

**USING TRANSLATION AS MEANS TO  
OVERCOME DIFFICULTIES IN LEARNING  
PHRASAL VERBS AND IDIOMATIC  
EXPRESSIONS**

**BY**

**Nehad Rabe'a Elbehiry**

**Damanhour University  
Faculty of Education, English Department**

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## Using Translation as Means to Overcome Difficulties in Learning phrasal verbs and Idiomatic Expressions

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### **Abstract**

The present study is an attempt to benefit from translation in language learning in general and learning phrasal verbs and idiomatic expressions in specific. Its **importance** lies in its creative employment of translation in facilitating the difficulties of learning specific language issues such as phrasal verbs, idiomatic expressions, jargon...etc. The researcher **observes** the difficulty that faces English language learners and trainees in mastering certain language issues such as phrasal verbs and idiomatic expressions for students. The difficulty of studying phrasal verbs lies in their being similar, confusing and their being difficult to remember. Moreover, students misuse them because they have no chance or allocated time in their study plan to study and practice them perfectly. On the other hand, the difficulty of studying idiomatic expressions lies in their being closely related to a cultural background. Therefore, they require idiomatic translation that helps to remember better as it relates them to culture in a functional or cultural way.

## المخلص

تعتبر الدراسة الحالية هي محاولة للاستفادة من الترجمة في تعلم اللغة بشكل عام وتعلم الأفعال المركبة والتعبيرات الاصطلاحية بشكل خاص. تكمن أهميتها في توظيفها الإبداعي للترجمة في تسهيل صعوبات تعلم قضايا لغوية معينة مثل أشباه الجمل الفعلية ، والتعابير الاصطلاحية ، والمصطلحات ... إلخ. يلاحظ الباحث الصعوبة التي تواجه متعلمي اللغة الإنجليزية ومدربها في إتقان بعض قضايا اللغة مثل الأفعال المركبة والتعابير الاصطلاحية للطلاب. تكمن صعوبة دراسة أشباه الجمل الفعلية في كونها متشابهة ومربكة وصعبة التذكر. علاوة على ذلك ، يسئ الطلاب استخدامها لأنه ليس لديهم فرصة أو تخصيص وقت في خططهم الدراسية لدراستها وممارستها بشكل مثالي. من ناحية أخرى ، تكمن صعوبة دراسة التعبيرات الاصطلاحية في ارتباطها الوثيق بخلفية ثقافية. لذلك ، فهي تتطلب ترجمة اصطلاحية تساعد على التذكر بشكل أفضل لأنها تربطها بالثقافة بطريقة وظيفية أو ثقافية.

## 1.Introduction

Students who used to study both phrasal verbs and idiomatic expressions by means of traditional ways such as memorizing lists of phrasal verbs suffer from forgetting them in the future. On the other hand, other students who try to study them by other means such as using them in their appropriate and real life situations and conversations are more capable of remembering them better. The present study hopefully contributes to the process of facilitating phrasal verbs learning to help students and English Language learners to study and remember them better by means of TRANSLATION. This method has already been applied by the researcher in teaching a small group of students online with Atida trainees [http://atida.org/e-training/course\\_details.php?course\\_id=169](http://atida.org/e-training/course_details.php?course_id=169)

in a training course continued for three. It focused mainly on studying and remembering phrasal verbs by means of translation.

### **Related work:**

The works related to the present study focus on the systematic functional use of language. They deal with translation in general in a way to explain the cultural hints in a source text in a systematic functional way to make the translated text functioning in the target culture and its addressees the same way it functions in the source culture for its original.

In a paper by Kim and Mira (2007) she presents text analysis based on SFL theory as a tool for teaching of translation. She paid attention to textual meaning by analyzing themes in a set of texts from English to Korean translated by students and a comparable text. The quantitative data shows positive effects on the students' experience, and the qualitative data shows difficulty of the experience.

In his study, El-dali (2011) attempts to outline the scope of the discipline of translation studies (TS), to give some indication of the kind of work that has been done so far. More importantly, it is

an attempt to demonstrate that (TS) is a vastly complex field with many far-reaching ramifications.

The present study uses translation exercises for the phrasal verbs in a variety of contexts explaining their real function in their original culture. Trainees and learners then translate source idioms by applying the procedure of *functional translation* by means of rendering source text idioms content, that shows their original functions as if he is paraphrasing a difficult word in another language (i.e. interlingual translation) and then submitting it to the target audience. A translation trainee or an English language learner can also use another translation procedure which is *cultural translation* in which the translator renders the idiom by giving a target equivalent idiom that gives the same function in the target culture.

## **2. Phrasal verbs**

### **2.1. What is a phrasal verb?**

According to Merriam Webster (1882), a phrasal verb **is** a phrase (as *take-off* or *look down on*) that combines a verb with a preposition or adverb or both and that functions as a verb whose meaning is different from the combined meanings of the individual words.

### **2.2. Why are phrasal verbs confusing and difficult to study?**

There are several reasons that make studying phrasal verbs in the traditional way difficult which can be summarized in the following way; Phrasal verbs can make it difficult to understand spoken English even if you've studied for a long time, Moreover, students misuse them because there is no enough time allocated in their study plan to study and practice them well, They ALL have different meanings which make them frustrating because using the wrong phrasal verb can change the whole sentence.

There is another problem also added to the preceding problems which is the limited use of phrasal verbs because regular textbooks don't focus on phrasal verbs, and they are not used in more formal English like articles and news broadcasts. They are rather used by native speakers in their everyday situations. For example, academic writing and formal articles do not prefer phrasal verbs,

however Phrasal verbs gain such a considerable importance because of its relevance to fluency and approaching the way native speakers communicate naturally in their community the way they acquired their native language since childhood. Therefore, English language learners who wishes to be fluent in English needs to learn them in the way they are used in everyday situations and conversations. Hence, translation contributes in that especially when learners translate different contexts in which the phrasal verbs are used. It becomes easier to remember when it is linked to its function in its original situation.

### 2.3. Traditional methods of learning phrasal verbs

Many educational institutions that focus on teaching English language use traditional methods for teaching phrasal verbs such as; memorizing them in lists or dictionaries, (i.e. Easier to forget), studying them in everyday conversations , (i.e. Easier to remember), and finally understanding them in their real contexts by means of a variety of sentences (i.e. Easier to remember). The following list shows a traditional method of teaching phrasal verbs:



**Tarik Hcine**

**Phrasal Verbs**

باك دوك  
**BAC**doc

باك دوك  
**BAC**doc

Verbs with	Verbs with	Verbs with
<p><b>Ask in</b> : يدعو أحدا للدخول</p> <p><b>Break in</b> : يسطو، يقطع الحديث</p> <p><b>Bring in</b> : يقدم أحدا، يعرض شيئا</p> <p><b>Cave in</b> : يتقبل أفكار الآخرين</p> <p><b>Check in</b> : يسجل نفسه في الخدمات</p> <p><b>Chip in</b> : يساهم، يساعد</p> <p><b>Come in</b> : يدخل</p> <p><b>Cut in</b> : يقطع العمل</p> <p><b>Drop in</b> : يقوم بزيارة سريعة</p> <p><b>Fill in</b> : يتمم، يملا</p> <p><b>Fit in</b> : يقبل من طرف الآخرين</p> <p><b>Get in</b> : يدخل، يركب</p> <p><b>Give in</b> : يتقبل شيئا</p> <p><b>Hand in</b> : يقدم، يسلم شيئا</p> <p><b>Kick in</b> : يتلقى تأثيرا أو أعراضا</p> <p><b>Lead in</b> : يبدأ بشيء</p> <p><b>Let in</b> : يدعو أحدا للدخول</p> <p><b>Join in</b> : يشارك، يضم</p> <p><b>Move in</b> : يسكن منزلا جديدا</p> <p><b>Take in</b> : يفهم، يتدع، يوف</p> <p><b>Turn in</b> : يخلد للنوم، يسلم واجبا</p>	<p><b>Back up</b> : يؤيد، يدعم، يساعد</p> <p><b>Break up</b> : ينهي العلاقة مع أحد</p> <p><b>Bring up</b> : يربي الأطفال</p> <p><b>Clam up</b> : يلزم الصمت</p> <p><b>Cheer up</b> : يتفجع، يفرح</p> <p><b>Come up</b> : يحدث بشكل مفاجئ</p> <p><b>Dress up</b> : يرتدي ثيابا أنيقة</p> <p><b>Drive up</b> : يرفع من الثمن</p> <p><b>Get up</b> : يستيقظ</p> <p><b>Grow up</b> : ينضج، يتصرف بعقلانية</p> <p><b>Hang up</b> : ينهي المكالمه الهاتفية</p> <p><b>Hold up</b> : يعرقل، يؤخر</p> <p><b>Keep up</b> : يستمر بدون توقف</p> <p><b>Let up</b> : يضعف، ينقص</p> <p><b>Look up</b> : يبحث في الكتب</p> <p><b>Make up</b> : يولف، يتخلى</p> <p><b>Meet up</b> : يترتب لموعد أو اجتماع</p> <p><b>Pass up</b> : يخسر الفرصة</p> <p><b>Put up</b> : يعطي السكن لأحد</p> <p><b>Pick up</b> : يلتقط، يتعلم</p> <p><b>Send up</b> : يوقع بأحد و ينامر عليه</p> <p><b>Set up</b> : يبتنى، يؤسس</p> <p><b>Show up</b> : يصل</p> <p><b>Start up</b> : يشغل آلة أو محركا</p> <p><b>Turn up</b> : يرفع الصوت، يظهر فجأة</p>	<p><b>Build on</b> : يبني مستقبلا بنجاحه</p> <p><b>Bring on</b> : يتسبب في حادثة</p> <p><b>Carry on</b> : يتابع، يستمر، يواصل</p> <p><b>Come on</b> : أسرع، تقدم، تحسن</p> <p><b>Count on</b> : يعتمد</p> <p><b>Crack on</b> : يعمل بسرعة</p> <p><b>Decide on</b> : يختار</p> <p><b>Drag on</b> : يدوم أكثر</p> <p><b>Focus on</b> : يركز على شيء</p> <p><b>Get on</b> : يكون جيدا مع الآخرين</p> <p><b>Go on</b> : يستمر، يتابع</p> <p><b>Hang on</b> : ينتظر لوهلة قصيرة</p> <p><b>Hold on</b> : يصبر، ينتظر، يتماسك</p> <p><b>Keep on</b> : يستمر، يتابع</p> <p><b>Look on</b> : يكون شاهدا على حدث</p> <p><b>Live on</b> : يرتقي</p> <p><b>Pass on</b> : يوصل رسالة لأحد</p> <p><b>Pick on</b> : يعتدي على أحد</p> <p><b>Put on</b> : يرتدي، يلبس</p> <p><b>Sit on</b> : يوقف أو يؤخر شيئا</p> <p><b>Take on</b> : يوظف و يشغل الناس</p> <p><b>Try on</b> : يجرب شيئا إن كان ملائما</p> <p><b>Turn on</b> : يشغل آلة</p>

## Clothes phrasal verbs



**Put on**  
clothe oneself  
with

**Take off**  
remove  
clothing



**Try on**  
put something  
on to see if it  
fits you or if it  
looks nice

**Dress up**  
dress in smart  
or formal  
clothes

**Do up**  
fasten

**Zip up**  
close with a  
zipper

**Hang up**  
put  
something  
on a hook or  
a hanaer

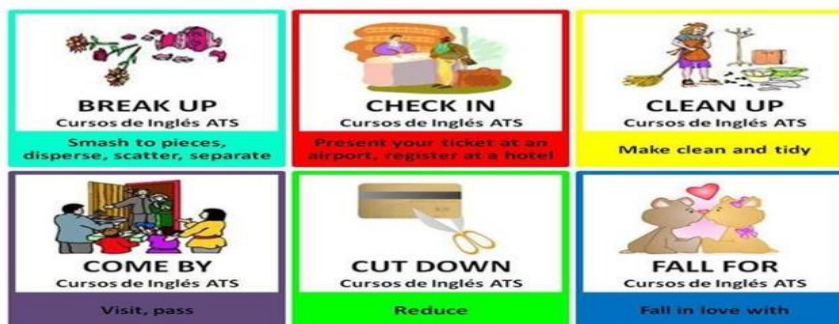
**Slip on**  
put on an item  
of clothing  
easily and  
quickly

**Throw on**  
put on quickly  
and without  
thought

**Wrap up**  
put warm  
clothes on

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### 3. Idiomatic expressions

#### 3.1. What is an idiomatic expression?

Idioms are phrases which people use in everyday language which do not make sense literally, but we understand what they mean. It is defined also by Webster's dictionary as "an expression whose meaning cannot be predicted from the usual meanings of its constituent elements". T.C.Cooper also gives another definition of an idiom that "An idiom can have a literal meaning , but its alternate, figurative meaning must be understood metaphorically.

#### 3.2. Why are idiomatic expressions being confusing and difficult to study?

The same reasons that made phrasal verbs difficult and confusing to study are also applicable to idiomatic expressions study. They both have idiomatic meaning that may confuse students. There is one more point that can be added to idioms is the possibility of using calque in translation in addition to regular TL oriented translation strategies employed in translating phrasal verbs. A calque is also referred to as a root-for- root translation or word-for-word translation. It is also defined by

<http://www.dictionary.com/browse/calque> as a loan translation, especially one resulting from bilingual interference in which the internal structure of a borrowed word or phrase is maintained but its morphemes are replaced by those of the native language. We can trace also the origin of the word 'Calque' in Collins (2010) as a "loan translation of a foreign word or phrase," from French calque, literally "a copy," from calquer "to trace by rubbing" (itself borrowed in English 1660s as calk), introduced 16c. from Italian calcare, from Latin calcare "to tread, to press down.". In fact, a calque is distinguished by being a literal translation that functions in the target culture and gives the same effect on the target reader ,however translated literally. In other words, they deliver the same content and underlying meaning by using literal translation method. The following examples show how calque is translated:

calque	Source idiom
Don't put all the eggs in the same basket	لا تضع كل البيض في سله واحده
Crying on spilled milk	البكاء على اللبن المسكوب
A bird in hand is better than two on the bush	عصفور في اليد خير من عشره على الشجره
A friend in need is a friend indeed	الصديق وقت الضيق
Like father like son	من شابه أباه فما ظلم

### 3.3. Traditional methods of learning idiomatic expressions









In fact, learning idioms requires the same methods in learning phrasal verbs for the learners to be able to remember them such as photos, lists, themes...etc. The present study aims at using translation as a creative method to study, learn and remember idioms as suggested in studying phrasal verbs. Translation benefits as an additional method to contribute in learning phrasal verbs and idioms.

**can't wait** - to be excited about something  
**can't stand** - to strongly dislike something  
**can't bear** - to strongly dislike something  
**can't help** - to have no control over something  
**can't take (it)** - cannot tolerate something  
**can't be bothered** - to have no interest in something  
**can't afford** - to not have enough money  
**can't take my eyes off her** - to be attracted to her  
**you can't win!** - life is difficult!  
**can't think straight** - can't concentrate  
**can't hear myself think** - can't concentrate

→ In English, we usually do not say 'can know' or 'can't know' - we use 'tell' instead:

- You can tell he's from Japan because of his accent.
- You can't tell that this bread is cheap.

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Use that idiom! Two heads are better than one.		Use that idiom! Cat got your tongue.	
Use that idiom! I'm all ears.		Use that idiom! On cloud nine.	
Use that idiom! Apple of my eye.		Use that idiom! Cold feet	
Use that idiom! Break a leg!		Use that idiom! Cost an arm and a leg.	

#### 4.Methodology

The methodology of the present study is based mainly upon benefitting from translation theories, methods and procedures in approaching phrasal verbs and idiomatic expressions by using idioms and phrasal verbs in sentences that express their real contexts and then translating them. This encompasses understanding before helping target addresses understand. In fact, a translator is a mediator between two cultures as well as the fact that a translator is a mediator between two groups of people who cannot communicate because of language barrier. Bell (1991:15), comments on the requirements of such role. He states that:

"The translator has been defined as a bilingual mediating agent between monolingual communication participants in two

different language communities, i.e. the translator decodes messages transmitted in one language and encodes them in another"

The present study also benefits from the skopostheorie of translation, specially the third element that encompasses 'culture'. This is applicable to teaching both phrasal verbs and idiomatic expressions. It is also based on selecting an appropriate translation strategy in translating phrasal verbs and idiomatic expression such as 'idiomatic translation' and 'calquing'. So, Translation is used as a tool together with appropriate procedures to carry out a clear and powerful learning of phrasal verbs and idiomatic expressions.

The importance of applying the SKOPOSTHEORIE of translation lies in its interest more in the appropriateness of the TT to the target situation than the equivalence. Hence, a translator, should pay heed to transferring the same effect of the ST on the SL addressees to the TL addressees through the TT. Fidelity to the ST may support the skopos of translation in translating *calque*. In this case, the skopos becomes zero because ST did not submit to any modifications in case of literal translation. On the other hand, fidelity may be against the skopos of translation if certain elements in the ST, which might cause a cultural clash, are transferred faithfully to the TT.

In translating idioms other than *calque* and phrasal verbs we cannot apply fidelity. It spoils the meaning because it refers to translating the surface meaning without its function. Only calquing benefits from fidelity in translating the source idiom when the translator finds that the target language is capable of giving the same idiomatic meaning with the same effect on its receivers that is already consistent with the original effect of the original source language idiom.

Using appropriate types of translation strategies (SL oriented and TL oriented) as well as evaluating strategies already employed by translators contributes in giving the translator more options and freedom while translating process. SL oriented translation strategies can be *Word-for- word translation, Literal translation, Faithful translation and Semantic translation* while TL oriented translation can be *Communicative translation ,free Translation,*

*Idiomatic Translation, and Adaptation translation* These strategies are our focus in translating idioms and phrasal verbs. TL oriented translation strategies are more appropriate to translate both idioms and phrasal verbs because both idioms and phrasal verbs have idiomatic meaning and cannot be translated faithfully except for calquing as mentioned above. The procedures to apply this can be summarized in the following steps:

- submitting a table with the phrasal verbs in the first column, the meaning in the second column and a sentence reflecting the context in the third column.
- Students are required to submit the translation of this sentence according to their understanding of the meaning of the phrasal verb independently as well as in context.
- The students then are required to answer MCQ to assure their understanding of the phrasal verb.
- Students are also required to translate Arabic phrases carrying the same meaning into their equivalent phrasal verbs.

This study has already been applied on a few number of students in an online training course on [http://atida.org/e-training/course\\_details.php?course\\_id=169](http://atida.org/e-training/course_details.php?course_id=169), Another online training course about translating idiomatic expressions is on [http://www.atida.org/e-training/course\\_details.php?course\\_id=145](http://www.atida.org/e-training/course_details.php?course_id=145).

#### **4.1. The skopostheorie of translation and culture**

Vermeer's skopostheorie includes three basics elements: *skopos, coherence and culture*. In the following pages, the focus will be mainly on the culture elements as it is essential in understanding the content and underlying meanings of phrasal verbs and idiomatic expressions. Skopos is explained by Nord through vermeer's Skopostheorie that the “skopos of a translation is determined by the function which the target text is intended to fulfill” (Nord, 1991 : 24). This theory is derived mainly from vermeer's “general theory of translation”. In 1978, it is later called the “Skopos rule” . He states that: “Human interaction and its sub-category: translation, is determined by its purpose (Skopos), and therefore it is a function of its purpose ... the purpose can be

described as a function of the recipient” (Vermeer , 1978/ 1983 : 54 , my translation)

As for the role of translator, concerning achieving the desired function of ST in the TT, Vermeer states that “the translator is such an expert. It is thus up to him to decide, for instance, what role a source text plays in his translation action. The decisive factor here is the purpose, the Skopose of the communication in a given situation (Hans Vermeer , 1989 : 174)

The present study benefits from Nord's distinction of the types of skopos which vary in accordance with translation strategies, and their loyalty in producing an appropriate TT for the present ST. Nord summarizes the difference between the two Skopoi or functions of translation, she states that:

“Documentary translation such as word for word translation, literary translation, philological translation and exoticizing translation serve as a document of an SC communication between the author and the ST recipient, whereas the instrumental translation is a communicative instrument in its own right, conveying a message directly from the ST author to the TT recipient . An instrumental translation can have the same, a similar or analogous function as the ST.” (Nord, 1991: 7)

In spite of Nord's useful way of distinction between communicative and semantic modes of translation according to the purpose of translation, she is criticized by Newmark. He did not agree with such distinction because both lead to what he calls “epistemic modality” (Newmark, 2000). He states that “documentary translation, which is Nord's term, not Vermeer, reproduces, in some form or another, the full content of the ST , whilst instrumental translation normally only reproduces the part related to its purpose, the message”. He added that “the distinction appears futile, since all translation is instrumental” then he differentiates between the two approaches: documentary VS instrumental translation and semantic VS a communicative translation showing that “the distinction between communicative and semantic translation, however, depends on the importance, the purpose and the quality of the text” (Newmark, 2000: 259) .

The Skopos of translation is also indicated by B. Hatim & I. Mason in determining the translation options available for the translator:

“In cases where the brief is to enhance accessibility of the source text's intentionality, formal correspondence may have to take a second place. The ultimate decision will depend on the brief (Skopo) of the transaction assignment. But decisions have to be taken in full knowledge of the range of possible options and their consequences. It is in this sense that discourse awareness is one of the essential skills of the translators in negotiating meaning with the target reader” (communicator : 125 : 126)

Nord preferred such an approach in translation because “the choice of the appropriate purpose of translation is considered a solution of the eternal dilemma of free VS faithful translation and dynamic VS formal equivalence” (Nord, 1991 : 29). Thereby, the translator's understanding of the Skopos of the source text will enable him to select the appropriate translation strategy to fulfill the desired effect in the prospective TT. The translator then should understand the nature of the audience to whom the TT is addressed because “audience design ... is an important component of Skopos and crucial to translation as communication” (Nord:39).

**Coherence** is the second element of skopostheorie in Nord's model of text analysis. She made a distinction between two types of coherence: *intertextual* coherence and *intratextual* coherence. Both are essential in the translation process. Hervey & Higgings (1992:46) indicate that intertextual level is “the topmost level of textual variables”. They also add, “On this level are considered the external relations a particular text bears to other texts within a given culture” (ibid.) because “No text exists in total isolation from other texts. Even an extremely innovative text cannot fail to form part of an overall body of literature by which the impact and originality of individual texts is coloured and defined” (ibid.). In the present thesis intertextual analysis is to be clear through analyzing the situations , as well as the factors which constitute them, of both ST and TT, (i.e. text type, text function , media,...etc)

Intertextual coherence, thus, can only be achieved if the translator understands the factors constituting the source text perfectly well, “the factors of the communicative situation subsumed under the concept situative presuppositions” (Nord: 39). This concept usually comprises “not only the features of the given communicative of the ST but also the characteristics of the communicative background sender and recipient” (Reiss, 1974, cited in Nord, 1991: 39).

In order to produce an appropriate translation, a translator should understand the response of the ST recipient and his expectation to such a text. This is in order to be able to transfer the same effect to the TT situation because “if there is no extratextual, information relevant to the recipient's expectations, it may be difficult for the translator to reconstruct them” (Nord, 39). In addition, culture variety plays a critical role regarding such point of view because “the greater the cultural distance from the original communicative situation, the more difficult the task will be” (Ibid).

A translator then has to exert a considerable effort in order to achieve such an appropriateness ,especially in case of cultural distance between his culture and the source culture “to analyze the expectations of the ST recipient, since they have to be contrasted with those of the TT recipient” (Nord : 40). If the translator could understand the source text situation in a way which enables him to produce the same effect in the target culture, the target text produced will enviably be a functional text which meets also the expectations of the TT recipient because, as Nord states :

“The target text makes sense within the communicative situation and culture in which it is received. The coherence rule states that the translation should be coherent with or acceptable in the receiver's situation, that is , it should conform to the conventions established in the target culture for the text type in question” (Nord : 108).

**Culture** is the third element in the skopos theorie . Vermeer’s concept of culture is built on a definition of culture made by Heinz Gohring which is :

“Culture is whatever one has to know , master or feel in order to judge whether or not a particular form of behaviour shown by members of a community in their various roles conform to general



expectations, and in order to behave in this community in accordance with general expectations unless one is prepared to bear the consequences of accepted behavior. ( cited and translated by Nord:33). It closes the circle of the theory because it is highly integrated with both the ST and TT situations and consequently effective in translation (i.e. a translator should understand the ST culture before translation in order to transfer the same effect of the ST in the TT situation. On the other hand, if the translator behaves semantically in translating a specific ST, using certain cultural characteristic, the TT resulting will not have the same effect in the TT readership and the skopos of translation will not be carried out then. That is why “transcultural action of communication across cultural barriers has to take account of cultural differences with regard to behavior, evaluation and communicative situations” (ibid:33). According to Hatim and Mason, a translator should be well- aware of the culture phenomena during his translation process. He states that :

“ Thus the translator’s inter-cultural judgement is inevitably brought into play in attempting to perceive and rely these extra layers of meaning. Indeed , one might define the tasks of the translator as a communicator as being one of seeking to maintain coherence by striking the appropriate balance between what is effective (i.e. will achieve its communicative goal) and what is efficient (i.e. will prove least taxing on users’ sources) in a particular environment , for a particular purpose for particular receivers. ( Hatim and Mason, The communicator, 12 , cited in Tawfik: 2003)

Moreover, Hervey & Higgins (1992:47) add that “ the inevitable relationship any text bears to its neighbours in the SL culture can cause translators notable problems. If the ST is an utterly ‘average’ specimen of established SL genre, the translator may be obliged to produce a similarly unoriginal TT”. This may include some difficulties for the translator because it obliges the translator to “identify a TL genre that closely corresponds to the genre of the ST . Such correspondence are , at best, approximative and may sometimes be non-existent” (ibid).

The translator should , therefore, consider the translation process generally, for its appropriateness, with its different situations prior

to thinking about the loyalty in producing an equivalent product. The problem of culture and its effect on the translation process will be discussed in more details in the following chapter.

## **4.2. Appropriate strategies for translating phrasal verbs and Idiomatic expressions**

### **Translation Strategies**

In the light of communication and the importance of the relationship between the sender of translation and audience who is to receive the content of translation, (Nida:1981) attempts a resolution for translation equivalence. He argues, “No analysis of communication can be complete without the thorough study of the role of the receptors of the message”. (9) Then (Nida: 1999) put forth the term ‘*dynamic equivalence*’ which compares the relationship between ST setting and TT setting since “the readers of a translated text should be able to understand and appreciate it in essentially the same manner as the original readers did” (118). (Newmark:1988) also argues that “communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original”(39). (Bassnett and Lefevere:1990) further assert that “translator cannot be the author of the source language text , but as the author of the target language text he has a clear moral responsibility to the target language readers”(56).

The same idea is also elaborated by Newmark (1988:18) in a different way as he differentiated between *translation methods* and *translation procedures* , strategies in the present paper. He states that “while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language”. Then he summarizes the variant methods of translation as:

- a. “*Word-for-word translation*: in which the SL order is preserved and the words translated singly by their most common meanings, out of context.
- b. *Literal translation*: in which the SL grammatical constructions are converted to their nearest TL

- equivalents, but the lexical words are again translated singly, out of context.
- c. *Faithful translation*: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- d. *Semantic translation*: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.
- e. *Adaptation translation*: which is the freest form, and it is used mainly for plays and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- f. *Free translation*: it produces the TL text without the style , form or content of the original.
- g. *Idiomatic translation*: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- h. *Communicative translation*: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership" (ibid:45-47).

### 4.3. Models of applications

#### 4.3.1. Phrasal verbs translation and studying exercises:

#### *Phrasal verbs - Alphabetical List – B*

<i>Phrasal Verb</i>	<i>Meaning</i>	<i>Example</i>
<i>back away</i>	<i>Move backwards, in fear or dislike</i>	When he saw the dog, he <b>backed</b> away. Translation ..... .....
<i>back down</i>	<i>Withdraw; concede defeat.</i>	Local authorities <b>backed down</b> on their plans to demolish the cinema. Translation ..... .....
<i>back off</i>	<i>Retreat, abandon an intention.</i>	The thugs <b>backed off</b> when they saw the police. Translation ..... .....
<i>back out</i>	<i>Withdraw from an agreement.</i>	We made a deal. You can't <b>back out</b> now! Translation ..... .....
<i>back up</i>	1) Give support or encouragement 2) make a copy of (file, program...)	1) If I tell the boss we've got too much work, will you <b>back me up</b> ? Translation ..... 2) It is recommended to <b>back up</b> all files. Translation ..... .....
<i>bail out</i>	1) Pay money to secure someone's release 2) Rescue from financial difficulties	1) When he was arrested, his family refused to <b>bail him out</b> . Translation ..... 2) The government <b>bailed out</b> the bank. Translation ..... .....
<i>band together</i>	<i>Unite in a group.</i>	Consumers <b>banded together</b> to protest against the measures. Translation ..... .....
<i>bank on</i>	<i>Base your hopes on something/someone.</i>	Don't forget the date. I'm <b>banking on</b> your help. Translation ..... .....

<b>bargain for</b>	<b>Expect; be prepared for.</b>	<i>The interview was more difficult than he had <b>bargained for</b>.</i> Translation ..... .....
<b>bear out</b>	<b>Confirm</b>	<i>The other witnesses will <b>bear out</b> my testimony.</i> Translation ..... .....
<b>bear with</b>	<b>Be patient.</b>	<i>Please <b>bear with</b> me please while I finish my explanation.</i> Translation ..... .....
<b>beef up</b>	<b>Improve or make more substantial</b>	<i>He <b>beefed up</b> his presentation with diagrams and statistics.</i> Translation ..... .....
<b>black out</b>	<b>Faint; lose consciousness</b>	<i>When he fell off the horse, he <b>blacked out</b>.</i> Translation ..... .....
<b>block off</b>	<b>Separate using a barrier.</b>	<i>The area was <b>blocked off</b> during the demonstration.</i> Translation ..... .....
<b>blow up</b>	<b>1) Explode. 2) Be destroyed by an explosion.</b>	<i>1) The terrorists said the bomb would <b>blow up</b> at 9 o'clock.</i> Translation ..... <i>2) The car <b>blew up</b> but luckily there was nobody in it.</i> Translation ..... .....
<b>boil down to</b>	<b>Be summarized as</b>	<i>The problem <b>boils down</b> to a lack of money.</i> Translation ..... .....

boot up	Start a computer by loading an operating system or program.	<p>Just give me a few minutes to <b>boot up</b> the computer.  <i>Translation</i></p> <p>.....</p> <p>.....</p>
break away	Escape from captivity.	<p>A few horses <b>broke away</b> from the paddock.  <i>Translation</i></p> <p>.....</p> <p>.....</p>
break down	<p>1) Go out of order, cease to function.</p> <p>2) Lose control of one's emotions.</p>	<p>1) John's car <b>broke down</b> on the way to the airport.  <i>Translation</i></p> <p>.....</p> <p>.....</p> <p>2) The parents <b>broke down</b> when they heard the bad news.  <i>Translation</i></p> <p>.....</p> <p>.....</p>
break (sth) down	Divide in smaller or simpler parts.	<p>The lesson will be easier to learn if you <b>break it down</b> into small sections.  <i>Translation</i></p> <p>.....</p> <p>.....</p>
break into	Enter by force.	<p>The burglars <b>broke into</b> the house around midnight.  <i>Translation</i></p> <p>.....</p> <p>.....</p>
break off	<p>1) Stop, discontinue</p> <p>2) Stop speaking</p>	<p>1) It was decided to <b>break off</b> diplomatic relations with that country.  <i>Translation</i></p> <p>.....</p> <p>.....</p> <p>2) She <b>broke off</b> in the middle of a sentence.  <i>Translation</i></p> <p>.....</p> <p>.....</p>
break out	Start suddenly.	<p>Rioting <b>broke out</b> as a result of the strike.  <i>Translation</i></p> <p>.....</p> <p>.....</p>
break out of	Escape from a place by force.	<p>Three prisoners <b>broke out of</b> jail.</p>

**Choose the correct preposition between brackets in the following sentences:**

1- When he saw the dog, he **backed** ( in -away- out - into).

2- Local authorities **backed** (into - down-for - by) on their plans to demolish the cinema.

3- The thugs **backed** ( of - off- for into ) when they saw the police.

4- We made a deal. You can't **back** (in - out - of - for ) now!

5-

1) If I tell the boss we've got too much work, will you **back** me ( in - up - into -for ) ?

2) It is recommended to **back** (by - to- up- - out) all files.

6-

1) When he was arrested, his family refused to **bail** him ( in- out- into out of) .

2) The government **bailed** (out- to - for- by) the bank.

7- Consumers **banded**( inside- together - for-outside) to protest against the measures.

8- Don't forget the date. I'm **banking** (to - on - at - in) your help.

9-The interview was more difficult than he had **bargained**(by- for - in - at) .

10- The other witnesses will **bear** (for- out - by -into) my testimony.

**Translate the following Arabic sentences into English using English proverbs mentioned in the previous section:**

	1- انهار عند سماع نبأ مؤسف
	2- تراجع وفر خانفا
	3- تنازلت السلطات عن هدم السينما
	4- عاد أدراجه - تقهقر
	5- تراجع في قراره ش
	6- يساعد زميله في العمل ويدعمه

	7- يعمل نسخة احتياطية للملفات
	8- يقوم بكفالة شخص حتى لا يحبس
	9- انقذت الحكومة البنك من الإفلاس-
	10- يتحدوا معا في مجموعة
	11- أن تضع آمالك على شخص ما
	12- كان الأمر أصعب مما توقعت
	13- يؤكد الشاهد أقوال المتهم
	14- من فضلك أصبر قليلا
	15- لقد دعم المحاضرة بالصور التوضيحية
	16- لقد أغمى عليه عندما صدمته السيارة
	17- سد الزحام الطريق
	18- أكد المتهم أن القنبلة سوف تنفجر بعد 24 ساعة
	19- لم يكن بالسيارة أحد عندما انفجرت
	20- تتلخص مشكلته في احتياجه للمال

#### 4.3.2. Models of translation exercises performed by students

laugh off	يستخف بشيء
lay off	يطرد
leaf through	يقلب الصفحات بسرعة
leak out	تتسرب
leave out	يستبعد
let down	يخذل
light up	يضئ
line up	يصف
live through	تجربة شيء
liven up	ينعش
log in/on	دخول
تسجيل الخروج	log off
يعتني ب	look after



look ahead	يفكر في المستقبل
look back on	يتذكر الماضي
يستصغر من شأن شخص ما - يحتقره	look down on
look into	يبحث عن
look on	منفرج
يبحث عن	look for
look forward to	يتطلع إلى
lose out on/to	يخسر
laugh off	يستهزأ
lay off	يطرد
leaf through	يقلب الصفحات بسرعة
يتسرب الماء - الغاز	leak out
leave out	يستبعد
يخذل	let down
light up	تفرح
line up	يصف
live through	يعيش تجربة
liven up	ينعش
log in/on	دخول
log off	خروج
look after	يعتني
look ahead	يفكر في المستقبل
look back on	يفكر في الماضي
look down on	يحتقر/ يستصغر
look into	يبحث في

look on	يبحث في
look for	يبحث عن
look forward to	يتشوق
look up to	يمتثل له
lose out on/to	يخسر

make fun of	يسخر من
make off with	يسرق
make up	يصنع/يبتكر
make up (with)	تصالح
make up for	عوض عن
mark down	رخص الشيء
miss out (on)	خسر فرصة
mix up	خلط مابين شخصين
move in	وصل الى
move out	ترك عمله لعمل آخر
nail down	يزل لسانه
name after	سمي على اسمه
narrow down	تقرب الى
nod off	نام
nose about/around	يستكشف
note down	يكتب ملاحظات
يسخر من	make fun of
make off with	يسرق
make up	يتصالح
make up (with)	يتصالح مع
يعوض	make up for
mark down	رخص الشيء
تفوته الفرصة	miss out (on)
mix up	خلط مابين شخصين
ينتقل لبيت جديد	move out
move out	ينتقل لعمل جديد
يأخذ الخلاصة	note down
name after	سمي على اسمه
narrow down	تقرب الى
ينام امام التلفزيون	nod off
nose about/around	يستكشف
يدون	note down
opt out	
own up	

**Student 2**

pass away	يموت
pass on	ينقل
pass out	يغمى عليه
pay back	يعوض
pick on	يعتدي
pick out	يختار
pick up	يتعلم
pick up	يختار
play up	عدم شعور بالارتياح
play up	الشعور بالألم
play down	تصغير
pop across/over/ down/out	يعبر
pop in	زيارة خاطفة
pop up	يحدث
pull through	تعدى أزمة
put away	يبعد
put back	يرجع
put off	يؤخر
put on	يلبس
put on	يشغل
put out	يطفي
put (yourself) out	تخرج نفسك من شيء
put (something) out	يخرج شيء
put through	يوصل الخط
put up	يتحمل
put (someone) up	يحمل أحدهم
put up with	يتحمل أحدهم
pick up	يرفع

ease off/up	يخف
egg on	يحرص على أمر سئ
embarked on	يدخل في نشاط يؤدي به للشهرة
end in	ينتهي في
end up	يكون مصيره سئ
even out	يجعل الطريق متساوي
explain away	يشرح
face up	يواجه الأمر الصعب ويتقبله
fall apart	يتداعا
fall back on	يتأخر في
fall behind	يتأخر دراسيا
fall through	فشلت
figure out	العثور على الجواب
fill in for	يحل محل شخص غائب بشكل مؤقت
fill out	أكمل
find out	اكتشف
fire away	يسأل بسرعة
fire back	يرد على
fit in (with)	يتفاهم مع
fix up	يصلح المقاعد ويجدها
fizzle out	تداعا مع الوقت
focus on	يركز على أمر معين
fold in	أخط
freak out	يجزع
frown on/upon	يعارض
fuss over	يهتم بشخص اهتماما مبالغ فيه

ease off/up	يخفف
egg on	يحرص على أمر سيئ
embark on/upon	يدخل في نشاط يؤدي به للشهرة
end in	ينتهي إلى
end up	يكون مصيره سيئ
even out	يجعل الطريق متساوي
explain away	يشرح
face up (to)	يواجه الأمر الصعب ويتقبله
fall apart	يتداعا
fall back on	يتأخر
fall behind	يتأخر
fall through	يتداعا
figure out	يكتشف
fill in for	يحل محل شخص غائب بشكل مؤقت
fill out	أكمل
find out	يعرف
fire away	يسأل بسرعة
fire back	يرد على
fit in (with)	يتفاهم مع
fix up	يصلح المقاعد ويجدها
fizzle out	تداعا مع الوقت
focus on	يركز على
fold in	يخلط
freak out	يجزع
frown on/upon	يعارض
fuss over	يهتم بشخص اهتماما مبالغ فيه

**Fill in the following Table with suitable translations**

		يتكيف مع
-	Give away	يعطي
		يتناسب في الشكل واللون
	Go away	أذهب بعيدا
	Get away	أبتعد
		يترك عادة سيئة
		يخوض تجربة يمر بأزمة
	Get about	التعامل
	Get around	التحرك
	Get together	نجتمع
	Go together	نذهب معا
	gloss over	يتستر على
		يتفق في الرأي
		يعود إلى المدرسة
	Get on with	يتفق مع
	Get on well with	يتفق مع
	Grow up	ينمو
		يخرج
		يخرج مع شخص
	Give up	يبأس
		يخرج لحضور مناسبة اجتماعيه
		يتكيف مع راتب منخفض
		يمثل لرغبات الشعب
		اختفت البقعة
	Go through	يمر بي
		يتحرك خصيصا لشيء (كرة القدم مثلا)
		وجد الوقت المناسب لبدء العمل
		يركب القطار
		ينزل من القطار
deal with		1-يجيد مديرنا التعامل مع كافة العملاء
decked out		2-ارتدت الفتيات ملابس رائعة في الحفل
decked out		3-ازدانت قاعة الحفل بالورد الجميلة
die down		4-بدأ المطرب في الغناء عندما خفت التصفيق
dig into		-وضع يده في جيبه ليخرج الجوال
		-حان الوقت لالنتهاء من الأعمال المتركمة

	-يجب على والدي سحب شئ من مدخراته لصيانة المنزل. 5- حاول العمال اقتلاع الشجرة من جذورها -تحاول الكثير من الصحف كشف المستور
dish out	6-لقد قضى وقته في توزيع كروت الحفل
dispense with	7-لابد من عمل نسخة الكترونية من العقد لأنهم قرروا عدم التعامل بالنسخة الورقية وحدها
do away with	8-قررت أمي التخلص من (رمي) الأشياء القديمة
do over	9-نحتاج لإعادة طلاء المنزل وصيانتته
do up	10- أحسنت يا عمر فانت الآن تستطيع ارتداء الزي المدرسي بمفردك
do without	11- أغلقت المحلات لذا لن نتمكن من شراء السكر الآن (نمضي دون كذا...)نستغني عنه
drag on	12- لقد طالبت الخطبة أكثر مما توقعنا
drag out	13- دعنا نتخذ قرارا ولا نطيل المناقشة أكثر من ذلك
	-انتزعت الشرطة الاعتراف من المجرم انتزاعا
draw up	14- أبرم هذا العقد بين شركتين
dress up	15- على الحاضرين ارتداء ملابس أنيقة في الحفل -يجب الأطفال التنكر في الحفلات
drift apart	16- كنا أصدقاء طفولة إلا أننا افترقنا في مرحلة الجامعة
drift off	17- جلس الطفل في هدوء بينما ثم غلبه النعاس
drive at	18- ما الذي تريد أن تدخله في أذهان التلاميذ؟؟
drop behind	19- أخذت مبيعاتنا مركزا متأخرا بين منافسينا
drop in	20- غالبا ما أمر على منزل جدتي أثناء عودتي من المدرسة
drop off	21- هل تحب أن أخذك في (أوصلك لمكان ما) طريقي لمحطة الفطار -عادة ما يغلب النوم الأطفال أمام التلفاز
drop out	22-قرر الالتحاق بكلية عملية ولكن تركها قبل الانتهاء من الفصل الدراسي الثاني
drown out	23-رفع أبي صوت التلفاز حتى يغطي على الضوضاء التي يحدثها الأطفال



## Student2

Phrasal Verb	Meaning	Example
get about/around يتحرك من مكان لآخر ينتشر	1) Move from place to place 2) Spread, circulate	1) <i>It's not easy to get around the city without a map.</i> من الصعب التحرك في المدينة من دون خارطة 2) <i>News of their separation soon got about.</i> انتشر خبر انفصالهما قريباً
get along (with)	Be on good terms / work well with. يتكيف مع	<i>I get along (well) with my mother-in-law.</i> اتكيف جيداً مع حماتي
get at	Imply يحصل على	<i>What exactly are you trying to get at?</i> مالذي تحاول الحصول عليه بالضبط؟
get away	Escape يهرب	<i>The robbers got away in a black car.</i> هرب اللصوص بسيارة سوداء
get by (on) يدبر يتأقلم مع / يتكيف	Manage to cope or to survive.	<i>It's difficult to get by on a low salary.</i> من الصعب التكيف براتب قليل
get down to	Start to actually do something.	<i>It's time to get down to some serious work!</i> حان الوقت للبدء جدياً بالعمل
get in	Enter يدخل	<i>How did the burglar get in?</i> كيف دخل اللص
get into (+ noun)	Enter يدخل	<i>How did the burglar get into the house?</i> كيف دخل اللص الى البيت؟
get off	1) Leave (bus, train, plane). ينزل من 2) Remove from something. يزيل	1) <i>Get off the bus at Trafalgar Square.</i> نزل من الباص في ساحة ترافالجر 2) <i>She's trying to get off the stain.</i> تحاول ازالة البقعة
get on يركب	Board (bus, train, plane)	<i>You can pay when you get on the bus.</i> بإمكانك ان تدفع عندما تركب بالباص
get on with يستمر بعمل شيء	Continue to do something / make progress	<i>Be quiet and get on with your homework.</i> اهدأ واستمر بعمل واجبك
get on (well) with ينسجم مع شخص	Have a good relationship with	<i>I get on very well with my colleagues.</i>

		لدي علاقة طيبة جدا مع زملائي
get out يخرج	Leave	How did he <b>get out</b> ? كيف خرج؟
get out of (+noun)	Leave	How did he <b>get out of the house</b> ? كيف استطاع الخروج من المنزل؟
get out of (+verb) يتصل من	Avoid doing something يتجنب مساعدة الآخرين	Some husbands manage to <b>get out of doing any housework</b> . يتمكن بعض الأزواج التنصل من عمل اية اعمال منزلية
get over من يتعافى	Recover from (illness, disappointment)	Charlie had the 'flu but he <b>got over it</b> . اصيب تشارلي بالرشح ولكنك تعافى منه
get rid of من يتخلص	Eliminate	It's difficult to <b>get rid of old habits</b> . من الصعب التخلص من العادات القديمة
get round (to) يجد الوقت المناسب ليفعل شيء ما	Find the necessary time to do something.	I finally <b>got round to making the list that I promised</b> . اخيرا وجدت الوقت المناسب لعمل القائمة التي وعدت بها
get together يجتمع	Meet each other	Let's <b>get together for lunch one day</b> . دعنا نجتمع على الغداء يوما ما
get up ينهض	Rise / leave bed	I usually <b>get up at 7 o'clock</b> . انهض من الفراش عادة الساعة 7 صباحا
give away	1) Give something free of charge. يتبرع 2) Reveal something. كشف	1) He <b>gave away most of his paintings</b> . تبرع بجميع لوحاته ببلاش 2) The names of the witnesses will not be <b>given away</b> . لن يتم الكشف عن اسماء الشهود
give back يرجع الشيء لصاحبه	Return something to its owner.	He promised to <b>give back the money he borrowed</b> . وعد بإرجاع النقود التي اقتترضها لصاحبها
give in / يمتثل ل / يستسلم	Accept defeat; surrender	The authorities refused to <b>give in to the demands of the population</b> . رفضت السلطات الامتثال لطلبات الشعب
give over يترك عادة سينة!	Stop doing something irritating.	<b>Give over complaining!</b> It doesn't help at all! توقف عن الشكوى فلن تساعدك على الاطلاق

give up	1) Stop doing something. يقلع عن 2) Stop trying to do something يحجم عن/ يتوقف عن المحاولة	1) Sarah <b>gave up</b> smoking five years ago. سارة اقلعت عن التدخين منذ خمسة سنوات 2) Have you found the answer? No, I <b>give up</b> هل وجدت الحل؟ لا، توقفت عن المحاولة
gloss over يتستر على	Treat something briefly so as to avoid embarrassing details. يتغاضى عن لتفادي الاحراج بخوض التفاصيل	The director <b>glossed over</b> the recent drop in sales. تغاضى المدير عن الانخفاض المؤخر بالمبيعات
go along (with) يتفق مع/ يقبل	Agree with; accept.	Alex tends to <b>go along with</b> anything his wife says. يميل الكس لقبول أي شي تقوله زوجته
go back يعود	Return	Children <b>go back</b> to school after the holidays. يعود الطلاب لمدارسهم بعد العطلة
go away يغادر/ يترك يختفي	1) Leave a place 2) Disappear / fade	1) We decided to <b>go away</b> for a few days. قررنا مغادرة المكان لعدة ايام 2) The stain still hasn't <b>gone away</b> . لا تزال البقعة لم تختفي
go in يدخل	Enter	There's a bakery. Let's <b>go in</b> and buy some bread. هناك مخبز. دعنا ندخل ونشتري بعض الخبز
go into (+ noun)	Go inside	<b>Go into</b> the bakery and see if they sell croissants. ادخل المخبز وانظر اذا يبيعون كرواسان
go into (+ noun)	Join or enter a profession or organization.	He decided to <b>go into</b> the army when he left school. قرر الانضمام للجيش عندما يترك المدرسة

### 4.3.2. Idiomatic expressions translation and studying exercises

#### Model translations of idiomatic translation by students

Idiom	Translation
• Cry crocodile tears - To pretend to be upset	يسكب دموع التماسيح / يتظاهر بالحزن
• Wolf in sheep's clothing - A person who pretends to be nice but is not	ذئب في جلد حمل / الشخص الذي يتظاهر بأنه جيد ولكنه ليس كذلك
• Birdbrain - Someone who is not very smart	مخه ناشف / ليس بالشخص الذكي
• For the birds - Something that is not worth anything	أمر تافه / لا يساوي شيئاً
• Goose is cooked - Now you're in trouble	*ورطتك ورطة / لقد وقعت في مشكلة كبيرة
• Bee in her bonnet - She is upset	مش على بعضها / تبدو منزعة
• Make a mountain out of a molehill - Make something that is not important into a big deal	بيعمل من الحبة قبة / كثير موضوعاً لا يستحق الاهتمام
• You can't teach an old dog new tricks - It's harder for older people to learn new things	بعد ما شاب ودوه على الكتائب / كيف أغير شيئاً كبير عليه الصغير وشاب عليه الكبير؟
• Hot dog - A person doing athletic stunts that are dangerous	العاب بهلوانية سريع الحركة / يمارس العاباً بهلوانية خطيرة
• A little birdie told me - Someone told me a secret	شخص ما أخبرني أسر لي أحدهم بسر
• Doggy bag - A bag to take home leftovers from a restaurant	لم يتبقى إلا الفتات / رجع بخفي حنين
• Raining cats and dogs - It is raining very hard	جابت سمك البحر تمطر بغزارة
• Cat got your tongue? - Why aren't you talking?	القطة سحبت لسانك؟ / لماذا لا تتكلم
• Speak your mind - Say what you really feel	قل ما تريد عبّر عما في داخلك
• Curiosity killed the cat - Asking may get you in trouble	الفضول قتل الهرة / من تدخل فيما لا يعنيه لقي ما لا يرضيه
• Let the cat out of the bag - Tell a secret	هات ما في جعبتك / أخبرنا بالسر

• Horse of a different color - Something that is different	شتان ما بين هذا وذاك / شيء مختلف تماما
• Get off your high horse - Quit thinking you are better than others	إنزل عن الفرس / من تواضع لله رفعه
• Hold your horses - Wait a minute	عليك بالصبر / انتظر قليلا
• Fish out of water - Being somewhere you don't belong	حدث ما لم نتوقعه / تجري الرياح بما لا تشتهي السفن
• The icing on the cake - Something additional that turns good into great	اضافات الشيء اللذي يُجَمِّل الموضوع
• Kettle of fish - Something is completely different	شتان ما بين الثرى والثريا
• Give it a shot - Try	ادلّ بدلوك حاول/ جرب
• Be in the same boat - Be in the same situation	نحن في نفس القارب كلنا في الهَمِّ شرقى
• See eye to eye - Agree	اتفقتا
• Call it a day - Time to quit	استوت الامور قد حان وقت الرحيل
• A piece of cake - Very easy	سهل جدا
• Give someone the cold shoulder - Ignore someone	يدير له الظهره يتجاهله
• Have second thoughts - Have doubts	عندي شكوك
• Get your act together - Behave properly	حسنِ افعالك / تصرف بعقلانية
• Slipped my mind - I forgot	*طارت الفكرة من رأسي نسيت
• I'm all ears - You have my undivided attention	كلي أذان صاغية
• Cross your fingers - For good luck	يفرك يديه فرحاً
• Be second to none - Be the best	فريد من نوعه
• A grey area - Something unclear	الحالة رمادية / الأمور مختلطة
• Out of the blue - With no warning	لا غير المتوقع / دون مقدمات
• Draw a blank - Can't remember	نسي كل شيء / لا يستطيع التذكر
• Have a shot at - Have a chance	*ضربة العمر اذا هبت رياحك فاعتنمها فرصتك
• Play it by ear - Improvise	يرتجل الأمور بشكلها الطبيعي

• A basket case - A crazy person	نقرر ميدانياً / وعاء فارغ / شخص قليل العقل
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Idiom	Translation
Food idioms	=* بالفلسطيني
1- “Apple of eye”	*ننة العين / *بيو العين/ حبيب القلب
2- “butter someone up”	*يتذبذب / ينافق
3-“To be full of beans”	*شعلة / * دينمو/ كله طاقة وحيوية
4-“A piece of cake”	*زي المي / سهل جداً
5-“Llike hot cake”	*بمشي زي كعك العيد / بنباغ بسرعة قياسية

Body Parts Idioms	
1-“To twist someone’s arm”	*مسكه من ايديه الموجعة /يستغل حاجته لشيء ما
2-“Back to back”	*الشباك في الشباك / منازل مكتظة
3-Behind someone’s back	*من ورااي؟ / يفعل شيئا دون علم آخرين
4-The shirt off someone’s back	*اللقمة اللي بقمه مش إله / كريم ويتبرع بكل شيء
5-To scratch someone’s back	*حكلي بحكك / بتساعدني بساعدك
Money idioms	
1-“Money talks”	*الغني بقله / اللي معه فلوسه بنت السلطان عروسه
2-“A penny for your thoughts”	*وين سارح؟/ مين اللي ماخذه عقلك؟/ ما الذ بيشغل فكرك؟
3-“The penny drops”	*بلعب بالمصاري لعب / عنده ملايين
4-“Dirt poor	* على الحديده / فقر مطفح
5-“Pay your way”	*عشرة حلبيه / كل واحد يدفع من جيبه
Sports Idioms	
1-“To get the ball started”	*خلينا نسلِّك / خلينا نبدأ
	*خلي عينيك مفتوحة / كن يقظاً

2-“To keep your eye on the ball”	
3-“To be on the ball”	*لَمَّاح / *بفهمها على الطائر/ اللبيب بالإشارة يفهم
4-“To play ball”	*اربط الحمار زي ما حكاك صاحبه/ نَقِّذْ ثم ناقش
5-“To let the side down”	*خيبت أمني فيك / *فضحتنا / يا خسارة
<b>Transport Idioms</b>	
1-“On your bike”	*فرجيني عرض كتافك/ *احلق / مع السلامة
2-“To be in the same boat”	*الحال من بعضه / كلنا في الهم شرق
3-“To have a face like a back end of a bus”	* وجهه زي القرد / كالح الوجه
4-Flight of fancy”	*لما ينوّر الملح/ *في المشمش/ في الأحلام
5-“Hit and run”	*الشراة تلتين المراجل / اضرب واهرب
<b>Time Idioms</b>	
1-“The early bird catches the worm”	* من سرى باع واشترى/ *اربط بدري بتحل بدري /
2-“To do time”	*خريج سجون / من اصحاب السوابق
3-“Take your time”	*أقل من على مهلك / خذ راحتك
4-“On the dot”	*على الدقة والميزان / بالضبط
5-“To pass time of a day”	*نسولف(نتحدث من أجل الحديث) / نقلت الوقت
<b>Shopping Idioms</b>	
1-“To shop till you drop”	*لفينا لما وقعن اجرينا / تسوقنا حتى أرهقنا
2-“Shopping therapy”	*تغيير جو/ *شمة هوا / نقاهة
3-“To shop lift”	*ايداه خفيفة / نشال/ معتاد على سرقة المحلات
4-“To shop around”	*نلف لفة / ننزل نتسوق
5-“To buy the farm”	*وَدَّع / * أعطاك عمره / رحل

<b>Weather Idioms</b>	
1- “Every cloud has a silver lining”	*إن خليت بليت . ما من احد يخلو من الخير
2- “ To look as black as thunder”	*وَلَّعت معه . استشاط غضبا
3-“ An ill wind”	*أحينا تنكسر رقبة جمل عشان عشوة واوي/ مصانِب قوم

<p>4-It's raining cats and dogs! 5-Red sky at night, shepherd's delight. Red sky in morning, shepherd's warning</p> <p style="text-align: center;"><b>Animal idioms</b></p>	<p>لقوم فواند *جايت سمك البحر / تمطر بجزارة *إن قوست باكر احمل عصاك وسافر وان قوست عصرية دورك على مغارة دفية</p>
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1-“ Bark worse than bite”	*مو شاطر غير بالحكي/ يقول ما لا يفعل
2-“ To have ants in your pants”	*يلعب الفار في عبي / غير مطمئن لأمر
3-“ To kill two birds with one stone”	*بنصيد عصفورين بحجر/ نحقق هدفين بجهد واحد
4-“ I always have a cat nap after lunch”	*بغفي غفوة/ عادة ما أخذ غفوة بعد الغداء
5-“ A shaggy dog story”	*خراريف فاضية/كلام لا يُصدّق
<b>Clothes Idioms</b>	
1-“ Alex wore his best bib and tucker when he got married”	*لابس اللي على الحبل / متزين بأجمل الثياب
2-“ She got very hot under the collar when I told her someone had scratched her car”	*صارت زي الحبة في المقلّي / استشاطت غضباً
3-“ In her mini skirt and short tank top, she looked like mutton dressed as lamb”	*لابسة زي بنت 14/ في لباسها العصري بدت كبنت في أول عمرها
4-“ I've been doing this job for so long it's all old hat now”	*هذا الشغل ابو عن جد/ عملي هذا قديم توارثناه كجزء منا
5-“ He always works so hard on his English, you have to take your hat off to him”	*صحتين! تعب كثير على نفسه / رجل جاد يستحق كل الإحترام
<b>Colour Idioms</b>	
1-“ When I told them I was leaving, they looked as black as thunder”	عندما أخبرتهم بأني مغادر ، صاروا يرغوا ويزيدوا
2-“ I decided not to go shopping because I felt a bit off colour”	قررت عدم الذهاب للتسوق لشعوري بو عكة
3-“ Don't leave him unsupervised, he's a bit green”	*لا تلفته لأنه لساته عود أخضر / لا تتركه لأنه لم يشتد عوده بعد
4-“ All those people who bought a new Toyota have bought a lemon”	كل الذين يشترون سيارة تويوتا هم يغامرون بكوم من الحديد
5-“I'd like to set up my own business, but there's too much red tape”	أود تأسيس شغلي الخاص لكن الأمر أصبح روتين قاتل



<b>Eating Idioms</b>	
1-“ I enjoy meeting my friends to chew the fat”	أستمتع بلقاء أصدقائي من أجل الدردشة
2-“ He has terrible table manners, he eats like a pig”	*ضرسه طيب / شره / عنده عادات سيئة في الطعام
3-“ He's always stuffing his face. No wonder he's so fat”	يأكل بطمع وشرهة
4-“ I never liked her, she was always sucking up to the boss”	*بتتذذب / لم أحبها في حياتي، لأنها دائما تتعلق للمسؤول
5-“ She has a very healthy appetite, she eats like a horse”	* بتوكل زي الفردة الوالدة / صحتها ممتازة فهي تأكل كاتنتين

<b>Education Idioms</b>	
1-“ She always copies my work, she's such a copycat”	هي دائما تنسخ أعمالي وتقلدها كالبيغاء
2-“ They called her a swot because she was always reading books”	*نحيه / كثيرة الدراسة
3-“ To teach an old dog new tricks”	*بعد ما شاب بعثوه للكُتَاب / من الصعب التعلم في سن متأخره
4-“ I hit him hard on the nose. That taught him a lesson”	علمته درس عمره ما بينساه
5-“ I studied at the University of Life”	علمتني الحياة

<b>Election Idioms</b>	
1-“ Election fever”	حمى الإنتخابات
2-“ I told her that if she didn't like the job she could always vote with her feet”	أخبرتها إن لم يعجبها العمل فبإمكانها الإنسحاب
3-“ Throw in the towel”	رفع الراية البيضاء

4-“ The expenses scandal is a political hot potato”	فضيحة
5-“ Politicians always talk a load of hot air”	السياسيون دائما يطلقون كلاما في الهواء

Entertainment Idioms	
1-“ She started off sorting the mail, but now she's running the show”	بدأت كعاملة بسيطة ولكنها الآن تدير المؤسسة
2-“ Her acceptance speech really stole the show”	خطابها خطف الأضواء
3-“ I've got a terrible cold, but I've got to go to work. The show must go on”	أعاني من نزلة برد ولكن علي العمل لإبقاء الأمور مستمرة
4-“ Our television is a museum piece, but it still works.”	جهاز التلفاز خاصتنا أثري لكنه ما زال يعمل
5-“ He never got over his reputation of being the class clown”	لا يتخلى عن شهرته كمهرج للصف

Idioms about Jobs and work	
1-“ After the meeting there was blood on the carpet”	*في رروس يدها تطير / بعد الإجتماع هناك قرارات صعيه
2-“ We finished the project on time, but only because I really cracked the whip”	*خلصوا الشغل بالعصاه / أنهينا في الوقت المحدد لأنني أشهرت سيفي
3-“ I nearly crashed the car this morning, it was a close shave”	*نفدنا من تحت السكين / كنت على وشك تحطيم السيارة لأنني كنت على حافة لخطر
4-“ Anita Roddick is a big cheese in Body Shop”	*هي رقم واحد / شخصية هامة
5-“ If you want to set up your own business you have to be ready to be chief cook and bottle washer”	*اللي بيتعب على حاله بوصل / من أراد بلوغ القمة فعليه أن ات يتكبر على شيء
Idioms about life and death	
1-“ Over my dead body”	*على جثتي / لن أسمح بمرور ذلك مهما كان الثمن
2-“ At death's door”	*على حفة قبره / دنا أجله
3-“ Death wish”	بتمنى الموت
4-“ The honeymoon is over”	*راح المزح وأجه الجد / ولت أيام التساهل
5-“ A dog's life”	*زني عيشة الكلاب / عيشته صعبة جد

<b>Idioms about numbers</b>	
1-“ A bird in the hand is worth <b>two</b> in the bush”	*عصفور بايديك ولا حمامة طائرة / عصفور في اليد خير من 10 على الشجرة
2-“ She's been saying she has one foot in the grave for years now”	تقول أنه أجله قد اقترب
3-“ One good turn deserves another”	•اللي بيطلع عليك بعين اطلع علي بالعينتين /ما جزاء الإحسان الا الإحسان
4-“ I was all at sixes and sevens, I didn't have a clue how to do it”	كنت مش على بعضي / وقع في حيص بيص
5-“ The town I grew up in was a one-horse town. I couldn't wait to move”	البلدة التي سكنت فيها كانت صغيرة جدا
<b>Seasons Idioms</b>	
1-“ I prefer to think I'm entering the autumn years”	أيقنت أنني في خريف عمري
2-“ I was full of the joys of spring”	مليء بالحيوية والنشاط
3-“ He disappeared in the dead of winter”	اختفى في عز الشتاء
4-“ They were obviously suffering from spring fever”	مأثر عليهم الطقس
5-“ After all, one swallow doesn't make a summer”	*مش كل مرة بتسلم الجرة
<b>Room Idioms</b>	
1-“ To hit the <b>ceiling</b> ”	*ضرب في السقف / استشاط غضبا
2-“ To get a foot in the <b>door</b> ”	فرصة العمر/ فرصة ذهبية
3-“ To fly off the <b>handle</b> ”	استشاط غضبا
4-“ Throw in the <b>towel</b> ”	رفع الراية البيضاء
5-“ the handwriting was on the wall.””	حظه معثر
<b>Building Idioms</b>	
1-“ She is always building castles in the air and is very unrealistic.””	تبني قصورا في الهواء
2-“ To knock one`s head against a brick wall ”	كناطح صخرة ليوهنها فلم يضره وأوهى قرنه الوعل
3-“ Giving the banks billions of dollars, is like closing the stable door after the horse has bolted”	*رايح على الحج والناس راجعة / فات الأوان
4-“ Her blindness was the elephant in the room”	حاطة راسها بالرمل

5-“Since his divorce he has really gone through the mill.””

راح بالرجلين / منذ طلاقه أصبح في وضع لا يحسد عليه

## 5. Results and Recommendations

The trainees in this training course admitted that they enjoyed translating simple sentences in which phrasal verbs are used as well as their ability to remember phrasal verbs better especially with additional exercises in translating them both ways (from English into Arabic and vice versa) as well as traditional language exercises. They admit that they became more capable of doing the following:

- Translation into Arabic
- Translation into English
- Comparing similar phrasal verbs and idioms
- Using both idioms and phrasal verbs in everyday conversations .
- Being able to follow American and British movies in their use of idioms .
- Using idioms in translation into English instead of regular vocabulary.

In the preceding application on different students from different nationalities, different translations are clear because of different cultures. Translation helped trainees to think of equivalent idioms in their cultures by giving cultural translation. Other idioms may not have equivalent cultural idioms are also easily translated by their content that functions equally in both source culture and target culture. Therefore, we can say that translation is useful as a method of teaching idioms and phrasal verbs by translating them in sentences helpful in understanding the real context in which they are used.

Hence, the present paper is an ambitious trial to add to the methods of teaching idioms and phrasal verbs and helping learners to remember them easily. Moreover, this paper hopes also to extend its application to other issues such as facilitating studying and jargon (technical terminology in a variety of fields such as medical, legal, business.... terminology). Finally it recommends application of translation strategies in the same way to teaching all types of terminology by translating real contexts.

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