



**NATIONAL OPEN UNIVERSITY OF NIGERIA**

**FACULTY OF ARTS**

**DEPARTMENT OF RELIGIOUS STUDIES**

**COURSE CODE: ARA284**

**COURSE TITLE: TRANSLATION (ARABIC-ENGLISH)**



# NATIONAL OPEN UNIVERSITY OF NIGERIA

© 2020 by NOUN Press  
National Open University of Nigeria  
**Headquarters**  
University Village  
Plot 91, Cadastral Zone  
Nnamdi Azikiwe Expressway Jabi,  
Abuja

**Lagos Office**  
14/16 Ahmadu Bello Way  
Victoria Island, Lagos

Email: [centralinfo@noun.edu.ng](mailto:centralinfo@noun.edu.ng)  
URL: [www.noun.edu.ng](http://www.noun.edu.ng)

ISBN:

Printed 2010

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.



## **NATIONAL OPEN UNIVERSITY OF NIGERIA**

**COURSE CODE / TITLE**    ARA284    Translation (Arabic-English)

**COURSE DEVELOPER/**

**WRITER:**

Dr. Barihi Adetunji  
National Open University of Nigeria  
Victoria – Island, Lagos

**COURSE EDITOR /**

**PROGRAMME LEADER** Dr. A. Raheem Mustapha  
Department of Islamic Studies,  
State College of Education,  
Ikere - Ekiti

## **TABLE OF CONTENT**

### **MODULE 1: CONCEPT, TYPES AND TECHNIQUES OF TRANSLATION**

- Unit 1: The Concept of Translation
- Unit 2: Various Types of Translation
- Unit 3: Techniques and Strategies of Translation (from Arabic to English)
- Unit 4: Steps of Translation
- Unit 5: Importance and Problems of Translation

### **MODULE 2: PASSAGES FOR TRANSLATION**

- Unit 1: Passages On Politics etc etc
- Unit 2: Passage On An Arab Physician, The Young Boy etc etc
- Unit 3: English – Arabic Translated Passages
- Unit 4: Aspects of the Prophet's Character

### **MODULE 3: MORE PASSAGES FOR TRANSLATION**

- Unit 1: Passage 1: The Story of Two Cats
- Unit 2: More Short Stories and Texts for Translation
- Unit 3: Story of Three Fishes from Kalīlah wa Dimnah, etc etc.
- Unit 4: A Father's Advice for His Son and Two Other Texts
- Unit 5: Extracts For Translation Continued

### **MODULE 4: TRANSLATION OF SELECT TERMINOLOGIES, POETS AND POETRIES**

- Unit 1: Arabic Grammatical Terminologies translated into English
- Unit 2: Abbreviations
- Unit 3: Passage on Jarīr, Al-Farazdaq and Al-Akhṭal and Three Texts of Hadith
- Unit 4: The *Mu'allaqāt*

## **MODULE 1: CONCEPT, TYPES AND TECHNIQUES OF TRANSLATION**

Unit 1: The Concept of Translation

Unit 2: Various Types of Translation

Unit 3: Techniques and Strategies of Translation (from Arabic to English)

Unit 4: Steps of Translation

Unit 5: Importance and Problems of translation

### **Unit 1 : The Concept of Translation**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 The concept of translation
  - 3.2 Appreciating the need for translation
- 4.0 Conclusion
- 5.0 Summary**
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

#### **1.0 – Introduction**

Translation is as old as the art of writing or as old as history of education in general. It is occasioned by the social needs of people. Whenever, for instance, two linguistic groups interact as neighbours to each other, translation from and to each other's languages becomes inevitable if they must meaningfully communicate with each other in matters of commerce, intermarriage, education, legal issues, etc. Religious books like the Bible and the *Qur'ān*, have been essentially translated to numerous languages in different parts of the world as a facilitator of missionary activities.

In this unit, therefore, we shall study the concept of translation and various types of translation.

## **2.0 – Objectives**

At the end of this unit, you should be able to:

- discuss the concept of translation
- appreciate the need for translation
- list types of translation; and
- show the difference between translation and transliteration.

## **3.0 - Main contents**

### **3.1: The Concept of Translation**

Translation consists of changing from one form – of language in this regard - to another. Talking about form, reference is made to the actual words, phrases, sentences, clauses, paragraphs etc which are spoken or written. They (i.e. the forms) are the surface structure of a language.

Technically, the form from which the translation is made will be called the source language and the form into which it is to be changed will be called the receptor language.

Translation, then, consists of studying the lexis, grammatical structure, communication situation, and cultural context of the source language text; all these are analyzed in order to determine its meaning. This same meaning is then reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. For example, if we use Arabic as a source language and English as the receptor, *Ana Muslim* becomes the text whose lexicon, grammatical structure, communication situation and cultural context are analyzed in order to determine its meaning. The meaning is then reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language. To that extent, *Ana Muslim* is restructured thus: 'I am a Muslim'.

Ray (1973) defines translation as the rendering of a source language text into a target language with a view to preserving as much as possible the message and style of the source language. You will observe that receptor language has been given another name by Ray which is target language.

In Ghamrawi's (1966) point of view, translation is the closest natural equivalent message to the message of the source language. What that means is that, in translation you may not be able to do more than getting close to the meaning of the source language. It is also the means of communication borne out of contacts and interactions between the speakers of different languages.

Translation according to Catford, J.C. (1985) is the replacement of textual material in one language by equivalent textual material in another language.

By now, you would have observed that there are various definitions of Translation. Interestingly, all the definitions have one thing in common; emphasizing the position of the source language and target language both of which are called differently by various authorities.

### **Self Assessment Exercise**

Write a summary note on the concept of translation.

### **3.2 Appreciating the need for Translation**

The need for translation is borne out of the fact that nations and ethnic groups make diplomatic, cultural, trade and educational exchanges from time to time. In the process, agreements and deals are signed. Each party in the agreement shall keep the document which must be in the languages of the contracting parties. Foreign missions and embassies are recognized all over the world as the representatives of one country in another country. The diplomats in such embassies will require the services of a translator in order to keep abreast of the current affairs in the country of their mission. This happens when an English speaking diplomat is sent to a Francophone country like diplomatic exchange between Nigeria and Togo or when a diplomat is sent from Egypt to Ghana. Students are also in need of translation, especially when they travel out of their country to study in a place like Russia or China. The academics that conduct researches and need documents that are written in a language rather than their own will certainly need translation. A business tycoon traveling around the world or a tourist shuttling between state capitals will rely, for information, on translation. The list of those who need translation is inexhaustible, because, almost every human being will, at one time or the other, have a cause to use translation.

### **4.0 Conclusion**

As discussed above, translation of one language to another is highly necessary for social and economic development among people of different linguistic backgrounds throughout the world. It promotes harmonious interaction and mutual understanding which linguistic differences could have prevented.

## **5.0 Summary**

The discussion in this unit has been on the concept and the relevance of translation. Various definitions are given to explain what the concept is all about. Explanations are also given on different forms of translations and the view of some scholars on necessity for translating from the source language to the receptor language. In the next unit, students will be taken through the various types of translations.

## **6.0 Tutor Marked Assignment**

Explain the concept of translation and in what ways do you think translation can help promote socio-economic development.

## **7.0 References / Further Readings**

Basil Hatim (2001) *English – Arabic/Arabic – English Translation: A practical Guide* (NP) Saqi Books

Jane Wightwick and Mahmoud Gaafar (2008) *Mastering Arabic* (NP) Hippocrene Books

Nicholas Awde and K. Smith (2004) *Arabic Practical Dictionary: Arabic –English, English – Arabic (Hippocrene Practical Dictionaries)* (NP) Hippocrene Books

Nicholas Awde and Putros Samano (2000) *The Arabic Alphabet: How to Read and Write it* (NP) Lyle Stuart



## **Unit 2: Various Types of Translation**

### **CONTENTS**

Introduction

Objectives

Main Contents

3.1. Literal Translation/ Word for Word Translation

3.2 Idiomatic translation

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignment

7.0 References and Further Readings

### **1.0 Introduction**

In the last unit, the concept of translation was the major focus of our lesson. Various definitions were given to explain the concept. Also discussed during the last lesson was the need for translating one language to another. In this unit, students will be taken through the different types of translation.

### **2.0 Objectives**

At the end of the lesson in this unit, you should be able to:

- Mention and explain four different types of translation
- Differentiate between literal and idiomatic translations

### 3.0 MAIN CONTENT

#### 3.1 Literal Translation/ Word for Word Translation

There are four types of translation:

- Literal translation or word for word
- Idiomatic translation
- Unduly free translation
- Inter linear translation

We shall begin this unit with a discussion of literal translation while the other types of translation shall be discussed in subsequent sub-sections.

Literal translation is a kind of translation that has to do with form based translation of the source language, and it is also known as word for word translation. This kind of translation is very useful for purposes related to the study of the source language and it is of little help to the speakers of the receptor language who are very interested in the meaning of the source language text.

A literal translation of words, idioms, figures of speech etc. results in unclear, unnatural and sometimes nonsensical translations and has little communication value. For example, in translating Arabic word to English;

(*Mā 'smuka*)      مَا اسْمُكَ      means: What name yours?

(*Min 'ayna ji'ta*)      مِنْ أَيْنَ جِئْتَ      means: from where you come.

This literal translation makes little sense in English. Therefore, the appropriate translation would be.

(*Ma 'smuka*)      مَا اسْمُكَ      What is your name?  
(*Min 'ana ji'ta*)      مِنْ أَيْنَ جِئْتَ      Where did you come from?

#### 2. Idiomatic Translation

Idiomatic translation is the kind of translation that is meaning - based and which communicates the meaning of the source language in a natural form of the receptor language. In translating an idiom, the translator's goal should be to reproduce in the receptor language a text, which communicates the same message

as the source language but using the natural grammatical and lexical choices of the receptor language.

*Mimma qalla samāhu z- zamān bimithlihī*, a literal translation of this Arabic idiom into a receptor language e.g. English will destroy the message. So, we have to look for an English equivalent of the idiom which is; He is a rare gem.

However, the main essence is that an idiomatic translation reproduces the meaning of the source language (that is, the meaning intended by the original communicator) in the natural form of the receptor language using the natural form of the receptor language in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation sounds like it was written originally in the receptor language. Therefore, a good translator must endeavor to translate idiomatically.

For example:

While rendering “He kicked the bucket” into idiomatic Arabic language, it would be مات فلان

### **3. Unduly Free Translation**

Unduly free translation is the kind of translation that has additional extraneous information which is not included in the source text, whether the meaning of the source language has been changed or the fact of the historical and cultural setting of the source language text has been distorted. However, this kind of translation is not totally considered acceptable and normal. It is, however, usually used to bring a kind of humor and special response from the receptor language speakers. And it also emphasizes on the reaction of those reading or hearing it and the meaning is not necessarily the same as that of the source language.

For example, in one translation, the source said: *it was a glooming day, when Nigerian got an independence from white men. And since then, the Nigerian has been liberated and lived in harmonious and luxurious life.* It was translated as follows; *that day was a fantastic and laconic day for white men when Nigerian sought for reliefment in order to free himself from the bondage of white men ....*

### **4. Interlinear Translation**

It is a completely literal translation for some special purpose. It is preferable to reproduce the linguistic features of the source text as, for example, in a linguistic study of that language. Although these literal translations may be very useful for purposes related to the study of the source language, they are of little help to

speakers of the receptor language who are very interested in the meaning of the source language text.

Self Assessment Exercise:

Discuss three types of translation

#### **4.0 Conclusion**

When someone is well acquainted with the different types of translation as discussed in the lesson in this unit, his understanding of translating from one language to another will be guaranteed. Such a person will also become a good orator to whom people will always want to listen.

#### **5.0 Summary**

In the lesson discussed above, you were informed that four different types of translation were available. They were the literal translation, idiomatic translation, unduly free translation and interlinear translation. Each of these translations is used in one way or the other to explain what a text in one language means in the other. Our focus in the next unit will be on techniques and strategies of translation. Let's move forward.

#### **6.0 Tutor Marked Assignment**

Explain each of the following types of translation:

- 1      Literal translation
- 2      Idiomatic translation
- 3      Unduly free translation
- 4      Interlinear translation

#### **7.0 References / Further Readings**

Douglas H. Brown (2006), *Principles of Language Learning and Teaching* (8<sup>th</sup> edition) (NP) Pearson ESL

Jack C. Richards and Theodore S. Rodgers (2001) *Approaches and Methods in Language Teaching* (NP) Cambridge University Press

James Dickins, Sandor Hervey and Ian Higgins (2002) , (NP) Routledge

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2007) *Al-Kitab fi Ta 'allum al-Arabiyya: A Textbook for Arabic (Part Three)* (NP)

### **UNIT 3: TECHNIQUES AND STRATEGIES OF TRANSLATION (FROM ARABIC TO ENGLISH)**

#### **Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
  - 3.1 Techniques and strategies of translation (from Arabic to English)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References / Further Readings

#### **1.0 Introduction**

Translation, as already defined and discussed with illustrations above, revolves around meaning or message which is transferred from one language (the source) to another (target or receptor). Regarding transliteration, it is a rendition of one language in form and pronunciation by means of using the alphabet of another language. For example, *alhamdu lillah* is a transliteration of an Arabic expression using the English alphabet. This is mainly used in teaching a foreign language through the use of the alphabet of the mother tongue of the learner. It is to give a

temporary aid to the learner in pronouncing the target language pending his mastery of the alphabet of that language. The main difference between translation and transliteration, therefore, is in meaning and form. While translation deals with meaning or message, transliteration deals with the form i.e. pronunciation.

## **2.0 Objectives**

At the end of this lesson, students should be able to:

- Identify the various techniques by which translation from one language to the other can be done.
- Explain the terms: Equivalence, Adaptation, Transposition and Modulation.

## **3.0: Main Content**

### **3.1 Techniques and strategies of translation (from Arabic to English)**

A technique is seen to be the strategic and systematic ways and methods of doing something for effective result. In the context of this course material, technique means any method by which meanings are transferred from a source language to a target language. The main motive behind perfecting the teaching strategies is to facilitate effective learning. General objectives must be formulated for the purpose of introducing the students to general translation practice. Then, the following specific objectives are derived from the general objectives.

1. Mastery of the language arts;
2. Recognizing of semantic, syntactic and stylistic interferences between Arabic and English
3. Acquisition of a working method; and
4. Ability to translate about 125 words per hour.

These fundamental steps are necessary if the problem of a hasty code-switching has to be eliminated.

Cornier (1991) explains further that in a classroom situation, students should engage in the following learning activities:

1. Reading exercise of the source text;
2. Detection of problem passages followed by discussions;
3. Discovery of passages which will require multiple choice rephrasing in the target language; and
4. Detection which will require multiple choice rephrasing in the target language

The above steps will go a long way in facilitating the teaching of translation techniques in classroom situation.

Techniques of translation are grouped into two: direct translation and oblique or indirect translation which include transposition, modulation, equivalence and adoption. In this Unit, attention will be focused on the latter where the expertise of the translator is called into play. Translation from Arabic to English is the point of reference in this Unit. The following are techniques and strategies of translation:

### **A. Equivalence**

This implies searching the target language for the most appropriate and equivalent expression corresponding to the one in the source language. It is the technique most frequently applied in the translation of proverbs, idiomatic expressions and figures of speech. Simpson (1985) explains that the translator has no choice than to search for similar situation in the target language. It is therefore a cultural transplant.

*For example الولدُ سرُّ أبيه “al- waladu sirru abihī”*

If we translate this literally, we may write: “the boy is the secret of his father” this translation does not give the exact meaning of the source language, the real meaning is “like father like son” another example of equivalence is: لَنَا عَادَةٌ وَلِغَيْرِنَا عَادَةٌ “*lana adatun waligairina adatun*”

If the expression is rendered literally, we may say: we have a character and other people have characters” this is not, however, the equivalent English proverb which is “one man’s meat is another man’s poison.” Another example is: لَا يَبْقَى الدَّهْرُ عَلَى اللَّيْثِ الْبَشِيرِ الْإِشَارَةُ الْكُفَى the literal translations of these proverbs are: “the period will not remain on its condition” and “the wise is enough, the sign”; whereas, the equivalent meanings are: “a word is enough for the wise” and no condition is permanent”.

From the examples given, it appears that equivalence plays a significant role in the translation of idioms, proverbs and figures of speech. It is the safest way of ensuring that the right message is transmitted from the source language to the target language.

### **B. Adaptation**

Adaptation means the modification of the idea in the source language so as to find an acceptable one in the target language. Adaptation can be used where the translator does not find an appropriate equivalence.

### **C. Transposition**

Simpson (1985) defined transposition as “the replacement of source language predicator (p) by target language subjects with the attendant grammatical and rank shift; e.g. compliment ©. Vinay and Darbelnet (1977) gave the definition of transposition as a replacement of a part of speech by another, without altering the meaning. Therefore transposition as a technique of translation means changing the syntactical structure of an expression so as to clarify the meaning.

#### Example:

أَنْتَ الَّذِي وَلَدَتْكَ أُمُّكَ بَاكِئًا \* وَالنَّاسُ حَوْلَكَ يَضْحَكُونَ سُرُورًا  
وَأَعْمَلْ لِنَفْسِكَ أَنْ تَكُونَ إِذَا بَكَوْا \* يَوْمَ مَوْتِكَ ضَاحِكًا مَسْرُورًا

If this line of poem is translated word for word i.e. literally, it loses its meaning, and it presents grammatical blunder:

“You are the one your mother gave birth to you crying and  
people in your area are laughing in happiness.  
And work for yourself to become when they cried the day of your  
death laughing happily.”

The translation becomes clearer only by the application of transposition.

#### D. Modulation

Modulation is a variation of the message obtained in the process of changing point of view (Vinsy and Darbelnet, 1997). Simpson (1985) explains further that “emphasis is on lexical solution, attitudinal consideration and what the pioneers of French/English stylistics, from translation point, call change of point of view” it is applied when literal translation fails to give an accurate meaning of the source language.

Example:

طَارَ الطَّيْرُ إِلَى عُشِّهِ فَوْرًا عِنْدَ مَا رَأَى الصَّيَّادَ وَلَمْ يُبَالِ عَنْ أَوْلَادِهِ وَهُوَ يُغَنِّي

Rendering it word for word in English, it becomes

“it flew the bird to its nest one time, at the moment it saw the hunter, it did not mind about its sons. It is singing”.

The meaning of the source language is lost. Through the application of modulation, we now have:

“as soon as it sighted the hunter, the bird flew to its nest and started singing. It did not even care about its children.”



### **Self Assessment Exercise**

Discuss the techniques and strategies of translation as outlined above.

### **4.0. Conclusion**

Under the different techniques used in translation, some fundamental steps are to be taken and these had been explained in our discussion above. As earlier discussed, the techniques are of two groups i.e. direct and indirect. Each group has some other items under it which students are expected to observe.

### **5.0. Summary**

In this unit, we have studied the different techniques that can be used in translating one language to another. We discussed the direct and the indirect techniques and a number of examples were given to explain the lesson. The next lesson will teach us the different steps to be followed while translating from one language to the other.

### **6.0. Tutor marked Assignment**

- Explain the following terms as they relate to translation of languages:  
Equivalence, Adaptation, Transposition, Modulation.

### **7.0. References / Further Readings**

Basil Hatim (2001) *English – Arabic/Arabic – English Translation: A practical Guide* (NP) Saqi Books

Douglas H. Brown (2006) *Principles of Language Learning and Teaching* (8<sup>th</sup> edition) (NP) Pearson ESL

Jack C. Richards and Theodore S. Rodgers (2001) *Approaches and Methods in Language Teaching* (NP) Cambridge University Press

Jane Wightwick and Mahmoud Gaafar (2008) *Mastering Arabic* (NP) Hippocrene Books

## **UNIT 4 : STEPS OF TRANSLATION**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Steps of Translation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

### **1.0 – Introduction**

In our earlier discussions, we have treated the meaning of translation, types of translation and the techniques we can adopt in translation. In this unit, we shall study the steps involved in translation.

## **2.0 – Objectives**

At the end of this unit, you should be able to:

- Discuss the steps involved in translation.
- Establish a project, transfer initial draft, evaluate the project, and revise it.
- Consult and write the final draft.

## **3.0 - Main Contents**

### **3.1. Steps of Translation**

For a proper and suitable translation, which would be accepted by co-translators as a translation text, there must be a total translation object and instruments, which must be involved in producing a good translation. And these steps in translation will be a guideline that would pave the way for a successful translation.

There are seven steps in translation

- A. Establishing the project
- B. Exegesis
- C. Transfer and initial draft
- D. Evaluation
- E. Revised draft
- F. Consultation
- G. Final draft

#### **A. Establishing the Project**

In establishing the project which is the first stage for any translator there are some things which must be clearly understood by any translator that wants to be involved and these can be summarized under four T's i.e. the text, the target, the team and the tools.

i. The text: this has to do with the source language document which is to be translated to another receptor language. The motives of choosing a particular text must be expressed and determined by the translator. Many people translate some texts for various reasons, most often, it is to communicate certain information to people speaking another language, or it may be to share the enjoyment of the source text.

ii. The target: it has to do with audience for whom the translation is being prepared. Based on this, there are a lot of things needed to be considered about the

status of the audience and the level of the people for which the translation is being prepared. More so, a series of questions will be raised on the form of the translation, on their dialect, age level, bilingualism, educational level, cultural contexts and people's attitudes towards their language as used in religious, business, and educational sectors.

iii The team: this refers to the people who are involved in the project. Most translation projects require a team, a number of people who are going to contribute and partake in the translation at some stages in the project. The team may include the translator(s), a consultant, testers and reviewers, and technical people to do typing and proof reading. Publisher and distributor are also part of the team; the working together of these people needs to be established before the project gets underway. At times, a single person can be a competent speaker of both the source language and the receptor language, which means the project can be done completely by one person, but, there is still need for evaluation, consultation of outer places.

iv The tools: this refers to the written equipments which will be used by the translators. Among the equipments or materials for any successful translation, which the translator must have before dealing with it are: dictionaries, lexicons, grammars, and cultural descriptions etc of both the source language and receptor language, which are available. All of these tools should be brought to the translation site in preparation for the project.

## **B. The Exegesis**

This is preparation, analyzing and discovering stage, the purpose of exegesis is determining the meaning of the source language, which is to be communicated in to receptor language text. The text must be understood completely before working on it. This is a process of reading the source text extensively and digesting it with other assisting materials that may help in understanding the culture of language of the source text. The translator(s) will analyze the source text by resolving ambiguity, studying key words, identifying implicit information, and interpreting figurative sense when grammatical structures are being used in a secondary function. There are four things necessary for translator(s). These are:

1. Author's purpose
2. Theme of the text
3. Larger groupings or sections
4. Outline the text.

### **C. Transfer and Initial Draft**

After a proper analysis of the source text, the translator brings his translation by drafting it piece-by-piece, section-by-section, chapter-by-chapter and paragraph-by-paragraph. In line with this, the translator is transferring from the source language into the receptor language by keep his target to his mind.

There are two ways of approaching the transfer and initial draft.

1. Quick Rough Translation
2. Prepare for a Proposition

Quick Rough Translation: This is a process of going back and tightening up the detail information and correct translation and to ensure that there is no wrong information, omissions or any additions before an extensive drafting. This will make receptor language text be more apt to be in the natural style of the receptor language.

Preparation for a proposition: This has to do with semantic draft. In this, the translators must ensure that all the information is accounted for, and then reword it for naturalness, that is, reword it in the idiomatic form of the receptor language.

However, the rewording for initial draft can be done several times before total satisfaction, and the team must ensure that all adjustments have been made and no information is wrong or omitted and the text communicates clearly in the receptor language.

### **D. Evaluation**

Evaluation is to assess the work, and a proper and standard evaluation circumvents three folds (1) accuracy (2) clearness (3) naturalness; and the questions to be considered are:

1. Does the translation communicate the same meaning as the source language?
2. Does the audience for whom the translation is intended understand it clearly?
3. Is the form of the translation easy to read and natural to the receptor language, grammar and style?

So, the translator needs to assess, examine and compare the translation with the source text at several points during the translation process to be sure that no

additions, deletions or change of information have crept in. And he needs to make the speaker of the receptor language read the text and then inform them back what the text communicated to them and anytime there is an indication of a problem in reading, it should be noted for further checking and a series of questions need to be carefully formed so that they bring out the theme, the author's purpose and relevant facts of the text. And any wrong information or understanding should be noted and then checked with others as well.

### **E. Revised Draft**

After a proper evaluation has been carefully done, there will need to be a revised draft made on the basis of the feedback received. Those with whom the translator has checked may have suggested many rewording or may have expressed some misunderstandings.

The translation team now works through this material, honestly accepting the evaluation and rewording accordingly. If any key words are changed, the text will need to be checked carefully for consistency in the change made.

### **F. Consultation**

In any translation project, there is need for advisors or consultants who are willing to help the translator. The translator(s) will expect that the consultant is interested in three matters.

- I. Accuracy of content
- II. Naturalness of style
- III. Effect on the receptor language audience

In this kind of translation, consultant will work with translator to check the translation work so as to ease their final drafting; this will help the translator(s) to have an insight which will not only help his drafting on the materials being worked on but will help him to transfer. And the consultant will want to know how the exegesis and initial draft were done and what tools were used. The purpose of the consultant in translation is to evaluate the quality of the translation as to meaning, naturalness and its potential acceptance by the receptor language audience.

### **G. Final Draft**

In this, the translators will incorporate into the translated text the suggestions made by the consultant, check them again with mother tongue speakers to be sure they are warranted, and make any other minor changes which have come to his attention. However, before he prepares the final draft, decisions about format need to be discussed with the whole translation team, the consultant, the potential publisher and those who will promote distribution.

**Self Assessment Exercise:**

List the seven steps to be taken for translation to be successfully carried out.

**4.0 Conclusion**

This unit evaluates the steps involved in translation. This consists of seven steps namely:

- A. Establishing the project
- B. Exegesis
- C. Transfer and initial draft
- D. Evaluation
- E. Revised draft
- F. Consultation
- G. Final draft

**5.0 Summary**

This unit dealt with the steps involved in translation such as establishing the project, doing the exegesis, transfer the initial draft and evaluate the project. The translator is expected to revise the draft and hold consultation before writing the final draft. Next to be considered is the importance of translation.

**6.0 Tutor marked Assignment**

Explain some of the steps to be taken for any good translation to take place.

**7.0 References / Further Readings**

James Dickins, Sandor Hervey and Ian Higgins (2002) *Thinking Arabic Translation: A Course in Translation* (NP) Routledge

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2007) *Al-Kitāb fī Ta ‘allum al-Arabiyya: A Textbook for Arabic (Part Three)* (NP) Georgetown University Press

Nicholas Awde and K. Smith (2004) *Arabic Practical Dictionary: Arabic –English, English – Arabic (Hippocrene Practical Dictionaries)* (NP) Hippocrene Books

Nicholas Awde and Putros Samano (2000) *The Arabic Alphabet: How to Read and Write it* (NP) Lyle Stuart

## UNIT 5: IMPORTANCE AND PROBLEMS OF TRANSLATION

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Importance of translation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

### 1.0 – Introduction

Different steps that are needed to be followed when translation is to take place were discussed in the last unit. You were informed that seven steps are necessary to be followed. In the following unit, the importance of translation will be considered.

### 2.0 – Objectives

At the end of the lesson students should be able to:

- List the importance of translation
- Mention some ways translation can promote unity
- Enumerate some of the demerits of translation

### 3.0 - Main Contents

#### 3.1 The Importance of Translation

لَا يَخْفَ مَا لَتَرْجَمَةَ مِنْ فَضْلِ عَلَى الْأَدَبِ وَالثَّقَافَةِ فَإِنَّهَا تَفْتَحُ لِلْكِتَابِ وَالشُّعْرَاءِ آفَاقًا جَدِيدَةً  
وَتَنْقُلُهُمْ إِلَى أَجْوَاءٍ غَيْرِ مَالُوفَةٍ عَنْدهُمْ وَتُطْلِمُهُمْ عَلَى رَوَاقِ تَزِيدٍ فِي غِنَاهُمْ وَتُرْشِدُهُمْ إِلَى  
طُرُقٍ وَأَنْمَاطٍ قَدْ يَكُونُ لَهُمْ فِي تَبْيَانِهَا نَفْعٌ وَحَافِزٌ إِلَى الْإِبْتِكَارِ وَالْإِبْدَاعِ فَإِنَّ الْأَدَبَ الْمَحَلِّيَّ أَوْ  
الْمُكَتَفَى بِلُغَتِهِ لَا يَلْبِثُ مَهْمَا كَانَتْ غَزِيرَ الْمَادَّةِ أَنْ يَسْتَنْفِدَ مَا عِنْدَهُ وَأَنْ يُضْطَرَّ إِلَى الْإِجْتِرَارِ .  
وَقَدْ نَبَّهَ الْعَرَبُ لِذَلِكَ مِنْذُ الْقَدَمِ . فَإِنْ يَكُ عَصْرُ الرَّشِيدِ وَالْمَأْمُونِ عَصْرًا ذَهَبِيًّا فَلْيَأْنِهِمْ



قَدَرُوا التَّرْجَمَةَ حَقَّ قَدَرِهَا. وَنَقَلُوا إِلَى الْعَرَبِيَّةِ عُلُومَ الْيُونَانِ وَالْفَرَسِ وَالْهِنْدِ وَفَلَسُفَاتِهِمْ  
وَكَانَ لَهُمُ الْفَضْلُ الْأَكْبَرُ فِي حِفْظِهَا وَتَبَحُّرِهَا وَالتَّعْلِيقِ عَلَيْهَا وَالِاسْتِمْدَادِ مِنْهَا لِفَلَسَفَةٍ خَاصَّةٍ  
بِهِمْ. ثُمَّ زَادَ فَضْلُهُمْ فِي نَقْلِهَا إِلَى أَرْوْبَا عَنْ طَرِيقِ الْأَنْدَلُسِ. غَيْرَ أَنَّهُمْ فِي ذَلِكَ الْحِينِ مَا  
كَانُوا يُؤْمِنُونَ بِشِعْرِ أَوْ آدَبٍ غَيْرِ الشَّعْرِ وَآدَابِ الْعَضْرَبِيِّينَ. فَأَهْمَلُوا رَوَائِعَهَا الْغَرِيبَةَ  
عَنْهُمْ. وَلَوْلَا ابْنُ الْمُقْفَى لَمَا كَانَ كَلِيلَةُ وَدِمْنَةُ مِنَ الرِّوَايَعِ الْأَدَبِيَّةِ الْعَرَبِيَّةِ

## Translation

The importance of translation over literature and culture is apparent, for it opens new horizon for the writers and poets and takes them to new areas hitherto unknown to them, and exposes them to masterpieces which increase their wealth of knowledge. It guides them to ways and styles which, if adopted and followed, will benefit them and serve as opening to invention. For the local literature or that which is contended with its own language would in no time exhaust what it has and be forced to a state of stagnations (no matter how rich it is). The Arabs had taken note of this long ago. If the period of Rashid and Ma'mum was the golden age, it was because they gave translation the consideration it deserved, and brought into Arabic language the science of the Greek, the Persians and the Indians as well as their philosophies, and they had the great honor in preserving them. They expanded it, commented on it and extracted their own special philosophy from it. They also had additional honor of transferring it to Europe through Spain, except that at that time, they did not believe in any poetry and literature other than the Arabic poetry and literature. They neglected the masterpieces that were strange to them. If not Ibn Muqafa, the Kalila wa Dimna could not have been among the masterpieces of Arabic literature.

The importance of translation is very numerous due to its functions and applications. Few of its merits are the following:

1. Translation helps to understand the message of the translator.
2. It assists the reader to have the quick assimilation of the message.
3. It provides an ample opportunity for the people who speak the translating language to read and understand the message.
4. It may even make the translated message more popular and more meaningful.
5. It brings about an increase in the number of its readers.
6. It widens the knowledge of the readers.
7. It helps in winning the heart of customers.

8. It assists learners in getting more socialized with other people and serves as opportunity to make new friends.
9. It helps in securing job opportunities whereby one can work as casual interpreter from one language.
10. It also helps in dangerous situation i.e. little knowledge of translation could help in putting out serious disputes.
11. It is an instrument for the dissemination of scientific and technological information.

### **Problems of Translation**

One might suggest that there are controversies among the languages of the world because of the differences in socio-cultural background that impact on each language; that is why some words, phrases and expressions in one language do not have exact equivalent in another language. What happens in one culture may be alien to another culture; the term “culture” in this context embraces whole way of life of a given society including language, arts, thought, custom and beliefs.

Other problems that may affect translation are semantic differentiation, lexico-semantic duplication and redundancy; all these make translation difficult.

Dearth of vocabulary and inadequacy of expressions are other factors contributing to the problems of translation. Also, it is pertinent to mention that grammar is the life wire of every meaningful language, but grammatical structure of every language often poses problems for translators. Therefore, he must acquaint himself with the grammatical functions of the language he wishes to translate, the culture and literature aspect of languages, their socio-political organizations which allow for smooth flow of languages.

In translation, a comparative analysis of Arabic and English culture, registers, syntax etc. need to be studied. This will enable the learners to choose the equivalent expressions from the two languages, and he will understand that he does not translate word for word but he translates message. This will convey the exact thought, intention and meaning of the message in the source language.

#### **Self-Assessment Exercise:**

Discuss the importance of translation over literature and culture.

### **4.0 Conclusion**

You have been able to learn about the importance of translation in the lesson above. Also discussed were some of the problems or demerits one may find in translation and factors that may constitute problems in a translation effort.

## **5.0 Summary**

In the above lesson, it was informed that the importance of translation were innumerable out of which about eleven were listed to guide the students. Students are however required to think more of other ways by which they can be benefited by translation. Moreover some of the problems associated with translation were also discussed.

## **6.0 Tutor marked Assignment**

According to the passage above, mention some of the problems that can make translation difficult.

## **7.0 References / Further Readings**

Douglas H. Brown (2006), *Principles of Language Learning and Teaching* (8<sup>th</sup> edition) (NP) Pearson ESL

Jack C. Richards and Theodore S. Rodgers (2001) *Approaches and Methods in Language Teaching* (NP) Cambridge University Press

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2007) *Al-Kitāb fī Ta ‘allum al-Arabiyya: A Textbook for Arabic* (Part Three) (NP) Georgetown University Press

Nicholas Awde and K. Smith (2004) *Arabic Practical Dictionary: Arabic – English, English – Arabic* (Hippocrene Practical Dictionaries), (NP) Hippocrene Books

## **MODULE 2: PASSAGES FOR TRANSLATION**

Unit 1: Passages On Politics etc etc

Unit 2: Passage On An Arab Physician, The Young Boy etc etc

Unit 3: English – Arabic Translated Passages

Unit 4: Aspects of the Prophet's Character

**Unit 1: Passages: On Politics**

السياسة

etc, etc

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1: The politics

3.2: Trust

3.3: Knowledge of Allah

3.4: The great work of Allah

4.0 Conclusion

5.0 Summary

6.0 Tutor marked Assignment

7.0 References / Further Readings

### **1.0 Introduction**

As mentioned in the last lesson, this unit will present to you another story written in Arabic language and translated into English language. Apart from those lessons to be learnt about translation, the story will also teach students valuable moral lessons that will be useful for social development.

### **2.0 Objectives**

At the end of the lesson, students should be able to:

- Read and translate Arabic texts into English language
- Tell some lessons derivable from the story

### **3.0 Main Content**

### 3.1 Passage 1 : On Politics

#### السياسة

يَعْلَمُ اللَّهُ أَنِّي أَبْغُضُ السِّيَاسَةَ وَأَهْلَهَا، بُغْضٌ لِلْكَذَّابِ وَالْعِشِّ وَالْخِيَانَةِ وَالْعُدْرِ. أَنَا لَا أَحِبُّ أَنْ أَكُونَ جَلَادًا، لِأَنَّهُ لَا فَرْقَ عِنْدِي بَيْنَ السِّيَاسِيِّينَ وَالْجَلَادِينَ، إِلَّا أَنَّ هَؤُلَاءِ يَقْتُلُونَ الْأَفْرَادَ وَأَوْلِيكَ يَقْتُلُونَ الْأَوْطَانَ وَالشُّعُوبَ. وَلَا يَسْتَطِيعُ الرَّجُلُ أَنْ يَكُونَ سِيَاسِيًّا إِلَّا إِذَا كَانَ كَاذِبًا فِي أَقْوَالِهِ وَأَفْعَالِهِ، يُبْطِنُ مَا لَا يُظْهَرُ وَيُظْهَرُ مَا لَا يُبْطِنُ وَيَبْتَسِمُ فِي مَوْطِنِ الْبُكَاءِ وَيَبْكِي فِي مَوْطِنِ الْإِبْتِسَامِ؟

هَؤُلَاءِ هُمُ السِّيَاسُونَ، وَهَذِهِ هِيَ أَخْلَاقُهُمْ وَفَرَائِهُمُ فَهَلْ تَظُنُّ يَا سَيِّدِي أَنَّ رَجُلًا نَصَبَ نَفْسَهُ لِخِدْمَةِ الْحَقِيقَةِ وَمُتَابَرَتِهَا عَلَى الْبَاطِلِ وَاسْتِنْقَادِ الْفَضِيلَةِ مِنْ مَخَالِبِ

الرَّدِيلَةِ وَوَقَفَ قَلَمَهُ عَلَى تَهْذِيبِ لِنَفُوسٍ وَتَرْقِيَةِ الْأَخْلَاقِ. وَمَلَأَ فِي رَسَائِلِهِ فِضَاءَ الْأَرْضِ وَالسَّمَاءِ بُكَاءً عَلَى الضُّعْفَاءِ وَالْمَسَاكِينِ وَالْمَظْلُومِينَ وَالْمُضْطَّهَدِينَ يَسْتَطِيعُ أَنْ يَكُونَ سِيَاسِيًّا أَوْ مُحَاسِبًا لِّلْسِيَاسِيِّينَ.

#### Translation:

#### Politics

Allah knows that I hate politics and politicians as much as I detest dishonesty, corruption and treachery. I don't like to be a politician because I don't want to be murderer. I see no difference between the politicians and the murderers except that the latter kill individuals while the former exploit nations and peoples. Can a man be a politician unless he is a liar in his sayings and deeds concealing that which he wouldn't show and showing what he ought to conceal, smiling where he is supposed to weep and weeping where he is supposed to smile. These are the politicians and those are their characters and instincts. So my friend, do you think that a man who devotes himself to the service of truth and its triumph over falsehood and the salvation or good conduct from the jaws of indiscipline would relent in educating the people and championing the progress of morality? Can such a person who pays much attention in his articles to the yearnings of the weak, the have-nots, the oppressed and the aggrieved, be a politician or can align himself with the politicians?

### 3.2: Trust

#### الامانة

شَرَحَ لَنَا الْمُدْرَسُ يَوْمًا فَضْلَ الْأَمَانَةِ فَقَالَ:  
يَا بُنَيَّ: كُنْ أَمِينًا , فَإِنَّ الْأَمَانَةَ مِنَ الْإِخْلَاقِ الْكَرِيمَةِ الَّتِي دَعَا إِلَيْهَا الْقُرْآنُ، قَالَ اللَّهُ تَعَالَى: (إِنَّ  
اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَى أَهْلِهَا).  
فَإِذَا انْتَمَتَكَ شَخْصٌ عَلَى مَالٍ أَوْ دَعَا عَنْكَ ، ثُمَّ رَدَدْتَهُ إِلَيْهِ كَامِلًا غَيْرَ مَنقُوصٍ، كُنْتَ أَمِينًا.  
وَإِذَا أَفْضَى إِلَيْكَ شَخْصٌ بِسِرٍّ فَكَانَهُ أَوْ دَعَا عَنْكَ وَدِيعةً ، فَإِذَا حَافِظْتَ عَلَى سِرِّهِ وَلَمْ تُبَيِّحْ بِهِ لِأَحَدٍ  
، كُنْتَ أَمِينًا.  
وَمِنَ الْأَمَانَةِ أَنْ لَا تُعْبِثَ بِمَتَاعٍ غَيْرِكَ أَوْ أَدَوَاتِهِ الْمَدْرَسِيَّةِ ، وَأَلَّا تَزِيدَ أَوْ تَنْقُصَ فِي حَدِيثٍ تَنْقُلُهُ.  
وَمِنَ الْأَمَانَةِ أَنْ تُؤَدِّيَ وَاجِبَاتِكَ الْمَدْرَسِيَّةَ بِعَيْنِيَّةٍ ، وَإِتْقَانٍ، فَإِذَا فَعَلْتَ ذَلِكَ أَحَبَّكَ النَّاسُ وَقَضَوْا  
حَاجَتَكَ.  
أَمَّا إِذَا كُنْتَ خَائِنًا ، فَإِنَّ النَّاسَ يَكْرَهُونَكَ ، وَلَا تَجِدُ وَلِيًّا وَلَا نَصِيرًا.

Translation:

#### Trust

One day the teacher explained to us the glory of trust and he said:  
Oh my child: be a trustworthy one, because trust is part of the honorable character to which the Qur'an is calling to; Almighty Allah said: (Verily Allah commands that you return the trusts in your care to their owners).  
And if someone entrusts you with money kept with you, and you return it completely to him, then you are a trustworthy one.  
And if someone confines in you with a secrete (matter), it is as if he has kept with you a property, and if you have kept the secret without revealing it to anyone else, you are a trustworthy one.  
Part of trust is for you not to toy with your fellow's property or his school materials, and that you should not add to or take away from any information you are transmitting.

### 3.3: Knowledge of Allah

#### مَعْرِفَةُ اللَّهِ

فَإِذَا قِيلَ لَكَ مَنْ رَبُّكَ؟  
فَقُلْ رَبِّيَ اللَّهُ الَّذِي رَبَّنِي وَبَنِي جَمِيعَ الْعَالَمِينَ بِنِعْمَتِهِ، وَهُوَ مَعْبُودِي، لَيْسَ لِي مَعْبُودٌ سِوَاهُ.

وَالدَّلِيلُ قَوْلُهُ تَعَالَى:  
(الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ) ١:١

وَكُلُّ مَنْ سِوَايَ اللَّهِ عَالِمٌ ، وَأَنَا وَاحِدٌ مِنْ ذَلِكَ الْعَالَمِ.

فَإِذَا قِيلَ لَكَ : بِمَ عَرَفْتَ رَبَّكَ؟  
فَقُلْ بِآيَاتِهِ وَمَخْلُوقَاتِهِ ، وَمِنْ آيَاتِهِ اللَّيْلُ وَالنَّهَارُ، وَالشَّمْسُ وَالْقَمَرُ، وَمِنْ مَخْلُوقَاتِهِ السَّمَاوَاتُ  
وَالْأَرْضُ وَمَنْ فِيهِنَّ وَمَا بَيْنَهُمَا.

وَالدَّلِيلُ قَوْلُهُ تَعَالَى :  
(وَمِنْ آيَاتِهِ اللَّيْلُ وَالنَّهَارُ وَالشَّمْسُ وَالْقَمَرُ لَا تَسْجُدُوا لِلشَّمْسِ وَلَا لِلْقَمَرِ وَاسْجُدُوا لِلَّهِ الَّذِي  
خَلَقَهُنَّ إِنْ كُنْتُمْ إِيَّاهُ تَعْبُدُونَ) ١٧:٣٧ ء

وَقَوْلُهُ تَعَالَى:  
 (إِنَّ رَبَّكُمُ اللَّهُ الَّذِي خَلَقَ السَّمَاوَاتِ وَالْأَرْضَ فِي سِتَّةِ أَيَّامٍ ، ثُمَّ اسْتَوَى عَلَى الْعَرْشِ يُغْشِي اللَّيْلَ  
 النَّهَارَ يَطْلُبُهُ حَثِيثًا وَالشَّمْسَ وَالْقَمَرَ وَالنُّجُومَ مُسَخَّرَاتٍ بِأَمْرِهِ أَلَا لَهُ الْخَلْقُ وَالْأَمْرُ تَبَارَكَ اللَّهُ رَبُّ  
 الْعَالَمِينَ) ٧ : ٥٤

## Translation

### Knowledge of Allah

If you are asked: Who is your Lord? Then say, My Lord is Allah: He has nourished me as well as other creatures with His blessings. He is my Deity, and I know of no other deity but Him.

Evidence from the Qur'an:-

Praise is to Allah Lord of all Creation. 1:1.

Everything other than Allah is of His Creation, and I am part of that Creation.

If you are asked: How have you arrived at this knowledge of your Lord? Then say through His signs and His creatures. Among His signs and creatures are the night and the day, sun and the moon, heavens and the earth, and whatsoever live in them all and beyond.

Evidence from the Qur'an:

“And among His signs are the night and the day and the sun and the moon; adore not the sun and the moon, but adore Allah who has created them, if it is indeed Him you worship” Q41:37.

“Verily your Lord is Allah, who has created the heavens and the earth in six days; then He established himself on the Throne. He covers the night with the day which is in haste to follow. The sun and the moon and the stars are all under His sway: It is for Him indeed to create and command. Blessed be Allah, the Lord of all creation.” Q7:54.

### 3.4: The works of Allah, the Great. مِنْ أَفْعَالِ اللَّهِ الْعَظِيمِ

أَنْظُرْ إِلَى اللَّيْلِ فَمَنْ	أَوْجَدَ فِيهِ قَمَرَهُ ؟
وَرَأَاهُ	كَالدُّرَرِ الْمُنْتَثِرَةِ ؟
بِأَنْجُمٍ	أَنْزَلَ فِيهِ مَطَرَهُ ؟
وَأَنْظُرْ إِلَى الْغَيْمِ	بَعْدَ غَيْرِ حَظِيرَةٍ ؟
فَصَيَّرَ الْأَرْضَ بِهِ	

وَأَنْظُرْ إِلَى الْمَرْءِ وَقُلْ	مَنْ شَقَّ فِيهِ بَصَرَهُ ؟
مَنْ ذَا الَّذِي جَهَّزَهُ	بِقُوَّةٍ مُفَكَّرَةٍ
ذَٰكَ هُوَ اللَّهُ الَّذِي	أَنْعَمَهُ مِنْهُمْ
ذُو حِكْمَةٍ بَالِغَةٍ	وَقُدْرَةٍ مُقْتَدِرَةٍ

#### Translation

The works of Allah, the Marvelous

Look at the night; who is it	that brings out its moon?
And adorns it with stars	just like the scattered teat?
And look at the cloud	who brings forth its rain?
And with it turned the ground	(vegetables) green after its resentment?
And look at the man and tell	who is it that gives him his sight?
Who is it that provided him	with the intelligence for thinking?
That is Allah, whose	favours (on man) are many,
The bearer of far-reaching wisdom	and absolute power.

#### Self Assessment Exercise:

Attempt a translation of two of the above Arabic passages into English.

And attempt a translation of the English rendition of the other two into Arabic language:

#### 4.0 Conclusion

The four texts translated above are examples of translation from source language (Arabic) to receptor language (English). The lesson in this unit is a continuation of what was discussed in the last unit. Students are believed to have learnt much from this unit. It is expected that they should practice some translation exercises on their own. More of such examples will still be presented in the next unit.

#### 5.0 Summary

Four passages were presented in the lesson above. The passage on politics extols some of the bad behaviours which characterize the life of our politicians especially here in Africa. These attitudes need to be changed by the politicians while others should also help them with prayer and not be completely pessimistic about politics. The other three passages discussed some of the benefits derivable from being trustworthy, knowledge about our Creator – Allah, as well as His marvelous



deeds respectively. It is believed that students would have learnt a lot from the passages.

## **6.0 Tutor marked Assignment**

Highlight the writer's view of politics and politicians.  
Translate *Qur'ān* 7 verse 54 into English language

## **7.0 References / Further Readings**

Abdullah Yousif Ali (1990) *The Meaning of the Holy Quran* Al-Madinah  
Al- Munawwara, KSA

Adam Gadsby et al (2002), *Longman Active Study Dictionary*, London.

Akram Mu'min (2004) *Translation for Students and Beginners* Cairo,  
Dārut Talāi'i

Bruce Bennett, et al (1979) *Spectrum One* London, Longman.

Hornby A.S. (1985) *Oxford Advanced Learners Dictionary of Current English*  
Oxford University Press.

## **Unit 2: PASSAGE ON AN ARAB PHYSICIAN, THE YOUNG ETC, ETC...**

### **Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 The life of Abu l-Qāzim az-Zahrāwi (Abulcasis)
  - 3.2 The Young Muslim
  - 3.3 Assistance (At-ta'āwun)
  - 3.4 My Father and My Mother (Abī wa Ummī)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

### **1.0 Introduction**

The life of Muhammad was the focus in the last lesson. We saw the beautiful characters displayed by the prophet that qualified him to be an exemplar to all men. In this lesson, another notable personality of repute in person of Abu l-Qāzim az-Zahrāwi (Abulcasis) will be considered. Students will have much to learn in his achievement and contribution to human development.

### **2.0 Objective**

At the end of the lesson, students should be able to:  
Translate the brief life history of Abu l-Qāzim az-Zahrāwi (Abulcasis)  
Enumerate some of his achievements

### **3.0 Main content**

### 3.1 The life of Abu l-Qāzim az-Zahrāwi (Abulcasis)

Abu l-Qāzim az-Zahrāwi (Abulcasis) was a well-known Arab physician.

He lived in Cordova, the capital and most civilized city of Andalusia.

He was extremely skilful in medical treatment and surgery. The (Spanish Umayyad) caliph ‘Abd ar-Rahmān an-Nāsir (912-961 A. D) chose him to be his personal physician.

Abu l-Qāsim used to make delicate surgical operations requiring a skilful and experienced surgeon.

He used new instructions in his operations. He was considered the greatest surgeon in his time.

He attained a high rank in the Christian world. Europeans used to travel to Cordova to undergo operations by him.

Abu l-Qasim compiled a valuable encyclopedia of medicine and surgery in 30 books called At-Tasrif. He described in it more than 200 instruments he used in his surgery.

This encyclopedia was translated into Latin. It remained the first reference-book in surgery for many centuries.

Abu l-Qāsim is an outstanding character in the history of Arab medicine. His contribution towards the progress of surgery in Europe until the renaissance is well recognized.

Translation:

أَبُو الْقَاسِمِ الزَّهْرَاوِي

مِنْ أَطْبَاءِ الْعَرَبِ الْمَشْهُورِينَ أَبُو الْقَاسِمِ الزَّهْرَاوِي .  
عَاشَ هَذَا الطَّبِيبُ فِي قُرْطُبَةٍ , عَاصِمَةِ بِلَادِ الْأَنْدَلُسِ وَأَعْظَمَ مَدِينِهَا حَضَارَةً .  
وَكَانَ ذَا مَهَارَةٍ فَائِقَةٍ فِي الطَّبِّ وَالْجِرَاحَةِ , فَاخْتَارَهُ الْخَلِيفَةُ عَبْدُ الرَّحْمَنِ النَّاصِرُ طَبِيبًا خَاصًّا لَهُ .  
وَكَانَ أَبُو الْقَاسِمِ يَقُومُ بِعَمَلِيَّاتِ جِرَاحِيَّةٍ دَقِيقَةٍ تَحْتَاجُ إِلَى جِرَاحٍ ذِي خُبْرَةٍ وَبِرَاعَةٍ .  
وَكَانَ يَسْتَعْدِمُ فِي جِرَاحَتِهِ النَّاسَ مُسْتَحْدِثَةً . وَكَانَ يَعُدُّ أَكْبَرَ الْجَرَاحِينَ فِي عَصْرِهِ .  
وَنَالَ مَثَلَةً رَفِيعَةً فِي الْعَالَمِ الْمَسِيحِيِّ . وَكَانَ الْأَوْرَبِيُّونَ يَأْتُونَ إِلَى قُرْطُبَةٍ كَمَا يَجْرِي لَهُمُ الْجَرَاحَاتُ .  
وَلِأَبِي الْقَاسِمِ مَوْسُوعَةٌ قِيَمَةٌ فِي الطَّبِّ وَالْجِرَاحَةِ فِي ثَلَاثِينَ كِتَابًا تُسَمَّى (التَّصْرِيفُ) . وَقَدْ وَصَفَ فِيهَا أَكْثَرَ  
مِنْ مِائَتَيْ آلَةٍ كَانَ يَسْتَعْدِمُهَا فِي جِرَاحَتِهِ .  
وَقَدْ تُرْجِمَتْ هَذِهِ الْمَوْسُوعَةُ إِلَى اللُّغَةِ اللَّاتِينِيَّةِ , وَطَلَّتِ الْمَرْجِعُ الْأَوَّلُ فِي الْجِرَاحَةِ قُرُونًا طَوِيلَةً .  
إِنَّ أَبَا الْقَاسِمِ مِنَ الشَّخْصِيَّاتِ الْبَارِزَةِ فِي تَارِيخِ الطَّبِّ الْعَرَبِيِّ وَهُوَ ذُو فَضْلٍ مُعْتَرَفٍ بِهِ فِي تَقْدِيمِ الْجِرَاحَةِ  
بِأَوْرَبَا حَتَّى عَصَرَ النَّهْضَةَ .

### 3.2 The Young Muslim

I am a young Muslim. I love God because He created me and He created everything. He is God in the heaven and on the earth. And I also love our Prophet Muhammad, peace be upon him, who was raised from God as guidance, blessing, bearer of glad-tidings and a Warner to all mankind.

I have faith in God as (I have faith) in His names and His attributes. I also testify that He is one, He has no associate and I testify that Muhammad is His servant and Messenger.

Translation                      الْمُسْلِمُ الصَّغِيرُ

أَنَا مُسْلِمٌ صَغِيرٌ، أَحِبُّ اللَّهَ لِأَنَّهُ خَلَقَنِي وَخَلَقَ كُلَّ شَيْءٍ، وَهُوَ اللَّهُ فِي السَّمَاءِ وَالْأَرْضِ. وَأَحِبُّ نَبِيَّنَا مُحَمَّدًا صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ، الْمَبْعُوثُ مِنْ عِنْدِ اللَّهِ هُدًى وَرَحْمَةً وَمُبَشِّرًا وَنَذِيرًا لِلْعَالَمِينَ. آمَنْتُ بِاللَّهِ كَمَا هُوَ بِأَسْمَائِهِ وَصِفَاتِهِ. أَشْهَدُ أَنَّهُ وَاحِدٌ، لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ.

### 3.3 Assistance

Be an assistant to your fellow then your fellow will be an assistant to you. Wish him good and he will also wish you good. It is rare to have someone not wishing good for you or delaying rejoicing with you (on your success) when he knows that you wish him well and good condition. And (when he knows) you never feel reluctant in assisting him whenever he makes any call.

Arabic Translation                      التَّعَاوُنُ

كُنْ عَوْنًا لِّغَيْرِكَ يَكُنْ غَيْرُكَ عَوْنًا لَكَ  
وَأَحِبُّبِ الْخَيْرَ لَهُ يُحِبُّ الْخَيْرَ لَكَ  
وَقُلْ أَنْ تَجِدَ مَنْ يَكْرَهُ لَكَ السَّعَادَةَ أَوْ يَتَأَخَّرَ عَنْ إِرْضَائِكَ  
إِذَا عَرَفَ مِنْكَ أَنَّكَ تَوَدُّ لَهُ الْخَيْرَ وَرَفَاهَةَ الْحَالِ.  
وَتَسْرِعَ لِمَعُونَتِهِ إِنْ دَعَا دَاعٍ.

### 3.4 My Father and My Mother (Abī wa Ummī)

My father you are my lover	You are among the nobles
My glory and my power come from you	From you also come my essence and my attributes.
You work for my happiness	And you suffer for my success
All you are yearning for	is to see me (successful) in the future.
And to my mother belong all glory	She is the best of all mothers
She carried me and breast-fed me	She is my soul and my life
Both of you are the light in my sky	like shining stars (in the sky).
My love Is to you both as long as I live	So also is my supplication in my Prayers.

## Arabic Translation

أبي وأمي  
يا أبي أنتَ حَبِيبِي  
مَنْكَ مَجْدِي مِنْكَ عَزِي  
أَنْتَ تَسْعِي لِسُرُورِي  
أَنْتَ تَشْقِي لِنَجَاتِي  
كُلُّ شَيْءٍ تَبْتَغِيهِ  
أَنْ تَرَانِي فَالْغَدَاةُ  
وَلِيَامِي كُلُّ فَضْلٍ  
فَهِيَ خَيْرُ الْأَمَهَاتِ  
حَمَلْتَنِي أَرْضَعْتَنِي  
أَنْتُمْ ضَوْءُ سَمَائِي  
وَدُعَانِي فِي صَلَاتِي  
لَكُمْ مَا عَشْتُ حُبِّي

### Self Assessment Exercise:

Translate the lessons derivable from the passages in Arabic to English and those in English to Arabic.

## 4.0 Conclusion

The passages above present another in the series of English passages translated to Arabic. This is to enhance the students' understanding of what they have earlier learnt about translation. More examples will still come in subsequent lessons.

## 5.0 Summary

The first passage extolled the bravery, wisdom and innovative acumen of one of the most celebrated Arab physicians of the past, Abu l-Qāzim az-Zahrāwi (Abulcasis). His breakthrough in the field of medicine and surgery became reference points for generations of European medical practitioners. The second and the third passages discussed exhortation on assistance and tributes to parents respectively.

## 6.0 Tutor marked Assignment

1. Write a note on the achievements of Abu l-Qāzim az-Zahrāwi (Abulcasis) in the field of medicine.
2. Write in Arabic, the tribute of the child to his father.

## 7.0 References / Further Readings

Abdu-Raheem M.A. (2002) *Nigeria Certificate in Education Series: Islamic Studies*. Ado – Ekiti, Greenline Publishers

Ashraf Ma'awad Mustapha (2000) *Murshiduka ila Tarjamati s-sahīhat* Cairo,

Maktabatu Ibn Sīna.

Haniy Lubādah (1993) *Qāmūs Nibrās Injīziy* – ‘Arabiy Oman, Dārun-Nibrāsīl  
‘Arabiy

Samir ‘Iwad (1989) *Fannut-Tarjamah minal injilīziyyati ilal ‘Arabiyyah* Bairut,  
Lebanon, Dārur-Ratib Al-Jam ‘iyyah.

Shihātah Muhammadu Shihātah (1993) *Al-Qāmuūsut-Tijāriy Al-Haīith*  
Lebanon, Ad-Dārul-Misriyyatul- Lubnāniyyat.

### **UNIT 3: ENGLISH – ARABIC TRANSLATED PASSAGES**

#### **Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 : The formation and the use of acetylene
  - 3.2 : Befriending the Righteous
  - 3.3 Eavesdropping
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

#### **1.0 Introduction**

In our last lecture, we discussed the life of Abu l-Qāzim Zahrāwi (Abulcasis), who as a physician, attained a very great and enviable feat in medicine. In this unit however, our discussion shall center on formation of a certain gas known as acetylene in the scientific parlance. The goal in this unit is to introduce students to translation of some scientific terms from English language to Arabic language.

#### **2.0 Objective**

At the end of the lesson, students should be able to:  
Translate the English passage into Arabic  
Bring out some lessons derivable from the story

### **3.0 Main content**

#### **3.1 The Formation and Use of Acetylene**

In 1836, Edmund Davy, a professor of chemistry in Dublin, announced that when potassium carbide is brought into contact with water, violent chemical action occurs and a colourless gas is formed. This gas is called acetylene. It burns in a limited supply of air with a smoky flame, but in an excess of air or in pure oxygen it gives forth a dazzling white flame which may reach a heat of 6000 degrees Fahrenheit.

Carbide is a chemical compound of carbon and another element. Though the pure gas has an odour similar to that of ether, the impurities found in most commercial acetylene make it smell like garlic.

Later, scientists discovered that some other carbon compounds, when acted upon by water, will yield acetylene. In 1892, calcium carbide could be made commercially. It can be manufactured so easily and cheaply, by heating limestone and coke in an electric furnace, that it is now the chief commercial source of acetylene. Since only water and carbide are needed to produce the gas, many simple types of generator have been invented to bring the two substances gradually into contact.

For many kinds of work, it has been found more convenient to use acetylene which has been produced commercially and stored in steel cylinders.

Because of its bright flame and the ease with which it can be manufactured, acetylene was formerly much used for home lighting and cooking and in bicycle and automobile lamps.

Electricity has largely replaced it in these fields, but acetylene generators are still found in many farmhouses and outlying villages; the gas is also used in yachts.

Because the light from its flame penetrates fog and darkness remarkably well, and because the whole apparatus can operate without attention for months at a time, acetylene is invaluable for use in lighthouses and buoys.

In modern aviation, too, acetylene lights are used to mark the route of the transcontinental aircraft and to direct pilots to emergency landing fields.

The most important use of acetylene is in organic synthesis, by which it is converted into a host of useful products, such on acetic acid which is used in the manufacture of rayon, cellulose acetate for photographic films, and several important solvents. Acetylene combines readily with hydrogen to give ethylene, which is used as an anesthetic.

#### Arabic Translation:

فى عام ١٨٣٦ أعلن آدموند دافى ، أستاذ الكيمياء فى دبلن باير لنداءاً، أن كريبيد البوتا سيوم إذا خلط بالماء ، حدث فاعل كيميائى شديد ، وتنتج غاز عديم اللون . هذا الغاز اسمه الإستيلين وهو يشتعل فى الكمية المحدودة من الهواء فيكون لهيبه منصوبة بذخان . ولكنه ، مع كمية وفيرة من الهواء أو مع الأكسجين النقى ، ينفث لهيباً أبيض يبهز النظر ، قد تبلغ درجة حرارته نحو .. درجة مئوية .

والكريبيد مركب كيمائى من الكربون وعنصر آخر .

وإن كانت للغاز النقى رائحة تشبه رائحة الإيثر ، فالشوائب التى توجد فى معظم أنواع الإستيلين التجارى تجعل له رائحة كرائحة الثوم .

واكتشف العلماء فيما بعد أن بعض مركبات تنتج عنه الإستيلين الأخرى إذا خلطت بالماء . وفى عام 1892 أمكن صنع كريبيد الكلسيوم بتكاليف تجارية . ويمكن صنعه بسهولة وتكلفة زهيدة بتمخين الحجر الجيرى وفحم الكوك فى فرن كهربائى ، وهذا هو الآن أهم مصدر تجارى للإستيلين . ولما كان إنتاج الغاز لا يحتاج إلا إلى الماء والكريبيد ، فقد اخترع كثير من أنواع المولدات البسيطة تلتقى فيها المادتان لتقاء تدريجياً .

وقد وجد أنه مما يسر كثيراً من أنواع العمل ، أن يستعمل الإستيلين المحضر بالطريقة التجارية والمخزن فى أسطوانات من الصلب .

وطالما استعمل الإستيلين فيما مضى فى إضاءة المنازل وفى الطهى ، وفى إضاءة مصابيح الدراجات والسيارات ، وذلك لما له من ضوء باهر ، ولكونه سهل التحضير .

وقد حلت الكهرباء محله فى كثير من هذه الميادين ، غير أن مولدات الإستيلين لا تزال موجودة فى المزارع وفى القرى النائية . ويستخدم غاز الإستيلين أيضاً فى الزوارق ذات المحركات (اليخوت) .



وَلَا يَعْدِلُ الْأَسْتِيلِينَ شَيْءٌ فِي إِضَاءَةِ الْمَنَارَاتِ وَالْأَعْلَامِ الطَّافِيَةِ لِإِرْشَادِ السُّفُنِ الشِّمْتُورَاتِ . وَذَلِكَ لِأَنَّ  
الضَّوءَ الْمُنْبَعِثَ مِنْ لَهْبِهِ يَخْتَرِقُ الضُّبَابَ وَالظَّلَامَ اخْتِرَافًا بَيِّنًا مَلْحُوظًا , وَلِأَنَّ الْجِهَازَ بِأَسْرِهِ يُمَكِّنُ أَنْ يَعْمَلَ  
أَشْهُرًا مُتَوَالِيَةً بِغَيْرِ مُتَابَعَةٍ أَوْ رِعَايَةٍ .

وَفِي الطَّيْرَانِ الْحَدِيثِ تُسْتَعْمَلُ أَضْوَاءُ الْأَسْتِيلِينَ أَيْضًا لِتَبْيِينِ مَعَالِمِ الطَّرِيقِ لِلطَّائِرَاتِ عَابِرَةِ الْفَارَاتِ ،  
وَلِتُرْشِدَ الطَّيَّارِينَ إِلَى مَطَارَاتِ هُبُوطِ الطَّوَارِيءِ .

وَأَهْمُ مَنَافِعِ الْأَسْتِيلِينَ هِيَ اسْتِعْمَالُهُ فِي الْمُرَكَّبَاتِ الْكِيمِيَاءِيَّةِ الْعُضْوِيَّةِ , الَّتِي يَتَحَوَّلُ بِهَا إِلَى عَدِيدٍ مِنَ  
الْمُنْتَجَاتِ النَّافِعَةِ . مِثْلُ حَمْضِ الْخَلِيكِ الَّذِي يُسْتَعْمَلُ فِي صُنْعِ الْحَرِيرِ الصَّنَاعِيِّ , وَالْحَامِضِ الْخَلِّي الَّذِي  
يُسْتَعْمَلُ فِي شَرَائِطِ التَّصْوِيرِ وَفِي عَدِيدٍ مِنَ الذِّيَبَاتِ الْمُهِمَّةِ . وَيَخْتَلِطُ الْأَسْتِيلِينَ مَعَ الْأَيْدُرُوجِينَ بِسُرْعَةٍ  
فَيَتَكَوَّنُ الْأَسْتِيلِينَ الَّذِي يُتَّخَذُ مَادَّةً لِلتَّخْدِيرِ (بنج) .

### 3.2 : Befriending the Righteous

Mahmud approached his mother and she perceived from him a very attractive odour. His mother asked him: Where did you get the perfume? He told her: I am not with any perfume only that I sat with a perfume seller.

His mother then told him: Look my son as your dressed picked the odor of the perfume as a result of your sitting with the seller, the same is for a man when he accompanies the righteous ones he picks from them good behavior and honorable qualities.

### Arabic Translation

#### مُصَاحَبَةُ الْآخِيَارِ

دَخَلَ مَحْمُودٌ عَلَى وَالِدَتِهِ فَفَاحَتْ مِنْ ثِيَابِهِ رَائِحَةُ زَكِيَّةٍ فَقَالَتْ لَهُ أُمُّهُ: مِنْ أَيْنَ لَكَ هَذَا الْعِطْرُ؟ فَقَالَ لَهَا:  
لَيْسَ لَدَيَّ عِطْرٌ غَيْرَ أَنِّي كُنْتُ جَالِسًا عِنْدَ بَائِعِ الْعِطْرِ. فَقَالَتْ لَهُ أُمُّهُ: أَنْظِرْ يَا بُنَيَّ كَيْفَ اكْتَسَبْتَ مَلَاسِيكَ  
رَائِحَةُ الْعِطْرِ مِنْ جُلُوسِكَ عِنْدَ بَائِعِ الْعِطْرِ وَكَذَلِكَ الْبَاشَرُ إِذَا خَالَطَ الطَّيِّبِينَ فَإِنَّهُ يَكْتَسِبُ مِنْهُمْ الْآخْلَاقَ  
الْحَسَنَةَ وَالصِّفَاتِ الْحَمِيدَةَ.

### Eaves-dropping

Salim was fond of standing behind the door of his neighbors to eavesdrop their words. And his mother saw him and told him: Do not steal people's words my son because stealing of words is like stealing of the property. Salim did not listen to the admonition of his mother.

At one particular night he saw the door of the neighbor closed and he stood behind it and the landlord saw him and thought him to be a thief. He beat him severely with a stick that caused blood to gush out of his head, he (Salim) screamed from the pain. His mother heard him and hastened to him. She said to him: you have got your reward, do not go back to this kind of act again.

#### Arabic Translation

#### سَرَقَةُ الْحَدِيثِ

إِعْتَادَ سَلِيمٌ أَنْ يَقِفَ وَرَاءَ بَابِ جِيرَانِهِ يَتَسَمَّعُ حَدِيثَهُمْ، فَرَأَتْهُ أُمُّهُ وَقَالَتْ لَهُ: لَا تَتَسَمَّعَ حَدِيثَ النَّاسِ يَا بُنَيَّ فَإِنَّ سَرَقَةَ الْحَدِيثِ عَادَةٌ قَبِيحَةٌ كَسَرَقَةِ الْمَتَاعِ. فَلَمْ يُصْنَعْ سَلِيمٌ إِلَى نَصِيحَةِ أُمِّهِ. وَفِي ذَاتِ لَيْلَةٍ رَأَى بَابَ الْجِيرَانِ مُغْلَقًا فَوَقَفَ وَرَاءَهُ. فَشَاهَدَهُ صَاحِبُ الْبَيْتِ وَظَنَّهُ سَارِقًا فَضْرَبَهُ بِالْعَصَا ضَرْبَةً أَسَالَتْ الدَّمَ مِنْ رَأْسِهِ فَصَرَخَ مِنَ الْأَلَمِ، وَسَمِعَتْهُ أُمُّهُ فَأَسْرَعَتْ إِلَيْهِ وَقَالَتْ لَهُ: لَقَدْ نِلْتَ جَزَاءَكَ فَلَا تُعُدْ إِلَى مِثْلِ هَذَا الْعَمَلِ مَرَّةً أُخْرَى.

#### Self-Assessment Exercise:

In your own words, translate the passages on befriending righteous men and eaves-dropping.

#### 4.0 Conclusion

You can see that some other English passages with their Arabic translations were presented in this unit. This is in continuation of our previous lessons on translation of one language to the other. You are expected to study the passages very seriously and discuss any problem you may identify with your tutor. You are also to practice the translation of some other passages on your own.

## 5.0 Summary

The three passages above discussed the formation of a gas called acetylene, the importance of giving assistance to one another, and the evil in the act of eavesdropping respectively. It is believed that students, apart from learning about translation, will also derive some moral lessons from the topics.

## 6.0 Tutor marked Assignment

Summarize the lessons derivable from the story of Salim as presented in the lesson above and translate it.

## 7.0 References / Further Readings

- Abdu-Raheem M.A. (2002) *Nigeria Certificate in Education Series: Islamic Studies*. Ado – Ekiti, Greenline Publishers
- Ashraf M. M. (2000), *Murshiduka ila Tarjamah Sahīhat* Cairo, Ibn Sīna Press.
- H. Lubādah (1993), *Qāmūs Nibrās, Injīzī – ‘Arabī*, Oman, Dār-Nibrāsi `l-Arab
- Mahmud ‘Izzat (n.d.) *Al-Mawsu‘ah fi Muhadathati `l-Lughatil-Injiliziyyah*, Cairo, Dārul Mumfis littabā‘ah.
- Munīr Al Ba‘alabaki (2003) *Qāmusul Mawrid Injīliziyy – Arabiyy* Bairut, Lebanon, Dārul ‘ilimil Malāyin

# UNIT 4: ASPECTS OF THE PROPHET’S CHARACTER

## 1.0 Introduction

## 2.0 Objectives

## 3.0 Main Body

### 3.1 Knowledge of Muhammad: The Prophet

### 3.2 Muhammad- The role model

### 3.3 Divine Guidance

## 4.0 Conclusion

## 5.0 Summary

## 6.0 Tutor marked Assignment

## 7.0 References / Further Readings

## 1.0 Introduction

The life of Prophet Muhammad is enough an example for any human being. Allah said in the *Qur’ān* that whoever wants to meet Allah’s pleasure should take him as a role model. In this lesson our attention is focused on this great leader and we believe that the students’ understanding of his lifestyle will go a long way in shaping their lives in a better way.

## 2.0 Objective

At the end of the lesson, you should be able to:

- Narrate the lessons derivable from the passage on life of the Prophet
- Translate the passage into Arabic language

## 3.0 Main content

### 3.1 Knowledge of Muhammad, the Prophet

He is Muhammad, son of Abdullah, son of Abdulmuttalib, son of Hashim, of the clan of Quraysh, one of the Arab clans, the descendants of Ismail, the son of Ibrahim al-Khalil.

He was born in Mecca.

He lived for sixty-three years, forty before his mission, and twenty three years as a prophet and a messenger.

He was initiated into the prophet hood with the revelation of these Ayas which are the first portion of the *Qur'ān* to be revealed.

(Read in the name of your Lord who created : He created man out of a clot. Read and your Lord is the most Bountiful, He who taught with the pen: He taught man what he has not known) Q96:1-5

Later Allah sent him as a messenger to warn the polytheists and to preach the unity of Allah:

Evidence from the Qur'an:

(O you wrapped up (in his mantle) arise and warn! Your Lord exalt and your garments purify, and abomination shun. Nor expecting giving any increase for yourself. And in the cause of your Lord be steadfast.) Q74:1-7

Arise and warn means to preach monotheism and to warn against polytheism.

Exalt your Lord means testifying to His unity.

Your garments purify means keep your deeds clean from the stain of polytheism.

Abomination shun means keep away from idols and from idolaters and deny them.

He continued to preach the unity of Allah for ten years, then he ascended to Heaven where the five daily prayers (Salah) and their times were ordained. Thus, he performed the Salah in Mecca for three years.

Then he was enjoined to emigrate to al-Madinah (hijra). This hijra means departing from among the polytheists to settle with the community of Islam.

مَعْرِفَةُ نَبِيِّنَا مُحَمَّدٍ  
وَهُوَ مُحَمَّدُ بْنُ عَبْدِ اللَّهِ بْنِ عَبْدِ الْمُطَّلِبِ بْنِ هَاشِمٍ وَهَاشِمٌ مِنْ قُرَيْشٍ مِنَ الْعَرَبِ، وَالْعَرَبُ مِنْ ذُرِّيَةِ إِسْمَاعِيلَ  
بْنِ إِبْرَاهِيمَ الْخَلِيلِ، عَلَيْهِ وَعَلَى نَبِيِّنَا أَفْضَلُ الصَّلَاةِ وَالسَّلَامِ. وَلِدَ بِمَكَّةَ الْمُكَرَّمَةِ. وَتَوَفَاهُ اللَّهُ وَلَهُ مِنَ الْعُمُرِ  
ثَلَاثٌ وَسِتُّونَ سَنَةً، مِنْهَا أَرْبَعُونَ قَبْلَ النُّبُوَّةِ وَثَلَاثٌ وَعِشْرِينَ نَبِيًّا وَرَسُولًا.  
نُبِئَ بِهِذِهِ النَّبَاةُ مِنْ سُورَةِ الْعَلَقِ:  
إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ  
خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ  
إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ  
الَّذِي عَلَّمَ بِالْقَلَمِ  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ.  
وَأُرْسِلَ بِهِاذِهِ النَّبَاةُ مِنْ سُورَةِ الْمُذْتَرِّ:  
يَا أَيُّهَا الْمُذْتَرُّ، كُمْ فَأَنْذِرْ وَرَبَّكَ فَكَبِّرْ وَثِيَابَكَ فَطَهِّرْ وَالرُّجْزَ فَاهْجُرْ وَلَا تَمْنُنْ تَسْتَكْثِرُ وَلِرَبِّكَ فَاصْبِرْ.  
٧٤ : ٧-١  
(قُمْ فَأَنْذِرْ) يَنْذِرُ عَنِ الشِّرْكِ وَيَدْعُو إِلَى التَّوْحِيدِ  
(وَرَبُّكَ فَكَبِّرْ) عَظُمُهُ بِالتَّوْحِيدِ  
(وَثِيَابَكَ فَطَهِّرْ) أَيِ طَهَّرْ أَعْمَالَكَ مِنَ الشِّرْكِ  
(وَالرُّجْزَ فَاهْجُرْ) الرَّجْزُ : الْأَصْنَامُ، وَهَجَرُهَا تَرْكُهَا وَأَهْلُهَا وَالْبَرَاءَةُ مِنْهَا وَأَهْلُهَا.  
أَخَذَ عَلَيَّ هَذَا عَشْرَ سِنِينَ يَدْعُو إِلَى التَّوْحِيدِ، وَبَعْدَ الْعَشْرِ عَرَجَ بِهِ إِلَى السَّمَاءِ، وَفَرَضَتْ عَلَيْهِ الصَّلَوَاتُ  
الْخَمْسَ وَصَلَّى فِي مَكَّةَ ثَلَاثَ سِنِينَ.  
وَبَعْدَهَا أَمَرَ بِالْهَجْرَةِ إِلَى الْمَدِينَةِ.  
وَالْهَجْرَةُ: الْإِنْتِقَالُ مِنْ بَلَدِ الشِّرْكِ إِلَى بَلَدِ الْإِسْلَامِ

### 3.2 Muhammad- The role model

Muhammad ibn Abdullah was a man like other men, but he was an ideal in good manners.

He was keen to propagate good manners among the Moslems. He said, “Verily, I have been sent to complete good manners.”

Muhammad was sensitive, lenient and a lover of people; he and they lived harmoniously together.

He was modest; he used to sit with people as if he were one of them. he taught them that Moslems are all equal.

Therefore, he did not like them to kiss his hand, or to stand up when he came along.

Abu hurayrah related saying:

I went into the market with the prophet. He bought (a pair of) trousers. The man in charge of the balance jumped to kiss the prophet’s hand, but the prophet pulled it back saying,

“Non-Arabs do this with their kings, but I am not a king; I am one of you, indeed.”

Then, he took the trousers. I (Abu Hurayrah) went to carry them (for him), but he said, “Every one should carry his own things.”

A’ishah, the prophet’s wife, was asked, “How was the prophet at home”

She said, "He was a man like other men. He used to repair his shoes, patch his garment and help himself."

Describing the prophet's character, God says: "and, verily, thou art of a grand nature! (The chapter of the pen, verse 4)

Oh would that people follow the example of the prophet's good manners.

مِنْ أَخْلَاقِ الرَّسُولِ  
إِنَّ مُحَمَّدَ بْنَ عَبْدِ اللَّهِ بَشَرٌ كَسَائِرِ النَّاسِ , وَلَكِنَّهُ مَثَلٌ أَعْلَى فِي كَمَالِ الْأَخْلَاقِ .  
وَكَانَ حَرِيصًا عَلَى نَشْرِ الْأَخْلَاقِ الْكَرِيمَةِ بَيْنَ الْمُسْلِمِينَ . وَقَدْ قَالَ إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ " .  
كَانَ مُحَمَّدٌ رَفِيقَ الشُّعُورِ , لِيِنَّ الْجَانِبِ , مُحِبًّا لِلنَّاسِ , يَأْلِفُهُمْ وَيَأْلِفُونَهُ .  
وَكَانَ مُتَوَاضِعًا يَجْلِسُ مَعَ النَّاسِ كَأَنَّمَا هُوَ وَاحِدٌ مِنْهُمْ . وَكَانَ يَعْلَمُهُمْ أَنَّ الْمُسْلِمِينَ جَمِيعًا سَوَاءٌ .  
لِهَذَا كَانَ يَكْرَهُ أَنْ يَقْبَلُوا يَدَهُ , وَأَنْ يَقُومُوا لَهُ إِذَا أَقْبَلَ عَلَيْهِمْ .  
حَدَّثَ أَبُو هُرَيْرَةَ قَالَ :  
دَخَلْتُ السُّوقَ مَعَ النَّبِيِّ , فَاشْتَرَى سَرَاوِيلَ , فَوَتَبَ الْوُزَانَ إِلَى يَدِهِ لِيَقْبَلَهَا , فَجَذَبَ يَدَهُ قَالَ :  
" هَذَا تَفْعَلُهُ الْأَعَاجِمُ بِمَلُوكِهَا , وَلَسْتُ بِمَلِكٍ , إِنَّمَا أَنَا رَجُلٌ مِنْكُمْ " .  
ثُمَّ أَخَذَ السَّرَاوِيلَ , فَدَهَبَتْ لِأَحْمِلَهَا , فَقَالَ : صَاحِبُ الشَّيْءِ أَحَقُّ بِشَيْئِهِ أَنْ يَحْمِلَهُ .  
وَسُضِنْتُ زَوْجَهُ عَائِشَةَ : كَيْفَ كَانَ الرَّسُولُ اللَّهُ فِي بَيْتِهِ ؟ .  
فَقَالَتْ : كَانَ بَشَرًا كَالْبَشَرِ , يَصْلَحُ نَعْلَهُ , وَيَرْقُعُ ثَوْبَهُ , وَيَخْدُمُ نَفْسَهُ .  
وَقَدْ وَصَفَهُ اللَّهُ بِقَوْلِهِ : وَإِنَّكَ لَعَلَى خُلُقٍ عَظِيمٍ ( سُورَةُ الْقَلَمِ )  
فَلْيَتِمَّا النَّاسُ يَفْتَدُونَ بِمَا كَانَ عَلَيْهِ رَسُولُ اللَّهِ مِنْ مَكَارِمِ الْأَخْلَاقِ .

### 3.3: Divine Guidance

In the name of Allah, the Beneficent, the Merciful.

Be quick in the race for forgiveness from your Lord, and for a Garden whose width is that (Of the whole) of the heavens and of the earth, prepared for the righteous.

Those who spend (freely), whether in prosperity, or in adversity; who restrain anger, and pardon (all) men; for God loves those who do good.

And those who, having done something to be ashamed of, or wronged their own souls, earnestly bring God to mind, and ask for forgiveness for their sins. And are never obstinate in persisting knowingly in (the wrong) they have done.

For such the reward is forgiveness from their Lord, and Gardens with rivers flowing underneath, an eternal dwelling: How excellent a recompense for those who work (and strive). Qur'an 3 : 133 - 136

## Arabic Translation

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَسَارِعُوا إِلَى مَغْفِرَةٍ مِنْ رَبِّكُمْ وَجَنَّةٍ عَرْضُهَا السَّمَاوَاتُ وَالْأَرْضُ أُعِدَّتْ لِلْمُتَّقِينَ. الَّذِينَ يُنْفِقُونَ فِي السَّرَّاءِ وَالضَّرَّاءِ وَالْكَاظِمِينَ الْغَيْظَ وَالْعَافِينَ عَنِ النَّاسِ وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ.

وَالَّذِينَ إِذَا فَعَلُوا فَاحِشَةً أَوْ ظَلَمُوا أَنْفُسَهُمْ ذَكَرُوا اللَّهَ وَاسْتَغْفَرُوا لِذُنُوبِهِمْ وَمَنْ يَغْفِرِ اللَّهُ لَهُمْ يَصْرِفُوا عَنْهُ مَا فَاعَلُوا وَهُمْ يَعْلَمُونَ. أُولَئِكَ جَزَاءُ هُمْ مَغْفِرَةٌ مِنْ رَبِّهِمْ وَجَنَّاتٌ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ خَالِدِينَ فِيهَا وَبِعَمَلِ الْعَامِلِينَ.

### Self-Assessment Exercise:

Join the first three lines of Arabic passage 3.1 and the first three lines of Arabic passage 3.2 and thereafter translate the whole into English language.

## 4.0 Conclusion

Prophet Muhammad is an embodiment of virtues. This could be seen in the way he was described in the passage above. He was good to the outsiders as much as he was to his immediate family. He was a role model to the core. Students especially the Muslims will take from these good virtues to measure their own moral values so that they could get good name like that of the Prophet Muhammad.

## 5.0 Summary

The good virtues of Prophet Muhammad were extolled in the above passages for students to emulate. The passages also represented more examples of translation of English passages to Arabic.

## 6.0 Tutor marked Assignment

Explain how the lessons derivable in the passages above can impact the life of any man.

## 7.0 References / Further Readings

Hassan Sa'īd Al-Karamī (1988) *Qāmūsu 'l-Mugnī l- Akbar: Injilīzī – ' Arabī*

Beirut, Maktabatu Lubnān

'Izzu d-Dīn Muhammadun-Najīb (2001) *Qāmus Addiblomasiyyah wash-shu'ūnu 'l-khārijīyyah* Cairo, Maktabatu Ibn Sīna

Mahmud 'Izzat (ND) *Al-Mawsu'at fi Muhadathatil-Lughatil-Injilīziyyat* Cairo,

Dāru `l-Mufis littibā‘ah.  
Munīr Al Ba‘alabaki (2003) *Qāmusu `l- Mawrid : Injilīzī –‘ Arabī*; Beirut,  
Lebanon, Dāru `l-‘ilm lil-malāyīn

### **MODULE 3: MORE PASSAGES FOR TRANSLATION**

Unit 1: Passage 1: The Story of Two Cats  
Unit 2: More Short Stories and Texts for Translation  
Unit 3: Story of Three Fishes from Kalīlah wa Dimnah, etc etc.  
Unit 4: A Father’s Advice for His Son and Two Other Texts  
Unit 5: Extracts For Translation Continued

#### **Unit 1: Passage 1: The Story of Two Cats**

1.0 Introduction  
2.0 Objectives  
3.0 Main Body  
    3.1: The story of the two Cats and the monkey (1<sup>st</sup> version)  
    3.2: The two cats and the monkey (2<sup>nd</sup> version)  
    3.3: My School  
4.0 Conclusion



5.0 Summary

6.0 Tutor marked Assignment

7.0 References / Further Readings

## 1.0 Introduction

You have been acquainted with theoretical information concerning the art of translation. The meaning of translation, the types, techniques, steps and problems associated with translation have all been dealt with. In the coming lessons, some practical works will be done. This means that some Arabic texts will be translated into English language. Students are advised to observe the choice of equivalent words used during translation.

## 2.0 Objectives

At the end of this lesson you should be able to:

- Mention the technique used in the translation
- Identify various words and expressions used in place of some other words in the source language.

## 3.0 Main Contents

### 3.1 The story of the Two Cats and the Monkey (1<sup>st</sup> version)

قطتان والقرد

قَطَّتَانِ اخْتَطَفَتَا جُبَّةَ

وَدَهَبَتَا بِهَا إِلَى الْقَرْدِ لِكَيْ يَقْسِمَهَا بَيْنَهُمَا

قَسَمَهَا إِلَى قِسْمَيْنِ أَحَدُهُمَا أَكْبَرُ مِنَ الثَّانِي

وَوَضَعَ كُلُّ جُزْءٍ فِي مِيزَانِهِ فَرَجَحَ الْأَكْبَرَ

أَخَذَ مِنْهُ شَيْئًا بِأَسْنَانِهِ

وَهُوَ يَظْهَرُ أَنَّهُ يُرِيدُ مُسَاوَاتَهُ بِالْأَصْغَرِ

وَلَكِنْ مَا أَخَذَ مِنْهُ أَكْثَرَ مِنَ اللَّازِمِ

وَالآنَ قَدْ رَجَحَ الْجُزْءُ الْأَصْغَرُ

فَفَعَلَ بِهَذَا مَا فَعَلَ بِذَلِكَ

ثُمَّ فَعَلَ بِذَلِكَ مَا فَعَلَ بِهِذَا  
 وَاسْتَمَرَ عَلَى هَذِهِ الْعَمَلِيَّةِ حَتَّى كَادَ يَذْهَبُ بِالْجُبْنَةِ  
 فَقَالَتْ لَهُ الْقِطَّانُ ، نَحْنُ رَضِينَا بِهِذَا الْقِسْمَةِ فَأَعْطِنَا الْجُبْنَ  
 فَقَالَ إِذَا كُنْتُمَا رَضِيئِمَا فَإِنَّ الْعَدْلَ لَا يَرْضَى  
 مَا زَالَ يَقْضُمُ الْقِسْمَ الرَّاجِحَ كَذَلِكَ حَتَّى أَتَى عَلَيْهَا جَمِيعًا  
 فَرَجَعَتِ الْقِطَّانُ بِحُزْنٍ وَخِيبَةٍ وَهُمَا يَقُولَانِ  
 مَا مِنْ يَدٍ إِلَّا يَدُ اللَّهِ فَوْقَهَا \* وَلَا ظَالِمٍ إِلَّا سَيَبْلَى بِأَظْلَمِ

### English Translation

1. Two cats snatched a piece of cheese.
2. They took it to the ape to divide it between them.
3. He divided it into two.
4. He put each piece on his scales, but the bigger one outweighed the other.
5. Therefore he took a piece of it with his teeth.
6. He was showing that he wanted to make it equal to the smaller.
7. But what he cut from it was larger than what was necessary.
8. The smaller piece has now become heavier.
9. He did to this what he did to that.
10. Then he did to that what he had done to this.
11. He continued with this process until the cheese was almost finished.
12. The two cats said to him, “We are satisfied with this division, so give us the cheese.
13. He replied, if the two of you are satisfied justice will certainly not allow that.
14. He kept on gnawing the heavier piece until he had finished all.
15. The two cats returned in grief and disappointment saying.
16. There is no such power to which the power of God is not above.

### 3.2: The two cats and the monkey (2<sup>nd</sup> version)

#### الْقِطَّانُ وَالْقِرْدُ

إِخْتَطَفَتْ قِطَّانٌ قِطْعَةً جُبْنٍ، وَاخْتَلَفَتَا فِي قِسْمَتِهَا، فَذَهَبَتَا إِلَى قِرْدٍ لِيَقْسِمَ بَيْنَهُمَا. فَقَسَمَ الْقِطْعَةَ قِسْمَيْنِ: أَحَدَهُمَا كَبِيرٌ وَالْآخَرُ صَغِيرٌ. وَوَضَعَ كُلًّا مِنْهُمَا فِي كِفَّةٍ مِيزَانٍ. فَرَجَحَتْ إِحْدَاهُمَا عَلَى الْآخَرِي. فَأَكَلَ مِنَ الْقِطْعَةِ الْكَبِيرَةِ حَتَّى صَارَتْ أَصْغَرَ مِنَ الْآخَرِي. ثُمَّ وَضَعَهُمَا مَرَّةً ثَانِيَةً فِي الْمِيزَانِ، فَزَادَتْ إِحْدَاهُمَا عَلَى الْآخَرِي، وَاسْتَمَرَ يَأْكُلُ مِنْ كُلِّ قِطْعَةٍ حَتَّى كَادَ أَنْ يَأْكُلَ الْقِطْعَتَيْنِ. فَقَالَ لَهُ الْقِطَّانُ: نَحْنُ رَضِينَا بِهِذِهِ الْقِسْمَةِ.

فَأَعْطَى كُلَّ وَاحِدَةٍ مِّنَّا قِطْعَةً. فَقَالَ لَهُمَا الْقَرْدُ، الْبَاقِي أَجْرٌ لِلْقِسْمَةِ. فَذَمَّتِ الْقِطْعَتَانِ عَلَى تَنَازُعِهِمَا: وَرَجَعَا بِالْخَيْبَةِ وَالْحُرْمَانِ

#### English Translation

##### The Two Cats and The Monkey

There were two cats that seized a portion of cheese, and they disagreed in sharing it. They both went to a monkey to share it for them. He (the Monkey) then shared the portion (of cheese) into two: one part was big and the other was small. He then put each of the parts on an arm of a scale. One part outweighed the other. He (the monkey) ate a part from the bigger portion until it became smaller than the other. Then he put it once again on the scale, and one was bigger than the other. So he continued to eat a part of each portion until he nearly ate all the two portions. The two cats then told him: We are happy for this sharing, give a portion of it to each of us. Then the monkey told them: the remainder is the reward for the sharing.

The two cats regretted over their dispute and they both went back defeated and dispossessed.

#### 3.3: My School مدرستي

عِنْدَمَا أَحْمِلُ حَقِيْبَةَ كُتُبِي كُلَّ صَبَاحٍ لِأَذْهَبَ إِلَى مَدْرَسَتِي أَشْعُرُ بِكَثِيرٍ مِنَ السُّورِ. فَإِنَّ مَدْرَسَتِي جَمِيلَةٌ مُنْسَمَةٌ نَظِيفَةٌ. وَأَنَا وَزُمَلَائِي مِنَ الطُّلَّابِ نَحْرُصُ عَلَى نِظَافَتِهَا وَنِظَافَةِ أَدْوَاتِهَا كَمَا أَنِّي أَحِبُّ أَسَاتِدَتِي لِمَا يَبْدُلُونَهُ فِي سَبِيلِ تَعْلِيمِي مِنْ جُهْدٍ وَعِنَايَةٍ فَأَعْرَضُ عَلَيْهِمْ وَاجِبَاتِي، وَأَتَتَبِعُهُ لِمَا يُلْقُونَهُ مِنْ دُرُوسٍ وَأَوَاطِبُ عَلَى خُضُورِهَا وَالْبَاصْغَاءِ إِلَيْهَا. وَلِي بَيْنَ زُمَلَائِي أَصْدِقَاءُ كَثِيرُونَ أَصْحَبُهُمْ وَقْتَ الْفُسْحَاتِ، فَتَتَذَكَّرُ دُرُوسَنَا وَأَشْتَرِكُ مَعَهُمْ فِي اللَّعَابِ الرِّيَاضِيَّةِ الْمُفِيدَةِ.

#### Translation

##### My School

Whenever I carry my book bag every morning in order to go to my school I feel very much joyful. My school is very beautiful, neat and tidy. I and my colleagues among the students observe its cleanliness and take care of its facilities. As I also love my teachers for their efforts and interest they show towards my learning. I owe them my responsibilities. I am always attentive to what they ditch out of lecture and I make sure I attend it and listen to it. I have many friends among my mates. I accompany them during free periods and we also discuss our lessons and I engage them in some advantageous exercises.

#### Self-Assessment Exercise:

Translate the story of the two cats and the monkey in two different versions.

## 4.0 Conclusion

In the first story above, each line is numbered to make it easy for students to identify while going through its translation in the English version. Students would observe that indirect translation system was adopted to make it meaningful. The second version of the story was presented in wordings different from what was used in the first version to show another technique that can be adopted in translation.

## 5.0 Summary

The first and the second passages above tell the story of two cats that are greedy and not contented with what they cheaply got. As a result of their greediness, they lost their cheese to a wiser monkey. The third passage focused on the dedication of a student to his school. The following unit will present to us another story which is also translated into English for our understanding.

## 6.0 References/Further Reading

- Ashraf Ma'awad Mustapha (2000) *Murshiduka ila Tarjamati s-sahīhat* Cairo, Maktabatu Ibn Sīna.
- Della Summers et al (1992) *Longman Dictionary of Contemporary English* Essex, England.
- Hanīy Lubādah (1993) *Qāmūs Nibrās Injilīziy – ‘Arabiy Oman, Dārun-Nibrāsīl ‘Arabiy*
- Shaukat M. and Surur A.R.A. (1977) *Horizons of Translation* Cairo, Al-Giel Printing House.

## UNIT 2: MORE SHORT STORIES AND TEXTS FOR TRANSLATION

### Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 The crow and the fox
  - 3.2 The little child and the elephant
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

## 1.0 Introduction

As mentioned in the last lesson, this unit will present to you another story written in Arabic language and translated into English language. Apart from those lessons to be learnt about translation, the story will also teach students valuable moral lessons that will be useful for social development.

## 2.0 Objectives

At the end of the lesson, students should be able to:

- Read and translate Arabic texts into English language
- Narrate some lessons derivable from the story

## 3.0 Main Content

### 3.1 Text 1: The Crow and The Fox الغراب والتعلب

خَطَفَ غَرَابٌ قِطْعَةً جُبْنٍ وَطَارَ بِهَا وَوَقَفَ عَلَى غُصْنٍ شَجَرَةٍ لِيَأْكُلَهَا.

مَرَّ ثَعْلَبٌ تَحْتَ الشَّجَرَةِ وَشَاهَدَ الْغَرَابَ حَامِلًا قِطْعَةَ الْجُبْنِ.

قَالَ لَهُ : مَا أَبْذَعَ رِيشتُكَ. هَلَا أَسْمَعْتَنِي صَوْتَكَ الْحُلُوَّ.

صَدَّقَ الْغَرَابُ كَلَامَ الثَّعْلَبِ وَأَصَابَهُ الْغُرُورُ مِنْ مَدِيحِهِ الْكَاذِبِ

فَفَتَحَ مِنْقَارَهُ لِيُغَنِّيَ وَوَقَعَتْ قِطْعَةُ الْجُبْنِ فَأَخَذَهَا الثَّعْلَبُ وَذَهَبَ بِهَا.

حَزَنَ الْغَرَابُ لِأَنَّهُ صَدَّقَ الثَّعْلَبَ الَّذِي خَدَعَهُ فَأَخَذَهُ.

### Translation

1. A crow snatched a piece of cheese and flew with it.
2. He then stopped on a branch of a tree to eat it.
3. A fox passed under the tree and saw the crow with the piece of cheese.
4. The fox said to the crow: "How beautiful you are, oh crow how marvelous your feather is. Why not make me hear your melodious voice"?
5. The crow, believing the fox's word, was deceived by his false praise.
6. He then opened his peak to sing and the piece of cheese fell down and the fox picked it and went away.

7. The crow became sad because he believed the fox that deceived him while he (the crow) allowed himself to be deceived.

## Text 2: The Little Child and the Elephant

### الصبي والفيل

كَانَ وَلَدٌ يَنْظُرُ الْفِيلَ فِي حَدِيقَةِ الْحَيَوَانَ . فَمَدَّ يَدَهُ إِلَيْهِ بِتَفَاحَةٍ . وَلَمَّا هَمَّ الْفِيلُ أَنْ يَأْخُذَهَا ، قَبَضَ الصَّبِيُّ يَدَهُ حَتَّى لَا يَصِلَ الْفِيلُ إِلَى التَّفَاحَةِ . ثُمَّ عَادَ وَمَدَّ يَدَهُ بِالتَّفَاحَةِ مَرَّةً ثَانِيَةً . وَعَمِلَ كَمَا عَمِلَ أَوَّلَ مَرَّةٍ . فَغَضِبَ الْفِيلُ . وَلَكِنَّهُ صَبَرَ عَلَى الصَّبِيِّ حَتَّى سَهَا عَنْهُ . وَمَدَّ خُرْطُومَهُ وَخَطَفَ طَرَبُوشَهُ . فَرَعَقَ الْوَلَدُ وَبَكَى . فَمَدَّ الْفِيلُ خُرْطُومَهُ بِالطَّرَبُوشِ . وَلَمَّا هَمَّ الْوَلَدُ أَنْ يَأْخُذَهُ . قَبَضَ خُرْطُومَهُ . وَعَمِلَ مَعَهُ كَمَا عَمِلَ هُوَ مَعَ الْفِيلِ . فَضَحِكَ النَّاسُ كَثِيرًا مِنْهُ . وَبَكَى الْوَلَدُ عَلَى ضَيَاعِ طَرَبُوشِهِ .

### Translation

A boy was looking at an elephant in the garden of animals (Zoo). He stretched his hand in order to give it an apple. As the elephant attempted to take it, the little child withdrew his hand so that the elephant could not get to the apple. He stretched his hand with the apple for the second time and withdrew it as he did the first time until the elephant got annoyed. The elephant now watched the little child carefully and seized his cap with its tusk. The elephant stretched its tusk with the cap and as the child tried to take it the elephant withdrew and did the exact thing he himself did to it. As he could not retrieve his cap, the child became dejected and started weeping. People laughed at him and he wept much for the loss of his cap.

## 3.3 Text 3: Spider Monkeys

### الْفُرُودُ الْعَنْكَبُوتِيَّةُ

سُمِّيتِ الْفُرُودُ الْعَنْكَبُوتِيَّةُ بِهَذَا الْإِسْمِ بِسَبَبِ أَطْرَافِهَا النَّحْلَةِ، وَطَرِيفَتِهَا فِي التَّحَرُّكِ بَيْنَ الْأَغْصَانِ. إِنَّ ذَيْلَهَا يُمكنُ أَنْ يَسْتَخْدِمَ كَيْدَ خَمْسَةٍ، وَهُوَ كَالْيَدِ تَمَامًا. وَفِي الْحَقِيقَةِ، فَإِنَّ الْفُرُودَ الْعَنْكَبُوتِيَّةَ تَسْتَخْدِمُ هَذَا الْغُضُو الْإِمْسَاكِ بِأَشْيَاءٍ لَا تَسْتَطِيعُ الْيَدُ الْوَصُولَ إِلَيْهَا. فَهِيَ تَسْتَطِيعُ سَرَقَةَ أَغْشَاشِ الطُّيُورِ الَّتِي تَظُنُّ أَنَّ بَيْضَهَا فِي مَأْمِنٍ مِنْ كُلِّ الْأَخْطَارِ. كَمَا أَنَّ لِلذَّيْلِ اسْتِعْمَالًا هَامًا فِي تَسْلُقِ أَغْصَانِ الْأَشْجَارِ، فَهِيَ تَلْفَهُ حَوْلَ الْفَرْعِ بَعْضَ الْإِرْتِفَاعِ أَوْ الْإِنْخِفَاضِ فَوْقَ الشَّجَرَةِ، كَمَا تَسْتَخْدِمُهُ فِي الْإِنْتِقَالِ بِحَرَكَةِ التَّفَافِيَةِ إِلَى غُصْنٍ بَعِيدٍ. إِنَّ

الطُولَ الْكَبِيرَ لِذِيُولِ بَعْضِ الْفُرُودِ يُمَكِّنُهَا مِنَ الْمَشْيِ بِاعْتِدَالٍ أَكْثَرَ مِنْ غَالِبِ أَنْوَاعِ الْفُرُودِ. فَفِي أَثْنَاءِ الْمَشْيِ، يَرْفَعُ الْقُرْدُ ذَيْلَهُ لِيُوزِنَ الْكَثْفَيْنِ ثُمَّ يَثْبِيهِ بَعْدَ ذَلِكَ لِيُوزِنَ ثَقْلَ الْجَسَدِ.

### Translation

Spider Monkeys are so called from their long slender limbs, and their method of movement among the branches. The tail seems to answer the purpose of a fifth hand, as it is capable of being used for every purpose for which the hand could be applied; indeed the spider monkeys use this organ for hooking out objects where a hand could not be inserted. In this manner, they rob the nests of birds that thought their eggs were laid away safe from all danger. The tail is also of a considerable use in climbing among the branches of trees; they coil it round the boughs to lower or raise themselves, and often will suspend themselves entirely by it, and then by a powerful swing off to some distant branch. The great length of their tails enables them to walk in the erect attitude better than most monkeys. In walking, they cast their tail upwards as high as the shoulders, and then bend it over so as to form a counterbalance against the weight of the body.

### 3.4 Text 4: Coffee Seed البُنُّ

البُنُّ ثَمَرَةٌ شَجِيرَةٍ تَنْبُتُ فِي الْبِلَادِ الْحَارَّةِ، وَمِنْهُ تُصْنَعُ الْقَهْوَةُ. وَأَقْدَمُ مَنْ عَرَفَ البُنَّ أَهْلُ الْيَمَنِ وَالْحَبَشَةِ، وَمِنْهُمَا انْتَشَرَ إِلَى جَزِيرَةِ الْعَرَبِ، ثُمَّ إِلَى أَوْرَبَا. وَدَخَلَتْ زُرَاعَتُهُ إِلَى أَمْرِيكَ الْجَنُوبِيَّةِ، بَعْدَ أَنْ اسْتَوْطَنَهَا الْأَوْرَبِيُّونَ حَتَّى أَصْبَحَتِ الْبِرَازِيلُ أَكْثَرَ دَوْلَةٍ مُنتِجَةً للبُنِّ. وَالْقَهْوَةُ الَّتِي تُصْنَعُ مِنَ البُنِّ بَعْدَ تَحْمِصِهِ وَدَقِّهِ لَهَا مَنَافِعُ كَثِيرَةٌ، فَهِيَ تَطْرُدُ النُّعَاسَ، وَإِذَا خُلِطَتْ لِللَّبَنِ صَارَتْ مِنْ أَحْسَنِ الْأَعْذِيَةِ، إِذْ تُقَوِّي الْمَعِدَّةَ عَلَى الْهَضْمِ، وَتَنْفَعُ فِي الْمَعْصِ الْمُتَسَبِّبِ عَنِ الْأَرْيَاحِ وَالْإِمْسَاكِ، غَيْرَ أَنَّ الْإِكْتِنَارَ مِنْهَا ضَارٌّ بِالصَّحَّةِ. وَهِيَ تُفِيدُ الَّذِينَ يَعِيشُونَ فِي الْأَمَاكِنِ الَّتِي تَكْثُرُ فِيهَا الْمُسْتَنْقَعَاتُ، حَيْثُ تَقْبِهُمُ خَطَرُ الْحُمَيَّاتِ الْمُؤْدِيَةِ، وَتُنَاسِبُ سُكَّانَ الْبِلَادِ الْحَارَّةِ لِأَنَّهَا تُنْعِشُ قَوَاهِمَهُمْ، وَتُزِيلُ الْخُمُولَ عَنْهُمْ، وَتُفِيدُ الْمُسَافِرِينَ نَهَارًا أَوْ لَيْلًا. وَسُكَّانُ الْيَمَنِ يَصْنَعُونَ الْقَهْوَةَ مِنْ قِشْرِ البُنِّ وَجُزْءًا مِنَ الْقَرْفَةِ، فَتُخَفَّفُ عَنْهُمْ وَطَاءَ الْحَرِّ.

### Translation

Coffee is a shrub that grows in a template region. It is out of it that coffee tea is made. Coffee was first grown by the people of Yeman and the people of Abyssinia, and from them it extended to the Arabian Peninsula, and then to Europe. Its cultivation got into the South America after it had become indigenised by the Europeans, until Brazil became a country well known with coffee. The tea that is produced out of coffee after it is broiled and crushed has a lot of benefits. It prevents dozing, and when it is mixed with milk it becomes one the good diets; It strengthens the stomach for digestion, and is also useful for the

prevention of gripes caused by gas and congestion except that too much of it is harmful to health.

It benefits those who live in swamps as it empowers them against strong fevers and painful attacks.

It is good for people in the temple cities because increases their strength and remove weaknesses in them. It also benefits the travellers in the day time and at night.

The inhabitants of Yemen produce tea from the bark of coffee tree and which lessens for them the pressure of the heat.

### **Self-Assessment Exercise:**

Translate the following passage into Arabic language:

A boy was looking at an elephant in the garden of animal (Zoo). He stretched his hand in order to give it an apple. As the elephant attempted to take it, the little child withdrew his hand so that the elephant could not get to the apple. He stretched his hand with the apple for second time and withdrew it as he did the first time until the elephant got annoyed. The elephant now watched the little child carefully and seized his cap with its tusk. The elephant stretched its tusk with the cap and as the child tried to take it the elephant withdrew and did the exact thing he himself did to it. As he could not retrieve his cap, the child became dejected and started weeping. People laughed at him and he wept much for the loss of his cap.

## **4.0 Conclusion**

The three texts translated above are examples of translation from source language (Arabic) to receptor language (English). The lesson in this unit is a continuation of what was discussed in the last unit. Students are believed to have learnt much from this unit. It is expected that they should practice some translation exercises on their own. More of such examples will still be presented in the next unit.

## **5.0 Summary**

Each of the stories translated in this unit contains some moral lessons that are good for moral upkeep of man. For example the story about the crow and the fox teaches us to beware of the shrewdness and antics of our enemies while the story of the child and the elephant teaches us that whatever we sow we shall reap. More lessons will also be learnt from the story of the spider monkeys and the passage on coffee plant.



## **6.0 Tutor Marked Assignment**

- Highlight the lessons derivable from the story of crows and the fox.
- Trace the history of the origin of coffee plant and its usefulness to man.

## **7.0 References / Further Readings**

Abdullah Yousif Ali (1990) *The Meaning of the Holy Quran* Al-Madinah  
Al- Munawara, KSA

Adam Gadsby et al (2002) *Longman Active Study Dictionary* London.  
Longman

Akram Mu'min (2004) *Translation for Students and Beginners* Cairo,  
Dārut Talāi'i

Bruce Bennett, et al (1979) *Spectrum One* London, Longman.

Hornby A.S. (1985) *Oxford Advanced Learners Dictionary of Current English*  
Oxford, Oxford University Press.

## **UNIT 3: STORY OF THREE FISHES FROM KALILAH WADIMNAH ETC, ETC.**

### **Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body

3.1	The story of the three fishes.
4.0	Conclusion
5.0	Summary
6.0	Tutor marked Assignment
7.0	References / Further Readings

## **1.0 Introduction**

Our last passage for translation was based on the stories of the crow and the fox and the little child and the elephant. The whole lecture was however the continuation of our effort to teach you the learner the importance of translation. In the following lesson, we shall be reading about three fishes whose safety or otherwise was depended on their wisdom or foolishness.

## **2.0 Objective**

At the end of the lesson, you should be able to:

- Translate the English passage into Arabic
- Bring out some lessons derivable from the story

## **3.0 Main content**

### **3.1: The Story of Three Fishes From Kalilah wa Dimnah**

This is a story from Kalīla wa-Dimna (as edited by khalil al-Yaziji, Beirut 1908, p. 144):

It is related that a pond had three fishes in it: a wise fish, a wiser fish and a helpless fish.

The pond was in an elevated piece of land; a few people only came near to it (in the original text: “hardly any one came near to it”). There was a flowing river nearby.

It happened that two fishermen went through that river. They saw the pond and agreed to come back to it with their nets to catch whatever fish might be there.

The (three) fishes heard their talk.

When the wisest fish heard their talk, it suspected and feared them. Soon afterwards, it went out through the place where the river flew into the pond and thus it saved itself.

The other (less) wise fish lingered where it was. It did not take the matter seriously until the two fishermen came (back).

When it saw them and knew what they wanted, it moved away to go out through the place where the water flew in, but the two fishermen had already blocked that place.

It said then, "I have been negligent, and this is the consequence of negligence. What am I to do in this case? A plan made in haste and under pressure hardly succeeds. However, the wise do not lose hope in the advantages of thought, do not fall into despair under any circumstances, and do not stop thinking and endeavoring.

Then, it pretended to be dead. It floated on the surface of the water, turning now on its back and then on its belly.

The two fishermen took it. Thinking that it was dead, they put it on the ground between the river and the pond. It jumped into the river saving itself.

The helpless fish kept on moving to and fro until it was caught.

### Arabic Translation

#### قِصَّةُ مِنْ كَلِيلَةِ وَدِمْنَةِ

هَذِهِ قِصَّةُ مِنْ كَلِيلَةِ وَدِمْنَةِ (كَمَا نَشَرَهَا خَلِيلُ الْيَزْجِيُّ , بَبْرُوتُ زَعْمُوا أَنَّ غَدِيرًا كَانَ فِيهِ ثَلَاثٌ مِنَ السَّمَكِ: كَيْسَةُ وَأَكْبَسُ مِنْهَا وَعَاجِزَةٌ. وَكَانَ ذَلِكَ الْغَدِيرُ بَنُجُودٍ مِنَ الْأَرْضِ "لَا يَقْرَبُهُ النَّاسُ عَدَا قَلِيلٍ مِنْهُمْ" فِي الْأَصْلِ : لَا يَكَادُ يَقْرَبُهُ أَحَدٌ ) وَيَقْرَبُهُ نَهْرٌ جَارٌ. فَاتَّفَقَ أَنَّهُ اجْتَاَزَ بِذَلِكَ النَّهْرِ صَيَادَانِ , فَأَبْصَرَ الْغَدِيرَ , فَتَوَاعَدَا أَنْ يَرْجِعَا إِلَيْهِ بِشِبَاكِهِمَا , فَيَصِيدَا مَا فِيهِ مِنَ السَّمَكِ.

فَسَمِعَ السَّمَكَاتُ قَوْلَهُمَا:

فَأَمَّا أَكْبَسُهُنَّ فَلَمَّا سَمِعَتْ قَوْلَهُمَا ارْتَابَتْ بِهِمَا , وَتَحَوَّفَتْ مِنْهُمَا فَلَمْ تُعْرَجْ عَلَى شَيْءٍ حَتَّى خَرَجَتْ مِنَ الْمَكَانِ الَّذِي يَدْخُلُ فِيهِ الْمَاءُ مِنَ النَّهْرِ إِلَى الْغَدِيرِ , فَتَجَتْ بِنَفْسِهَا.

وَأَمَّا الْكَيْسَةُ الْآخَرَى فَإِنَّهَا مَكَتَتْ مَكَانَهَا , وَتَهَاوَنَتْ فِي الْأَمْرِ حَتَّى جَاءَ الصَّيَادَانِ.

فَلَمَّا رَأَتْهُمَا وَعَرَفَتْ مَا يُرِيدَانِ , ذَهَبَتْ لِتَخْرُجَ مِنْ حَيْثُ يَدْخُلُ الْمَاءُ , فَإِذَا بِهِمَا قَدْ سَدَا ذَلِكَ الْمَكَانُ .  
 فَحِينَئِذٍ قَالَتْ : فَرَطْتُ , وَهَذِهِ عَاقِبَةُ التَّفْرِيطِ , فَكَيْفَ الْحِيلَةُ عَلَى هَذِهِ الْحَالِ , وَقَلَمًا تَنْجَحُ حِيلَةُ الْعَجَلَةِ  
 وَالْإِرْهَاقِ , غَيْرَ أَنَّ الْعَاقِلَ لَا يَفْتِنُ مِنْ مَنَافِعِ الرَّأْيِ , وَلَا يَبْنَسُ عَلَى حَالٍ , وَلَا يَدْعُ الرَّأْيَ وَالْجُهْدَ .  
 ثُمَّ إِنَّهَا تَمَآوَتْ , فَطَفَّتْ عَلَى وَجْهِ الْمَاءِ مُنْقَلِبَةً عَلَى ظَهْرِهَا تَارَةً , وَتَارَةً عَلَى بَطْنِهَا .  
 فَأَخَذَهَا الصَّيَّادَانِ , وَظَنَّاها مَيِّتَةً , فَوَضَعَاها عَلَى الْأَرْضِ بَيْنَ النَّهْرِ وَالْغَدِيرِ , فَوَثَبَتْ إِلَى النَّهْرِ فَتَجَتْ .  
 وَأَمَّا الْعَاجِزَةُ فَلَمْ تَزَلْ فِي إِقْبَالٍ وَإِدْبَارٍ حَتَّى صِيدَتْ .

### 3.2 Who is the thief? مَنْ اللَّصُّ؟

وَجَدَ الْقِطَّ قِطْعَةً كَبِيرَةً مِنَ اللَّحْمِ فِي الْمَطْبَخِ . فَسَرَقَهَا , وَذَهَبَ بِهَا بَعِيدًا إِلَى حَدِيقَةِ الْمَنْزِلِ , وَآكَلَ مِنْهَا حَتَّى  
 شَبِعَ . ثُمَّ وَضَعَ الْبَاقِي تَحْتَ الشَّجَرَةِ وَدَسَّهُ تَحْتَ الْأَوْرَاقِ .  
 مَرَّ الْكَلْبُ بِالْقُرْبِ مِنَ الشَّجَرَةِ , فَشَمَّ رَائِحَةَ قِطْعَةِ اللَّحْمِ . فَأَخَذَ يَبْحَثُ عَنْهَا هُنَا وَهُنَا حَتَّى وَجَدَهَا . فَأَبْعَدَ  
 الْأَوْرَاقَ , وَأَخَذَ يَأْكُلُهَا .  
 حَضَرَ الْقِطُّ وَرَأَى الْكَلْبَ يَأْكُلُ اللَّحْمَ الَّذِي حَفِظَهُ لِنَفْسِهِ . فَتَأَلَّمَ مِنْهُ , وَقَالَ لَهُ : إِنَّ هَذَا اللَّحْمَ لِي . وَيَجِبُ أَنْ  
 تَتْرُكَهُ وَلَا تَأْكُلَهُ , وَإِلَّا كَلَّمْتُ سَيِّدِي لِيَضْرِبَكَ , لِأَنَّكَ لَصٌّ وَقَدْ سَرَقْتَ اللَّحْمَ .  
 فَقَالَ الْكَلْبُ : كَلَّمْتُ سَيِّدَكَ إِذَا أَرَدْتُ , إِنِّي كُنْتُ فِي الْحَقْلِ طَوْلَ الْيَوْمِ . وَلَمْ أَدْخُلِ الْمَنْزِلَ . وَسَيَعْرِفُ مِنَ اللَّصِّ  
 مِنَّا فَيَضْرِبُهُ بِالْعَصَا .

#### Translation

Who is the thief?

The cat saw a very big meat in the kitchen. It stole it (the meat) and went far away with it to the compound of the house, and ate of it to its satisfaction. It then kept the rest under the tree and hid it under the leaves.

The dog passed by the tree and felt the smell of the meat. It began to search for it here and there until it found it. It then removed the leaves and started to eat it.

The cat arrived and saw the dog eating the meat which it had kept for itself. It felt hurt about this and told it (the dog): This meat is mine. You must leave it and do not eat it or else I will talk to my master to beat you, because you are a thief and you have stolen the meat.

Then said the dog: Talk to your master if you like, I have remained in the garden throughout the day. And I have not entered into the house. Then he (your master) will know who the thief really is between us and he will beat it with the Cain.

#### Self-Assessment Exercise:

Summarize the lessons derivable from passage 3.2 above in English language:

### 4.0 Conclusion

The lesson in this unit has been the continuation of our earlier lessons on translation from Arabic to English. The stories told in the lesson were interesting

ones carefully translated into English to enhance students' understanding of the subject matter. More of such stories will still be told and translated in subsequent lessons.

## **5.0 Summary**

Above is a story of three fishes which found themselves in a distress situation. They would have to employ their wisdom to secure safety. The wisest of them all escaped being caught early enough while the other which was a bit careless got saved by a whisker. The third one which could not use its intelligence was caught. The other story in the unit was about a thief which was also rubbed of its stolen item. I believe you must have found the story interesting.

## **6.0 Tutor marked Assignment**

Highlight the lessons derivable from the above two stories in Arabic.

## **7.0 References / Further Readings**

Ashraf Ma'awad Mustapha (2000) *Murshiduka ila Tarjamah Şahīhat* Cairo, Maktabatu Ibn Sīna.

Hānī Lubādah (1993); *Qāmūs Nibrās Injīzī* – ‘Arabī Oman, Dāru `n-Nibrāsi `l-‘Arabī

Samīr ‘Awad (1989) *Fannu `t-Tarjamah mina `l-Iinjilīziyyah ila `l-‘Arabiyyah* Beirut, Lebanon, Dārur-Rātib Al-Jam-‘iyyah.

Shihāṭah Muh. Shihāṭah (1993) *Al-Qāmūsu `t-Tijārī Al-Hadīth*; Lebanon, Ad-Dārul-Misriyyatu `l- Lubnāniyyat.

## **Unit 4: A FATHER’S ADVICE TO HIS SON AND TWO OTHER TEXTS**

### **Contents**

1.0 Introduction	
2.0 Objectives	
3.0 Main Body	
3.1 A Father's Advice to His Son	
3.2 The courageous Prince	
3.3 A man and his servant	
4.0 Conclusion	
5.0 Summary	
6.0 Tutor marked Assignment	
7.0 References / Further Readings	

## 1.0 Introduction

As mentioned in the last lesson, this unit will present to you another story written in Arabic language and translated into English language. Apart from those lessons to be learnt about translation, the story will also teach students valuable moral lessons that will be useful for social development.

## 2.0 Objectives

At the end of this lesson, you should be able to:

- Read and translate Arabic texts into English language
- Narrate some lessons derivable from the story

## 3.0 Main Content

### 3.1 Passage 1 A Fathers Advice to His Son نصيحة والد لولده

قال حامد لولده خالد إن سعيداً تلميذاً مهذباً يحبُّه أساتذته لأنه إذا سمعَ الجرسَ دخلَ حجرةَ الدِّراسةِ بهدوءٍ وجلسَ على مقعده بأدبٍ. وإذا دخلَ المُعَلِّمُ قامَ احتراماً له. وإذا بدأ المُعَلِّمُ في الدِّرسِ استمعَ إليه لكي يفهمَ ما يقولُه. وإذا كَتَبَ على السَّبُّورةِ نظرَ إليها وطالعَ ما كَتَبَهُ ولمْ يُغَضِبْ مُعَلِّمَهُ برَفَعِ صَوْتَهُ. وإذا أرادَ أنْ يسألهُ رَفَعَ يَدَهُ ولا يَتَكَلَّمُ إلَّا إذا أذنَ له. فكانَ جزاؤه أنْ يَنجَحَ في مَدْرَسَتِهِ وَكَانَ الأوَّلَ مِنْ بَيْنِ طُلَّابِ فِرْقَتِهِ.

## English Translation

### A Father's Advice for His Son

1. Hāmid told his son, Khālīd
2. Verily Sa'īd is a polite student. His teachers like him because when he hears the bell he enters the classroom calmly and sits on his seat with discipline.
3. And whenever the teacher enters (the classroom) he stands up as a mark of respect for him.
4. When the teacher starts the lesson he listens to him attentively so as to understand what he says.
5. Whenever he writes on the chalkboard he (Sa'īd) looks at it and reads what he writes. And he does not annoy his teacher by making a noise.
6. When he wants to ask him (the teacher) a question, he raises up his hand and does not talk unless he is given permission.
7. His reward is that he is successful and he is in the first (position) among his peers in his school.

### 3.2 Passage 2: The courageous Prince

#### الأمير الشجاع

كَانَ الْمَلِكُ صَلَاحُ الدِّينِ مَلِكًا عَادِلًا يَهْتَمُّ بِأَحْوَالِ رَعِيَّتِهِ فَأَحْبَبَهُ النَّاسُ. وَعَاشَ الْمَلِكُ فِي قَصْرِ فَسِيحٍ مَعَ زَوْجَتِهِ وَأَبْنِهِ الْأَمِيرِ عِمَادِ الدِّينِ.

وَكَانَ لِهَذَا الْمَلِكِ الْمَحْبُوبِ أَعْدَاءٌ اتَّفَقُوا مَعَ وَزِيرِهِ الْخَائِنِ لِيَطْرُدُوهُ مِنَ الْمُلْكِ. وَلَمَّا عَلِمَ صَلَاحُ الدِّينِ بِذَلِكَ هَرَبَ وَمَعَهُ ابْنُهُ. وَصَارَ وَزِيرُهُ حَاكِمًا بَدَلًا مِنْهُ وَأَعْلَنَ عَنْ جَائِزَةٍ ثَمِينَةٍ لِمَنْ يَقْبِضُ عَلَى الْمَلِكِ.

سَكَنَ صَلَاحُ الدِّينِ وَأَبْنُهُ مَعَ صَدِيقٍ مُخْلِصٍ لِلْمُلْكِ. وَكَانَ الْأَمِيرُ الصَّغِيرُ يَخْرُجُ وَحْدَهُ يَتَجَوَّلُ فِي غَابَةِ قَرِيبَةٍ وَيَأْكُلُ مِنْ ثَمَارِ أَشْجَارِهَا. وَفِي يَوْمٍ مِنَ الْأَيَّامِ وَبَيْنَمَا كَانَ الْأَمِيرُ يَحُومُ بَيْنَ الْأَشْجَارِ قَبْضَهُ بَعْضُ جُنُودِ الْوَزِيرِ وَأَخَذُوهُ مَعَهُمْ.

دَخَلَ عِمَادُ الدِّينِ الْقَصْرَ يَصْحَبُهُ الثُّوْدُ فَوَجَدَ الْوَزِيرَ الْخَائِنَ جَالِسًا وَحَوْلَهُ أَعْوَانُهُ. سَأَلَ الْوَزِيرُ عِمَادَ الدِّينِ أَيْنَ أَبُوكَ؟ أَخْبَرْنَاهُ بِمَكَانِ أَبِيكَ وَسَنُعْطِيكَ مَكَاافَةً قِيَمَةً. وَسَكَتَ الْأَمِيرُ. كَرَّرَ الْوَزِيرُ سُؤَالَهُ وَلَكِنَّ عِمَادَ الدِّينِ لَمْ يَتَكَلَّمْ. صَفَّقَ الْوَزِيرُ فَدَخَلَ رَجُلٌ يَحْمِلُ سَوْطًا وَبَدَأَ يَضْرِبُ الْأَمِيرَ ضَرْبًا شَدِيدًا. كَانُوا يَضْرِبُونَهُ كُلَّ يَوْمٍ حَتَّى تَمَزَّقَتْ مَلَابِسُهُ وَأَصْبَحَ ضَعِيفًا هَزِيلًا.

أَمَّا صَلَاحُ الدِّينِ فَقَدْ جَمَعَ عَدَدًا مِنْ رَعِيَّتِهِ وَكَوَّنَ جَيْشًا وَهَرَمَ أَعْدَاءَهُ. دَخَلَ الْمَلِكُ قَصْرَهُ مُنْتَصِرًا. وَلَمَّا رَأَى ابْنَهُ وَعَلِمَ بِمَا حَدَثَ لَهُ، بَكَى وَقَبْلَهُ وَقَالَ: بَارَكَ اللَّهُ فِيكَ يَا وَلَدِي الشَّجَاعُ، سَتَكُونُ مَلِكًا عَظِيمًا. وَشَفِيَ الْأَمِيرُ الشَّجَاعُ وَعَاشَ الْجَمِيعُ فِي سَعَادَةٍ وَهَنَاءٍ.

### Translation

### The Courageous Prince

King Salahu Din was a just ruler who was seriously concerned about the welfare of his subjects and people loved him. The king lived in a very spacious palace with his wife and his son – Prince ‘Imādu Dīn .

But there were enemies for this beloved king who collaborated with his disloyal Ministers to dethrone him.

When Salahu Dīn knew about the plan, he ran away with his son. Then his Minister became the judge in his place and announced a handsome reward for whoever can arrest the king.

Salahu Dīn and his son lived with a friend who was loyal to the king. The little Prince used to roam about alone in the nearby forest and he would eat fruits from the trees. On a particular day as the Prince was moving round the trees and he was arrested by some of Minister’s soldiers and took him away with them.

Imādu Dīn entered the palace accompanied by the soldiers and he saw the disloyal Minister sitting and surrounded by his lieutenants. The Minister asked from Imādu Dīn : Where is your father? Tell me where your father is and we shall give you valuable reward. The Prince kept silence. The Minister repeated his question but Imādu Dīn did not talk. The Minister clapped and a man entered with a whip and he started beating the Prince with severe beating.

They used to beat him everyday until his cloth got tore and he himself became weak and emaciated. But for Salahu Dīn, he had gathered a number of his subjects and raised an army and thereby defeated his enemies. The king entered his palace triumphant. When he saw his son and knew about what had happened to him, he wept and kissed him. He said: May Allah bless you my courageous son, you shall be a great ruler. The courageous Prince regained his health and all of them lived together successfully and peacefully.

### 3.3 A man and his servant

#### الرَّجُلُ وَخَادِمُهُ

قالَ رَجُلٌ لِّخَادِمِهِ : إِذْهَبْ فَاشْتَرِ لِي كَبِيرِيًّا , وَأَرْجُو أَنْ يَكُونَ مِنْ نَوْعٍ جَيِّدٍ فَإِنَّ الْكَبِيرِيَّةَ الَّتِي اشْتَرَيْتَهُ لِي أَمْسَ , كَانَ مِنْ نَوْعٍ رَدِيءٍ , لَا يَشْتَعِلُ بِسُهُولَةٍ , وَأَخْشَى أَنْ تَقَعَ الْيَوْمَ فِي مِثْلِ ذَلِكَ الْخَطَأِ .  
أَطَاعَ الْخَادِمُ وَخَرَجَ , ثُمَّ رَجَعَ بَعْدَ مَدَّةٍ وَهُوَ يَحْمِلُ غَلْبَةً كَبِيرِيَّةً , فَدَفَعَهَا إِلَى الرَّجُلِ وَهُوَ يَقُولُ : هَذِهِ الْغَلْبَةُ كُلُّ عِيدَانِهَا جَيِّدَةٌ !  
نَظَرَ الرَّجُلُ إِلَى الْعِيدَانِ فِي الْغَلْبَةِ , ثُمَّ رَفَعَ رَأْسَهُ يَقُولُ لِلْخَادِمِ : أَيُّهَا الْبَائِلُ , إِنَّ هَذِهِ الْعِيدَانِ كُلُّهُمَا مُنْطَفِئَةٌ , فَمَاذَا فَعَلْتَ بِهَا؟  
قالَ الْخَادِمُ : لَقَدْ أَرَدْتُ أَنْ أَجَرَّبَهَا جَمِيعًا قَبْلَ أَنْ أَجِئَكَ بِهَا , فَاشْتَغَلْتُهَا عَوْدًا عَوْدًا , فَإِذَا هِيَ جَمِيعًا جَيِّدَةٌ فَحَصَرْتُ بِهَا إِلَيْكَ !



## Translation

### A Man and his servant

A man said to his servant: Go and buy a match for me, and I want you to buy a good brand because the match you bought for me yesterday was a bad type and I fear you should not fall into similar error today.

The servant obeyed and went out, then he came back after sometime carrying a match tin and he presented it to the man saying: This is the tin; all the match sticks contained in it are good!

The man looked at the match sticks in the tin. Then he lifted up his head and said to the servant: O you stupid, verily all these mach sticks have been struck, what did you do to them?

The servant said: I had wanted to test them all before bringing them to you, then I struck them stick by stick and as all of them were certified good, then I brought them to you.

### **Self-Assessment Exercise:**

Narrate the story of the courageous prince to your friend both in English and Arabic languages.

## **4.0 Conclusion**

The style employed in translating the above Arabic texts is of two types. You will see that each sentence in the first translation is numbered while in the other translations that followed there was no numbering. This is to test the intelligence of the students in the identification of correspondent sentence in the source language. They are expected to practice different styles of translation on their own.

## **5.0 Summary**

The lesson taught in this unit was basically on translating an Arabic passage to English language. Aside this, the lesson also presented how a disciplined student should present himself in the school. It could be seen that Sa'īd became successful as a result of his good manner and his seriousness to his lessons. The other two passages differentiated between two personalities of two different characters. The first was the courage and wisdom exhibited by the Prince who did not reveal the secret of his father to his enemies and as a result, was praised and celebrated for his wisdom while the other personality as revealed in the last passage, was a stupid servant who was blamed and scolded for his stupidity.

## **6.0 Tutor marked Assignment**

Summarize the story told by Hāmid to his son, Khālīd, about Sa'īd

Compare the Prince and the servant as they appeared in passages 3.2 and 3.3 above.

## **7.0 References / Further Readings**

Merriam Webster A. (1998). *Webster Ninth New Collegiate Dictionary*  
Springfield, U.S.A., Merriam Webster Inc.

Rizq Allah A. (2010). *Gems of Arabic Literature; Being the English translation of AR-Rauzat-Ua-Zakiah translated for the time from original Arabic into English* (NP) General Books.

Shawkat M. and Surur A.R.A. (1977) *Horizons of Translation* Cairo, Al-Giel Printing House.

Della Summers et al (1992) *Longman Dictionary of Contemporary English*  
Essex, England.

## Unit 5: EXTRACTS FOR TRANSLATION CONTINUED

### Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Women Dignity
  - 3.2 Mercy
  - 3.3 Envy
  - 3.4 The wise rat
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

### 1.0 Introduction

As mentioned in the last lesson, this unit will present to you another story written in Arabic language and translated into English language. Apart from those lessons to be learnt about translation, the story will also teach students valuable moral lessons that will be useful for social development.

### 2.0 Objectives

At the end of this unit you should be able to:

- Read and translate Arabic texts into English language
- Narrate the lessons derivable from stories told in the course of the lesson.

### 3.0 Main Content

#### 3.1: Women Dignity احترام المرأة

نَعَمْ إِنَّ الرِّجَالَ قَوَامُونَ عَلَى النِّسَاءِ كَمَا يَقُولُ اللَّهُ تَعَالَى فِي كِتَابِهِ الْعَزِيزِ وَلَكِنَّ الْمَرْأَةَ عِمَادُ الرِّجَالِ وَمَلَكَ  
امْرَأٍ وَسِرُّ حَيَاتِهِ.....

لَا يَسْتَطِيعُ الرَّجُلُ أَنْ يَكُونَ رَجُلًا حَتَّى يَجِدَ إِلَى جَانِبِهِ زَوْجَةً تَبْعَتْ فِي نَفْسِهِ رُوحَ الشُّجَاعَةِ وَالْهَمَّةِ وَتَغْرَسُ  
فِي قَلْبِهِ كِبْرِيَاءَ

أَنَّهَا تُرِيدُ أَنْ تَكُونَ سَرِيَّةَ الرَّجُلِ وَلَا خُطْبَتَهُ وَلَا أَدَاةَ لَهُوٍ وَلَعِبَةٍ بَلْ صَدِيقُهُ وَشَرِيكَةُ حَيَاتِهِ إِنَّهَا تَفْهَمُ مَعْنَى الْحَيَاةِ كَمَا يَفْهَمُهَا الرَّجُلُ فَيَجِبُ أَنْ يَحْتَرِّمَهَا الرَّجُلُ لِذَاتِهَا لَا لِنَفْسِهِ. يَجِبُ أَنْ تَعِيشَ فِي جَوْاءِ الْحُرِّيَّةِ .....

#### Translation

Yes! Men are certainly the protectors of women, as the almighty Allah says in His glorious Book. But the woman is the pillar of man; the guardian of his affairs and the happiness of his life. and man unless he finds a wife beside him, illuminating his mind with confidence and bravery and instilling sense of defiance in him.... she wants to be the happiness of the man not his concubine, likewise she doesn't want to be his playing material or his toy rather she wishes to be his companion and life partner. She understands life as does the man, hence he must respect her for her personality not because of his own selfish need, and likewise she must live in a free atmosphere.

#### 3.2: Mercy

##### الرَّحْمَةُ

أَيُّهَا الرَّجُلُ الْعَنِيدُ كُنْ رَحِيمًا. أَشْعُرْ فِي قَلْبِكَ الرَّحْمَةَ لِيَكُنْ الرَّحْمَةُ بَعَيْنِهَا. إِطْعِمِ الْجَائِعَ، وَأَكْسِ الْعَارَى وَاعْزِ الْمَحْزُونِ.

لَوْ تَرَاحَمَ النَّاسُ لَمَا كَانَ بَيْنَهُمْ جَائِعٌ وَلَا عَارٌ وَلَا مَغْبُونٌ وَلَا مَهْضُومٌ....

أَيُّهَا الْإِنْسَانُ أَرْحَمِ الْأَرْمَلَةَ الَّتِي مَاتَ عَنْهَا زَوْجُهَا وَلَمْ يَتْرَكْ لَهَا غَيْرَ صَبِيَةٍ صِغَارٍ وَدُمُوعٍ غَزِيرَةٍ. اِرْحَمْهَا قَبْلَ أَنْ يَتَالَ الْيَأْسُ مِنْهَا وَيَتَّبِعَتْ لَهَا فَتَوُتِرَ الْمَوْتَ عَلَى الْحَيَاةِ.

اِرْحَمِ الْحَيَوَانَ لِأَنَّهُ يَحْسُ وَيَتَأَلَمُ كَمَا تَتَأَلَمُ وَيَبْكِي بِغَيْرِ دُمُوعٍ وَيَتَوَجَعُ وَلَا يَكَادُ يَبِينُ .

#### Translation

Oh successful man, be merciful. Have the feeling of mercy so that your mind may turn to mercy. Feed the hungry, cloth the naked and comfort the bereaved. If people were to be kind, there would not be any hungry, naked, cheated and wretched person among them. Oh man, be kind to a widow whose husband did not leave behind for her save kids and tears. Bless her before she becomes hopeless and grievous, preferring death to life. Be kind to the animal because it is having a feeling and (it is) suffering like you; weeping without tears and feeling the pain but cannot complain.

### 3.3: Envy الحسد

قَدْ جَعَلَ اللَّهُ لِكُلِّ ذَنْبٍ عُقُوبَةً مُسْتَنْقَلَةً يَتَأَلَّمُ لَهَا الْمُذْنِبُ عِنْدَ حُلُولِ أَجْلِهَا فَالشَّارِبُ يَتَأَلَّمُ يَوْمَ نُزُولِ الْفَقْرِ وَالسَّارِقُ يَتَأَلَّمُ يَوْمَ دُخُولِ السَّجْنِ . أَمَّا الْحَاسِدُ فَعُقُوبَتُهُ حَاضِرَةٌ دَائِمَةٌ . لَا تُفَارِقُهُ سَاعَةٌ وَاحِدَةٌ . الْحَسَدُ مَرَضٌ مِنَ الْأَمْرَاضِ الْقَلْبِيَّةِ وَلِكُلِّ دَاءٍ دَوَاءٌ وَدَوَاءُ الْحَسَدِ أَنْ يَسْلُكَ الْحَاسِدُ السَّبِيلَ الْمَحْمُودَ . لِيَبْلُغَ مَبْلَغَهُ مِنْ تِلْكَ النِّعْمَةِ الَّتِي يَحْسَدُهَا .

#### Translation

Allah has set aside a specific punishment for every sin from which the sinner suffers when the time comes. The drunkard suffers from sickness, the gambler from poverty and the thief from imprisonment. But the punishment of the envious is forever, not leaving him even for one hour! Envy is one of the most fatal heart diseases. Each disease has its own cure. The cure for envy is for the envious to follow the path of the one whom he envies so that he gets his own share of the bounty for which he exhibits envy.

### 3.4 The wise rat

الْفَأْرُ الذَّكِيُّ  
أَرَادَ الْفَيْرَانُ أَنْ تَتَخَلَّصَ مِنَ الْهَرِّ , وَأَنْ تُعَلَّقَ فِي عُنُقِهِ جَرَسًا , حَتَّى إِذَا مَشَى تَسْمَعَ الْجَرَسَ مِنْ بَعِيدٍ وَتَهْرَبُ . وَكَانَ بَيْنَهُمَا فَأْرٌ ذَكِيٌّ إِمُهُ فَرَفَرٌ , فَقَالَ : مَا رَأَيْتُمْ لَوْ فَرَشْنَا الْأَرْضَ بِالصَّمْغِ , وَوَضَعْنَا فَوْقَهَا قِطْعَةً لَحْمٍ ؟ فَإِذَا حَضَرَ الْهَرُّ لِيَأْخُذَ اللَّحْمَ , يَلْزَقُ بِالصَّمْغِ , فَتُعَلَّقُ الْجَرَسُ فِي رَقَبَتِهِ .  
فَرَحَتِ الْفَيْرَانُ بِالْحِيلَةِ الْمُدْهَشَةِ , فَدَهَنَتِ الْأَرْضَ بِالصَّمْغِ وَوَضَعَتْ عَلَيْهَا قِطْعَةَ اللَّحْمِ وَوَقَفَتْ مِنْ بَعِيدٍ تَنْتَظِرُ وَصُولَ الْهَرِّ , وَهِيَ مَسْرُورَةٌ لِأَنَّهُ سَيَقَعُ فِي الْفَخِّ .  
حَضَرَ الْهَرُّ , وَرَأَى قِطْعَةَ اللَّحْمِ , فَهَجَمَ عَلَيْهَا لِيَأْكُلَهَا , فَلَزَقَتْ أَرْجُلُهُ بِالصَّمْغِ . فَاحْضَرَتِ الْفَيْرَانُ الْجَرَسَ , وَاقْتَرَبَتْ مِنَ الْهَرِّ , وَقَفَزَ فَرَفَرٌ فَوْقَ ظَهْرِهِ لِيُعَلِّقَهُ فِي رَقَبَتِهِ .  
عَلَّقَ فَرَفَرٌ الْجَرَسَ فِي رَقَبَةِ الْهَرِّ , وَوَقَفَتْ الْفَيْرَانُ تَضْحَكُ مِنْ عُدُوِّهَا وَهِيَ يُحَاوِلُ التَّخَلُّصَ مِنَ الصَّمْغِ .  
فَكَانَ كُلَّمَا تَحَرَّكَ حَرَكَةً دَقَّ الْجَرَسُ دَقَاتٍ كَثِيرَةً , وَصَاحَتِ الْفَيْرَانُ مَسْرُورَةً , وَهَكَذَا تَجَحَّتْ مِنْ شَرِّ الْهَرِّ .

#### Translation

#### The wise rat

The rats wanted to free themselves from the (threat of the) rat, and so they planned to tie a bell to its neck so that whenever it walked they could hear the bell from distance and run away.

Among them (the rats) was a wise rat whose name was farfar. It said: What do you think if we could spread gum on the ground and we put a pound of flesh on it? And when the cat arrived to take the flesh it would stick to the gum, and then we would hang the bell on its neck.

The rats were happy for the marvelous trick and they painted the ground with the gum and placed the pound of flesh on it. It (farfar) then stood far away expecting the fall of the cat into it. And it was very happy because it (the cat) would fall into the trap.

The cat arrived, and it saw the flesh. It jumped into it to eat it, and its legs got glued into the gum. Then the rats brought the bell and moved close to the cat. Then farfar climbed to its back to hang the bell on its (cat's) neck. Farfar hanged the bell on the neck of the cat, and the rats were laughing at their enemy as it was making efforts to free itself from the gum. Every time it made any move then the bell rang heavily and the rats got happy. In that way they got freedom from the threat of the cat.

#### **4.0 Conclusion**

You have been able to go through some other Arabic texts translated into English language. In this unit, four passages were presented to complement the ones earlier presented. It is believed that students must have been well informed about what translation means and what benefits it can bring to man's development. In our subsequent lessons attention will be shifted to other items that are related to Arabic grammar.

#### **5.0 Summary**

In the lesson above, four different Arabic passages and their English translations were presented for students to read through. The passages were on women dignity, envy, mercy and freedom, which are all topics important to human development. We believe students would have learnt a lot from the passages.

#### **6.0 Tutor marked Assignment**

Copy the Arabic texts on envy and mercy and then translate them into English language using your own wordings.

#### **7.0 References / Further Readings**

- Hassan Sa'īd Al-Karamī (1988) *Qāmūsu 'l-Mugnī l- Akbar: Injilīzī – ‘ Arabī*  
Beirut, Maktabatu Lubnān
- ‘Izzu d-Dīn Muhammadun-Najīb (2001) *Qāmus Addiblomasiyyah wash-shu'ūnu 'l-khārijīyyah* Cairo, Maktabatu Ibn Sīna
- Mahmud ‘Izzat (ND) *Al-Mawsu‘at fi Muḥadathatil-Lughatil-Injilīziyyat* Cairo, Dāru ‘l-Mufis littibā‘ah.
- Munīr Al Ba‘alabakī (2003) *Qāmusu 'l- Mawrid : Injilīzī – ‘ Arabī*; Beirut, Lebanon, Dāru ‘l-‘ilm lil-malāyīn

## **MODULE 4: TRANSLATION OF SELECT TERMINOLOGIES, POETS AND POETRIES**

Unit 1: Arabic Grammatical Terminologies translated into English

Unit 2: Abbreviations

Unit 3: Passage on Jarīr, Al-Farazdaq and Al-Akhṭal

Unit 4: The *Mu‘allaqāt*

### **Unit 1: ARABIC GRAMMATICAL TERMINOLOGIES TRANSLATED INTO ENGLISH**

#### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Grammatical terms and their Arabic equivalents.

4.0 Conclusion

5.0 Summary

6.0 Tutor marked Assignment

7.0 References / Further Readings

#### **1.0 Introduction**

In our earlier lessons, attention had been on translation of some Arabic passages into English language. In doing this, some stories and useful topics were selected which, apart from the knowledge of translation we intend to pass onto students, also contain moral lessons that can improve the lives of man. In the following lesson however, attention is being shifted into looking at some Arabic grammatical terms and their English equivalents.

#### **2.0 Objectives**

At the end of this unit you should be able to

- Render the Arabic grammatical terms into their equivalents in English language.

### 3.0 Main Body

#### 3.1 Grammatical Terms

#### المُصْطَلَحَاتُ النَّحْوِيَّةُ

Specification / <i>particularization</i> .....	إِخْتِصَاصٌ
Sisters of “Except” .....	أُخْوَاتُ إِلَّا.....
Sisters of “Indeed” .....	أُخْوَاتُ إِنَّ
Sisters of “To be about to” .....	أُخْوَاتُ كَادَ
Sisters of “To be” .....	أُخْوَاتُ كَانَ
Sisters of “Not” .....	أُخْوَاتُ مَا
Incorporation/ <i>Assimilation</i> / .....	إِدْغَامٌ
Article/ <i>Particle</i> / .....	أَدَاةٌ
Article of exclusion / <i>of exception</i> .....	أَدَاةُ اسْتِثْنَاءٍ
Article of interrogation / <i>Idem</i> / .....	أَدَاةُ اسْتِفْهَامٍ
Article of elision / <i>Apocopate, jussive</i> / .....	أَدَاةُ جَزْمٍ
Article of condition / <i>Idem</i> / .....	أَدَاةُ شَرْطٍ
Article of annulment .....	أَدَاةُ نَسْخٍ
Article of negation / <i>Idem</i> / .....	أَدَاةُ نَقْيٍ
Connection .....	إِرْتِبَاطٌ
Renewal/ <i>Inception</i> / .....	إِسْتِثْنَاءٌ
Exclusion/ <i>Exception</i> / .....	إِسْتِثْنَاءٌ
Complete exclusion .....	إِسْتِثْنَاءٌ تَامٌ



Noun of instrument / <i>Idem</i> / .....	إِسْمُ آلَةٍ
Noun of genus / <i>Common, generic</i> / .....	إِسْمُ جِنْسٍ
<i>Stationary, rigid</i> /.....	إِسْمٌ جَامِدٌ
Annexation/ <i>Prothesis</i> / .....	إِضَافَةٌ
Declension/ <i>inflection, parsing, syntax</i> / .....	إِعْرَابٌ
Defection .....	إِغْلَالٌ
Exhortation/ <i>instigation, incitation</i> / .....	إِغْرَاءٌ
Five verbs .....	أَفْعَالُ خَمْسَةٍ
Meeting of two quiescent .....	إِلْتِقَاءُ السَّائِئِينَ
Imperative/ <i>Idem</i> / .....	أَمْرٌ
Inclination/Deflection / .....	إِمَالَةٌ
Structure/Un-inflectedness, indeclinability/ .....	بِنَاءٌ
Structure of the noun / Constructed state of .....	بِنَاءُ الْأِسْمِ
Structure of the verb / Invariability .....	بِنَاءُ الْفِعْلِ
Feminization/ <i>Idem</i> / .....	تَأْنِيثٌ
Quiescence/ <i>Rest, pause</i> / .....	تَسْكِينٌ
Complete conjugation .....	تَصْرِيفٌ تَامٌ
Incomplete conjugation .....	تَصْرِيفٌ نَاقِصٌ
Variability/ Conjugation, declension, etymology/ .....	تَصْرِيفٌ
Variability of the noun .....	تَصْرِيفُ الْأِسْمِ
Conjugation of the verb / <i>idem</i> / .....	تَصْرِيفُ الْفِعْلِ

Diminution/ Idem / .....	تَصْغِير
Astonishment/Surprise, wonder / .....	تَعَجُّب
Confirmative/Corroborative, insistence / .....	تَوْكِيد
Follower/Appositive, sequence / .....	تَابِع
Firmness of noun / Fixedness / .....	ثُبُوتُ النُّون
Reduction of the noun / Genitive of .....	جَرُّ الْأِسْم
Elision/Apocopate, jussive / .....	جَزْم
Genus/Generic/.....	جِنْس
Answer to the condition / Apodosis of the protasis / .....	جَوَابُ الشَّرْطِ
Permissibly .....	جَوَازًا
Eliding or active element of elision .....	جَازِم
Insert/Stationary, <i>aplitic, primitive, rigid</i> / .....	جَامِد
Elimination/Suppression / .....	حَذْف
Predicate/ Enunciative, attribute / .....	خَبَر
Quadrilateral/Idem / .....	رُبَاعِي
Regularity of the noun / Subject case of the noun .....	رَفْعُ الْأِسْم
Regularity of the verb / Indicative of the verb/ .....	رَفْعُ الْفِعْل
In replacement .....	سَدَّ مَسَدَّ
Quasi-sentence [quasi-proposition] .....	شِبْهُ جُمْلَةٍ
Sound [ <i>Regular, normal. Perfect</i> ] .....	صَحِيح
Morphology [ <i>Idem</i> ] .....	صَرْف
Similar quality [Assimilate epithet] .....	صِفَةُ مُشَبَّهَةٍ

Bond of conjunction [ <i>Relative antecedent</i> ] .....	صِلَّةُ الْمَوْصُولِ
Concerned by the status [ <i>Subject of state</i> ] .....	صَاحِبُ الْحَالِ
Personal noun [ <i>Personal pronoun</i> ] .....	ضَمِيرٌ
Connected personal [ <i>Affixed pronoun</i> ] .....	ضَمِيرٌ مُتَّصِلٌ
Separated personal [ <i>Isolated, detached pronoun</i> ] .....	ضَمِيرٌ مُنْفَصِلٌ
Circumstantial noun [ <i>Adverb, preposition</i> ] .....	ظَرْفٌ
Circumstantial of time [ <i>Adverb of time</i> ] .....	ظَرْفُ زَمَانٍ
Numeral [ <i>Number</i> ] .....	عَدَدٌ
Cardinal numeral .....	عَدَدٌ أَصْلِيٌّ
Ordinal numeral [ <i>Number of gradation</i> ] .....	عَدَدٌ تَرْتِيبِيٌّ
Knotted numeral [ <i>Decimal number</i> ] .....	عَدَدٌ عُقُودٌ
Composite numeral [ <i>Idem</i> ] .....	عَدَدٌ مُرَكَّبٌ
Attraction [ <i>Apposition, coupling, syndesis</i> ] .....	عَطْفٌ
Explicative attraction [ <i>syndetic apposition</i> ] .....	عَطْفٌ بَيَانٌ
Coordinating attraction [ <i>Connection of sequence</i> ] .....	عَطْفٌ نَسْقٌ
Knotted numeral [ <i>Decimal</i> ] .....	عُقُودٌ
Defect .....	عِلَّةٌ
Question mark [ <i>Idem</i> ] .....	عَلَامَةُ اسْتِفْهَامٍ؟
Sign of declension .....	عَلَامَةُ إِعْرَابٍ
Quotation marks [ <i>Idem</i> ] .....	عَلَامَةُ اقْتِبَاسٍ
Dash [ <i>Idem</i> ] .....	عَارِضَةٌ

Complete verb [ <i>Absolute verb</i> ] .....	فِعْلٌ تَامٌ
Trilateral verb [ <i>Idem</i> ] .....	فِعْلٌ ثَلَاثِيٌّ
Inert verb [ <i>Aplastic, primitive, unipersonal</i> ] .....	فِعْلٌ جَامِدٌ
Permanent verb [ <i>Intransitive verb</i> ] .....	فِعْلٌ لَازِمٌ
Structured verb [ <i>Invariable verb</i> ] .....	فِعْلٌ مَبْنِيٌّ
Defective verb [ <i>Weak, infirm, unsound, glide</i> ] .....	فِعْلٌ مُعْتَلٌّ
Declined verb [ <i>Inflected verb</i> ] .....	فِعْلٌ مُعْرَبٌ
Known verb [ <i>Active verb</i> ] .....	فِعْلٌ مَعْلُومٌ
Comma [ <i>Idem</i> ] .....	فَاصِلَةٌ
Agent [ <i>Verbal subject</i> ] .....	فَاعِلٌ
In place of .....	فِي مَحَلِّ
Filiations [ <i>Surname</i> ] .....	كُنْيَةٌ
Mixed defective .....	نَفِيفٌ
Mixed separated .....	نَفِيفٌ مَفْرُوقٌ
Mixed joint .....	نَفِيفٌ مَقْرُونٌ
By impossibility .....	لِلتَعَذُّرِ
Because of heaviness .....	لِلثِقَلِ
It has its place .....	لَهُ مَحَلُّهُ
Remained behind .....	مُؤَخَّرٌ
Confirmed [ <i>Corroborative</i> ] .....	مُؤَكَّدٌ
Feminine [ <i>Idem</i> ] .....	مُؤَنَّثٌ
Vocalized [ <i>Mobile</i> ] .....	مُحَرَّكٌ

Complete variable .....	مُنْصَرَفٌ تَامٌ
Incomplete variable .....	مُنْصَرَفٌ غَيْرُ تَامٍ
Connected [ <i>Attached, conjunctive, affixed</i> ] .....	مُتَّصِلٌ
Astonished .....	مُنْعَجَبٌ
Nouns with reduced ending .....	مَجْرُورَاتٌ
With elide ending [ <i>Apocopate, jussive</i> ] .....	مَجْرُومٌ
Ignored [ <i>Passive</i> ] .....	مَجْهُولٌ
Extension [ <i>Prolongation, crasis, elongation</i> ] .....	مَدٌّ
Masculine [ <i>Idem</i> ] .....	مَذْكَرٌ
With regular ending [ <i>Subject case indicative</i> ] .....	مَرْفُوعٌ
Derived nouns .....	مُشْتَقَّاتٌ
Original noun [ <i>Noun of action, infinitive</i> ] .....	مَصْدَرٌ
Doubled [ <i>Geminate, deaf</i> ] .....	مُضَاعَفٌ
Defective [ <i>Weak, infirm, glide, abnormal</i> ] .....	مُعْتَلٌ
Declined [ <i>Inflected</i> ] .....	مُعْرَبٌ
Definite [ <i>Determinate</i> ] .....	مَعْرُفَةٌ
Absolute patient [ <i>Cognate accusative</i> ] .....	مَفْعُولٌ مُطْلَقٌ
Concomitant patient [ <i>Object of accompaniment</i> ] .....	مَفْعُولٌ مَعَهُ
With shortened ending [ <i>Abbreviated, brief</i> ] .....	مَقْصُورٌ
Attached .....	مُلْحَقٌ
Attached to the radical .....	مُلْحَقٌ بِالْأَصِيلِ

Attached to the five verbs .....	مُلْحَقٌ بِالْأَفْعَالِ الْخَمْسَةِ
Attached to the intact plural .....	مُلْحَقٌ بِالْجَمْعِ السَّالِمِ
Nouns with open ending .....	مَنْصُوبَاتٌ
Negative [ <i>Idem</i> ] .....	مُنْفَى
With curtailed ending [ <i>Defective, abbreviated</i> ] .....	مَنْقُوصٌ
Modulated [ <i>With nunation, with tanwin</i> ] .....	مُنُونٌ
Called [ <i>Vocative</i> ] .....	مُنَادَى
Qualified [ <i>Idem</i> ] .....	مَوْصُوفٌ
Conjunctive noun [ <i>Idem</i> ] .....	مَوْصُولٌ
Lamentation .....	نُذْبَةٌ
Call [ <i>Vocative, apostrophe</i> ] .....	نِدَاءٌ
Relation [ <i>Idem</i> ] .....	نِسْبَةٌ
Descriptive [ <i>Epithet, qualificative, adjective</i> ] .....	نَعْتٌ
Real descriptive [ <i>Proper adjective</i> ] .....	نَعْتٌ حَقِيقِيٌّ
Occasional descriptive [ <i>Connected qualificative</i> ] .....	نَعْتٌ سَيِّبِيٌّ
Pro-agent [ <i>Subject of the passive, apparent</i> ] .....	نَائِبُ فَاعِلٍ
Absolute Pro-patient .....	نَائِبُ مَفْعُولٍ مُطْلَقٌ
Annuler [ <i>Auxiliary</i> ] .....	نَاسِخٌ
Alphabetical [ <i>Idem</i> ] .....	هَجَائِيٌّ
Hamzah of rupture [ <i>Stable, disjunctive</i> ] .....	هَمْزَةُ قَطْعٍ
Hamzah of liaison [ <i>of union, conjunctive</i> ] .....	هَمْزَةُ وَصْلٍ

#### 4.0 Conclusion

To know the terminologies available in one particular language and their equivalents in many other languages will go a long way to assist in translating one language to another. In the lesson above, many grammatical terms in Arabic and their English equivalents were discussed.

#### 5.0 Summary

In this unit, grammatical terms that are very necessary for translation between Arabic and English languages were listed for students to learn. Translation from Arabic to English has been the style in the past; the next lesson shall focus translations from English to Arabic.

#### 6.0 Tutor marked Assignment

Write the Arabic equivalents of the following grammatical terms:

Specification	Sisters of “Except”	Sisters of “Indeed”
Sisters of “To be about to”	Sisters of “To be”	Sisters of “Not”

#### 7.0 References / Further Readings

Ashraf Ma‘awad Mustapha (2000) *Murshiduka ila `t-Tarjamati s-Şahīhat*  
Cairo, Maktabatu Ibn Sīna.

Haniy Lubadah (1993) *Qāmus Nibrās Injilīziy – ‘Arabī* Oman, Daru `n-Nibrās

‘Izzud-Dīn Muhammadun-Najīb (2002) *Asāsu `t-Tarjamat minal-injilīziyyat ilal ‘Arabiyyah wabil ‘aksi* Cairo, Maktabatu Ibni sīna.

Mahmūd Shawkat and Abdur-Rahman Surūr (1975) *Afaqu `t-Tarjamah* Cairo,  
Dārul Jayl Lit-Tabā‘ah.

## **UNIT 2: ABBREVIATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Definition and importance of Abbreviation
  - 3.2 Abbreviated words and their meanings
  - 3.2 Some words and their translations
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

### **1.0 Introduction**

Many passages have been presented in the previous units to explain how translation from one language to another especially English to Arabic and vice versa, is done. Our attention in this unit will be focused on abbreviation and how necessary they are in the art of translation.

### **2.0 Objective**

At the end of the lesson, students should be able to:

- Define abbreviation
- Explain the importance of abbreviation
- Give the full meanings of some abbreviated words
- Translate some Arabic words to English

### **3.0 Main Content**



Abbreviation is a shortened form of a word or a group of words. An abbreviation is used in writing to save time and space. Some abbreviations are also used in speaking.

Abbreviations often are made by taking the first letter of a word, or the first letters of each important word in a group and writing it as a capital followed by a period. For example **P.B.** stands for **post Box** and **A.R.E.** for **Arab Republic of Egypt**.

Sometimes, the first letter is printed as a small letter followed by a period as in the case of **b.** for **born** and **d.** for **died**.

In some cases other letters of the word are also added. Thus **kg.** means **kilogram** and **km.** means **kilometer**.

Sometimes an abbreviation made from the initial letters or syllables of a group of words spells out a word, such as **NATO** for **North Atlantic treaty organization**, and **ARAC** for **ARAB Research & Administration Centre**. Such abbreviations are not followed by a period.

In the case of many Latin phrases still in common use, only the first letter of each word in the phrase is used. For example, **n.b.** stands for **nota bene (notice well)** and **i.e.** for **id est (that is)**. An exception to this rule is **etc.**, used for **etcetera (and others)**.

Almost any book that uses a great many abbreviations will give a list of those used and their meanings.

Here you find a list of abbreviations often used in English.

### اختصار

الاختصار هو صورة مختزلة لكلمة أو لمجموعة من الكلمات . ويستعمل الاختصار في الكتابة اقتصاداً في الوقت أو المساحة . وبعض الاختصارات تستعمل أيضاً في الكلام .

ويتم الاختصار غالباً بأخذ الحرف الأول من الكلمة , أو الحروف الأولى من كل كلمة مهمة من مجموعة الكلمات , وتكتب (بالحروف الكبيرة في الإنجليزية) , ويتبع كل حرف منها نقطة . مثل ص.ب. اختصاراً لعبارة ((صندوق بريد)), و ج.م.ع. اختصاراً لاسم (جمهورية مصر العربية)

وَيَكْتَبُ الْحَرْفُ الْأَوَّلَ أحيانًا (بَحْرَفٍ صَغِيرٍ فِي الْأَنْجَلِيزِيَّةِ), تَتَّبَعُهُ نُقْطَةٌ , مِثْلَ وَ. إِخْتِصَارًا لِكَلِمَةٍ (وَلَد) , وَ ت . إِخْتِصَارًا لِكَلِمَةٍ (تُوفَى) .

وَفِي بَعْضِ الْأَحْيَانِ تُضَافُ أَيْضًا حُرُوفُ أُخْرَى مِنَ الْكَلِمَةِ .فَتَعْنِي (كَجَم) كَيْلُو جَرَامًا , وَتَعْنِي (كَم) كَيْلُومِثْرًا .

وَيَتَكَوَّنُ الْإِخْتِصَارُ فِي بَعْضِ الْأَحْيَانِ مِنَ الْحُرُوفِ الْأُولَى مِنْ مَجْمُوعَةِ الْكَلِمَاتِ أَوْ مَقَاطِعِهَا , بِحَيْثُ تُكَوِّنُ كَلِمَةً , مِثْلَ (نَاتُو) لِمُنْظَمَةِ حِلْفِ شِمَالِ الْأَطْلَسِي , (أَرَاك) عَنِ الْإِسْمِ الْأَنْجَلِيزِيِّ لِلْمَرْكَزِ الْعَرَبِيِّ لِلْبَحْثِ وَالْإِدَارَةِ . وَحُرُوفٍ مِثْلَ هَذِهِ الْإِخْتِصَارَاتِ لَا تَتَّبَعُ عَادَةً بِنُقْطَةٍ .

وَفِي حَالَةٍ كَثِيرٍ مِنَ الْعِبَارَاتِ اللَّاتِينِيَّةِ الَّتِي لَا تَرَالُ تُسْتَعْمَلُ , يُؤْخَذُ الْحَرْفُ الْأَوَّلُ وَحْدَهُ مِنْ كُلِّ كَلِمَةٍ . (وَالْأَمْثَلَةُ أَنْهَاءُ مُبَيَّنَةٌ فِي الْأَصْلِ الْإِنْجَلِيزِيِّ) .

وَالْكِتَابُ الَّذِي يُسْتَعْمَلُ فِيهِ كَثِيرٌ مِنَ الْإِخْتِصَارَاتِ يُقَدَّمُ عَادَةً بَيَانًا بِهَا مَعَ بَيَانِ مَعَانِيهَا .

وَتَجِدُ فِيمَا يَلِي بَيَانًا بِالْإِخْتِصَارَاتِ الَّتِي تُسْتَعْمَلُ كَثِيرًا فِي الْإِنْجَلِيزِيَّةِ .

First class; excellent

مِنَ الطَّرَازِ الْأَوَّلِ. فَائِزُ الْجَوْدَةِ

Abbreviated; abbreviation

إِخْتِصَار

Alternating current

تِيَارٌ مُتَرَدِّدٌ, مُتَقَطِّعٌ

Acre

فَدَانٌ (الْأَنْجَلِيزِيُّ = . مِثْرًا مُرَبَّعًا)

Before food (Lat. ante cibum)

قَبْلَ الْأَكْلِ (لِلدَّوَاءِ)

Account

حِسَابٌ

Academy

أَكَادِمِيَّةٌ

In the year of our lord (Latin, Anno Domini)

بَعْدَ مِيلَادِ الْمَسِيحِ

Advertisement

إِعْلَانٌ

Adjective

صِفَةٌ (فِي النَّحْوِ)

At one's pleasure (Latin, and libitum)	كَمَا يُرِيدُ
Administration	إِدَارَة
Adverb	ظَرْفُ الزَّمَانِ أَوْ الْمَكَانِ؛ الْحَالُ (فِي النَّحْوِ)
Agriculture	زِرَاعَة
Agent	وَكِيلٌ ؛ مَنْذُوبٌ
Algebra	عِلْمُ الْجَبْرِ
Altitude	إِرْتِفَاعٌ (عَنْ مُسْتَوَى سَطْحِ الْبَحْرِ)
Before midday, antemeridian (Latin ante meridiem)	قَبْلَ الظُّهْرِ
America; American	أَمْرِيكَا أَمْرِيكِي
Ampere	أَمْبِير
Amount	مَبْلَغٌ
Anatomical	تَشْرِيحِي
Anatomist	طَبِيبُ تَشْرِيحٍ
Anatomy	التَّشْرِيحُ
Anonymous	دُونِ اسْمٍ ؛ غُفْلَ مِنَ التَّوَقُّيعِ
Answer	إِجَابَة
Associated press	أَسُو شِيَاتِد بَرَس
Approximately	تَقْرِيْبًا
April	إِبْرَيْل , نَيْسَان
Archaic	قَدِيمٌ ؛ مَهْجُورٌ لِقَدَمِهِ

Architecture	هَنْدَسَة مِعمَارِيَّة
Arab republic of Egypt	جُمْهُورِيَّة مِصرَ العَرَبِيَّة
Arithmetic	عِلْمُ الحِساب
Article	مَادَّة ؛ فُقْرَة ؛ مَقَال
Anglo-Saxon	أَنْجَلُو سَكْسُونِي
Association	إِتِّحَادٌ ؛ رَابِطَة
Assistant	مُسَاعِدٌ
Astronomy	عِلْمُ الفَلَك
Attorney	وَكِيلٌ مُفَوَّضٌ - وَكِيلُ دَعْوَى
General attorney	الْمُدَّعَى العَام
August	أَغسْطُسْ ، آب
Avenue	شَارِعٌ رَئِيسِي
Average	مُتَوَسِّطٌ
Avoirdupois	أَفُودُريبُو (نِظام أَوْزَانِ إنْجِلِيزِي وَأَمْرِيكِي)
Atomic weight	الْوِزْنُ الذَّرِي
Absent without leave	تَغَيُّبٌ مِنْ غَيْرِ إِذْنٍ

## B

Born	مِنْ مَوَالِيدِ
Bachelor of Arts	بَكَالَوْرِيُوسٌ فِي الفُّنُونِ وَالْأَدَبِ
Latin, baccalaureus arium	

Balance	وَزَنٌ ؛ مِيزَان
British broadcasting corporation	دَارُ الإِذَاعَةِ الْبَرِيطَانِيَّةِ
Before Christ	قَبْلَ الْمَسِيحِ ؛ قَبْلَ الْمِيلَادِ
Belgium. the Netherlands and Luxembourg	دَوْلُ الْبَنِيْلُوِكِس (إِتْحَادُ مَكُونُ مِنْ بَلْجِيكَا وَهَوْلَانْدَه وَلُو كَسِمْبُرْج
Bold-faced (type)	حَرْفٌ سَمِيكٌ ؛ سُود
Bible biblical	الْكِتَابُ الْمُقَدَّسُ الْإِنْجِيلُ
Bibliographer	عَارِفٌ بِعِلْمِ الْمَكْتَبَاتِ
Bibliography	عِلْمُ الْمَكْتَبَاتِ
Biographical	خَاصٌ بِالسَّيْرِ وَالتَّرَاجِمِ
Biography	سَيَرَةٌ ؛ تَرْجَمَةٌ شَخْصِيَّةٌ
Bank	مَصْرَفٌ (بَنْك)
Book	كِتَابٌ
Bill of lading	بُولِيصَةُ شَحْنُ بَحْرِي
Building	مَبْنَى ؛ عِمَارَةٌ
Boulevard	شَارِعُ تَحْفُهُ الْأَشْجَارِ
Botanical	خَاصٌ بِعِلْمِ النَّبَاتِ
Botany	عِلْمُ النَّبَاتِ
Boiling point	دَرَجَةُ الْغَلْيَانِ
Brigadier-general	لِوَاءَ (رُتْبَةٌ عَسْكَرِيَّةٌ)

Brothers	إِخْوَان
Bachelor of Science	بَكَالَوْرِيُوس فِي الْعُلُوم
Boy scouts	جَوَالَة ؛ كَشَافَة
British thermal unit	الْوَحْدَة الْحَرَارِيَّة الْبَرِيْطَانِيَّة
Bushel	بُوشَلْ (مِكْيَال انْجِلِيزِي = مِنْ اللِّثْرَات)
Blessed Virgin Mary	مَرِيَم الْعَذْرَاء الْمُبَارَكَة

## C

Centigrade	سَنْتِيْجْرَاد
Cent	سَنْتْ (جُزْءٌ مِنْ مَائَة - جُزْءُ الدُولَار)
Century	قَرْنٌ ؛ مَائَة عَام
Chapter	بَابُ (فِي كِتَاب) ؛ فَصْل
About (Latin circa)	نَحْو ؛ حَوَالِي
Calorie	كَالُورِي ؛ وَحْدَة الْحَرَارَة
Captain	نَقِيبُ (يُوزْبَاشِي) ؛ رَئِيسُ فِرْقَة رِيَاضِيَّة ... الخ .
Cardinal	كَارْدِيْنَال
Catalogue	كَتَالُوج
Catholic	كَاثُولِيْكِي
Cathedral	كَاتِدْرَانِيَّة ؛ أَبْرَشِيَّة ؛ أَسْقَفِيَّة
Cavalry	فُرْسَانُ ؛ سِلَاحُ الْفُرْسَان
Cubic centimeter	سَنْتِيْمِتر مُكْعَبُ ؛ سَم

Celtic	سَلْتِي؛ كَاتِي (شَعْبٌ هِنْدُوأَوْرُبِي)
Celsius	دَرَجَةُ الحَرَارَةِ المَنَوِيَّة (بِاسْمِ صَاحِبِهَا )
Centigrade	سَنْتِيْجَرَاد ؛ دَرَجَةُ الحَرَارَةِ المَنَوِيَّة
Compare (Latin confer)	قَارَنُ - وَآزَنُ
Chaplain	قَسٌ ؛ رَاعِي كَنِيسَةٍ خَاصَّة
Central intelligence agency	مَرْكَزُ المُخْبِرَاتِ الأَمْرِيكِيَّة
Centimeter	سَنْتِيْمِيْثَر
Commercial	تُجَارِي
Company	شَرْكَة
County	وَلَايَة , مُقَاطَعَة ؛ إِقْلِيم
Care of	لَدَى , أَوْعْيَايَة , أَوْطَرَفُ فُلَان
Cash on delivery	الدَّفْعُ عِنْدَ الإِسْتِلَام
Colonel	عَقِيدُ (أَمِيرِ الأَى)
Colony	مُسْتَعْمَرَة
Column	عَمُودٌ
Collection	مَجْمُوعَة
College	كُلِّيَّة
Colloquial	الكَلَامُ الدَّارِج
Comparative	مُقَارَن ؛ نِسْبِي
Compare	قَارَن ؛ وَآزَن

Compound	مُرْكَب
Against Latin contra	ضِدُّ . نَقِيضُ
Conjunction	حَرْفُ عَطْفٍ
Contents	مُحْتَوَيَاتُ الْكِتَابِ
Continued	يُنْبَغُ ؛ الْبَقِيَّةُ فِي صَفْحَةٍ ...
Co-operative	تَعَاوُنِي
Credit	دَيْنٌ ؛ قَيْدٌ لِحِسَابِ
Creditor	دَائِنٌ
Central Standard Time	الْوَقْتُ الْمَرْكَزِيُّ الْمُوَحَّدُ
Centre	مَرْكَزٌ
Cubic	مُكْعَبٌ
Cubic centimeter	سَنْتِمِيْتَرُ مُكْعَبٌ ؛ سَم
Cubic foot	قَدَمُ مُكْعَبَةٍ
Cubic inch	بُوصَةُ مُكْعَبَةٍ
Hundred weights	هَنْدِرْ رَدْوَيْتُ (قِنْطَارُ إِنْجِلِيزِي = رَطْلًا إِنْجِلِيزِيَا = كَجَم)

## D

Penny Latin denarius	بَنْسٌ
Died	تُوفِيَ
Repeat from the beginning	أَعِدْ ؛ أَرْجُو الْأَعَادَةَ
Talieu ad capo	مِنْ الْبَدَءِ (مُصْطَلَحُ مُوسِيقَى)



Direct current	تَيَّارٌ مُسْتَمَر
Doctor of dental surgery	دَكْتُورُ جِرَاحَةِ أَسْنَان
Dichlorodiphenyltrichloroethane	د. د. ت. ؛ مُبِيدُ حَشَرَى
December	دِيسَمْبَر، كَالُونُ أَوَّل
Democratic	دِيمُوقَرَاطِي
Department	إِدَارَةٌ ؛ مَصْلَحَةُ فَرْع ؛ قِسْم
Diameter	قَطْرُ (الدَّائِرَةِ)
Dictionary	مُعْجَم ؛ قَامُوس
Ditto the same	الشَّيْءُ نَفْسُهُ. شَرَحَهُ
Dozen	دُسْتَجَّة ؛ دُوزِينَةٌ ؛ مَجْمُوعَةٌ أَوْ وَحْدَةٌ مِنْ إِثْنَى عَشَرَ
Doctor	دَكْتُور
Doctor of science	دَكْتُورٌ فِي الْعُلُوم
Daylight saving time	التَّوَقُّيْتُ الصَّيْفِي
God willing (Latin), Deo volente	بِمَشِيئَةِ اللَّهِ

#### 4.0 Conclusion

You will see that abbreviation of words is not peculiar to any particular language but cut across all languages. It is used as a shortened form of any word it represents. Abbreviation is good as it saves time and space. When a word is abbreviated, it is believed that the reader of such abbreviation must have been familiar with it or else the message it intends to convey may be misunderstood.

## 5.0 Summary

The lesson in this unit has been on the definition, importance and the usage of abbreviation. Some abbreviated words and their full meanings were presented and some words were equally translated from Arabic to English language.

## 6.0 Tutor marked Assignment

Write ten abbreviated English words and ten abbreviated Arabic words and what they represent.

## 7.0 References / Further Readings

Ashraf Ma‘awad Mustapha (2000) *Murshiduka ila `t-Tarjamati `ş-Şahīhah*  
Cairo, Maktabatu Ibn Sīna.

Hānī Lubādah (1993) *Qāmūs Nibrās Injīzī – ‘Arabī Oman, Dāru `n-Nibrās*

Samīr ‘Iwad (1989) *Fannu `t-Tarjamah mina`l-Injilīziyyah ila `l- ‘Arabiyyah*  
Bayrut, Lebanon, Dārur-Ratib Al-Jam ‘iyyah.

Shihātah Muhammadu Shihāṭah (1993) *Al-Qāmuūsut-Tijāriy Al-Haūith*  
Lebanon; Ad-Dāru `l-Miṣriyyatu `l- Lubnāniyyah.

### **UNIT 3: PASSAGE ON JARĪR, AL-FARAZDAQ AND AL-AKHṬAL**

#### **Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Jarīr, al-Farazdaq and al-Akhṭal
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References / Further Readings

#### **1.0 Introduction**

We have translated from Arabic to English in our earlier lessons. It is equally necessary to translate from English to Arabic to balance the students' understanding on the two languages. This is exactly what we intend to do in this unit. Students will be taken through some passages in English language which are subsequently translated into Arabic language. Okay let's go.

#### **1.0 Objective**

At the end of this unit, students should be able to:

- Translate some English passages to Arabic

### 3.0 Main content

#### 3.1 Jarīr, al-Farazdaq and al-Akhṭal

They are among the most outstanding poets of the Umayyad period.

They tackled the various subjects of poetry, but their reputation was due to *an-Naqa'id* counter-poems i.e. the poems with which Jarīr and al-Farazdaq, then Jarīr and al-Akhṭal satirized each other.

Al-Akhṭal was a Christian.

Abu 'l-Faraj al-Isfahānī (died 356 A.H. = 966 A. D.) says in his “Book of songs”:

There is difference in opinion as to who of them is the best. All contemporaneous poets opposed them but were disgraced and defeated. They (the three poets), however, continued to attack each other. Al-Akhṭal interfered between Jarīr and al-Farazdaq towards the end of their controversy; he was then an old man who had lived most of his life.

Ibn Sallām al-Jumahī (died 231 A. H. = 845 A. D.) says in his book “classes of poets”:

“I asked the fellow of (the tribe of) Asad, the brother of Banū Salāmah, about them (about Jarīr and al-Farazdaq). He answered: the main subjects (literally: the houses) of poetry are four: boasting, eulogy, love and satire. In all these, Jarīr has excelled:

He excelled in boasting with his verse:

If Banū Tamīm (Jarīr’s tribe) were angry with you, you would imagine that all people are angry.

He excelled in eulogy with his verse:

Are not ye the best of those who on camel ride, more open-handed than all in the world beside?

He excelled in satire with his verse:

Cast down eyes (for shame)! For you are of Numayr, no peer of Ka'b not yet Kilāb.

He excelled in erotic poetry with his verse:

The eyes, whose white is so white while its iris is so black, have killed us but have not brought our dead back to life!” (End of quotation)

Of his good poetry is his elegy for his wife, which begins with this verse:

Were it not for shyness, my tears would run down, and I would visit your grave; the beloved ought to be visited.

There is a poem by al-Farazdaq concerning a wolf, of which we cite these two verses:

I called with my fire about midnight a blackish wolf snaking in running, though it was no friend of mine; it came to me.

As it approached, I said: come near, for I and you are partners in my provision!

Eulogizing the Umayyads, al-Akhtal said:

God has given them good fortune with which they triumph. Any other fortune is relatively little and despicable.

Possession of it (of the good fortune) has not made them haughty: but if it were for some other people, they would be arrogant.

They are persistent in hostility until (their enemy) yield to them. But they are the most clement of people when they have the power.

## Arabic Translation

### جرير والفرزدق والأخطل

هُم مِّنْ أَبْرَزِ شُعْرَاءِ الْعَصْرِ الْأَمَوِيِّ.

عَالَجُوا أَعْرَاضَ الشُّعْرِ الْمُخْتَلِفَةِ، وَلَكِنَّهُمْ اسْتَهْرُوا بِالْإِنْقَاضِ، وَهِيَ الْقِصَائِدُ الَّتِي تَهَاجَى بِهَا جَرِيرٌ  
وَالْفَرَزْدَقُ، ثُمَّ جَرِيرٌ وَالْأَخْطَلُ.

وَكَانَ الْأَخْطَلُ مِنَ النَّصَارَى.

يَقُولُ أَبُو الْفَرَجِ الْأَصْفَهَانِيُّ (الْمُتَوَفَى سَنَةَ

وَمُخْتَلَفٌ فِي أَیُّهُمُ الْمُتَقَدِّمُ. وَلَمْ یَبْقَ أَحَدٌ مِنْ شُعَرَاءِ عَصْرِهِمْ إِلَّا تَعَرَّضَ لَهُمْ فَأَفْتَضَحَ وَسَقَطَ وَبَقُوا  
یَتَصَاوَلُونَ , عَلَى أَنَّ الْأَخْطَلَ إِنَّمَا دَخَلَ بَيْنَ جَرِيرٍ وَالْفَرَزْدَقِ فِي آخِرِ أَمْرِهِمَا وَقَدْ أَسَنَّ وَتَفَدَّ أَكْثَرَ عُمُرِهِ.

وَيَقُولُ ابْنُ سَلَامٍ الْجُمَحِيُّ (الْمُتَوَفَّى سَنَةً

"وَسَأَلَتِ الْأَسَدِيَّ أَخَا بَنِي سَلَامَةَ عَنْهُمَا (عَنْ جَرِيرٍ وَالْفَرَزْدَقِ) فَقَالَ: بَيُّوتُ الشَّعْرِ أَرْبَعَةٌ: فَخَرٌّ وَمَدِيحٌ  
وَنَسِيبٌ وَجَاءٌ. وَفِي كُلِّهَا غَلَبَ جَرِيرٌ:

فِي الْفَخْرِ فِي قَوْلِهِ:

إِذَا غَضِبْتَ عَلَيْكَ بَنُو تَمِيمٍ حَسِبْتَ النَّاسَ كُلَّهُمُ غَضَابًا.

وَفِي الْمَدْحِ قَوْلُهُ:

الَسْتُمْ خَيْرَ مَنْ رَكِبَ الْمَطَايَا وَأَنْدَى الْعَالَمِينَ بَطُونِ رَاحِ.

وَفِي الْهَجَاءِ قَوْلُهُ:

فَعُضَّ الطَّرْفَ إِنَّكَ مِنْ ثُمَيْرٍ فَلَا كَعْبًا بَلَغْتَ وَلَا كِلَابًا.

وَفِي النَّسِيبِ قَوْلُهُ:

إِنَّ الْعُيُونَ النَّبَى فِي طَرْفِهَا حَوْرٌ قَتَلْنَا ثُمَّ لَمْ يُحْيَيْنَ قَتَلْنَا" (اه).

وَمِنْ جَيْدِ شَعْرِهِ مَرْثِيَّتُهُ لَامْرَأَتِهِ , وَأَوَّلُهَا:

لَوْلَا الْحَيَاءُ لَهَا جَنَى اسْتِعْبَارُ وَلَزُرْتُ قَبْرَكَ وَالْجَبِيبُ يُزَارُ.

وَالْفَرَزْدَقُ قَصِيدَةً فِي ذَنْبٍ , تَرَوَى مِنْهَا هَذَيْنِ الْبَيْتَيْنِ:

وَأَطْلَسَ عَسَالَ وَمَا كَانَ صَاحِبًا دَعَوْتُ بَنَارِي مَوْهِنًا فَاتَانِي

فَلَمَّا دَنَا قُلْتُ: ادْنُ دُونَكَ إِنْنِي وَإِيَّاكَ فِي زَادِي لِمُشْتَرِكَانِ

وَقَالَ الْأَخْطَلُ يَمْدَحُ بَنِي أُمَيَّةَ:

أَعْطَاهُمُ اللَّهُ جَدًّا يُنْصَرُونَ بِهِ لَا جَدًّا إِلَّا صَغِيرٌ بَعْدَ مُحْتَقَرٍ.

لَمْ يَأْشُرُوا فِيهِ إِذْ كَانُوا مَوَالِيَهُ وَلَوْ يَكُونُ لِقَوْمٍ غَيْرِهِمْ أَشْرُوا.  
شَمْسُ الْعَدَاوَةِ حَتَّى يُسْتَقَادَ لَهُمْ وَأَعْظَمُ النَّاسِ أَحْلَامًا إِذَا قَدَرُوا.

### 3.2 From the wise sayings of the Prophet

مِنْ أَقْوَالِ الرَّسُولِ

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ :

إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ , وَإِنَّمَا لِكُلِّ امْرِئٍ مَا نَوَى . فَمَنْ كَانَتْ هِجْرَتُهُ إِلَى اللَّهِ وَرَسُولِهِ , فَهَاجَرَتْهُ إِلَى اللَّهِ وَرَسُولِهِ , وَمَنْ كَانَتْ هِجْرَتُهُ لِدُنْيَا يُصِيبُهَا أَوْ امْرَأَةٍ يَنْكِحُهَا , فَهَاجَرَتْهُ إِلَى مَا هَاجَرَ إِلَيْهِ

#### Translation:

The Apostle of God (P.B.O.H.) said:

“Works (will be rewarded) only in accordance with the intentions, so each man will receive only according to what he intended. Thus he whose migration (from Mecca to Medina) was for the sake of God and His Apostle (will be rewarded for) a migration for the sake of God and His Apostle, but he whose migration was for the sake of some worldly thing he might gain, or for a wife he might marry, his migration (will be rewarded) according to that for the sake of which he migrated.”

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ :

بُنِيَ الْإِسْلَامُ عَلَى خَمْسٍ : شَهَادَةِ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ , وَإِقَامَ الصَّلَاةِ , وَإِيتَاءِ الزَّكَاةِ , وَحَجِّ الْبَيْتِ , وَصَوْمِ رَمَضَانَ .

#### Translation:

The Apostle of God (P.B.O.H.) said:

“Islam has been built upon five things: testifying that there is only one God and that Muhammad is His Apostle; saying the prayers; giving legal alms; pilgrimage to the House [that is, in Mecca]; and fasting during Ramadan”

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ :

مَا نَهَيْتُكُمْ عَنْهُ فَاجْتَنِبُوهُ وَمَا أَمَرْتُكُمْ بِهِ : فَأَتُوا مِنْهُ مَا اسْتَطَعْتُمْ . فَإِنَّمَا أَهْلَكَ الَّذِينَ مِنْ قَبْلِكُمْ : كَثْرَةُ مَسَائِلِهِمْ , وَاخْتِلَافُهُمْ عَلَى أَنْبِيَائِهِمْ .

Translation:

The Apostle of God (P.B.O.H.) said:

“What I have declared forbidden to you, avoid; what I have bidden you do, comply with as far as you are able. What destroyed those [peoples] before you was naught but the number of their questionings and their disagreements with their prophets.”

#### 4.0 Conclusion

You have learnt in the above lesson the translation from English to Arabic, of the history of some Pre-Islamic poets and some wise sayings of our noble Prophet. This is to broaden the horizon of students’ understanding on translation. It is expected that students should practice on their own, translation into Arabic language of any English text while they should contact their facilitator(s) anytime they encounter any problem.

#### 5.0 Summary

There are a lot to learn from the lives and works of notable poets discussed above. Jarir, Farazdaq and Akhatal as discussed in our lesson above, covered a wide ground in the development of Arabic literature. Prominent among them all is Al-Akhtal who was famous in all aspects of Arabic poetry – boasting, eulogy, love, satire, erotic and elegy. Three *ahādith* of the noble Prophet were equally written in Arabic and translated into English language.

#### 6.0 Tutor marked Assignment



Extol the achievements of Akhtal in the field of poetry

## 7.0 References / Further Readings

Akram Mu'min (2003) *Al-Istikhdāmu`š- Ṣahīh lil-Lughati`l-Injilīziyyah* Cairo, Maktabatu Ibn Sīnā

‘Izzud-Dīn Muhammadun-Najīb (2001) *Qāmusu`s-Siyāhah wa`l-fanādiq* Cairo, Maktabatu Ibn sīnā.

Samīr ‘Awaḍ(1989), *Fannu`t-Tarjamah mina`l-Injilīziyyah ila`l – ‘Arabiyyah* Bairut, Lebanon, Dāru`r-Ratib Al-Jam‘iyyah.

Shihāṭah Muhammad Shihāṭah (1993) *Al-Qāmūsu`t-Tijārī Al-Hadīth;* Lebanon, Ad-Dāru`l-Miṣriyyatu`l- Lubnāniyyah.

## UNIT 4: THE MU‘ALLAQĀT

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 The meaning and origin of *Mu‘allaqāt*

3.2 Lives and works of some pre-Islamic poets

3.3 Call of the Cock

4.0 Conclusion

5.0 Summary

6.0 Tutor marked Assignment

7.0 References / Further Readings

### 1.0 Introduction

We have translated from Arabic to English in our earlier lessons. It is equally necessary to translate from English to Arabic to balance the students' understanding on the two languages. This is exactly what we intend to do in this

unit. Students will be taken through some passages in English language which are subsequently translated into Arabic language. Okay let's go.

## 2.0 Objective

At the end of the lesson, students should be able to:

- Explain the meaning and origin of *Mu'allaqāt*
- Discuss the life and work of one of the poets of Al-Mu'allaqāt

## 3.0 Main Content

### 3.1 The meaning and origin of *Mu'allaqāt*

*Al-Mu'allaqāt*, the "Suspended" (poems), is the title of a group of seven long pre-Islamic poems.

The traditional explanation of this title is that pre-Islamic Arabs "hung up" these poems on the Ka'bah at Mecca, because they considered them their most valuable poetry.

A number of scholars deny the fact that poems were hung up on the Ka'bah; they believe that they were collected in the Abbasid period by Hammād a `r-Rāwiyah ("the Rhapsodist") (died 156 A. H. = 773 A. D). (They assume that) when he saw how little men cared for poetry, he collected these seven poems, urged people to study them, and said to them: these are the (poems) of the renown'.

### Arabic Translation

#### المُعَلَّقَاتُ

الْمُعَلَّقَاتُ اسْمٌ مَجْمُوعَةٌ مِنْ سَبْعِ قَصَائِدَ جَاهِلِيَّةٍ طَوَالِ.

وَالْتَفْسِيرُ التَّقْلِيدِيُّ لِهَذَا الْإِسْمِ أَنَّ عَرَبَ الْجَاهِلِيَّةِ "عَلَّقُوا" هَذِهِ الْقَصَائِدَ عَلَى الْكَعْبَةِ فِي مَكَّةَ لِأَنَّهُمْ كَانُوا يَعْدُونَهَا أَعْظَمَ أَشْعَارِهِمْ قِيَمَةً .

وَمِنْ الْعُلَمَاءِ مَنْ يُنْكِرُ تَعْلِيْقَ هَذِهِ الْقَصَائِدِ عَلَى الْكَعْبَةِ , وَيَرَى أَنَّهَا جُمِعَتْ فِي الْعَصْرِ الْعَبَّاسِيِّ عَلَى يَدِ حَمَادِ الرَّائِيَةِ (الْمُتَوَفَّى

وَذَلِكَ أَنَّهُ لَمَّا رَأَى قَلِيلًا مِّنْ يُعْنُونَ بِالشَّعْرِ , جَمَعَ هَذِهِ الْقَصَائِدَ السَّبْعَ , وَحَتَّى النَّاسَ عَلَى دَرَسِهَا ,  
وَقَالَ لَهُمْ: هَذِهِ هِيَ الْمَشْهُورَاتُ.

### 3.2 Poets of al-Mu'allaqāt

The poets of *al-Mu'allaqāt* are Imru'u l-Qays, Zuhayr, Tarafah, Labīd, Antarah, Amr ibn Kulthūm and al-Hārith ibn Hillizah.

Imru'u l-Qays is one of the most proficient of pre-Islamic poets in erotic poetry. Zuhayr is one of their most excellent in wisdom poetry. Zuhayr says in his *Mu'allaqah*;

Whatever nature a man has is revealed, though he may fancy that it is concealed from his fellow men.

I know what is in this day and what was yesterday, but I am blind as to the knowledge of what will tomorrow be.

The *Mu'allaqah* of Tarafah depicts him as a young man whose soul is full of love for pleasure, though immune with sad wisdom. He says in his *Mu'allaqah*:

O you who blames me for haunting the battle and for attending pleasures!  
Can you make me immortal?

If you have not the power to ward off my death, let me scatter the wealth in my hand before I die!

He also says:

The injustice of kinsmen is more painful to the man than the blow of an Indian sword.

Antarah was a pre-Islamic knight. He was the best of pre-Islamic poets in describing the battles he took part in.

Amr ibn Kulthūm was one of the pre-Islamic poets who displayed boastfulness in the strongest terms; he says in his *Mu'allaqah*.

We have so filled the earth that it is narrow for us, and we also fill sea with our ships!

If a sucking of us is weaned, mighty men prostrate themselves before him!

### Arabic Translation

#### شُعْرَاءُ الْمُعَلَّقَاتِ

وَشُعْرَاءُ الْمُعَلَّقَاتِ هُمْ أَمْرُ الْقَيْسِ , وَزُهَيْرٍ , وَطَرْفَةَ , وَلَبِيدٍ , وَعَنْتَرَةَ , وَعَمْرُو بْنُ كُلْثُومٍ ,  
وَالْحَارِثُ بْنُ حِزْزَةَ.

وَأَمْرُ الْقَيْسِ مِنْ أَبْرَعِ شُعْرَاءِ الْجَاهِلِيَّةِ غَزَلًا , وَزُهَيْرٍ مِنْ أَبْلَغِهِمْ حِكْمَةً. يَقُولُ زُهَيْرٌ فِي مُعَلَّقَتِهِ:

وَمَهْمَا تَكُنْ عِنْدَ أَمْرٍ مِنْ خَلِيقَةٍ وَإِنْ خَالَهَا تَخْفَى عَلَى النَّاسِ تُعْلَمُ

وَأَعْلَمُ مَا فِي الْيَوْمِ وَالْأَمْسِ قَبْلَهُ وَلَكِنِّي عَنْ عِلْمٍ مَا فِي عَدِي عَمِي

وَمُعَلَّقَةُ طَرْفَةَ تُصَوِّرُهُ شَابًا امْتَلَأَتْ نَفْسُهُ حُبًّا لِلَّهِو , وَإِنْ خَالَطَتْهَا حِكْمَةٌ حَزِينَةٌ . يَقُولُ فِي مُعَلَّقَتِهِ:

أَلَا أَيُّهَا اللَّائِمِي أَشْهَدُ الْوَعَى وَأَنْ أَحْضَرَ اللَّذَاتِ هَلْ أَنْتَ مُخْلِدِي؟

فَإِنْ كُنْتُ لَا تَسْطِيعُ دَفْعَ مَنِيَّتِي فَدَعْنِي أَبَادِرَهَا بِمَا مَلَكَتْ يَدِي (تَسْطِيعُ = تَسْتَطِيعُ)

وَيَقُولُ أَيْضًا:

وِظْلُمُ دَوَى الْقُرْبَى أَشَدُّ مَضَاضَةً عَلَى الْمَرْءِ مِنْ وَقَعِ الْحَسَامِ الْمُهَنْدِ

وَكَانَ عَنْتَرَةُ مِنْ فُرْسَانَ الْجَاهِلِيَّةِ وَهُوَ أَبْدَعَ شُعْرَاءِ الْجَاهِلِيَّةِ وَصَفًا لِلْمَعَارِكِ الَّتِي يَخُوضُهَا.

وَعَمْرُو بْنُ كُلْثُومٍ مِنْ أَقْوَى شُعْرَاءِ الْجَاهِلِيَّةِ فُخْرًا , يَقُولُ فِي مُعَلَّقَتِهِ :

مَلَأْنَا الْبِرَّ حَتَّى ضَاقَ عَنَّا وَمَاءَ الْبَحْرِ نَمْلُؤُهُ سَفِيئًا

إِذَا بَلَغَ الرِّضِيعُ لَنَا فِطَامًا تَخِرُّ لَهُ الْجَبَابِرُ سَاجِدِينَ.

### 3.3 Call of the Cock

Did you hear the Cock : whenever the dawn appeared and shined  
under its auspices it appears : Then the world is filled with clamor  
It would say arise oh you the young: And get prepare for the lessons  
Verily the noon is bright : and with it the lives are moving fast

O you the little child : When the Cock crows  
Then abandon the sleep and rise up : to search for better skill  
Everything is contained in the morning time: in it is good fortune  
and happiness  
The breeze of the early morning exhales : a fragrance that enlivens  
the hearts

#### Arabic Translation

##### دُعَاءُ الدِّيكِ

أَسْمِعْتَ الدِّيكَ إِذْ	طَلَعَ الصُّبْحُ وَلَاخُ
فِي حِمَاهُ قَدْ بَدَا	يَمَلَأُ الدُّنْيَا صِيَاخُ
قَالَ قَوْمُوا يَا صِغَارُ	وَاسْتَعِدُّوا لِلدُّرُوسِ
إِنَّهُ لَاحَ النَّهَارُ	وَبِهِ تَسْعَى النُّفُوسُ
أَيُّهَا الطِّفْلُ الصَّغِيرُ	عِنْدَمَا الدِّيكُ يَصِيحُ
أَهْجُرِ النَّوْمَ وَقُمْ	وَاسْئَلْكَ الدَّرْبَ الصَّحِيحُ
كُلُّ شَيْءٍ فِي الصَّبَاحِ	فِيهِ خَيْرٌ وَسُرُورُ
وَتَسْنِيْمُ الصُّبْحِ فَاحُ	عَابِقًا يُحْيِي الصُّدُورُ

## 4.0 Conclusion

As you have seen, some poets like Imru' u l-Qays, Zuhayr, Tarafah, Labīd, Antarah, Amr ibn Kulthūm and al-Hārith ibn Hillizah excelled in the art of poetry in Arabia before Islam. Each of them put down their ideas on various issues of public concern during their period. The best of their writings for each year were hung on the wall of Ka'bah and were called Mu'allaqāt.

## 5.0 Summary

The focus in the topic just presented is on translation of English passage to Arabic. Three passages were presented here. The first centered on the meaning and origin of al-Mu‘allaqāt, the second one on some of the poets who wrote the Mu‘allaqāt while the third was a short poem that contained an exhortation for little children on the need to make hay while the sun shines. The aim of doing this is for students to take note of the way by which translation from English to Arabic is done.

### **6.0 Tutor marked Assignment**

Write the names of some of the Mu‘allaqāt poets and discuss them.

### **7.0 References / Further Readings**

Hassan Sa‘īd Al-Karamī (1988) *Qāmūsu `l-Mugni `l- Akbar al-Injlīzī- ‘Arabī*

Bayrūt, Maktabatu Lubnān

‘Izzu d-Dīn Muhammadun-Najīb (2001) *Qāmus Ad-diblumāsiyyah wash-*

*shu’ūnu `l-khārijiyyah*, Cairo, Maktabatu Ibn Sīnā

Mahmūd ‘Izzat (ND) *Al-Mawsū‘ah fī Muḥadāthati `l-Lughati `l-Injlīziyyah*

Cairo, Dārul Mumfis littabā‘ah.

Munīr Al Ba‘alabakī (2003) *Qāmūsul Mawrid Injlīziy – Arabiy* Bairut,

Lebanon, Dārul ‘ilimil Malāyin