماكن		

## Exercise-14 :

### To The Teacher :

1. The passage looks deceptively easy — indeed, simple enough. But consider the key verb ‘*reviewed*’. Diplomatic parlance is very sensitive : the word does not mean ‘discussed’ or had ‘talks’ (much less ‘negotiations’) but simply casting a look at. We normally translate it by the Arabic (استعرض) and sometimes نظر (فى). Now you must explain to the students the difference between this and a *discussion* (مناقشة) (which involves a study in depth) and a simple ‘look’ at an issue. To have *talks* (مباحثات / محادثات) ( is to exchange views, but to negotiate is to try to establish a case, to make a point, to achieve some sort of result through *negotiations* (مفاوضات) involving ‘give and take’, and making compromises ( الوصول إلى حلول وسط ). This may require changing one's position, however slightly, to accommodate the other side's position, or to change one's view of the situation in the light of the other side's view. Tell the students, therefore, never to confuse these words and to maintain the specific Arabic words for them.
2. Structurally, a change is needed for the better establishment of the time of the ‘review’. To keep ‘yesterday’ after cooperation is to invite an unnecessary confusion. The best way is to place it immediately after the verb or within the opening words.
3. I prefer to give the full meaning of Afro-Arab, as given in the ‘key’, to echoing the English (الأفروعربي) ! It is true that we say (الأفروآسيوي) but that has become an accepted term; when the first Afro-Arab Summit was held in Cairo in March 1977 (where I worked as a translator / reviser) it was called

( مؤتمر القمة العربى الأفريقى الأول )

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

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

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

It is vital that Africans should unite

What you mean is

It is vitally important that Africans should unite

١- اتحاد الإفريقيين له أهميته الحيوية / بالغ الأهمية

٢- ومما له أهمية حيوية أن يتحد أبناء إفريقيا

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

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

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

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

(15)

regional	إقليمى
scene	مشهد / مسرح / ساحة
bilateral	ثنائى
ties	روابط
top-level	على أرفع مستوى
official	رسمى
delegation	وفد
Gulf	الخليج
tour	جولة
include	يتضمن
presidential	رئاسى / باسم رئاسة الجمهورية
spokesman	متحدث باسم
round	جولة
focus	يركز على / ينصبّ على
enhance	يزيد / يرفع / يرقى به
ambassador	سفير

## Exercise-15 :

### To The Teacher :

1. The passage gives another dose of political jargon which should be memorized. To begin with the student should learn to change the 'regional scene' (المشهد الإقليمي) into 'the situation in the region' (الحالة فى المنطقة) or, as given in the 'Key', (الأوضاع, المنطقة). Sometimes the word 'scene' itself can be translated into (مسرح) or (ساحة) as when you say 'scene of the crime' (مسرح الجريمة) or 'then another man appeared on the scene' (ثم ظهر رجل آخر على الساحة). Here, however, (الساحة الإقليمية) will not sound as idiomatic as (الأوضاع) because, first, this is what is meant, and, secondly, because we are not used to metaphors from the theatre in Arabic.
2. Teach the students other words connected with bilateral such *unilateral* (من جانب واحد / من طرف واحد) and multilateral (متعدد). Show them that bilateral means between two sides or two parties (بين جانبين أو طرفين); hence the expression (ثنائى). While you can say (من جانب واحد) in the translation of 'unilateral', you have to say (متعدد الأطراف) always in the translation of 'multilateral', NEVER (متعدد الجوانب) as this can mean multifaceted, even multifarious or versatile !
3. 'Ties' is an idiom and the word does not mean much more than 'links' in political terminology; 'ties' may be a little stronger insofar as it implies 'binding'. Therefore we translate 'ties' as (روابط) and 'links' as (صلات).

4. Notice that a stop means (محطة) not (وقفة) or indeed (توقف) . You could even say (زيارة) in order to avoid this business of (وقفة) and (توقف) .
5. Explain to the students the difference between *tour* and *round*, both translated as (جولة) Give them examples :
  1. Visitors to Egypt usually enjoy a tour of historical sites.
  - ١- عادة ما يستمتع زوار مصر بجولتهم فى المناطق / الأماكن التاريخية .
  2. Many army conscripts have a *tour of duty* of only one year.
  - ٢- كثيرون من المجندين فى الجيش يقضون فى التجنيد عاماً واحداً .

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

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

7. The problem with structure persists. Although the rule is to begin with 'the spokesman said' « قال المتحدث باسم رئاسة الجمهورية ... » the foregrounding ( تصدير / إبراز ) of the main piece of information is preferable. 'Who said that' is less important than the *news* of the President's arrival and talks.
8. Note that Maged Abdul Fattah is himself the Presidential spokesman. This is implied and is quite common in English. You may, if you like, 'edit' the report so as to indicate this 'fact'; it is better, however, if the translator refrained from any editing, especially when dealing with reports of less well known people and events. He is described as ambassador, and you should keep the adjective as used.
9. Remind the students that the title of the report is elliptic : it omits the verb and gives a series of words without a finite verb. The translator should supply the verb himself / herself : any verb meaning ( يبحث ) or ( يناقش ) will do. Alternatively you may supply a noun such as ( محادثات ) making the title read :

فى القمة المصرية الكويتية : مباحثات حول الأوضاع الإقليمية والروابط  
الشائبة



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

Athens- Two gunmen thought to be Albanians hijacked a Greek bus with 24 passengers yesterday and demanded a \$1 million ransom and a plane to fly them to Russia.

Nearly 12 hours after the early morning drama started, the hijackers had released 10 of their hostages in several batches throughout the day leaving 14 still captive.

Shortly later, a police spokeswoman said two more hostages were released bringing the total of freed passengers to 12. "Another 12 people remain hostage" the spokeswoman said.

Stella Marta, a hostage still on the bus, told state-run television in a mobile phone call that the hijackers planned to release all women hostages once a driver joined the vehicle.

### (16)

gunman	مسلح	captive	أسير / سجين / محتجز
hijack	يختطف	shortly	بعد قليل
plane	طائرة	spokeswoman	متحدثة باسم
ransom	فدية	state-run	تابع للدولة / تديره الدولة
drama ( حادث مثير )	مأساة / دراما	plan	يعتزم / يخطط له / خطة
released	أفرج عن / أطلق سراح	driver	سائق
hostage	رهينة	vehicle	المركبة / العربة
batch	دفعة		

## Exercise-16 :

### To The Teacher :

1. Give the students all the English words commonly translated as ( يختطف / اختطاف ). The normal word used for taking away somebody against his / her will is to 'kidnap'. 'Abduct' is also used, especially in 'bride-abducting' ( خطف العروس ) — a method of betrothal ( خطبة ) and marriage still practised among many tribesmen including some in Sinai (called الخطفة ). A kidnapper may also demand a ransom ( فدية ) for releasing the hostage, normally the child or a wife of a wealthy man. Hi-jacking, however, is reserved for the forcible taking over of a means of transport, complete with hostages, and demanding a ransom, either in cash or the fulfilment of some political objective (such as the release of prisoners). Sometimes the hi-jackers release some of their prisoners (as in the present text) but sometimes they kill one or two to show they are serious and are often themselves killed in the end.
2. Note that although the hijacking operation has not ended, that is, although the time is *present*, the main verb is in the past. This should teach the student a valuable lesson :

Whenever a word indicating a specific time for a past action is mentioned (here it is 'yesterday') the past simple tense must be used.

This is an unchangeable rule. Had the reporter NOT mentioned the word 'yesterday', the time would have been the present perfect or just the present.

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

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

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

١- مرت ١٢ ساعة تقريباً على بداية المأساة ، وكان المختطفان قد أفرجا عن ...

٢- بعد مرور ١٢ ساعة تقريباً على بداية المأساة ، كان المختطفان قد أفرجا عن ...

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

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

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

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

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

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

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

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

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

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

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

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

## (17) The Lottery Ticket

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

### (17)

lottery	يانصيب	lay (past of lie)	رقد
crowding	تتزاحم	burning	بالغ الحرارة / ملتهب
imagination	خيال / مخيلة	close to	بالقرب من / بجوار
gracious	منعمة / جميلة	stream	جدول
poetical	شاعرية	lime-tree	شجرة ليمون
well-fed	سمين / شبعان	crawl	يحبو / يزحف
serene	مطمئن النفس	dig	يحفّر
warm	دافئ	catch	يصطاد
hot	حار	ladybird	دعسوقة / نوع من الفراشات
ice	جليد		شبيه بالخنفساء الصغيرة الملونة
	( snow ثلج )		التي تطير ولا تؤذى أحداً

## Exercise-17 :

### To The Teacher :

1. Begin by telling your class that the passage comes from a story and is therefore a literary text. Here the style must reflect, up to a point, what is believed to constitute the literariness of style. Words have to be carefully chosen to give the Arabic reader a taste of the original. Explain to the students the context of the passage : a man who has won a great deal of money in a lottery is dreaming of the future !
2. First show them the difference between *imagination* which can mean (الخيال) or (المُخَيَّلَة) , and other words with similar meanings. 'Fancy' can mean ( الوهم / الواهمة ) . Explain to them that in Arabic, the formula of ( اسم الفاعل ) which we have here in (مخيلة ) ( مَلَكَةُ ) refers to the mental power (the faculty) of calling up or recalling images, whereas (الخيال) means simply the field of activity practised. The opening sentence could therefore be translated in more than one way :

- ١- ورأى بعين خياله صوراً تتزاحم ، وكل صورة أجمل وأكثر شاعرية ..
- ٢- وتزاحمت الصور فى مخيلته ، وكل منها تزداد جمالاً وشاعرية عن سابقتها .

Or as given in the 'key' !

3. Do not waste much time on the meaning of 'gracious'. But if asked by a persistent student, you may explain that it means (لطيف/عطوف/كريم/منعم) . It is a word without precise meaning *in itself* : it is usually coloured by the context : here the meaning is 'full of grace' (مُنْعَم) but the nearest Arabic is (صور النعيم) . The drift of the context suggests that the pictures coming to the

protagonist's mind are simply attractive or beautiful (from 'grace', the original noun behind the adjective); and the general Arabic word (جميل) will do.

4. You may have to change the English

وكل منها أكثر جمالاً وشاعرية عن سابقتها  
into

ما فتئت تزداد جمالاً وشاعرية

This is more economic and more idiomatic.

5. The idiomatic Arabic word for 'come to mind' is ( تنثال في الذهن ) .
6. Note the change of *well-fed* which should mean (سمين) or (ممتلئ) into ( وقد طعمَ حتى الشبع ) as this is apparently the intended sense.
7. Note that in a literary style a measure of parallelism should give the style a degree of grace (جمال) (رشاقة). So, for 'serene and healthy' you may say ( مطمئن النفس ، موفور الصحة ) . Equally, you could say ( والدفء يسرى في بدنه ) for 'felt warm' or ( بل ويشعر بالحرارة ) putting off (يحس) to the next segment .
8. In English you do not 'drink' soup, you eat it ! The reason is that English soup is thick and called 'cream of ...'; it is eaten with a spoon; French soup is different, called 'clear soup' (*consommé*) and may be sipped from a cup !
9. 'Burning' could be (الملتهب) or (ملتهب الحرارة) or (شديد الوقدة) ! Remember that in a literary text you have more freedom than in a 'scientific' or informative text.
10. Teach the students that one way of dealing with an indefinite noun is to use the formula (أحد) followed by the plural. Thus when you translate :

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

either as :

إذا اشتكى زوج فجأة من ظلم امرأته فربما كان العيب فيه

OR

إذا اشتكى أحد الأزواج فجأة من ... إلخ

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

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

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

١- من المحال تحديد شخصية الجانى لأنه لم يترك أى أثر على الإطلاق .

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

الكتابة المسرعة . ٢- من المهم مراعاة قواعد النحو حتى أثناء

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

٣- يعتقد الأجانب أن مصر بلد جميلة .

الخارج ! ) ( من المعتقد فى . Not



12. When you have an adjective applied to a masculine and a feminine *at once* ( فى نفس الوقت ) you must change the structure; see the 'key'.
13. When you describe a baby as 'crawling' the word in Arabic is ( يـحـبـو ) .
14. A ladybird is ( دُعُـسُوقَة ). The Arabic word is odd even in the singular; instead of ( دُعَاسِيق ) which is too unusual for the Arabic reader, use ( الفـرَاشـات ). After all, they are the nearest thing to ladybirds ! See my ( فن الترجمة ) -- the last chapter.



## (18) Democracy

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

## (18)

democracy	الديموقراطية	proposed	مقترح
right	حق	law	قانون
people	الشعب / الناس	rarely	نادراً
choose	يختار / ينتقى	practical	عملي
government	حكومة	busy	مشغول
pure —er —est	نقى / أنقى	citizens	المواطنون
community	مجتمع	elect	ينتخب
villages	قرى	representatives	ممثلون / نواب
whole	كل / جميع	lawmaker	واضع القوانين / مشرّع
nation	أمة	administer	يدير / يطبق / يُنفذ
discuss	يناقش	carry out	يُنفذ
vote	يصوّت / صوت انتخابي		

## Exercise-18 :

### To The Teacher :

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

*Examples :*

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

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

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

٢- تحويل النظام الشمولى إلى نظام ديمقراطى عملية طويلة وتدرجية.

٢- إسباغ الديمقراطية على النظام الشمولى لا يكون إلا تدريجياً ويستغرق وقتاً طويلاً .

٢- الأخذ بالحكم الديمقراطى فى النظم الشمولية يتطلب وقتاً طويلاً ويتم بالتدريج .

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

2. Note that there is an ellipsis in the second sentence. The word 'democracy' which should be there is omitted; the sentence would otherwise read :

“In its purest sense, *democracy requires that* people ...” The Arabic version must be clear and crisp, and it should therefore supply the deficiency ( تستدرك الحذف ) ( تسد النقص ) :

- أ - وتقضى الديمقراطية فى أنقى صورها بأن يقوم الناس ...  
ب - وفى أنقى أشكال الديمقراطية ، يقوم الناس ...  
ج - وأما أنقى أشكال الديمقراطية فهو قيام الناس ...

3. Explain to the students the meaning of community : its original sense (the abstract) is (المشاركة) and you find a ready example of it in the expression ‘community of interests’, (الاهتمامات) ( المشتركة / وحدة المصالح ) The other meaning is concrete : in most contexts it refers to a group of people (مجتمع) ; often enough this is local (المجتمع المحلى) or a group of foreigners living somewhere (جالية) . But, strangely, the Arabic (المجتمع الدولى) is the international community !
4. Explain to your class also the problem with ‘practical’. It is commonly rendered as (عملى) but the meaning is (يسير التطبيق) (يسهل تطبيقه) . Here you have a choice :

- ١- من النادر أن يكون هذا عملياً فى عالم اليوم المشغول  
( ترجمة حرفية سيئة )
- ٢- يندر أن يتيسر تطبيق ذلك فى الواقع العملى فى عالم اليوم المثلثل  
بالمشاغل . ( ترجمة حرة إلى مدى بعيد )
- ٣- ولكن يندر أن يتسم ذلك بالطابع العملى فى عالم اليوم الذى  
لا يخلو من المشاغل . ( ترجمة حرة أقرب إلى الأصل )

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

5. Show your class that the word ‘democracy’ can have a concrete meaning. e.g. : England is a democracy

١- إنجلترا بلد ديموقراطى

٢- نظام الحكم فى إنجلترا ديموقراطى

So, in the plural it should mean ( نظم الحكم الديموقراطية ) .

6. Instead of saying ( ممثلون ) — a word which can also mean (actors) you could say (نواب) which is equally correct : after all, a deputy (نائب) does represent (يمثل) someone else ! Note that ‘to depute’ (مفعول به) is a transitive verb : it takes an object (ينوب عن) is an intransitive verb.
7. Point out to the class that lawmakers are the legislative authority (السلطة التشريعية) or the legislature (الجهاز التشريعى) and so lawmakers can be translated as either (واضعو القوانين) or أهل (رجال / التشريع) (Do not say (التشريع) otherwise women would be angry !).
8. Explain the meaning of ‘work for’ (يعمل من أجل / يعمل لصالح) ‘For’ by itself can have the meaning of (من أجل) or (فى سبيل) Think of the play *All for Love* ! (كل شيء فى سبيل الحب) OR the common English phrase ‘For king and country’ (فى سبيل الملك والوطن) .
9. Note that to administer can either mean (يدير/يسوس) or (يعطى) and with the sense of (يطبق) too. The first meaning is quite familiar; but see

to administer justice	أقام العدل
— — medicine	أعطى الدواء
— — an oath	أقسم يمينا

So the meaning here is to ( يطبق القوانين ) .

## (19) The Media

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

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

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

## (19)

result	نتيجة / ثمرة	traditional	تقليدي
technological	تكنولوجي	national	قومي
progress	تقدم	public	عام
already	فعلاً / حالياً / من قبل	commercial	تجاري
to have access	يستطيع الوصول	station	محطة
	مشاهدة	transmitter	جهاز بث
TV	تلفزيون	UHF	ذات تردد فائق الارتفاع
channels	قنوات	signal	إشارة
operate	تعمل	aerial	هوائي / إيريال

roof	السطح العلوى للمنزل	programmes	برامج
receive	يستقبل	satellite dish aerial	طبق هوائى خاص
TV sets	أجهزة التليفزيون	بالقمر الصناعى	
similar	مماثلة	signal-decoder	جهاز لفك شفرة
radio broadcasts	البرامج الإذاعية	الإشارة	
satellite	قمر صناعى / تابع اصطناعى	watch	يشاهد
geographical area	مساحة / منطقة	the other side	الجانب الآخر
جغرافية		the hemisphere	نصف الكرة الأرضية

### Exercise-19 :

#### To The Teacher :

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

١- نتيجة للتقدم التكنولوجى

OR

٢- من نتائج التقدم التكنولوجى / من ثمار التقدم

Indeed, in other contexts you could even say :

٣- أدى التقدم التكنولوجى إلى ...

٢- كان من ثمار التقدم التكنولوجى أن أصبح ...

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

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



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

الغد القريب ، قادرين ١- أصبح الكثيرون ، أو سوف يصبحون في

OR

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

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

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

متناول المزيد من الناس أصبح المزيد من قنوات التلفزيون في

What is meant is :

مشاهدة المزيد من قنوات التلفزيون أصبح المزيد من الناس قادرين على

5. Remind the students that ‘in the world’, repeated here, has not changed in meaning !
6. You may like to distinguish to the students between ‘traditional’ and ‘conventional’. Both are often rendered as (تقليدي) ; but the first refers to maintaining the traditions of the past (تقاليد الماضي) the second to accepting the conventions of the present (أعراف الحاضر) . Traditional may not be *necessarily* social or widespread like conventions, but they can be if described as cultural or social.
7. Explain the difference between national and patriotic (قومي) and (وطني) . The Arabic (وطني) may be sometimes used to mean

(قومي) but it is better in translation to observe the distinction. Note that the word (قومية) such as in the expression ‘the various nationalities in the defunct Soviet Union’

الاتحاد السوفييتي البائد ( ) شتى القوميات في

refers to the ‘national belonging’ — based on race, language etc — of each of the former Soviet republics. However (القومية العربية) means Pan-Arab Nationalism or Pan-Arabism ! Tell your class to remember that !

8. Although ‘public’ is usually opposed to ‘private’ as (عام) and (الناس دون استثناء) (خاص) the meaning usually refers to the people (الجمهور). It is distinguished from ‘general’ in that this is opposed to ‘special’ (both rendered in the same way in Arabic !) and so ‘general’ does not depend on the people but on the ‘field’, ‘object’ or ‘subject’ ! A book on ‘general medicine’ may still be addressed only to doctors, but it deals with general subjects ! If the distinction is too difficult to explain in class, let it go !
9. When an Arabic word is coined for a new concept while its Arabized form is common, use both; thus (هوائي) (إيرال) .
10. Teach your students the difference between *roof* (السطح العلوي) and *ceiling* (سقف الحجرة) (للمنزل) . Never use (سقف) to translate the former !
11. Show the students how to handle expressions such as “the way (something) works” i.e. (أسلوب عمله) . If this ‘something’ involves *action*, you may change the formulation altogether, merging the noun with the verb. So :

أسلوب العمل المستخدم في بث البرامج الإذاعية

is the same as

### أسلوب بث البرامج الإذاعية

12. Tell your class that ‘you have to pay for’ means ‘you have to buy’  
! ‘To pay for’ cannot mean anything else !
13. Explain that the last sentence is tricky ! The hemisphere meant is the Northern Hemisphere —— that is, the upper half of our globe  
! It is divided, theoretically, into East and West and we, in the east can watch what is going on in the West ! Unfortunately, the Southern hemisphere is almost totally forgotten ! We cannot watch Australian, Indian or Latin American programmes, can we?



## (20) Game Reserves

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

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

## (20)

game	حيوانات الصيد	feed	يطعم / يغذى
reserve	محمية (طبيعية)	protect	يحمى
threat	تهديد / خطر	turning into	يتحول إلى
considerable	كبير	barren	قاحل
revenue	دخل / مكسب / إيراد	shrubs	أعشاب / شجيرات
attract	يجتذب	grass	كلأ / نجيل / حشيش
tourists	سياح	gradually	تدريجياً
take up	يشغل	graze	يرعى
increasingly	بوتيرة متزايدة / بمعدل مطرد الزيادة	herd	قطيع
local	محليّ	changing	المتغير / المتحول / المتبدل
		attitude	موقف

hereditary	وراثى	attack	هجوم / هجمة / إعتداء /
man	الإنسان		عدوان
danger	خطر	vehicle	عربة
visitor	زائر	increase	يزداد
thus	هكذا	serious	جاد / خطير

## Exercise-20 :

### To The Teacher :

1. Explain the students the meaning of 'game'. Apart from its meaning in sport (the game of tennis لعبة التنس) (a game of chess (دور شطرنج) the word refers to animals that are hunted or captured (الحيوانات الصيد والقنص). Hence the expression 'big game' (المفترسة الكبرى). The meaning is transferred in colloquial English, like 'big guns' (المدافع الكبرى), to high officials! (Remember اللعب الكبار) A very common expression is 'fair game': its original meaning is (حيوان يباح صيده) but it now also means 'anybody who may be attacked or criticized'. Another common meaning is 'to be bold', as in the expression 'I am game for anything', and, also, to 'gamble'. Ask the students to make a list of all these meanings.
2. A 'reserve' is a piece of land protected by law where animals (often called *wild life*) are kept.
3. Note that the word 'threat' is never repeated except in its intended meaning 'danger'! This is why the translation (in my 'key') gives only (خطر) not (تهديد)! Compare this with its use in passage 7 above.



the formation of ‘deserts’ ! But “barren” lands may have rain, though other factors may cause the land to be incapable of being cultivated (uncultivable) that is, “barren” ! Some of these factors are over-grazing, that is

( زيادة استهلاك الحيوانات للأعشاب والنباتات التى ترعى عليها )

or the tendency of animals to use up all the water left by the rain in drinking and bathing. Such water is referred to by a technical term, which you may not find except in specialized dictionaries, namely “run-off”. So, deprived of plants and water, the land may become “barren” !

7. Note the use of the present continuous (losing) in the penultimate sentence. This implies a present plus future. Note how the sentence is rendered in the ‘key’ !



## (21) Stocks

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

Stocks, common stocks in particular, are actually parts of a company. If you own stock in Walt Disney Corporation, you are part owner of that company. You own part of Disney World !

Companies that are divided into shares of stock that a few or many people can buy and sell, are called corporations. These corporations use much of their profits (money they make) to build the company. They spend it on such things as research and development to bring out new products, creating new jobs, building new factories and equipment, and sometimes buying other companies.

## (21)

a lot	الكثير (عامية)	company	شركة/مؤسسة/دار تجارية
lately	في الآونة الأخيرة	corporation /	
stock markets	سوق الأوراق المالية	joint stock company	شركة مساهمة
gambling	قمار / ميسر	owner	مالك
chips	فيشات (هنا)	divided	مقسمة
trading	بيع وشراء / تعامل / تبادل	shares	أنصبة / أسهم
common stock	الأوراق المالية العامة	profits	أرباح
in particular	خصوصاً / بصفة خاصة	spend	ينفق
actually		research	

development	تطوير (هنا) / تنمية	jobs	فرص عمل / وظائف
bring out	التوصل إلى / إبتكار	factories	مصانع
products	منتجات	equipment	معدات
create	يوجد / يهيئ / يخلق		

### Exercise-21 :

#### To The Teacher :

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

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

( فى أسواق المال الأمريكية )

For example !

5. Explain to the students that in gambling at big casinos players do not use money but 'chips' (فيشات) representing money. So the expression 'when the chips are down' means (عندما يجد الجد) (colloquially) and to have 'a chip on one's shoulder' means to be indignant and always complaining.
6. Explain that 'that way' means "it seems to be true". Tell them that the opposite is 'the other way', hence the expression 'to look the other way', that is, to disregard or ignore !
7. Tell them that to make money means 'to gain' (يكسب) .
8. I believe that the word trade requires a little explanation. The original meaning (which is kept here, see my مرشد المترجم in Arabic) is to exchange (المبادلة / يبادل) : hence the idea of 'trade' (التجارة) itself, beginning with 'barter' (المقايضة) (and bartering) and ending in using money which represents the value (قيمة) of the things exchanged. So when you say I would like to 'trade in' my old TV set, what you mean is you would like to give it to a shop in exchange for a new one, plus the difference in value (paid in cash).

9. Note that development here, in this *binomial* (Research and Development — commonly referred to as R. & D.) is always (تطوير) .
10. Jobs is either (وظائف) or (فرص عمل) i.e. job opportunities. A job can be manual or intellectual.

## (22) Better Zoos

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

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

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

## (22)

zoos	حدائق حيوان	countless	لا يُحصى / لا يُعد
terrible	رهيّب / فظيع / بشع	visitors	زوار
confine	يحبس	throwback	نكوص / ارتداد
uncomfortable	متعب / مرهق	housed in	توضع للإقامة في
cage	قفص	closely	إلى حد بعيد (هنا)
restless	قلق / مضطرب	resemble	تشبه
pace	يمشي (وسرعة المشي والجري)	wild animals	الحيوانات المتوحشة
back and forth	رائحاً غادياً	natural	طبيعي
prison	سجن	habitat	موطن / مكان إقامة

existence	وجود / معيشة / إقامة	scenes	مشاهد
pleasant	سعيد / بهيج / هانئ	accurate	دقيق
provides	توفر / تقدم	in the wild	فى الحياة البرية
educational	تعليمى	hopefully	نرجو / تأمل / من المأمول
experience	خبرة	humane	شفوق / عطوف
children	أطفال	priority	أولوية
adults	كبار / بالغين	exhibits	مادة معروضة / معروضات

## Exercise-22 :

### To The Teacher :

1. Although the style of this passage, like that of passage 21, is by and large 'colloquial', there are a number of difficulties and important lessons to be learnt, mostly *structural*.
2. Look at the first sentence carefully : where would you place 'there was a time' ? Of course you could keep the English structure and say فى وقت من الأوقات كانت حدائق الحيوان ...

And you would not be wrong. However, it is more idiomatic in Arabic, and the students should learn this golden rule, to begin with the main subject and verb : كانت حدائق الحيوان ، فى وقت من الأوقات ، ...

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

ما أغرب الحياة / الوجود فى هذا المكان !

Again, with 'place' it is idiomatic to say 'this boy will go places' (not *to* places) or 'let's go places' (colloquially). The first means

! ( هيا نخرج من هنا للنزهة ) and the second ( سيكون لهذا الغلام شأن )  
This is one of the problems of translating colloquial English !

3. Now check the 'key' to see how the structure is changed : instead of the verb (يعيش / يحيا) we have (فى حياته) . I daresay one is almost forced to undertake this structural change, for, otherwise the sentence may not sound idiomatic in Arabic. Note also that the adjective 'terrible' (which *colloquially* means 'bad' or 'nasty', hence tiresome and irritating) has been made into a verb.
4. Examine carefully the use of 'even'. What does the sentence, if the omitted word (which is clearly implied) is supplied, should read like ? It should read something like this :

*All* animals, even the largest, were confined etc.

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

5. Note that uncomfortable does *not* mean *NOT COMFORTABLE* but means causing discomfort, that is ( مرهقة / متعبة ) .
6. Note that restless is related causally to pacing up and down (or back and forth); and this should appear in your text.
7. Like uncomfortable, restless does *not* mean *without rest* but 'anxious', or 'unquiet' ( قلق / مضطرب ) .
8. Note that 'countless' means ( لا يُعد ولا يُحصى ) ( and therefore too many; like 'invaluable' which means ( لا يقدر بثمن ) and hence too valuable.
9. Note the change of 'as countless visitors passed by' into 'in front of countless visitors passing by'. The latter form sounds much

better in Arabic.

10. Remind your class that ‘while’ is not to be translated as (بينما) unless followed by an active verb — a verb of action. If the verb following is verb to be, as here, it is to be translated as (وإذا كان / كانت). See the earlier explanation in point 9, Passage 10 above.

11. Note the structural change of ‘more and more’. It means that the number is on the increase, or is increasing, or that

*Zoos are increasingly changing !*

Remember the example given in passage and exercise 20 ?

12. Note the change in the meaning of ‘wild’ from passage 21.

13. Now consider the change from the passive voice to the active voice in the second sentence of the second paragraph. It is a simple change which differs from that of the 2nd sentence of the 1st paragraph. There I provided a subject :

( إذا كان المسئولون يحبسون الحيوانات حتى أكبرها )

For the English :

Even the largest animals were confined ...

Here I changed the object into a subject :

Wild animals are now housed in ...

Into :

( إذ تقيم الحيوانات المتوحشة الآن في ... )

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



! بكثير ( but this will be infelicitous, bordering as it is on the colloquial.

15. Note that 'wild' has changed in meaning yet again !
16. Note how 'hopefully' is translated.
17. Explain to the students the difference between human and humane.
18. Give them the precise meaning of exhibits (معروضات) in a museum, or (مستندات) in a court of law, or (مادة تعليمية معروضة) . تزيد من خبرة المشاهد



## (23) Sleep

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

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

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

## (23)

various	مختلف / منوع / شتى
stage	مرحلة
define	يحدد / يعرف
motions	حركات
character	نوع / طبيعة (هنا)
electrical	كهربائي
activity	نشاط
brain	مخ
typical	التي تميز / المميّزة لـ
pattern	نسق / نظام / شكل

phase	مرحلة
age	العمر / السن
somnambulism	المشي / التجول أثناء النوم
bedwetting	التبول في الفراش
slow down	يبطئ
behaviours	أنواع السلوك
occur	تحدث
commonly	بصورة شائعة
during	أثناء

arousal	الإفاقة	around	حول المكان / فى الغرفة /
episodes	أحداث/ حكايات/ قصص		فى المنزل
last	تستمر / مدتها تبلغ	avoid	يتجنب / يتحاشى / يتفادى
several	عدة	obstacle	عقبة
minutes	دقائق	recall	يتذكر / يذكر
		awakening	التيقظ/ الصحو/ الإفاقة

### Exercise-23 :

#### To The Teacher :

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

First use (هناك) : ١- هناك مراحل مختلفة للنوم

Secondly begin with the prepositional phrase (of sleep للنوم) followed by the indefinite subject consisting of a noun and a genitive (مضاف إليه) : ٢- للنوم مراحل مختلفة

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

٣- يتكون النوم من مراحل مختلفة !

This should satisfy his / her requirements !

2. Note that 'define' can mean (يُحدِّد) just as (يُعرِّف) and a common substitute is 'identify'.
3. REMIND the students that if they see a passive construction with the agent given (preceded by 'by') they must change it into active construction. Here we have the glaring example : (defined by ...). This must be changed into (تحددها) followed by the agent.
4. To know why 'typical' has been translated into (التي تتميز بها / التي تميّز) .  
( look the word up in my مرشد المترجم التي تميّز )
5. Explain to the students the difference between 'type' (نوع / نمط) and pattern (شكل / نظام / نسق) .
6. 'Vary with' means 'change according to' and should be translated in the light of this sense.
7. Now when you have an English term that cannot be given an Arabic equivalent, you have a choice : either to give it in English as it is, even in the context of your Arabic text, or transcribe it in Arabic. Here I have chosen to omit it altogether ! The choice is yours, anyway !
8. Note that the word 'particular', earlier translated as (خاص) can be translated, as here, into another word (معين) . Impress this change on the students so that they may keep their options open.
9. 'Phase' is another word for 'stage'; the purpose of this change is nothing, in effect, more than stylistic variety or what is called by Fowler 'elegant variation'.
10. Note that sometimes Arabic words are added to clarify a given statement; so, the phrase bracketed in the second sentence of the second paragraph (slow wave sleep) is explained by the addition of (ويسمى هذا نوم الموجة البطيئة) .

11. 'Behaviour' is a familiar word; I have explained elsewhere in this book. As it is an agreed term, stick to the Arabic term (السلوك) .
12. Note that 'behaviours' here is *dual* (مُثَنَّى) ; and as we have this paradigm in Arabic, use it.
13. Examine carefully how 'occur most commonly' is translated in the 'key'.
14. Note that 'arousal' originally and elsewhere means (الإفاقة) . Here, however, it means (الخروج) or (الانتقال) from one stage to another. And the complement (إلى مرحلة أخرى) has been supplied in the Arabic text. The full meaning of (إفاقة) occurs at the very end of the passage when you come across the word 'awakening'.
15. 'Episodes' — can mean (أحداث / قصص) or such like. Here you need words with more general meaning; hence (حالات) .
16. Note the all-important change in the texture of the last paragraph which consists of one long sentence, including two active verbs and two gerunds (verbs ending with 'ing'). It goes, structurally, like this :

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

While it is possible, and may indeed be desirable, to provide such variation in the English text, the Arabic text calls for parallelism. Once you start with an active verb, you have to maintain the pattern:

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

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

## (24) What is Cholesterol ?

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

## (24)

cholesterol	الكولسترول	dietary	غذائي
fatty	دهنى	intake	المتحصّل عليه / الداخّل
substance	مادة	liver	الكبد
lipid	شحم (فى الكيمياء)	production	إنتاج / إفراز
outer	خارجى	foods	أغذية
lining	بطانة / كساء / غشاء	plant	نبات / نباتية
membrane	غشاء (اسم طبى)	origin	مصدر
cell	خلية	contain	فيه / يحتوى / يتضمن
circulation	دورة / دوران	meal	وجبة
humans	البشر / الإنسان	absorb	يمتص
originates	ينبع من / مصدره هو	intestines	الأمعاء الدقيقة
major	رئيسى	(small intestines)	
source	مصدر	packaged	يُغلف

protein	بروتين	chylomicron	كيلو ميكرون / كايلاو مايكرون
coat	غلاف (هنا)	organ	عضو (عضو داخلي)
complex	مُركَّب	content	محتوى

## Exercise-24 :

### To The Teacher :

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

Man is a speaking animal                      الإنسان حيوان ناطق .  
Heart disease is a killer                      مرض القلب قاتل

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

( ما الكولسترول ؟ )

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

2. Now a lipid is a chemical term; and when we translate it we should point out that fact. We add (فى الكيمياء) to clinch the point !
3. As English style is enlivened by variation, so is Arabic style. Having produced a purely nominal structure initially, we now proceed to vary the style : you could, of course, stick to the nominal mode by saying  
وهذه المادة جزء / عنصر مهم فى الغلاف الخارجى ...



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

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

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

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

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

9. Note that out of the *ten* verbs in the passage *seven* are forms of verb *to be* (is/are). The other three are, though operative, quite replaceable verbs : 1. originates (already discussed above); 2. comes from (which can be equally changed into (*is* in / its source *is*) and 3. contain (which simply means *have*) ! Now in the third sentence I have continued my transformations, changing ‘comes mainly from’ into  
(مصدره الأساسى هو) .
10. When the word organ occurs without qualifications, and the context justifies its intended meaning, we normally assume that it refers to the ‘inner organs’. ‘The inner organs of the beast’ is a famous phrase that occurs in James Joyce's *Ulysses*; and it seems to have become idiomatic. These are normally opposed to the trunk (الجذع) and the limbs (الأطراف) as the major parts of the body (الجسم) apart from the head, of course ! Hence the need to qualify it in Arabic as (الأعضاء الداخلية) .
11. Although I keep the verb (تحتوى) in my translation of (contain) you could change into (ففيها), without loss to the sense. In fact, I have in my ‘key’ changed the ‘are’ in the first part of the sentence into (تحتوى) and changed (تحتوى) in the second part into (فيها). You could reverse the process !
12. Notice how I changed the structure of the penultimate sentence by redressing the ellipsis. “Is absorbed by the intestines [and transfused] into the blood stream”. I have supplied the bracketed word in Arabic.
13. Just as I have done earlier, when a scientific name occurs in English it is coupled in Arabic by such a qualification, sometimes appended by a parenthetical note.

## (25) The Giant's Garden

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

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

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

## (25)

afternoon	عصر / العصر	springtime	زمن الربيع / الربيع
used to	اعتاد	broke out	تفتحت فجأة
giant	عملاق / مارذ	delicate	رقيق / لطيف
lovely	جميل / جذاب	blossoms	براعم
soft	طري	conversation	حديث / محادثة
(hard	( عكس صلب	determine	يعتزم / يقرر
flowers	زهور / أزهار / زهر	pink	لون وردى / بَمْبَه / بَمْبَى
stars	نجوم	pearl	لؤلؤ / لون اللؤلؤ : أبيض
peach	خوخ	autumn	الخريف

bore (p. of bear)	حملت	Cornish (from Cornwall)	
rich	حافل / زاخر	من كورننول (مقاطعة فى إنجلترا)	
fruit	فاكهة / ثمار	Ogre	غول / ببيع
sweet	عذب / حلو	were over	بعد أن انتهت
in order to	من أجل	limited	محدود
he had been to ...	كان قد ذهب لزيارة	castle	قلعة

### Exercise-25 :

#### To The Teacher :

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

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

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

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

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

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

Having tried and succeeded in changing the syntax, the students must be given the chance to try further changes. The Arabic

adverbial phrase *فى عصر كل يوم* could be freely moved about in the long sentence; it could be placed after *الأطفال* in version three; or you could relegate it to the end, or even begin the sentence with it !

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

وانتشرت فى أرجائها الأزهار الفتانة التى تزهر برؤوسها فوق الكلاء ...

Remind the students to change "there were twelve ..." into the recommended formula which I have earlier suggested as a  
(هناك)

substitute for (هناك) . For example :

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

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

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

( تزخر / تحفل / تمتلئ ... إلخ ) تكثر فيها !

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

8. The sentence :

“The birds sat on the trees”

requires special attention. We have in Arabic a verb of action which we normally translate into this formula in English, namely (يُحِطُّ عَلَى) . You could think of (يَجْثِمُ) too, or even (يَقِفُ) but never (يَجْلِسُ) ! Remember that 'to sit' by itself can mean more than the supposed Arabic equivalent. If you are standing then sit *down* then (أَنْتَ تَجْلِسُ) but if you are reclining and were ordered to 'sit up', then you are ordered to (أَنْ تَعْتَدِلَ فِى جِلْسَتِكَ) ! Birds cannot sit 'down' or 'up', they just sit, i.e. stand !

9. Remind the students of the rule concerning the translation of 'so ... that'.
10. 'To each other' must be translated as (لِبَعْضِهِمْ بَعْضًا) Do not forget the second (بَعْضًا) !
11. When you have words quoted, followed by a statement, reverse the order in Arabic. See the 'key'.

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





## (26) Animal Rights

Animal rights activists feel that animal research is immoral. They often assert that research with animals causes severe pain and that many research animals are abused. The activists do not feel the need to put the animals through such pain. Many of the experiments are replicated also which causes an unneeded demand for animals to perform experiments. Experiments which have already been proven are still being experimented with.

However, animal research is an integral part of today's society when thinking of how much progress we have gained in human health with the use of animal experimentation. To date some forty-one Nobel prizes have been awarded to scientists whose achievements depended on laboratory animals. Vaccines against polio, diphtheria, mumps, measles, rubella, and smallpox would not have been possible without such experiments.

## (26)

activists	نشطاء/دعاة/مناضلون	demand for	طلب على
animal research	البحوث التي تستخدم فيها الحيوانات	perform	يؤدي
assert	يقول/يصرح/يزعم/يؤكد	proven	ثبتت نتائجها
abuse	يؤذي/يسئ إلى/ينتهك حقاً	vaccine	لقاح (تطعيم) ضد
to put ... through	يُعرض ... لـ	polio	شلل أطفال
experiments	تجارب	mumps	النكاف/التهاب الغدة النكفية
replicated	تُعاد / تُكرّر	rubella	الحصبة الألمانية
unneeded	لا داعي له	integral part	جزء لا يتجزأ
		society	مجتمع

when thinking	إذا تذكرنا / إذا فكرنا	awarded	منح
how much	مدى التقدم الكبير	achievements	منجزات
progress	المكتسب	dependent on	يعتمد على
gained	صحة الإنسان	laboratory	مختبر
human health	حتى الآن	diphtheria	الدفتيريا
to date	نحو ٤١ / ٤١	measles	الحصبة
some 41	جائزة نوبل	smallpox	الجُدُري

## Exercise-26 :

### To The Teacher :

1. You will have noticed how the style is simplified —— sometimes through common ellipsis —— but the Arabic cannot replicate such simplification (or ellipsis). Take the compressed expression ‘animal research’. If translated literally, the result would not only incomprehensible but may be misleading. Can we say (بحوث الحيوان) or ( البحوث الحيوانية ) ? What can either mean ? The solution is therefore to get round the obstacle by unravelling the knot (if you'll forgive the mixed metaphor) : change this into : research using animals, or the use of animals in research. You will notice that this unravelled ‘tangle’ is used by the writer himself many times later on in the same text ! So you may say :

البحوث (العلمية) استخدام الحيوانات في

OR

إجراء البحوث باستخدام الحيوانات

OR EVEN

الحيوانات في البحوث العلمية إجراء التجارب على

Too long ? Look up the ‘key’, and check the rest of the passage where this very idea is expressed and repeated. Advise your students, therefore, to *read the passage through* (until the end) *before starting to translate*.

2. The word ‘immoral’ has the common equivalent ( لا أخلاقي ) but I would like the students also to be able to use other expressions such as

١- ينافي / يتعارض مع / الأخلاق

٢- ضد الأخلاق

٣- لا تسمح به الأخلاق

Train your class to turn their faces away from the text and to think of a possible alternative (one or more).

3. ‘Assert’ is commonly believed to be the exact equivalent of (يؤكد) because *assertion* does mean (تأكيد) ! But English is a strange language, and even some of our best bilingual dictionaries are deceived ! The fact is that to assert simply means ‘to state’; this can mean (يقول/يصرح/يزعم) or the person using it can have the meaning of ‘assertion’ at the back of his mind and ONLY in this case can it mean ! يؤكد As you could never guess which meaning is intended, the best course to take is to translate it as (يقول). I personally feel, in view of the second paragraph, that the intention is closer to (يزعم) !
4. Be careful to translate ‘often’ as (كثيراً) not (غالباً) !
5. Note that severe pain means (آلام مبرحة) Do not pronounce the word in Arabic in any different way !
6. ‘Abuse’ is a problem. Normally it means (يُسَاءُ إليها/تؤذي) as in the common phrase ‘abused children’ that is, children who are

ill-treated (تساء معاملتهم) by being beaten up or neglected etc. But the advocates of animal rights here are aping human rights activists: they are calling for respect for animal rights, along the same lines as human rights. As the word 'abuse' is used in human rights contexts to mean the 'violation' (انتهاك) of a right, you may assume that it is used here in the same sense. Hence my interpretation in the 'key'. However, you may keep the original sense and be absolutely correct.

7. 'Activists' is a problem word, for which see my الترجمة الأدبية . For the moment it may be enough to mention that the common Arabic used in political contexts is (النشطاء/النشاطي) I prefer to call them (دعاة) : it is neutral enough to be equal to advocates, but does not carry the stamp of approval implied by the Arabic (المناضلون في سبيل) .
8. Notice that 'feel' in the third sentence does not mean 'feel' in the usual sense (يشعر/يحس) but rather means (يرى) .
9. Notice that the last sentence of paragraph one is badly written and that the Arabic translation has remedied the fault.
10. Ask the students to know the meaning of 'integral part' fully by learning what an integer is (الواحد الصحيح) and that (integrate / integration) carries the meaning of (تكامل) .
11. Look up the 'key' to see how I have handled the rest of the first sentence of the second paragraph.
12. Teach the students the meaning of (to date) (حتى الآن) and 'some' in this context, i.e. about (تقريباً/حوالي/نحو) .
13. Show the students how the passive voice has been turned into an active construction in my translation in the 'key'.
14. It is important for all students to learn and remember the names of these diseases. Make a point of stressing this point.

## (27) Effects of TV on Children

The ability to be creative is an important factor in the development of a young child's mind. By sitting down and watching TV for a couple hours, the child is entertained, but is also not thinking. Information is spoon-fed to them, so when it comes time to read a book in school, some can have a hard time grasping ideas. They are so used to having images flash before them to provide understanding; they have trouble moving their eyes side to side to gather the information for themselves. With the TV in front of them, supplying amusement, they may never stop to think that putting a puzzle together, or reading a book could also be fun. They could actually become dependent on this one source of fantasy, and never bother to create their own. As the child grows older, it is less likely to put effort into playing with other kids, or taking up a hobby.

### (27)

creative	إبداعي / إبتكاري	information	معلومات
factor	عامل	spoon-fed	تسقى بالملعقة
ability	قدرة / طاقة	grasp ideas	فهم الأفكار
development	تنمية (هنا)	fun	متعة (هنا)
young	صغير	actually	في الواقع
watching TV	مشاهدة التلفزيون	dependent	معتمد على
couple of hours	لساعتين (أو أكثر قليلاً)	kids	أطفال
entertain	يسلّي / يمتع	images	صور
thinking	يفكر	flash	تلوح / تبرق / تلمح / تومض
		provide	توفر / تقدم

understanding	الفهم	amusement	التسلية
have trouble	يصعب عليه	puzzle	لغز / أحجية
(have hard time)	(مثل)	put together	حلّ
gather	جمع / يجمع	fantasy	خيال / وهم / عالم وهمي
supplying	يوفر / يقدم	bother	يأبه / يكثرث
to think (i.e. to		effort	مجهود
consider)	ليكتفوا / ليروا / لينظروا	hobby	هواية

### Exercise-27 :

#### To The Teacher :

1. The verb 'to create' has occurred before in this book and has been adequately discussed. The adjective '*creative*' and '*creativity*' are almost always translated as (إبداع) and (إبداعي) respectively (على الترتيب). Sometimes they are translated (ابتكاري) but these are closer to '*inventive*' and '*inventiveness*' (الابتكار) in spite of the fact that most of the meaning is shared by all three words. A creative writer is one who can invent characters, situations etc of his/her own in a short story, a novel, a drama etc. To this extent he is an inventor and creative; but a poet may be able to deal with his/her own real feelings or ideas and to be creative without inventing anything ! He is creative (مبدع) but can be an innovator (مجدد/مبتكر/مبتدع) too if he/she can create new rhythms and new patterns of feelings and ideas ! Innovation is therefore closer to (ابتداع) than to (إبداع) ! If you can explain these differences to the students, you should; you'll be encouraging them to think for themselves !

2. Apply the rules of scientific expression explained earlier : nominal structure and pithy statements.
3. Note the translation of the indefinite noun in English as given in the opening sentence of the 'key' translation.
4. Note that sentences two and three are internally linked by the logic of the argument; and the link should be reflected in the Arabic text either by using 'connectives' (أدوات ربط) (The 'speech markers' of *stylistics*) or by grammatically combining them (as I have done in the 'key'). Note that as a result of this internal link, the 'them' in sentence 3 has no precedent ! In the translation I have changed the plural pronoun to the singular.
5. In doing sentence 3 remind the class to apply the 'so ... that' rule, given earlier in the book. Note that the sentence is infelicitous; you may have to redress whatever seems amiss in an English text, as the Arabic reader will always blame the translator !
6. Do not use (طالما) in place of (مادام). Remember the difference !
7. Sentence 4 requires the re-thinking of the complement beginning with 'to think that ...'. The meaning has nothing to do with 'thinking' : what is meant is that children may never discover the pleasure of solving puzzles or reading books. The translator should be aware of stylistic problems and should always aim at the meaning regardless of the infelicity of expression. I have done that in the 'key'.
8. Sentence 5 has the same logical structure of the 'so ... that' formula; you may choose to do what I have done in the 'key' or follow the original. So, you could say :

١- والواقع أنهم قد يعتمدون على هذا المصدر من مصادر الخيال وحده (دون غيره) ولا يأنهون أبدأ بابتداع عالمهم الخيالى الخاص بهم .

OR

٢- والواقع أنهم قد يعتمدون على هذا المصدر للخيال وحده إلى الحد الذى يجعلهم لا يكثرثون أبدأ بخلق عالمهم الخيالى الخاص بهم .

Whichever you choose, you'll be correct.

9. In the last sentence apply the rules pertaining to the translation of the impersonal pronoun 'it'. Check the 'key' for the alternative I give.



## (28) Violence on TV

What has the world come to these days ? It often seems like everywhere one looks, violence rears its ugly head. We see it in the streets, back alleys, schools, and even at home. The last of these is a major source of violence. In many people's living rooms there sits an outlet for violence that often goes unnoticed. It is the television, and the children who view it are often pulled into its realistic world of violence scenes with sometimes devastating results.

(28)

violence	العنف	living room	غرفة الجلوس
TV	التلفزيون	sit	يقع / يجثم (هنا)
often	كثيراً	outlet	منفذ
rears	يرفع / يطلّ	goes unnoticed	لا يلاحظه أحد
ugly	قبيح	view	يشاهد
back alleys	الشوارع الخلفية / الأزقة الخلفية	pulled-into..	ينجذبون إلى داخل ..
major	رئيسي	realistic world	عالم واقعي / حقيقي
source	مصدر	scenes	مشاهد
		devastating	مدمر

## Exercise-28 :

### To The Teacher :

1. You may begin by explaining what is meant by a 'colloquial' style : it is generally informal in tone and reflects the real speech of native speakers of English. Unfortunately for aspirant translators, they cannot master the techniques of translating 'style' early enough in their career. Indeed, the translation of style requires long experience with English and Arabic styles and the ability to decide which in this language equals (or is nearest to) that. Take the first sentence : 'Has it come to this ?' is not especially colloquial and it occurs in Shakespeare's *Hamlet*, for instance, in this form :

That it should come to this !  
But two months dead ! Nay, not so much, not two.  
I.ii. 137-138

and my translation (published in 2004) of the play gives the two lines as :

وفاته سوى شهرين ! هل تبلغ الأمور هذا الحد ؟ وما مضى على  
بل ما انقضى شهران كاملان - شهران لا أكثر !

The excellent English-Arabic dictionary (النفيس) gives the following entry :

(- So it has come to this !

) إذن فقد وصل الأمر إلى ما نحن عليه الآن !

Though not 'especially colloquial', as I have said, the expression is characterized by the informality of intimate speech (among friends, or a man, like Hamlet, talking to himself or rather thinking

aloud). The intimacy reflected in the informality requires an equally 'direct' question in Arabic close enough to everyday speech :

- إيه إالى جرى للدنيا اليومين دول ؟

This inspires the translator with the right intimate 'tone' :

- ما الذى جرى للعالم هذه الأيام ؟

But even if you could echo the tone of the source text here you may not be able to maintain the 'echoes' ! The second sentence is definitely more colloquial and too informal; can it be in the same manner ? 'It often seems like' is colloquial for 'It appears that' : substitute the latter and the tone become closer to formal speech. As a translator you are NOT required to pay too much attention to style: at this stage your main concern should be with getting the 'meaning' right. You may be tempted at first to give the meaning in colloquial Arabic :

الواحد بيتهياً له فى حالات كثير إنه منين ما يبص حيشوف وش العنف  
المقرف !

But, on reflection, somehow the 'tone' has departed too much from the original. So you try again :

وكثيراً ما يبدو لك أنك حيثما نظرت شاهدت وجه العنف القبيح !

This is close enough, but the temptation may be irresistible for a formula redolent of the high style (or the 'grand style') of Arabic classics :

وكثيراً ما يظهر لك أنك حيثما يمت وجهك شاهدت القبح يطل بهامته  
النكراء !

Too classical ? Even Quranic ? Well, be that as it may, it will generally be more welcome by Arabic readers who care less for consonance with the source text than with reading 'solid' Arabic, defined in terms of classical (or traditional) rhetoric ! The solution ? Somewhere in between the too colloquial (in Egyptian Arabic) and the too formal (in classical). See the 'key' for 'my' solution !

2. You may like to give the students an idea of the differences between the way we describe our streets and the way they call theirs. They should at least be able to equate 'roads' with (طرق) (not (طرقات) ) streets with (شوارع) and 'alleys' with (حارات) . The 'high street' is (شارع السوق) , the 'highway' is (الطريق السريع) (just like 'free way' and occasionally 'express way', though rare, but a 'motorway' is definitely more common). 'Lane' is a (مسار) : A motorway can have four lanes in every direction. We sometimes call it (حارات) as well. A cul-de-sac is (زقاق / عطفة) . In other Arab countries they have different names for streets and roads etc. (نهج/جادة).
3. Sentence 4 begins with 'The last of these'. What is meant is 'the home', and that is what you should say in your translation.
4. 'To go unnoticed' means 'not noticed by anybody', and you should change the structure here to provide an acceptable Arabic version. (لا يلاحظه أحد)
5. Note that the word 'often' is repeated three times. Do not forget that it means (غالباً) (NOT كثيراً) as previously mentioned.
6. 'Realistic' could mean here (الواقعي) not merely (الحقيقي) .

## (29) Stress

It is commonly believed that only rich middle-aged businessmen suffer from stress. In fact anyone may become ill as a result of stress if they experience a lot of worry over a long period and their health is not particularly good. Stress can be a friend or an enemy : it can warn you that you are under too much pressure and should change your way of life. It can kill you if you don't notice the warning signals. Doctors agree that it is probably the biggest single cause of illness in the western world.

When we are very frightened and worried our bodies produce certain chemicals to help us fight what is troubling us. Unfortunately these chemicals produce the energy needed to run away fast from an object of fear, and in modern life that's often impossible. If we don't use up these chemicals, or if we produce too many of them, they may actually harm us. The parts of the body that are most affected by stress are the stomach, heart, skin, head and back. Stress can cause car accidents, heart attacks, and alcoholism, and may even drive people to suicide.

## (29)

commonly	بصورة شائعة/على نطاق واسع	experience	يتعرض (هنا)
		worry	قلق
middle-age	في منتصف العمر	over along period	في مدة زمنية طويلة
businessmen	رجال الأعمال		
suffer	يعانى	particularly good	ممتاز / متميز
stress	الإجهاد (النفسي)	warn	يحذر / ينذر

under	يتعرض لـ	certain	معين
too much	أكثر مما ينبغي	chemicals	مواد كيميائية
pressure	ضغط / ضغوط	unfortunately	للأسف
way of life	أسلوب حياة	energy	الطاقة
notice	يلاحظ	needed	اللازمة
warning signal	إشارة إنذار / (جرس الخطر)	to run away fast	الهروب / الفرار بسرعة
probably	من المحتمل / قد يكون	an object of fear	ما يخيفنا / ما نخشاه
stomach	المعدة	modern life	الحياة الحديثة
heart	القلب	impossible	محال / مستحيل
head	الرأس	use up	يستهلك / يستنفد
car accidents	حوادث سيارات	too many	عدد أكبر مما ينبغي
alcoholism	إدمان الكحول	harm	يضر
suicide	الانتحار	affected by	يتأثر بـ / يتضرر من
frightened	خائف	skin	الجلد / البشرة
worried	قلق	back	الظهر
produce	تنتج / تفرز (هنا)	heart attacks	نوبات قلبية
fight	يحارب / يكافح	drive to	يدفع إلى
trouble	يكدر / يعكر صفو		

## Exercise-29 :

### To The Teacher :

1. Explain the difficulties associated with the opening sentence : first you have the impersonal pronoun 'it'. You may apply the rule given earlier and do it in the following way :

١- من المعتقد على نطاق واسع

٢- من المعتقدات الشائعة

Or you could change the form of the expression, through the usual transformation tricks :

٣- يظن / يعتقد / يتصور الكثيرون

٤- يعتقد أغلب الناس

Or you could keep the words (شائع) in the verbal form and change 'believe' into a noun

٥- يشيع الاعتقاد

As this the most economic, I have adopted it in the 'key', but then all Arabic versions given are acceptable *and* idiomatic.

2. The second problem concerns the structure 'only ... suffer'. Liberate your mind from the despotism of 'only' : If you insist on using (فقط) the structure will suffer :

أن رجال الأعمال الأغنياء ... فقط هم الذين يعانون ...

You could substitute (وحدهم) as a weapon of fighting that (فقط) :

أن رجال الأعمال .... وحدهم يعانون ...

The meaning will be there in either case; but then learn to use a different structure, beginning with 'suffer from stress' after transforming it into 'suffering from stress' :

رجال الأعمال ... أن المعاناة من الإجهاد وَقَفُّ على / مقصورة على

Better still use a verb (always welcome in Arabic) in place of the nouns given as options :

أن المعاناة من الإجهاد تقتصر على رجال الأعمال

This should produce better sounding Arabic.

3. Again, make a mental habit of getting the meaning behind the words, even if you have to change the actual words : 'to become ill' is (يصاب بالمرض) or (يمرض) . Note that the definite article in Arabic (ال) does not mean that you have a specific illness in mind, although the Arabic word is (معرفة) ! In the 'key' I have used (قد يصيبه مرض ما) .

Equally true, the expression 'as a result of' need not be translated (نتيجة ل) ; my instinct made me render it as (بسبب) .

Note that in colloquial English the plural 'they' and 'their' may refer to the singular 'everybody' and 'anybody'. So, 'they' in line 3 refers to 'anyone'. 'A lot of' is colloquial; in formal English we say 'a good / great deal'. Note too that 'over a long a period of time' means *throughout a long period*. This has required a basic transformation :

*If they experience a lot of worry over a long period of time* is too wordy ! The translator can remedy that by changing the structure; so instead of saying :

( إذا تعرض لمقدار كبير من القلق على امتداد فترة زمنية طويلة ؟ )

Which is horrible, we say :

إذا استمر يتعرض للقلق الشديد فترة طويلة .

Note too that English has the habit of roundabout expression : instead of saying 'and their health is not excellent' you have the periphrastic 'not particularly good'. Knowing what is meant, the translator opts for the more economic expression :

ولم يكن في حالة صحية ممتازة ( وليس جيدة بصورة خاصة ! )



4. For the rest of the paragraph try to start your sentences in Arabic with verbs. The English sentences are regular : they follow the subject plus verb pattern : all you have to do is reverse the order, producing verb plus noun patterns.
5. Paragraph two is linked internally with the first. It now offers a medical explanation, aimplified, for the statements made in the first. As such you should begin it with a clear connective (speech marker). The Arabic letter(ف) is best suited for this purpose.
6. Think carefully before you translate the opening sentence of paragraph two. First you'll realize that it is impossible to maintain the original structure : you *cannot* say :

( عندما نكون خائفين وقلقين جداً !! )

Not only ridiculous as far from being truly idiomatic, the meaning is not fully transmitted. 'Very' qualifies both 'frightened' and 'worried'. Can you then add another (جداً) after (خائفين) ? Even more ridiculous ! So, what do you do ? You change the sentence to allow the qualification of both

فعندما نتعرض لدرجة كبيرة من الخوف والقلق ، تفرز ...

7. The verb 'to fight' can mean (يحارب) or (يقاتل) — the usual sense — or, alternatively (يكافح) . It is also used in boxing where pugilists fight one another ! Choose the meaning you like best !
8. 'Trouble' can be (يكدر) (يرهق) or, as here (يعكر صفو) .
9. Note that 'produce' means (يفرز) not (ينتج) here !.
10. Note the difference between too many (for the countable) and too much (for the uncountable).

## (30) Women and Society

Money is by no means the only reason women go out to work. Bringing up a young family and looking after a home are often full-time jobs. But as the children get older, the work of the household becomes less demanding, and the housewife finds herself with less and less to do. The work that she has enjoyed doing as a young wife and mother becomes routine and boring. Taking on a job outside of the home offers stimulation and interest. It gives her a chance to meet new people and keep in touch with outside events and interests.

It may also enable a woman to take advantage of qualifications and training that she has been unable to use while her family was growing up. All too often, a highly qualified woman is only able to work for a few years before the demands of looking after a young family remove her from employment. The tendency of professional women to return to work after starting a family means that an important reserve of skill is thereby made available once again. The resulting increase in the number of working women is bound to have a profound effect on the nation's economy.

### (30)

by no means	على الإطلاق	full-time	متفرغ / طول الوقت
reason	سبب / مبرر	household	المنزل والأسرة
bring up	يُربى	demanding	يتطلب جهداً
young family	أطفال صغار	less and less to do	أعمال تقل تدريجياً
look after	يرعى	routine	عادي / رتيب
a home	بيت	boring	ممل / مضجر

Taking on a job	الالتحاق بعمل	professional	مهني
stimulation	حفز الطاقات	reserve	رصيد احتياطي
interest	إثارة الاهتمام	skill	خبرة ومهارة
to take advantage	يُنتفع به	thereby	بهذه الوسيلة
qualifications	مؤهلات	available	متاح / موجود
training	تدريب / خبرة	is bound to	لا بد أن
All too often	ما أكثر ما يحدث	profound	عميق
highly qualified	ذات مؤهلات عالية	effect	تأثير
remove	يبعد / يفصل	economy	اقتصاد
tendency	الميل / الاتجاه		

### Exercise-30 :

#### To The Teacher :

- Here is a 'present' — a new expression for the students to learn !  
'By no means' means 'not' but with a degree of emphasis, such as  
'not at all'. على (إطلاقاً / إطلاقاً) The opposite is 'By all means !'  
Now teach the students how to translate both in context; the first  
sentence could be done into Arabic in a variety of ways :

- ١- ليس المال وحده على الإطلاق ما يدفع المرأة للخروج للعمل
- ٢- لا نستطيع على الإطلاق اعتبار المال سبباً أوحده لخروج المرأة للعمل
- ٣- سبب خروج المرأة للعمل لا يقتصر إطلاقاً على كسب المال
- ٤- لا تخرج المرأة للعمل من أجل كسب المال وحده على الإطلاق .. إلخ

In fact I have given even a fifth version in the 'key'. Look at other examples :

I by no means deny the need for continuity : but reform  
is essential

لا أنكر إطلاقاً ضرورة الاستمرار ولكن الإصلاح (مطلب) جوهري

Q. Are you willing to give evidence in court ?

Answer 1 : By all means !

Answer 2 : By no means !

المحكمة بشهادتك ؟ السؤال : هل لديك استعداد للإدلاء في

إجابة ١ : بكل سرور !

إجابة ٢ : كلاً ! إطلاقاً !

But even if you substitute only 'not' for the expression you would not be wrong : the emphasis will be a little less — that's all !

2. Note that whether you say just (المال) or (كسب المال) the meaning will not change.
3. Explain to the students that 'family' can mean (الأسرة) or the children (الأطفال). Teach them two important expressions connected with this: 'to be in the family way' means (حامل/حُبلى) and 'family planning' used to be translated at (تحديد النسل) but is now translated as (تنظيم الأسرة) Not (تخطيط) !
4. Explain the meaning of 'young' which is confined in most Arab minds to (شباب/شاب). The real meaning is (صغير) and this can be interpreted either as minor (قاصر / حدث) — a reference to any age below adulthood (أى سن قبل البلوغ) — or to the period of youth proper (فترة الشباب الحقيقية). You can say here either (تربية) (تربية الأطفال الصغار) or (الصغار).
5. In Modern Standard Arabic there is a distinction between home (البيت) and house (المنزل). Both words had different meanings in old Arabic, which should not concern us.

6. Note that full-time (متفرغ) is the opposite of part-time / (غير متفرغ). Both are used nowadays everywhere in the Arab world. (بعض الوقت).
7. Teach the children how to translate the formula 'as he grows older' and 'as he learns more'. The precise meaning is (كلما كبر / كلما) (كلما ازداد علمه) and (ازدادت سنّه) respectively. But then you do not have to stick in your translation to that meaning; you can easily replace it with (عندما يكبر) and (عندما يزداد علماً). However, if you use (كُلَّمَا) in the first part of the sentence, do not repeat it in the second part : this is a common error; the second part should begin with an Arabic verb in the past. Remember this line of verse ?

كُلَّمَا أُتْبِتَ الزَّمَانُ قَنَاءً      رَكَّبَ الْمَرْءُ فِي الْقَنَاءِ سِنَانَا  
(المتنبى)

As a lance is grown by the times,  
Man will fix therein a spearhead.

'As' may be replaced by 'whenever'; as in the following line of verse, by (على محمود طه)

١ - كُلَّمَا قُلْتُ لَهُ خُذْ قَالَتْ هَاتِ  
يَا حَبِيبَ الرُّوحِ يَا أَنْسَ الْحَيَاةِ

Whenever I offered her a drink, she said 'thank you !  
O my soul's mate, and the pleasure of life !'

(Note that the poet refers to his beloved using the masculine pronoun).

In fact even here you could use 'as' for (كُلَّمَا) .

8. Explain the meaning of 'less demanding'. To paraphrase, you could say 'it demands less effort / responsibilities'. In Arabic we simply say (قلّ ما يتطلبه من جهد / قلت مسؤولياته) .

9. 'Less and less' is a problem : it means 'they get increasingly less'.  
This becomes in Arabic (قلّت الواجبات بصورة مُتّزدة) or

عائق ربة المنزل يوماً بعد يوم ١ - قلّ العمل الملقى على  
عائق ربة المنزل ٢ - تناقصت تدريجياً الواجبات الملقاة على

But, of course, you need not be so meticulous. Look at the 'key'.

10. Remember that 'routine' does not mean (روتين) in Arabic : it means devoid of interest and treadmill (عادي ورتيب) .
11. You may have to spend a great deal of time on the words 'stimulating' and 'interest'. To stimulate originally means / يحفز (يحفز / ينبّه / يحث ... إلخ) but the verb requires a specific object in Arabic; hence the insertion of (طاقات) . Interest is a word with a mercurial meaning : it can mean various things in various context. Check the 'key'. It is repeated in the last sentence of the first paragraph; and the meaning there has changed !
12. For paragraph 2 check the 'key'.



## (31) Torture Allegations

The investigations continue into allegations that British soldiers were involved in abuse of prisoners in Iraq. Nothing has yet been proven but in Paris last night, the Prime Minister, when asked, issued this apology: Tony Blair : ‘We apologise deeply to anyone who has been mistreated by any of our soldiers. That is absolutely and totally unacceptable. Those who are responsible for this, if they've behaved in this appalling way, they will be punished according to the army discipline and rules’.

The British government insists that such an apology doesn't amount to an admission that the allegations are true. But pressure is building on the government to reveal when it first became aware of the claims, particularly after Amnesty International last night joined the International Committee of the Red Cross in saying it had warned of allegations of abuse up to a year ago.

### (31)

investigations	تحقيقات	issue	يصدر
continue	تستمر	apology	إعتذار
allegations	مزاعم	deeply	بعمق / من الأعماق
soldiers	جنود	mistreated	أسيئت معاملته
involved	مشاركين / متورطين	absolutely	بصورة مطلقة
abuse	إساءة معاملة	totally	تماماً / بصورة كلية
prisoners	سجناء	unacceptable	مرفوض / غير مقبول
prove	يُثبت	The International Committee of	
Prime Minister	رئيس الوزراء	the Red Cross اللجنة الدولية للصليب الأحمر	



responsible for	مسئول عن	admission	إقرار / اعتراف
behave	يتصرف / يسلك	pressure	ضغط / ضغوط
appalling	فظيع / مريع / بشع	reveal	يكشف عن / يصرّح بـ
punish	يعاقب / يجازي	aware of	على وعى بـ / يعرف / يعلم
according to	وفقاً لـ / حسب	claims	مزاعم
army	جيش	Amnesty International	
discipline	نظام / نظم	warned	منظمة العفو الدولية
rules	لوائح / قواعد	up to	حذرت
insist	يصر		مدة (طويلة) قد تصل إلى
amount to	لا يعتبر / لا يمثل		

### Exercise-31 :

#### To The Teacher :

1. Explain to the students the meaning of investigations (تحقيقات) . This means a search (بحث) or examination (فحص) , normally careful and over a long time; it shares the core meaning with 'inquiry' (تحرّيات) . Both imply that an effort is made to find 'the truth', or to establish the facts. The Arabic word (تحقيق) means something else in English, namely 'questioning' : this word is used exclusively with persons; example :

1. Mr. X is wanted for questioning.

١- السيد س مطلوب للتحقيق معه

2. He went to the police station where he was questioned by an officer.

٢- ذهب إلى قسم الشرطة حيث أجرى أحد الضباط تحقيقاً معه

3. In British law, the defendant's defence lawyer should be present during questioning.

٣- يقضى القانون البريطانى بوجود محامى المتهم أثناء التحقيق معه

The Arabic expression (سؤال الشاهد) is equal to cross-examining the witness. Cross-examination occurs in court.

2. 'Allegations', commonly translated as (مزاعم), means no more in effect than (أقوال مرسلّة) that is, unconfirmed reports. To 'allege' is to say, to state; proof of truth or untruth will therefore be demanded for the allegations to be proved right or wrong. In the famous book (كليلة ودمنة) every episode begins with (زعموا أن ...) which literally means 'it is said that ...' However, nowadays the Arabic word has been associated in common usage with 'lying' or a 'false statement'. This is not the meaning implied by the English word, but the equation of 'allege' with (زعم) is so firmly established that it will be impossible to change.
3. For the various meanings of 'involved' see my (مرشد المترجم). Here, however, it may be enough to tell your class that the sentence can mean :

that British soldiers have *taken part in the* abuse ...

OR

that British soldiers have *committed* abuse ...

Both senses are carried by the word.

4. Previously in this book I suggested that 'abuse' be translated (انتهاك) in the context of 'animal rights' and 'human rights'; see passage 26. Here, however, it keeps its original sense of (سوء) (معاملة). The idea is referred to again in the same passage by Blair

as 'mistreatment'. This is the same as ill-treatment. You could say (إساءة معاملة / سوء معاملة) .

5. Note that 'prisoner' is the most general term for anybody deprived of his/her freedom. Thus a soldier captured in war is referred to as 'a prisoner of war' (أسير حرب); and a defendant (مُتَّهَم) not yet convicted (لم تصدر إدانته بعد) but still kept in custody (محتجز) is referred to as a prisoner especially by the judge examining the case. Even a 'hostage' (رهينة) is regarded as a prisoner. As long as a person is incarcerated (محبوس) he/she is called a prisoner. In Arabic we have no choice but to translate 'prisoners' as (السجناء) ; if they were war captives (أسرى) they would have been referred to as P.O.W.'s (i.e. Prisoners of War).
6. Note the difference between 'proof' (الإثبات) and 'evidence' (الدليل). Note that the passive voice in the second sentence should (preferably) be changed into active. See the 'key'.
7. Show the students how the second sentence has been divided (in my translation) into two sentences. Explain too why the 'information' in the sentence has been rearranged.
8. Show the students that 'apologize deeply' can be translated in a variety of ways :

١- إننا نقدم عميق الاعتذار

٢- إننا نعتذر أعظم اعتذار

٣- إننا نعتذر من الأعماق

The reason for the variation is that you simply cannot keep the original grammatical structure of the original : you cannot say (نعتذر بعمق) as this not Arabic !

9. Note that ‘unacceptable’ is better translated by one word (مرفوض) . This will enable you to qualify it with both (تماماً وبصورة مطلقة) . If, however, if you say (غير مقبول) only one qualification will be possible :
- ( الإطلاق ) و كلفة ؟ هذا غير مقبول على
10. The meaning of ‘who are responsible for this’ is ‘those who have committed this, directly or indirectly’ that is, (من يتحملون وزر هذا) but it has become customary to equate the Arabic expression (المسئول عن) with the English one in all implications.
11. Note that ‘discipline’ can mean many things, such as ( انضباط / ) ( نظم ) Here it means ( نظم ) . (etc.) Here it means ( نظم ) . (تأديب / مبحث علمي
12. Rules is short of ‘Rules and Regulations’ (لوائح ونظم) . I am sure this is what Blair has in mind by both words.
13. There is a difference between ‘admission’ and ‘confession’. To admit is to say ‘yes; this is true’; to confess is to *speak at length* so that even if your confession carries an admission of guilt, it may include details which could justify leniency (استعمال الرأفة) or even a degree of exoneration. Hence I prefer to translate ‘admission’ as (إقرار بصحة) and confession as (اعتراف) .
14. Note how the second sentence in the second paragraph has been restructured in Arabic.
15. Note that ‘when’ is not a question and the student should liberate his / her mind of the Arabic equivalent (متى) . The sense is that the British government is ‘pressured’ to reveal ‘*the time*’ of first hearing such claims.

16. To become 'aware of' in political parlance means 'to know'. A member of Parliament usually asks 'Is the Prime Minister aware ...' that is, 'does he know?'.
17. The International Committee of the Red Cross is commonly translated in Arabic into (الصليب الأحمر الدولي) but ask the students to give the full name as given above.
18. Note that 'up to' (قد تصل إلى) should be preceded by a qualifier. If you say 'discounts of up to 50%' then the meaning is (تخفيضات كبيرة قد تصل إلى ٥٠٪) ; the rule applies here.

## (32) Labour in Israel Coalition Talks

The opposition Labour party in Israel has begun coalition talks with Likud, the governing party of Prime Minister Ariel Sharon.

Labour leader Shimon Peres said the party wanted to secure the pull-out of Jewish settlers from Gaza and parts of the West Bank.

Labour also wants to put pressure on the government to follow the road map plan for peace with the Palestinians.

Mr Sharon needs Labour support to avoid early elections.

The prime minister invited Labour to join his cabinet on Friday, days after sacking members of the Shinui party from his government and losing his parliamentary majority.

## (32)

Labour	حزب العمل	put pressure on	يضعط على
coalition	ائتلاف	follow	يتبع / ينفذ / يطبق
talks	مباحثات / محادثات	road map	خريطة الطريق
opposition	معارضة	peace	السلام / السلام
governing	الحاكم	Palestinians	الفلسطينيون
Labour leader	رئيس حزب العمل	support	دعم
secure	يضمن / يكفل	avoid	يتجنب / يتفادى / يتحاشى
pull-out	انسحاب	early	مبكر / قبل موعدها
settlers	مستوطنون	elections	انتخابات
Jewish	يهود	invite	يدعو
Gaza	غزة	join	ينضم
West Bank	الضفة الغربية	days after	بعد أيام قليلة

sacking	طرد / إخراج
parliamentary	برلماني
majority	أغلبية

### Exercise-32 :

#### To The Teacher :

1. To begin with draw the students' attention to the need to say (حزب العمل) every time 'Labour' is given, with a capital 'L'. The same applies to 'Likud'.
2. In translating the title, you should either consult the whole report (to get the drift of it, at least) or make a learned guess by supplying the omitted words. You simply may not reproduce the same laconic English version in Arabic, for instance :

محادثات ائتلافية إسرائيلية × العمل في  
(too literal)

× حزب العمل في محادثات وزارة ائتلافية إسرائيلية  
حزب العمل يجرى محادثات لتشكيل وزارة ائتلافية في إسرائيل

3. Point out to the students that it is quite common in English, especially in current affairs reporting, to use nouns as adjectives. So, 'coalition' in the title is in fact used adjectivally to qualify the omitted government; and 'opposition' in the first sentence means not (المعارضة) but (المعارض) as it qualifies the party.
4. In translating 'Labour' we simply follow common usage. The Labour Party in Britain is always referred to in Arabic as (حزب العمال) . (حزب العمل) but the same name is referred to elsewhere as (حزب العمل) . The latter, that is (العمال) is more accurate, as (العمل) can bring in

confusion with ‘work’ and ‘action’ etc. I remember that when I was in London the labour party used a slogan in its election campaign (حملته الانتخابية) involving two words with a pun on the second, namely ‘you know Labour works !’ The meaning of the last words is ‘to get results’ (to succeed) that is (ينجح) . But the original meaning of work (العمل) is there as well !

5. When you have an indefinite plural, such as ‘parts of’ the rule is to supply (بعض) as this is definitely implied. If the meaning were *all parts* the reporter would have said so, or not used the word at all.
6. ‘Settlers’ is commonly translated as (المستوطنون) . This is based on the common translation of ‘settlements’ as (مستوطنات) when in fact it means (مستعمرات) . Still, we have to bow to common usage, if we want our readers to understand !
7. Note the other omission in the third sentence. ‘For peace’ means in effect ‘to reach / achieve / essabeish / peace ! This is what you should do in Arabic.
8. Notice that the word (وزارة) in Arabic is translated into English as either a ministry (a department headed by a minister) or as the government (all the ministers headed by the Prime Minister). So when there is a ‘ministerial meeting’ it would be (اجتماع وزاري) but when there is a change of government it would be (تغيير الوزارة) and a government reshuffle is (تعديل وزاري) .
9. The last sentence includes two points of interest : the first is the indefinite noun ‘days’. Here it means ‘a few days’ and this is translated idiomatically into (بعد أيام معدودة) . The second is ‘sacking’ which means (طُرد) (or فصل / عزل) but the real meaning is that those ministers in his cabinet who belong to Shinui party



have lost their jobs (their portfolios حقائب وزارية). The Arabic should give the *real* meaning which would be

إخراج أعضاء حزب شينوى من وزارته

10. By doing this, members of the Israeli parliament who belong to that party would not vote alongside Sharon's party members; hence the loss of parliamentary majority.

# **PART II**

**Key Translations of  
ALL  
Passages in the Manual**



## (1)

### Science and Technology

#### العلم والتكنولوجيا

يختلف العلم عن التكنولوجيا في أن العلم يعتبر منهجاً لإجابة الأسئلة النظرية ، وتعتبر التكنولوجيا منهجاً لحل المشكلات العملية . فالعلم يتعلق باكتشاف الحقائق والعلاقات فيما بين الظواهر التي نلاحظها في الطبيعة ووضع النظريات التي تقوم بتنظيم هذه الحقائق والعلاقات . وأما التكنولوجيا فتتعلق بالأدوات والتقنيات والإجراءات اللازمة لتطبيق مكتشفات العلم . كما يتميز العلم عن التكنولوجيا باختلاف التقدم الذي يحرزه كل منهما .

## (2)

### Yasser Arafat

#### ياسر عرفات

ولد محمد عبد الرؤوف عرفات القدوة الحسيني في 24 أغسطس 1929 بالقاهرة لأب يعمل بتجارة المنسوجات ، وكان فلسطينياً ينحدر من بعض الأسلاف المصريين ، وكانت والدته تنتمي لأسرة فلسطينية عريقة من القدس . وقد توفيت ياسر عرفات (كما كان يسمى) ما زال في الخامسة من عمره ، فبعث به ليعيش مع خاله في القدس، عاصمة فلسطين ، وكانت آنذاك خاضعة للحكم البريطاني الذي كان الفلسطينيون يعارضونه . ولم يكشف ياسر عرفات شيئاً يذكر عن طفولته ، ولكن إحدى أوائل ذكرياته تتعلق باقتحام الجنود البريطانيين لمنزل خاله بعد منتصف الليل ، والاعتداء بالضرب على أفراد أسرته وتخطيم الأثاث .

## (3)

### My Grandmother

#### جَدَّتِي

بدأت أتسائل قائلاً لعلَّ جدتي على حق عندما تشكو ، وهي كثيراً ما تشكو قائلة إن أطفال هذه الأيام لم يعودوا يتمتعون مثل أطفال الأمس بحسن السير والسلوك . فكلما تتسنى لها الفرصة، تحكى لنا بالتفصيل كيف كانت تُؤمَرُ بأن تحترم من هم أكبر منها وأفضل ، وكيف علّمها أهلها ألا تتكلم إلا إذا خاطبها أحد ، وكيف كانوا يطلبون منها حين تخرج دون مرافق ألا تنسى أن تقول 'من فضلك' إذا طلبت شيئاً و'شكراً' إذا حصلت عليه .

#### (4)

##### Margaret Thatcher

###### مرجريت ثاتشر

كانت مرجريت ثاتشر أول امرأة تشغل منصب رئيس بريطانيا ، وقد تخرجت في كلية سمرقيل ، بجامعة أوكسفورد ، وحصلت على درجة الماجستير من الجامعة نفسها ، وعملت باحثة في الكيمياء وبالمحاماة ، مع التركيز على قانون الضرائب ، ثم انتُخبت عضواً في مجلس العموم بالبرلمان عام 1953 . وعُيِّنَتْ في مناصب وزارية عديدة من بينها منصب وزيرة التربية والتعليم (1970 - 1974) . وانتخبها حزبها رئيسة له (أثناء وجوده في المعارضة) عام 1975 ، ثم أصبحت رئيسة للوزراء في عام 1979 . وقد اشتهرت بزعامتها القوية ، و”بذكائها التكتيكي في البرلمان“ ، فعرفت كيف تتعامل مع جميع أنواع الخلافات .

#### (5)

##### When Nature Roars

###### عندما تزار الطبيعة

ما الذي تنتويه أمانة الطبيعة ؟ لماذا تطلق زمام الغضب الجانح والحقن الجامح ضدنا نحن البشر المساكين على ظهر كوكب الأرض ؟ إن أمانة تقوم ، دون إنذار ودون أي سبب ، بالزحف علينا بلا هودة ، رائحة غادية فوق أرضنا ، وهي تدمدم وتزمر ، وتبعث برسائلها ومبعوثيها ليحدثوا الدمار ويشيعوا اليأس بيننا ، وتتركنا ونحن نلتوى ونشعر بالدوار من ضرباتها ولطماتها . ما الذي فعلناه حتى نستحق منها مثل هذا العقاب الأليم ؟ كان أسلافنا يقدمون إليها التوبة والضحايا قرباناً لعله يطفى من نارها ويهدئ من غضبها . كيف نستطيع إرضاءها ؟

إن الزلازل والأعاصير والزوابع والفيضانات والحرائق والعواصف تلطمنا المرة تلو المرة ، ثم تمضي تاركة آثار مسيرتها هالكة وخراباً . وحتى في القارة الأمريكية الكبرى ، بما تتمتع به من ازدهار ، وبما لديها من كبار علماء الأرصاد الجوية ، وخبراء المناخ ، ورجال التكنولوجيا ، والأقمار الصناعية ، والحواسيب ، نجد أن الطبيعة لا تتوقف أبداً عن توجيه ضرباتها المفجعة ، فتلتهم المنازل ، والمحلات التجارية ، والمحاصيل ، وأرواح الناس الذين يرقبون ما يجري بلا حول ولا قوة .

#### (6)

##### The Arab League Summit

###### مؤتمر قمة للجامعة العربية

تلقت الجامعة العربية طلباً رسمياً من قطر ، يوم ٥ نوفمبر ، بعقد قمة عربية حول الأزمة التي تواجه العراق والأراضي الفلسطينية . وقال السيد حمد بن جاسم بن جبر آل ثاني ، وزير خارجية قطر

، فى الخطاب الذى أرسله إلى السيد عمرو موسى رئيس الجامعة العربية ، إن الوقت قد حان ”لمناقشة الوسائل التى سوف يستخدمها العرب فى التعامل مع الحالة الراهنة فى الشرق الأوسط ، وذلك بينما كان مجلس الأمن (التابع للأمم المتحدة) يتهيأ لإصدار قرار جديد ..“ وقد هددت ليبيا بالانسحاب من الجامعة العربية ، إذ تنتقدها بسبب عجزها عن اتخاذ إجراء ما بشأن التطورات فى المنطقة .

(7)

### 65 Political Prisoners Freed

#### الإفراج عن 65 سجيناً سياسياً

أطلق سراح 65 سجيناً سياسياً بعد أن نبذوا العنف باعتباره أداة سياسية ، وذلك بعد أن قضوا أكثر من عشر سنوات وراء القضبان . وقد تولت مسئولية تنظيم الإفراج عنهم منظمة خيرية اسمها مؤسسة القذافى ، واعتباراً من ٣٠ أغسطس لم يعد خلف القضبان أى سجناء سياسيين باستثناء الأشخاص الذين يشكلون تهديداً للأمن الليبى - وهذه إشارة إلى أعضاء جماعة الجهاد الإسلامية الليبية ، وهى الجماعة التى رفضت نبذ العنف فى النضال السياسى . وعلى الرغم من الإفراج عن هؤلاء ، فإن منظمة العفو الدولية ولفيف من المنظمات الأخرى لحقوق الإنسان تواصل القول بأن أعداداً كبيرة من السجناء السياسيين لا يزالون فى السجون الليبية .

(8)

### Arab Inspectors for Iraq

#### مفتشون من العرب للعراق

أعلن عمرو موسى يوم ١١ نوفمبر أنه سوف يخاطب كوفى أنان ، الأمين العام للأمم المتحدة ، ويطلب منه إشراك بعض المواطنين العرب فى فرق التفتيش على الأسلحة التى ترسل حالياً إلى العراق . وأكد عمرو موسى للصحفيين بعد مقابلة إحاطة موجزة مع الرئيس حسنى مبارك أن ”إشراك المفتشين أو المراقبين العرب سوف يدعم مصداقية المفتشين“ . وكانت سوريا ، التى انحازت إلى موقف واشنطن إزاء القرار الذى أصدرته الأمم المتحدة بشأن العراق ، هى التى قدمت فكرة المفتشين العرب إلى الجامعة العربية .

(9)

### Hizbullah forces launch attack

#### قوات حزب الله تشن هجوماً

قامت قوات حزب الله يوم 29 أغسطس بشن هجوم على القوات الإسرائيلية فى منطقة مزارع شبعا المتنازع عليها ، فأصابت ثلاثة جنود إسرائيليين بجروح . وتقع المنطقة المتنازع عليها على

الحدود بين لبنان وسوريا ، وتحتلها القوات الإسرائيلية منذ الانسحاب الإسرائيلي من جنوبى لبنان قبل عامين . وقد وجّه بنيامين بن العازر ، وزير الدفاع الإسرائيلى ، التحذير التالى ردّاً على هذه الهجمات ”أريد أن أوضّح للسوريين واللبنانيين أنهم يلعبون بالنار“ . وقد ردّت القوات الإسرائيلية على الهجوم بإطلاق نيران المدفعية على ما تشتهبه فى أنه من مخابئ حزب الله بالقرب من مزارع شبعا ، ولم ترد أنباء عن وقوع قتلى أو جرحى حتى الآن .

## (10)

### China Quake Kills Hundreds

#### زلزال فى الصين يقتل المئات

لقى أكثر من 250 شخصاً حتفهم عندما وقع زلزال فى إقليم زنجيانغ فى شمال غربى الصين صباح يوم الاثنين . ومن المتوقع أن يرتفع عدد القتلى حين ترد الأنباء من المناطق النائية فى ذلك الإقليم القاحل . وقد وقع الزلزال فى منطقة تقع على بعد ٤٠ كيلو متراً شرقى مدينة جياشى ، فهدم المنازل والمدارس ، وكانت قوته تبلغ 6.8 درجة على مقياس ريختر . وقد أرغمت توابيع الزلزال الكثيرين على البقاء خارج منازلهم فى درجات حرارة بالغة الانخفاض . وقد شعر بالزلزال المقيمون فى أماكن تبعد 150 كيلو متراً تقريباً عن مركز الزلزال . ويقوم المسؤولون فى عاصمة المقاطعة بتنظيم شحنات إمدادات الإغاثة ، فى الوقت الذى يستعد فيه أقارب الضحايا لإقامة الجنازات . ومن الجدير بالذكر أن مقاطعة جياشى معظم سكانها من أفراد الأقلية المسلمة . وكانت قد تعرضت لعدد من الزلازل القوية فى السنوات القليلة الماضية .

## (11)

### Cabinet Reviews QIZ Agreement

#### مجلس الوزراء يستعرض اتفاق الكويز

ناقش مجلس الوزراء فى اجتماعه أمس برئاسة الدكتور أحمد نظيف ، رئيس الوزراء ، اتفاق الكويز (المناطق الصناعية المؤهلة) الذى تم توقيعه بين مصر والولايات المتحدة وإسرائيل . وينص الاتفاق على إنشاء مناطق صناعية تشارك فيها إسرائيل بنسبة ٦ فى المائة من مكونات الإنتاج .

وقال مجدى راضى ، المتحدث باسم مجلس الوزراء ، عقب الاجتماع إن اتفاق الكويز يمثل خطوة على طريق المصادقة على اتفاق للتجارة الحرة مع الولايات المتحدة ، مؤكداً أن ”الحكومة قد قبلت اتفاق الكويز لتدعيم صادرات المنسوجات المصرية إلى الولايات المتحدة ، فى مواجهة المنافسة الضارية من البلدان الآسيوية“ . وأضاف المتحدث باسم مجلس الوزراء قائلاً إن اتفاق الكويز سوف يسمح بدخول المنتجات المصرية إلى أسواق الولايات المتحدة وإنه سوف يعزز الاستثمارات .

(12)

### UN Rules against Israeli Barrier

#### الأمم المتحدة تصدر حكماً ضد الجدار العازل الإسرائيلي

أصدرت محكمة العدل الدولية حكماً يقول بأن الجدار العازل الذي أقامته إسرائيل في الضفة الغربية غير مشروع وأنه لا بد من التوقف عن إنشائه على الفور. وجاء في الحكم أن إنشاء الجدار العازل بمثابة ضم للأراضي ويعوق تلبية حق الفلسطينيين في تقرير المصير. وتصر إسرائيل على أنها تحتاج إلى الجدار العازل للحيلولة دون عبور مقاتلي الضفة الغربية. والفلسطينيون يعتبرونه استيلاءً على الأراضي. وحكم المحكمة ليس ملزماً ولكنه يمكن أن يصبح أساساً لإجراء ما من جانب الأمم المتحدة. وقد رفض قضاة المحكمة في مدينة لاهاي، بالإجماع، الحجة الإسرائيلية التي تقول إنه ليس من حق المحكمة البت في مدى مشروعية الجدار، قائلين إن إنشاء الجدار أوجد أمراً واقعاً يمكن أن يتخذ صفة الديمومة. ومن المحتمل أن تطلب الحكومات العربية عقد جلسة طارئة للجمعية العامة للأمم المتحدة لمحاولة ضمان صدور قرار يدعم قرار المحكمة. ولكن الخبراء يحذرون من توقع قيام الأمم المتحدة باتخاذ أي إجراء صارم بسبب حق الفيتو (النقض) الذي تتمتع به الولايات المتحدة في مجلس الأمن.

(13)

### Nuclear Weapons: can they be stopped ?

#### الأسلحة النووية : هل يمكن وضع حد لها ؟

انتشرت التكنولوجيا النووية الآن إلى الحد الذي جعل الإرادة السياسية وحدها العامل الذي يمنع بلداناً كثيرة من تصنيع أسلحة نووية. وقال محمد البرادعي، رئيس الوكالة الدولية للطاقة الذرية، منذ عهد قريب، إن أربعين بلداً تستطيع بناء القنبلة الذرية إذا أرادت. والسبب هو أن التكنولوجيا المشروعة التي تستخدم في تخصيب اليورانيوم اللازم لتصنيع الوقود المستخدم في توليد الطاقة الكهربائية يمكن تطويرها بسهولة لتصنيع المادة المستعملة في الأسلحة النووية. ويستطيع أي بلد من البلدان أن يفعل هذا سرّاً أو أن ينسحب من معاهدة عدم انتشار الأسلحة النووية وأن يصنع القنبلة مهما يكن الأمر. وهذه هي نقطة الضعف في المعاهدة المذكورة - فهي اتفاق يهدف إلى منع انتشار الأسلحة النووية، ويسمح للبلدان في الوقت نفسه بالحصول على الطاقة النووية. لكنه إذا امتلك بلد أو بلدان منها فقط السلاح النووي، فقد يؤدي إلى التوتر بل وإلى نشوب الحرب فيها

(14)

### Mubarak, Wade discuss Afro-Arab Summit

#### مبارك وويد يبحثان القمة العربية الأفريقية

استعرض الرئيس حسنى مبارك والرئيس السنغالى ويد، أمس، الطلب الذى قدمه ويد لعقد مؤتمر قمة عربى إفريقى لزيادة التعاون بين البلدان العربية والأفريقية.



ويقضى الرئيس ويد حالياً فى مصر أول عطلة يحصل عليها منذ توليه الرئاسة. وسوف يقوم مع زوجته بزيارة عدد كبير من الأماكن السياحية فى القاهرة ، والجيزة ، والأقصر وأسوان ، وشرم الشيخ . وقد رحب به الرئيس مبارك وأعرب عن تمنياته له بإقامة طيبة .

وقد ناقش الزعيمان المصرى والسنگالى القضايا الإفريقية الحيوية ، بما فى ذلك جهود الاتحاد الإفريقى لتسوية الصراع فى السودان .

## (15)

### **Egyptian - Kuwait Summit on regional scene, bilateral ties**

#### **قمة مصرىة كويتية تناقش الأوضاع الإقليمية والروابط الثنائية**

وصل الرئيس حسنى مبارك إلى الكويت ، وهو يرأس وفدًا رسميًا على أرفع مستوى ، وهى المحطة الأولى فى جولته الخليجية القصيرة التى تتضمن زيارة البحرين أيضًا ، وفقًا لما أدلى به المتحدث باسم رئاسة الجمهورية أمس . وعند وصوله إلى مدينة الكويت أجرى الرئيس مبارك جولة رسمية من المحادثات مع الشيخ صباح الجابر ، رئيس الوزراء ، تركزت حول الارتقاء بروابط التعاون السياسى والاقتصادى بين البلدين ، وفقًا لما قاله السفير ماجد عبد الفتاح .

## (16)

### **Greek bus Hijackers seek cash and plane**

#### **مختطفًا حافلة فى اليونان يطلبان نقودًا وطائرة**

أثينا - قام اثنان من المسلحين ، يعتقد أنهما ألبانيان ، باختطاف حافلة ركاب يونانية ، على متنها 24 راكبًا ، أمس ، وطلبا فدية مقدارها مليون دولار أمريكى وطائرة تنقلهما إلى روسيا .

وبعد مرور ما يقرب من ١٢ ساعة على بداية هذه الدراما التى وقعت فى الصباح الباكر ، كان المختطفان قد أفرجا عن عشرٍ من الرهائن ، فى دفعات متوالية ، وعلى امتداد النهار ، ولا يزال 14 رهينة محتجزين .

وبعد فترة قصيرة قالت متحدثة باسم الشرطة إن المختطفين قد أفرجا عن رهينتين أخريين ، الأمر الذى رفع عدد المفرج عنهم إلى ١٢ . وأضافت قائلةً ”لا يزال هناك ١٢ رهينة محتجزًا“ .

وقالت ستيلامارتا ، وهى من الرهائن الذين لا يزالون فى الحافلة ، فى محادثة على هاتفها المحمول مع محطة التليفزيون التى تديرها الدولة ، إن المختطفين يعتزمان الإفراج عن جميع الرهائن من النساء عندما يأتى أحد السائقين إلى العربية .

(17)

### The Lottery Ticket

#### تذكرة اليانصيب

وانثالت على مخيلته الصور المتزاحمة التي ما فتئت تزداد جمالاً وشاعرية . وفي هذه الصور جميعاً شاهد نفسه وقد طعم حتى الشبع، مطمئن النفس ، موفور الصحة ، والدفع يسرى في بدنه ، بل ويشعر بالحرارة ! وهنا ، وبعد أن شرب قدحاً من حساء الصيف في برودة الجليد ، رأى نفسه وقد استلقى على ظهره على شاطئ رمليّ ملتهب الحرارة بالقرب من أحد الجداول ، أو في حديقة ما في ظل شجرة ليمون .. الجو حار .. ورأى طفليه الصغيرين ، الولد والبنت ، وكل منهما يحبو بالقرب منه ، ويحفر الرمال أو يمسك بالفراشات في الكأ .

(18)

### Democracy

#### الديموقراطية

الديموقراطية هي حق الشعب في اختيار حكومته . وفي أنقى أشكال الديمقراطية يقوم الناس في جميع المجتمعات المحلية ، من أصغر قرية إلى الأمة كلها ، بمناقشة كل قانون مقترح والتصويت عليه . ولكن يندر أن يتسم ذلك بالطابع العملي في عالم اليوم الذي تلهيه المشاغل . ففي معظم النظم الديمقراطية يقوم المواطنون باختيار ، أو انتخاب ، نواباً لهم يمثلونهم . وهؤلاء النواب هم واضعو القوانين الذين يمثلون أو يعملون من أجل الناس الذين انتخبوهم . ويقوم الناخبون كذلك باختيار المسؤولين الذين سوف يتولون تطبيق أو تنفيذ القوانين .

(19)

### The Media الإعلام

من نتائج التقدم التكنولوجي أن الكثيرين على امتداد العالم قد أصبحوا قادرين على مشاهدة قنوات تلفزيونية أكثر كثيراً من الماضي ، أو سوف يتمكنون من هذا في الغد القريب .

وتعمل معظم قنوات التلفزيون في العالم بالأسلوب التقليدي ، فسواء كانت المحطة قومية أو عامة أو تجارية فإنها تستخدم أجهزة للبث في إرسال الإشارات (اللاسلكية) الفائقة التردد إلى شتى بقاع البلد . والهوائى (الإيرال) المرفوع على السطح العلوى للمنزل يستقبل هذه الإشارات وينقلها إلى جهاز التلفزيون . وهذا أسلوب بسيط ويشبه كثيراً أسلوب بث البرامج الإذاعية .

وتستخدم بعض قنوات التلفزيون قمراً صناعياً يدور في الفضاء (الخارجى حول الأرض) . ويثبت جهاز الإرسال البرامج إلى القمر الصناعى الذى يقوم بدوره بإعادة بثه إلى منطقة جغرافية

أوسع . فإذا كان لديك طبق هوائى خاص بالقمر الصناعى فوق السطح العلوى لمنزلك ، فسوف تتمكن من استقبال هذه الإشارات - وإن كان من المعتاد أن تضطر إلى شراء جهاز لفك الشفرة . وبهذا الأسلوب يستطيع الناس مشاهدة برامج التليفزيون المباشرة فى الجانب الآخر من نصف الكرة الأرضية.

## (20)

### Game Reserves

#### المحميات الطبيعية

تواجه المحميات الطبيعية المخصصة للحيوانات فى شرق إفريقيا اليوم عدداً من الأخطار ، فعلى الرغم من أنها تدر "دخلًا" كبيراً بسبب السياح الذين تجذبهم فإنها تشغل الأراضى التى يزداد طلب أبناء البلاد عليها . فإذا كانت هذه المحميات توفر الغذاء والحماية للحيوانات ، فإنها معرضة لخطر التحول إلى مناطق "قاحلة" أو صحراوات . فالقطعان التى ترعى فيها تتغذى على الأشجار والحشائش والكلأ فيها وتقضى على ذلك كله تدريجياً .

ومن المشكلات الأخرى مشكلة تغير مواقع الحيوانات أنفسها ، إذ بدأ الكثير منها يفقد خوفه الوراثى من الإنسان. وهكذا أصبحت تشكل خطراً على الزوار وبالتالي على أنفسها. ولقد بدأت تزداد هجماتها على العربات، ومن الممكن أن تصبح هذه المشكلة مشكلة خطيرة فى غضون سنوات معدودة.

## (21)

### Stocks

#### الأوراق المالية

سمعنا الكثير فى الآونة الأخيرة عن سوق الأوراق المالية وعن التراجع الشديد فى الأسعار الذى يشهده "ول ستريت" . ولكن ما هى تلك الأوراق المالية ؟ هل هى نوع من 'الفيشات' التى يستخدمها المقامرون على مائدة الميسر ؟ هذا هو ما يبدو لك عندما تقرأ الأنباء عن مقادير الأموال الهائلة التى يكسبها الناس أو يخسرونها أثناء التعامل فى الأوراق المالية .

وتعتبر الأوراق المالية ، وخصوصاً الأوراق المالية العامة ، بمثابة أجزاء من الشركة فى الواقع . فإذا كنت تملك أوراقاً مالية فى شركة والت ديزنى ، فأنت تملك جزءاً من تلك الشركة . إنك تملك جزءاً من عالم ديزنى !

والشركات تنقسم إلى أسهم من (رأس المال الذى تمثله) الأوراق المالية ، وهى الأسهم التى قد يشتريها ويبيعها عدد صغير أو كبير من الناس ، تسمى شركات مساهمة. وهذه الشركات المساهمة تستخدم جانباً كبيراً من أرباحها (أى النقود التى تكسبها) فى بناء الشركة . إنها تنفقها على البحوث والتطوير مثلاً بقصد التوصل إلى منتجات جديدة ، وإيجاد فرص عمل جديدة ، وبناء مصانع ومعدات جديدة ، وأحياناً شراء شركات أخرى.

(22)

### Better Zoos

#### حدائق حيوان أفضل

كانت حدائق الحيوان فى وقت من الأوقات أماكن ترهق الحيوان فى حياته . إذ كان المسئولون يحبسون الحيوانات ، حتى أكبرها ، فى أقفاص صغيرة متعبة . وكانت الحيوانات يدفعها القلق إلى السير جيئةً وذهاباً فى سجونها ، أمام الأعداد التى لا تحصى من الزوار المارين أمامها .

وإذا كانت بعض حدائق الحيوان لا تزال تمثل الارتداد إلى ذلك الزمن ، فإن أعداد حدائق الحيوان التى تغيرت فى ازدياد . إذ تقيم الحيوانات المتوحشة الآن فى مناطق أكبر ، وتشبه إلى درجة أكبر المواطن الطبيعية لهذه الحيوانات . وهذا من شأنه أن يجعل إقامة الحيوانات أسعد وأهنأ . كما إن من شأنه أن يهيئ للزوار خبرة تعليمية أفضل ، إذ يستطيع الأطفال والكبار أن يشاهدوا مشاهد تبين بمزيد من الدقة أسلوب حياة الحيوانات فى مواطنها البرية .

ومن المأمول فيه أن يأتى اليوم الذى تصبح فيه حدائق الحيوان أماكن تبدو المزيد من الشفقة والعطف على الحيوان ، وتولى الأولوية القصوى لما تحتاجه الحيوانات فيها ، وتوفر فى الوقت ذاته مادة تعليمية مثالية .

(23)

### Sleep

#### النوم

للنوم مراحل مختلفة تحددها حركات الجسد وكذلك نوع النشاط الكهربائى فى المخ . وتتفاوت أنساق النشاط الكهربائى التى تميز كل مرحلة من مراحل النوم وفقاً للسِّن .

والمشى أثناء النوم (وله اسمه الطبى الخاص) وكذلك التبول فى الفراش عادة ما يحدثان خلال مرحلة معينة من مراحل النوم تتسم ببطء النشاط الكهربائى للمخ (ويسمى هذا نوم الموجة البطيئة) . ويقع هذان النوعان من أنواع السلوك أكثر ما يقعان خلال الخروج من نوم الموجة البطيئة (إلى مرحلة أخرى) .

وقد تستمر حالات السير أثناء النوم عدة دقائق ، وقد يسير النائم فيها وعيناه مفتوحتان ، ويستطيع أثناء ذلك تفادى العقبات فى طريقه ، ثم ينسى كل ما يتعلق بهذا السير عندما يصحو !

(24)

### What is Cholestrol ?

ما هو الكولسترول ؟

الكولسترول مادة دهنية (تسمى الشحم فى الكيمياء) . وتعتبر هذه المادة عنصراً مهماً من عناصر الكساء الخارجى (واسمه العلمى الغشاء) الذى يغلف خلايا أجسام الحيوان . ويوجد الكولسترول أيضاً فى الدورة الدموية للإنسان . وللكولسترول فى دم البشر مصدران رئيسيان هما الغذاء الذى يتناوله وإفرازات الكبد . فأما الكولسترول من الغذاء فمصدره الأساسى اللحوم الحمراء ، ولحوم الدواجن والأسماك ، ومنتجات الألبان . فأما لحوم أعضاء الحيوان الداخلية ، مثل الكبد ، فهى تحتوى على نسبة عالية من الكولسترول ، وأما الأغذية من مصادر نباتية فليس فيها أى كولسترول . وتقوم الأمعاء ، بعد تناول الغذاء ، بامتصاص الكولسترول وضخه فى مجرى الدم ، وعندها يكتسب غلاًفاً من البروتين . وهذا المركب المكون من الكولسترول والغلاف البروتينى اسمه العلمى كىلو ميكرون (وبالانجليزية كايلى مايكرون) .

(25)

### The Giant's Garden

حديقة العملاق

كان من عادة الأطفال فى عصر كل يوم ، عند خروجهم من المدرسة ، أن يذهبوا فيلعبوا فى حديقة العملاق .

كانت حديقة شاسعة جميلة ، يكسوها الكلاً الأخضر الطرى . وكانت الزهور البديعة تنتصب فى أرجائها فوق الكلاً مثل النجوم ، كما كانت فى الحديقة اثنتا عشرة شجرة من أشجار الخوخ ، وكانت عندما يأتى الربيع تتفتح فيها البراعم الرقيقة فجأة بألوانها الوردية والبيضاء ، وكانت عندما يأتى الخريف تحفل بالثمار الناضجة . وكانت الطيور تحط على الأشجار وتشدو شداً بالغ العذوبة حتى أن الأطفال كانوا عادة ما يتوقفون عن اللعب حتى يستمعوا إليها . وكانوا يهتفون لبعضهم بعضاً قائلين "ما أسعدنا فى هذا المكان !"

و ذات يوم عاد العملاق . كان قد ذهب لزيارة صديقة غول كورنول ، وكان قد قضى لديه سبع سنوات . وكان قد قال له فى هذه السنوات السبع كل ما كان يريد قوله ، إذ إن أحاديثه كانت محدودة ، ومن ثم اعتزم العودة إلى قلعته الخاصة . وعندما وصل شاهد الأطفال يلعبون فى الحديقة .

(26)

## Animal Rights

### حقوق الحيوان

يرى دعاة حقوق الحيوان أن استخدام الحيوانات فى البحوث العلمية مناف للأخلاق. وكثيراً ما يقولون إن أمثال هذه البحوث تتسبب فى آلام مُبرَّحةٍ وإن حيوانات التجارب تُنتهك حقوقها . ولا يرى هؤلاء الدعاة أننا بحاجة إلى تعريض الحيوانات إلى مثل هذه الآلام ، ويضيفون إن الكثير من هذه التجارب يعاد إجراؤها ، الأمر الذى يتسبب فى طلب (المزيد من) الحيوانات دونما داعٍ لإجراء التجارب عليها . بل إن بعض التجارب التى أثبتت النتائج المرجوة لا تزال تجرى من جديد .

ومع ذلك ، فاستخدام الحيوانات فى البحوث العلمية جزء لا يتجزأ من مجتمع اليوم ، خصوصاً إذا ذكرنا مدى التقدم الذى أحرزناه فى صحة الإنسان باستخدام حيوانات التجارب . وقد فاز حتى الآن نحو واحد وأربعين عالماً بجائزة نوبل ، وكانت منجزاتهم تعتمد على حيوانات التجارب المعملية (فى المختبرات) . ولم يكن فى طوق الإنسان أن يتوصل إلى إنتاج لقاح يقى من الإصابة بأمراض عديدة - مثل شلل الأطفال ، والدفتيريا ، والتَّكاف ، والحصبة ، والحصبة الألمانية ، والجُدْبَرى - دون أمثال هذه التجارب.

(27)

## The effect of TV on Children

### تأثير التليفزيون فى الأطفال

القدرة على الإبداع عامل مهم من عوامل تنمية ذهن الطفل الصغير . وعندما يجلس الطفل ساعتين لمشاهدة التليفزيون ، فإنه يستمتع بالمشاهدة ، لكنه فى الوقت نفسه لا يفكر ، ما دام التليفزيون يسقيه المعلومات بالملقعة . وهكذا فعندما يحين وقت قراءة كتاب فى المدرسة ، يصعب على بعض الأطفال إدراك ما فيه من أفكار . فلقد بلغ من اعتيادهم التطلع إلى الصور التى تلوح مسرعة أمامهم على الشاشة أن أصبح الفهم شاقاً ، ولذلك أصبح من الصعب عليهم نقل نظرات عيونهم من جانب للجانب الآخر لجمع المعلومات بأنفسهم . وما دام التليفزيون أمامهم يسليهم ، فربما لم يتوقفوا مطلقاً لاكتشاف ما يمكن أن يجده من متعة فى حل لغز من الألغاز أو فى قراءة كتاب من الكتب . والواقع أنهم يعتمدون على هذا المصدر للخيال وحده إلى الحد الذى يجعلهم لا يكتثرون أبداً بابتداع عالمهم الخيالى الخاص بهم ، وهكذا فعندما يكبر الطفل قليلاً يقل احتمال بذله الجهد لمشاركة الأطفال فى لهوهم ولعبهم أو لممارسة هوايته الخاصة .

(28)

## Stress

### الإجهاد (النفسي)

يشيع الاعتقاد بأن المعاناة من الإجهاد النفسي تقتصر على الأغنياء من رجال الأعمال الذين بلغوا منتصف العمر . والواقع أن أى فرد قد يصيبه مَرَضٌ ما بسبب الإجهاد إذا استمرَّ يتعرض للقلق الشديد فترة طويلة ولم يكن فى حالة صحية ممتازة. وقد يكون الإجهاد صديقاً أو عدواً : فقد يحذرك الشعور بالإجهاد بأنك تتعرض لضغوط أكبر مما ينبغي وعليك تغيير أسلوب حياتك . وقد يقتلك إذا أغفَلْتَ إدراك بوادر ذلك التحذير . ويتفق الأطباء على أن الشعور بالإجهاد قد يكون أكبر سبب ، دون غيره ، للإصابة بالأمراض فى العالم الغربى .

فعندما نتعرض لدرجة كبيرة من الخوف والقلق ، تفرز أجسامنا موادَّ كيميائية معينة لمساعدتنا على محاربة ما يعكر صفونا . وللأسف فإن هذه المواد تولّد الطاقة اللازمة للانطلاق بسرعة فراراً مما نخشاه ، وكثيراً ما يكون ذلك محالاً فى الحياة الحديثة . فإذا لم تُستهلك هذه المواد الكيميائية أو إذا أفرزت أجسامنا عدداً أكبر مما ينبغي منها ، فربما كانت فى الواقع سبباً فى الإضرار بنا . وأما أشد ما يتأثر بالإجهاد من أعضاء الجسم فهو المعدة ، والقلب ، والبَشَرَةُ ، والنوبات القلبية ، وإدمان الكحول ، بل وقد يدفع البعض إلى الانتحار .

(29)

## Violence on TV

### العنف فى التليفزيون

ما الذى جرى للعالم هذه الأيام ؟ إذ كثيراً ما يبدو لنا أننا حيثما نظرنا شاهدنا العنف يطل علينا بهامته القبيحة ، فنحن نشاهده فى الشوارع ، وفى الأزقة الخلفية ، وفى المدرسة بل وفى البيت . وفى البيت مصدر رئيسى من مصادر العنف ، إذ يقبع فى غرفة الجلوس فى منازل الكثيرين منفذ من منافذ العنف كثيراً ما لا يلحظه أحد . إنه التليفزيون ، والأطفال الذين يشاهدونه كثيراً ما ينجذبون إلى داخل عالمه الواقعى حيث تقع مشاهد العنف ، وأحياناً ما تكون لذلك نتائج المدمرة .

(30)

## Women and Society

### المرأة والمجتمع

لا ينحصر سبب خروج المرأة للعمل إطلاقاً في كسب المال ، إذ إن تربية الأطفال الصغار ورعاية البيت من الأعمال التي تتطلب التفرغ ، لكنه كلما كبر هؤلاء الأطفال ، قلّت مسؤوليات العمل المنزلي ، وقلّت الواجبات الملقاة على عاتق ربة المنزل بصورة مطردة. وهكذا فإن العمل الذي كانت تتمتع بأدائه عندما كانت زوجةً وأمّاً صغيرة السنّ يصبح رتيباً ومُملّاً . ولذلك فإن الاشتغال بعمل خارج المنزل يعتبر حافزاً لطاقتها ومثيراً لاهتمامها ، إذ يتيح لها فرصة مقابلة أشخاص جدد ، والإبقاء على الصلة مع الأحداث والمشاكل الخارجية .

وقد يؤدي اشتغال المرأة بعمل خارج المنزل إلى الانتفاع بالمؤهلات والخبرة التي لم تتمكن من الانتفاع بها في أثناء تربية أطفالها . وما أكثر ما نرى امرأة تحمل مؤهلات عالية ثم تتوقف عن العمل بعد سنوات معدودة بسبب مسؤوليات تربية الصغار التي تبعتها عن الوظيفة . وهكذا فإن اتجاه النساء المهنيات إلى العودة للعمل بعد تنشئة الصغار يعني إعادة الانتفاع بالاحتياطي المتوافر من الخبرات والمهارات . ولا شك أن ما ينجم عن ذلك من زيادة في عدد النساء العاملات سوف يكون له تأثيره العميق في اقتصاد الأمة .

(31)

## Torture Allegations

### مزاعم التعذيب

تستمر التحقيقات الجارية في المزاعم التي تقول إن الجنود البريطانيين شاركوا في إساءة معاملة السجناء في العراق . لم يثبت أي شيء حتى الآن ولكن رئيس الوزراء أصدر الاعتذار التالي عندما سئل عن الموضوع في باريس ليلة أمس . قال توني بلير ”إننا نقدم عميق اعتذارنا لأي فرد لقي سوء المعاملة على يدي أي جندي من جنودنا ، فهذا مرفوض تماماً وبصورة مطلقة . وسوف يعاقب المسؤولون عن هذا ، إذا ثبت أنهم سلكوا هذا المسلك الفظيع ، وفقاً لنظم الجيش ولوائحهم“.

وتصر الحكومة البريطانية على أن مثل هذا الاعتذار لا يعتبر إقراراً صريحاً بصحة المزاعم المذكورة . ولكن الحكومة تتعرض لضغوط متزايدة حتى تكشف عن الوقت الذي علمت فيه لأول مرة بوجود هذه المزاعم ، خصوصاً بعد أن انضمت منظمة العفو الدولية إلى اللجنة الدولية للصليب الأحمر قائلة ، مثلها ، إنها قد حذرت من وجود مزاعم التعذيب منذ فترة طويلة قد تصل إلى عام كامل .



(32)

### Labour in Israel coalition talks

حزب العمل يجرى مباحثات حول تشكيل وزارة ائتلافية

فى إسرائيل

بدأ حزب العمل المعارض فى إسرائيل محادثات حول تشكيل وزارة ائتلافية مع حزب الليكود ، وهو الحزب الحاكم الذى يرأسه إرييل شارون ، رئيس الوزراء .

وقال شيمون بيريز ، رئيس حزب العمل ، إن حزبه يريد أن يضمن انسحاب المستوطنين اليهود من غزة وبعض مناطق الضفة الغربية .

ويريد حزب العمل كذلك أن يضغط على الحكومة حتى تنفذ الخطة المنصوص عليها فى خريطة الطريق لإحلال السلام مع الفلسطينيين .

وشارون يحتاج إلى دعم حزب العمل حتى يتفادى إجراء انتخابات مبكرة .

وقد دعا رئيس الوزراء حزب العمل إلى الانضمام إلى مجلس الوزراء الذى يرأسه ، يوم الجمعة ، وذلك بعد أيام معدودة من إخراج أعضاء حزب شينوى من وزارته وفقدانه الأغلبية البرلمانية.