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كلية الآداب والعلوم الإيبار
جامعة بنغازي
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The Difficulties of Translating English Phrasal Verbs into Arabic,"The Case of Libyan EFL Graduate Translation Students at the Libyan Academy"

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Abstract:

Translating English phrasal verbs into Arabic represents a challenging task for Arabic EFL graduate translation students as it triggers a large number of difficulties. Consequently, this study seeks to explore the difficulties encountering Libyan EFL graduate translation students at the Libyan Academy while translating such verbs into Arabic. As research tools for collecting data, the researchers used a questionnaire, a translation test and multiple-choice questions in order to investigate students' background knowledge of English phrasal verbs, the reasons behind the difficulties of translating these phrasal verbs into Arabic, the difficulties that they face while translating these verbs into Arabic and their possible solutions. The results revealed that the majority of the participants had no difficulties in translating English phrasal verbs into Arabic, particularly the idiomatic ones since the context mostly provided hints about their meanings. However, some students were not familiar with the two of the four used semi-idiomatic phrasal verbs and dealt with them idiomatically. Therefore, they provided irrelevant translations to the source phrasal verbs. In addition, most students committed a large number of grammatical errors in their Arabic translations. Consequently, it is recommended to include Arabic as a compulsory course for MA translation students at the Libyan Academy for Postgraduate Studies. Moreover, since these grammatical errors were committed by most of the participants, it is recommended for Arabic MA translation students who are going to write their dissertations to discuss Arabic grammatical errors and their effects in Translation .

Keywords: : Translating, Phrasal Verbs, Idiomatic, Semi Idiomatic.

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صعوبات ترجمة الأفعال الفعلية من الإنجليزية إلى اللغة العربية، "حالة طلاب الترجمة الليبيين المتخرجين من اللغة الإنجليزية كلغة أجنبية في الأكاديمية الليبية"

أ. الزهراء عبد الحميد رافع،² د. عبد السلام عبد الرحمن الرقاص.

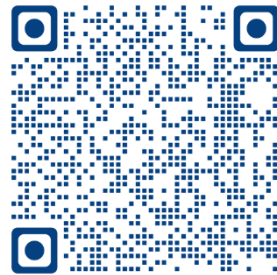
1. معيدة بقسم اللغة الإنجليزية، كلية الآداب والعلوم سلوك.
2. أستاذ مساعد بقسم اللغة الإنجليزية كلية الآداب والعلوم سلوك.

المخلص

تمثل ترجمة الأفعال المركبة من اللغة الانجليزية إلى اللغة العربية مهمة صعبة لطلاب الماجستير العرب بشعبة الترجمة -والذين يدرسون اللغة الانجليزية كلغة أجنبية لأنها تسبب عددا كبيرا من الصعوبات. وبناءً على ذلك، فإن هذه الدراسة تسعى إلى استكشاف الصعوبات التي تواجه طلاب الماجستير الليبيين بشعبة الترجمة أثناء ترجمة هذه الأفعال إلى اللغة العربية. ولعل من المهم الإشارة إلى أن هؤلاء الطلاب يدرسون اللغة الانجليزية كلغة أجنبية بالأكاديمية الليبية للدراسات العليا. وقد استخدم الباحثون الاستبيان واختبار الترجمة وأسئلة الاختيار من متعدد كأدوات لجمع البيانات، وذلك لتحديد معرفة الطلاب الأساسية بالأفعال الانجليزية المركبة إلى جانب الصعوبات التي يواجهونها أثناء ترجمة هذه الأفعال إلى اللغة العربية والأسباب الكامنة وراء هذه الصعوبات وحلولها الممكنة. وقد كشفت النتائج أن غالبية المشاركين لم يجدوا أي صعوبات في ترجمة الأفعال المركبة من اللغة الانجليزية إلى العربية وخاصةً الاصطلاحية منها، حيث أن السياق قدم في الغالب تلميحات حول معانيها. ومع ذلك لم يكن بعض الطلاب على دراية باثنين من الأفعال المركبة الأربعة شبه الاصطلاحية المستخدمة وتعاملوا معها على أنها أفعال اصطلاحية، ولذلك فقد تمت ترجمتها إلى معانٍ أخرى لا تمت للنص الأصلي بصلة. بالإضافة إلى ذلك، فقد ارتكب معظم الطلاب عددا كبيرا من الأخطاء النحوية في ترجماتهم العربية. وبالتالي، فإنه يوصى بإدراج اللغة العربية كمادة إجبارية لطلاب الماجستير بشعبة الترجمة بالأكاديمية الليبية للدراسات العليا. وبما أن هذه الأخطاء النحوية قد ارتكبت من قبل معظم المشاركين، فإننا أيضا نوصي طلاب الماجستير بشعبة الترجمة عامةً والذين على وشك الشروع في كتابة أطروحاتهم أن يناقشوا الأخطاء النحوية العربية في الترجمة.

الكلمات المفتاحية: الترجمة، الأفعال الفعلية، الاصطلاحية، شبه الاصطلاحية.

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1.Introduction

Translation is a vital tool of communication between people all over the world. Generally, it refers to the process of transferring a text from one language into another. As it represents an important and independent field of study, it has been defined by many scholars.

One example is Ghazala, who stated that "translation generally refers to all the processes and methods used to render and/or transfer the meaning of the source language text into the target language as closely, completely and accurately as possible." (1995, p7).

Similarly, Newmark (1988) defined translation as the process of "rendering the meaning of a text into another language in the way that the author intended the text". (p5).

According to the above definitions, we can infer that translation process is concerned with transferring the meaning of a text from one language into another. However, translators may face serious problems when transferring the meanings of some texts into other languages as a result of sev-

eral determinants in translation. According to Ghazala (1995), "Problems of translation are caused by grammar, words, style and sounds of the source language". (p7).

Therefore, grammar is one of the major difficulties in translation. Its difficulty lies in distorting the meaning of the source text when translating the grammatical aspects included in the source language inaccurately to the target language... One of these aspects is English phrasal verbs when translating into Arabic.

According to Cambridge dictionary, the term phrasal verb is defined as "a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts". Such verbs represent a challenge for translation students since their meanings cannot be deduced from their single components and using inaccurate Arabic translation for these verbs will certainly distort the meaning. Hence, this study will seek to investigate the difficulties that encounter Libyan EFL graduate translation students while translating these verbs into Arabic



2.Literature.Review

Translating.English.phrasal.v
erbs.into.a.target.language.is.a.labori
ous.task..A.large.and.growing.body.o
f.literature.has.investigated.this.issu

One.example.is...the.study.co
nducted.by.Handayani.(2019).which.
examined.the.obstacles.that.pose.to.s
tudents.when.translating.English.phr
asal.verbs.and.collocations.into.Baha
sa.Indonesia..Based.on.the.interview,
.the.researcher.found.out.that.there.w
as.a.problem.in.conveying.the.meani
ng.into.the.target.language..This.was.
mainly.due.to.the.difference.between
.English.phrasal.verbs.and.collocatio
ns.and.their.Indonesian.equivalent.w
ords.

Besides,.Yulianto.et.al..(2019
)..investigated.the.translation.quality.
of.the.English.intransitive.phrasal.ver
bs.into.Indonesian.in.the.book.of.Pri
nciple.of.language.Learning.and.Tea
ching,.which.was.written.by.Brown..

A.questionnaire.for.a.group.o
f.teachers.and.students.studying.Engl
ish.was.conducted.to.achieve.the.aim
.of.the.study..This.questionnaire.was.
used.to.rate.the.accuracy.level.and.th
e.readability.level.of.the.Indonesian.t

ranslation....The.accuracy.level.show
ed.that.most.English.sentences.which
.include.intransitive.phrasal.verbs.in.
this.book.were.less.accurate...when.tr
anslated.into.Indonesian,.whereas.the
.other.remaining.sentences.were.divi
ded.into.inaccurate.and.accurate.grou
ps..In.the.readability.level,.similarly,.
most.translated.sentences.were.less.r
eadable.while.the.unreadable.sentenc
es.represented.only.a.small.number..
As.a.result,.there.was.no.readable.se
ntences.

Furthermore,.Chansopha.(202
3).attempted.to.scrutinize.translation.
methods.used.by.62.second.year.stud
ents.majoring.in.English.at.Naresuan
.University.regarding.English.phrasal
.verbs.by.incorporating.literal.and.se
mantic.meanings..To.collect.data,.the
.researcher.used.a.specific.test.based.
on.Becker.(2014)..This.test.required.t
he.participants.to.translate.thirty.Eng
lish.sentences.that.include.thirty.phra
sal.verbs.into.Thai.in.one.hour..More
over,.this.research.utilized.the.classif
ication.of.translation.methods.adopte
d.by.Larson.(1998),.Newmark.(1988
)..Molina.(1998).and.Albir.(1994).for
.the.data.analysis...The.findings.sho



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an.its.literal.counterpart,.indicating,t
heir.understanding.of.the.semantic.an
d.syntactic.characteristics.of.phrasal.
verbs..In.the.same.vein,.Salehipour.
&.Karimnia.(2015).explored.the.tran
slational.methods.used.by.Iranian.M
A.translation.students.when.renderin
g.phrasal.verbs.from.English.to.Persi
an..An.online.quiz.to.check.the.partic
ipants'.background.knowledge.of.phr
asal.verbs.and.a.translation.task.whic
h.required.them.to.translate.sixty.phr
asal.verbs.from.English.to.Persian.in.
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ranian.MA.translation.students.as.ins
truments.for.the.study..To.analyze.th
e.data.of.the.translation.test,.the.rese
archer.used.the.model.of.compound.
verb.translation.strategies.adopted.by
.Sadeghi.(2009).which.includes.litera
l.translation,.approximate.equivalent,
.explanation.and.free.translation...Ha
ving.considered.the.grades.of.the.qui
z,.students.were.divided.into.level.A.
which.represented.the.grades.6.to.10.
out.of.10.and.level.B.which.represent
ed.the.grades.0.to.5.out.of.10....Whe
n.the.students.of.the.two.levels.comp

leted.the.task.of.translating.phrasal.v
erbs,.it.was.found.that.level.A.used.e
xplanation.and.free.translation.more.t
han.literal.translation.and.approximat
e.equivalent,.whereas.level.B.used.lit
eral.translation.and.approximate.equi
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ation.methods.

Totally,.the.reason.behind.stu
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hrasal.verbs.accurately.was.mainly.re
ferred.to.cultural.ambiguity..Similarl
y,.Kurniadi.(2018).endeavoured.to.e
xplore.the.predominant.translation.te
chniques.used.by.six.EFL.students.w
hen.translating.English.phrasal.verbs.
into.Indonesian..The.research.emplo
yed.Mona.Baker's.proposed.strategie
s..That.is,.similar.meaning.and.form,.
dissimilar.meaning.and.form,.paraph
rase.and.omission.to.serve.the.aim.of
.the.study..Two.research.tools.were.u
sed,.namely.an.Indonesian.translatio
n.of.political.news.from.an.English.a
rticle.consisting.of.nine.phrasal.verbs
.and.a.retrospective.interview..The.fi
ndings.proved.that.similar.meaning.a
nd.form.was.the.most.predominant.tr
anslation.technique.employed.by.stu
dents.followed.by.paraphrasing.as.th



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e.second...The.nonexistence.of.other.
techniques.suggests.that.students.lac
k.creativity.in.producing.natural.mea
nings..

Regarding.Arabic,.Hasan.(20
22).discussed.translating.phrasal.ver
bs.in.sight.translation.by.second.year
.students.studying.translation..As.a.m
ethod.of.collecting.data,.the.students.
were.asked.to.interpret.58.phrasal.ve
rbs.using.sight.translation.into.Arabi
c..The.researcher.ended.up.with.the.r
esults.that.phrasal.verbs.perplex.stud
ents.when.interpreting.since.they.dea
l.with.these.components.as.single.wo
rds..This.translation.strategy,.in.turn,.
breaches.the.idiomatic.nature.of.thes
e.verbs.and.produces.an.inadequate.o
r.inappropriate.interpretation.of.the.s
ource.text..Also,.it.was.found.that.so
me.of.these.verbs.include.synonyms.
which.lead.to.various.translation.tech
niques..Additionally,.Amira.(2014).e
nquired.the.reasons.behind.students'.i
nability.to.provide.appropriate.Arabi
c.equivalents.for.English.phrasal.ver
bs..paying.no.attention,.lacking.enou
gh.exposure.to.phrasal.verbs.and.per
manent.relying.on.the.context.were.t
he.main.findings.of.the.questionnaire

..In.addition,.Algazoly.(2021)
.carried.out.a.research.focusing.on.S
udanese.secondary.students'.difficulti
es.in.translating.English.phrasal.ver
s.into.Arabic.along.with.the.difficulti
es.of.forming.English.sentences.usin
g.them..

The.findings.of.the.questionn
aire.as.well.as.the.test.for.teachers.an
d.students.in.Zalingei.town.revealed.
students'.inability.to.translate.such.E
nglish.verbs.into.Arabic..Likewise,.E
nglish.Multi.word.verbs.and.their.Ar
abic.translation.problems.were.discu
ssed.by.(Othman,.2021)..Students'.lo
w.level.to.some.extent.in.the.process.
of.rendering.multi.word.verbs.rather.
than.lexical.verbs.was.the.result.of.th
e.conducted.test...

On.the.other.hand,.Aldahesh.
(2008).contributed.a.study.concernin
g.the.obstacles.encountering.Arabic.
professional.translators.and.Arabic.tr
anslation.students.when.rendering.th
e.phenomenon.of.idiomatic.English.p
hrasal.verbs.into.Arabic..The.finding
s.of.the.translation.tests.showed.that.
dealing.with.the.phenomenon.of.idio
matic.English.phrasal.verbs.represent
s.a.number.of.challenges.for.both.pro



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fessional. Arabic translators and Arabic translation students. The failure to achieve functional pragmatic equivalents of such verbs is the most significant aspect of such issues. The failure to provide the appropriate functional pragmatic equivalents for the idiomatic English phrasal verbs was primarily due to overt errors like literal translation, mistranslation, reducing idioms to sense and breaching the Arabic language system as well as covert errors like incorrect Arabic collocation, shift of register, incorrect delivery of speech acts, use of paraphrasing and Arabic colloquial and regional dialects. In the same way, examining the problems of finding Arabic counterparts for English idiomatic phrasal verbs along with the reflection of linguistic perception on students' translations are the major investigations of the study conducted by (Kohil, 2009). The results of the translation test revealed that there were many errors in the participants' translations as well as the existence of translation difficulties in English idiomatic phrasal verbs. These difficulties lie in the students' limited linguistic perception, the straightf

orward meaning and their insufficient background knowledge...

Nevertheless, Bannur et al. (2022) examined the ability of the Libyan undergraduate students to understand and translate English phrasal verbs and collocations into Arabic. Besides, they aimed to highlight the types of translation difficulties related to English collocations and phrasal verbs when rendered by these students into Arabic... 62 female undergraduates at the English department, Faculty of Education, University of Tripoli completed a translation task of two parts. The translation production identified lexical, cultural and grammatical problems which were caused by Arabic language interference, lack of relevant vocabulary, problems of comprehending vocabulary use, lack of training on translation and the inappropriate use of literal translation as well as translation teaching strategies.

3. Research Question.

The study attempts to answer the following research question.

- What are the difficulties that encounter Libyan EFL graduate trans



lation.students.while.translating.Engl
ish.phrasal.verbs.into.Arabic?.

4..Aims.of.the.Study.

This.study.aims.at.

1. Identifying.the.difficulties.en
countering.Libyan.EFL.graduate.tran
slation.students.while.translating.Eng
lish.phrasal.verbs.into.Arabic..

2. Identifying.the.triggers.behin
d.such.difficulties..

3. Proposing.some.solutions.bas
ed.on.the.findings.of.the.study..

5.Objective.of.the.Study.

This.study.investigates.the.dif
ficulties.encountering.Libyan.EFL.gr
aduate.translation.students.while.tran
slating.English.phrasal.verbs.into.Ar
abic..

6..Hypothesis.of.the.Study.

There.is.no.doubt.that.student
s'.insufficient.background.of.the.synt
actic.and.semantic.nature.of.English.
phrasal.verbs.may.produce.inappropri
ate.Arabic.translations..

7..Significance.of.the.Study.

This.study.is.not.only.signific
ant.for.Arabic.translators,.Arabic.tran
slation.students.and.anyone.who.is.i
nterested.in.the.field.of.translation,.b
ut.also.for.Libyan.EFL.graduate.tran

slation.students.at.the.Libyan.Acade
my.as.it.will.help.them.to.improve.th
eir.levels.in.translation.in.order.to.re
duce.the.difficulties.of.translating.En
glish.phrasal.verbs.into.Arabic..It.is.a
lso.significant.for.translation.instruct
ors.in.the.Arab.World,.particularly.at
.the.Libyan.Academy.for.Postgraduat
e.Studies.as.it.will.enable.them.to.int
ensively.highlight.such.difficulties.d
uring.translation.courses.by.training.
students.to.produce.more.accurate.tran
slations..Additionally,.having.consi
dered.such.difficulties,.grammar.teac
hers.in.Libya.and.generally.in.the.Ar
ab.World.will.be.able.to.adopt.new.i
ntensive.teaching.methods.and.vario
us.activities.for.teaching.English.phr
asal.verbs..

8..Methodology.

This.research.employs.the.qu
alitative.and.quantitative.methods.for
.the.purpose.of.collecting.data...Acco
rding.to.Johnson.et.al..(2007),."Mixe
d.methods.research.is.an.intellectual.
and.practical.synthesis.based.on.qual
itative.and.quantitative.research..It.re
cognizes.the.importance.of.traditiona
l.quantitative.and.qualitative.research
.but.also.offers.a.powerful.third.para



digm.choice.that.often.will.provide.t
he.most.informative,.complete,.balan
ced,.and.useful.research.results.". (p1
29).

8.1.Participants.

The.participants.of.the.study.r
epresent.a.group.of.ten.graduate.tran
slation.students.who.study.at.the.Lib
yan.Academy.for.Postgraduate.Studi
es...All.the.participants.are.EFL.stud
ents..This.means.that.they.have.been.
taught.English.in.Libyan.educational.
institutions...

8.2.Instruments.of.Data.Collection.

This.study.implements.three.i
nstruments.for.collecting.data,namel
y.a.questionnaire,.a.translation.test.a
nd.multiple-
choice.questions.via.google.forms.

8.2.1.The.Questionnaire....

In.this.part,.the.participants.w
ere.given.a.questionnaire.consisting.
of.a.closed.question,.an.open-
ended.question.and.two.semi-
closed.questions..When.answering.th
e.semi.closed.questions,.the.participa
nts.were.free.to.choose.one.option,.t
wo.options,.one.option.with.expressi
ng.their.own.opinions,.two.options.al
ong.with.their.own.opinions.or.only.

providing.their.own.opinions..These.
opinions.are.represented.in.offering.e
xtra.difficulties.and.solutions.by.the.
participants.about.translating.English
.phrasal.verbs.into.Arabic...All.These
.types.of.questions.were.utilized.to.vi
ew.their.background.knowledge.of.E
nglish.phrasal.verbs,.the.reasons.behi
nd.the.difficulties.of.translating.Engli
sh.phrasal.verbs.into.Arabic.and.the.s
olutions.to.such.difficulties..

8.2.2.Translation.Test.

.In.this.research.tool,.the.parti
cipants.are.asked.to.translate.ten.Eng
lish.sentences.that.include.ten.phrasa
l.verbs.into.Arabic...The.main.aim.of
.this.test.is.to.identify.the.difficulties.
facing.these.students.when.translatin
g.these.verbs.into.Arabic..

8.2.3.Multiple.Choice.Questions.

In.this.part,.the.participants.ar
e.requested.to.choose.the.correct.phr
asal.verbs.in.order.to.complete.ten.E
nglish.sentences..This.method.is.ado
pted.with.some.modifications.from.A
l.Otaibi.(2018)..That.study.investigat
ed.Saudi.EFL.learners'.use.and.avoid
ance.of.English.phrasal.verbs.and.scr
utinized.the.teachers'.realization.of.te
aching.and.involving.English.phrasal

.verbs.in.the.currently.used.textbooks
..The.multiple.choice.questions.used.
in.that.research.paper.provided.the.p
articipants.with.two.phrasal.verbs.an
d.two.single.verbs.in.order.to.see.wh
ether.students.use.one.word.verbs.or.
phrasal.verbs..In.this.research,.Howe
ver,.we.used.two.phrasal.verbs.in.ord
er.for.the.participants.to.choose.the.c
orrect.one..By.using.this.method,.we.
seek.to.identify.further.difficulties.of
.translating.English.phrasal.verbs.int
o.Arabic...

9..Data.Analysis.

.The.above.research.tools.whi
ch.are.used.for.collecting.data.are.an
alysed.as.follows:.

.Analysing.the.Questionnaire.

1.Do.you.know.English.Phrasal.Verb
s?.

a)Yes..

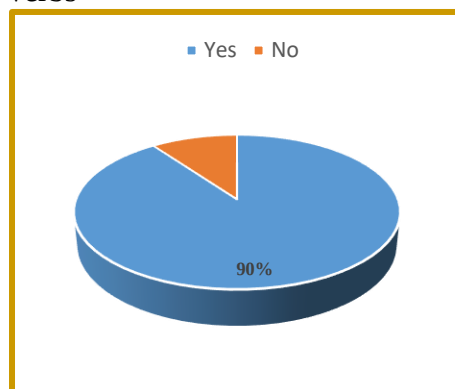
b)No..

Having.considered.the.first.q
uestion.in.the.questionnaire,.nine.par
ticipants.picked.yes..These.participan
ts.recognized.phrasal.verbs.because.o
f.three.reasons:

The.first.is.that.some.of.them.
studied.these.verbs.in.Business.Trans
lation,.which.is.one.of.the.main.cour

sework.in.master.degree.Secondly,.p
hrasal.verbs.are.included.in.the.Engli
sh.language.syllabi.in.the.preparatory
,.secondary.and.university.stages.in.
Libya..However,.some.of.the.particip
ants.majored.in.English.at.the.second
ary.stage..As.a.result,.they.accurately
.studied.these.verbs..Finally,.some.of
.them.work.as.teachers.and.teaching.
assistants..Therefore,.they.used.to.tea
ch.phrasal.verbs.On.the.other.hand,.o
nly.one.participant.in.figure.1.picked
.no..This.is.referred.to.the.low.level.a
nd.the.little.attention.paid.to.phrasal.
verbs...

Figure (1) shows responses
about knowledge of English phrasal
verbs



1. If.you.selected.yes.in.the.abo
ve.question,.can.you.define.phrasal.v
erbs?



Moving to the second question, only one participant was able to define phrasal verbs semantically and syntactically, revealing a sufficient background knowledge of these verbs. On the other hand, most answers revealed a partial background knowledge of English phrasal verbs in which six students fully understand that phrasal verbs are semantic combinations which create new meanings different from that of their single components... Nevertheless, they do not accurately understand the syntactic structure of phrasal verbs since four of them believe that phrasal verbs are only combined with prepositions, another participant confuses between particles and prepositions and the last participants thinks that phrasal verbs are combinations of verbs plus prepositions or nouns plus prepositions. Nonetheless, one participant has a little syntactic background knowledge of phrasal verbs. However, this participant has no background knowledge of their semantic nature. Conversely, two students have no semantic or syntactic background knowledge of such verbs..

2. Libyan.EFL.graduate.translating.on.students.at.the.Libyan.Academy.face.difficulties.in.translating.English.phrasal.verbs.into.Arabic.because..

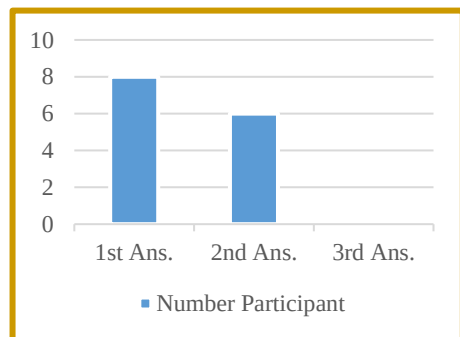
a) Phrasal.verbs.produce.new.meanings.which.are.not.understandable.from.their.single.components..

b) Students.did.not.study.these.verbs.appropriately.in.Libyan.educational.institutions..

c) Other.

Regarding the third question, the first option was selected by eight participants and the second was selected by six participants, whereas no student provided other reasons. This indicates that the semantic complexity of phrasal verbs is the most common reason that may cause difficulties for most Libyan.EFL.graduate.translating.on.students.at.the.Libyan.Academy.while.translating.English.phrasal.verbs.into.Arabic..On.the.other.hand,the.average.percentage.of.the.participants.selected.the.second.option..

Figure (2) shows the responses regarding the reasons of difficulties in translating phrasal verbs.



3. Students will overcome these difficulties by.

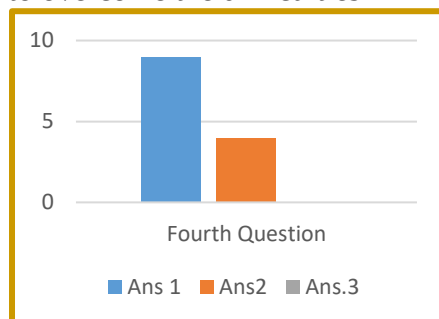
a. Using these verbs and practicing the process of translating them into Arabic as much as possible..

b. Trying to learn some of them by heart...

c. Other.

For the fourth question, nine participants selected the first option, while only four selected the second.. This means that the majority of the participants realized the importance of using phrasal verbs in general and the practice of translating them into Arabic in particular. In addition, their first selection reveals that this solution is the prior to overcome the difficulties of translating English phrasal verbs into Arabic. On the other hand, no one provided extra solutions.

Figure (3) Possible Solutions to overcome the difficulties



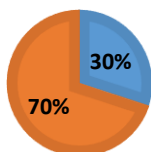
.Analysing. Translation. Test.

Regarding the first sentence, (Joanne and Karen don't get on.. They are always arguing), three translations were unacceptable.. This was mainly referred to the typographical errors such as.. يتشاحرون.. حون.. and.. كان.. instead of.. يتشاحنون.. جوان.. and.. كارين.. These errors distorted the meaning of the target sentence.

Figure (4) shows the analysis of the translation test. (Typographical Errors) First sentence, (Joan and Karen don't get along. They always argue)

TYPOGRAPHICAL ERRORS

■ Per Error



On the other hand, only one participant avoided translating this phrasal verb and used the omission strategy in the target sentence. (جوان وكارين). (في جدال دائم).

Figure (5) Avoided Translating

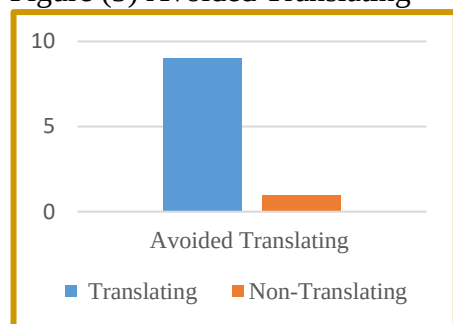
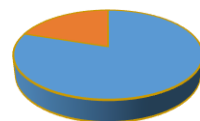


Figure (6) shows Grammatical and Spelling Errors

Grammatical and Spelling Errors



■ Error ■ Correct

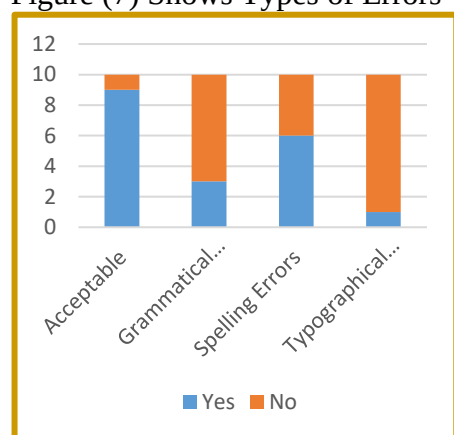
Nevertheless, eight translations involved grammatical errors, particularly in the use of dual such as mixing between dual and plural pronouns in one sentence as in (..هما.. ليسوا), and using the plural form in the words ..يتجادلوا.. and ..ينسجموا.. rather than the ..يتجادلان.. and ..ينسجمان.. Additionally, it is worth mentioning that eight participants committed spelling errors such as ..داعما.. and ..يتناقشان.. rather than ..دائما.. and ..يتناقشان..

For the second sentence (I needed to set up a meeting with my boss to discuss my performance), nine participants provided acceptable translations while only one participant left this sentence without a translation... This shows the participant's low English level and the inability to translate this phrasal verb even though the context is transparent. On the other hand, t

three participants committed grammatical errors like substituting the preposition. إلى. with the causative. لام. in the words. لتحديد. and. لتنسيق.

Moreover, six participants committed spelling mistakes such as. أدا. rather than. أبرم. and. إي. while only one participant committed a typographical error which was found in the word. لي. which means. إلى.

Figure (7) Shows Types of Errors

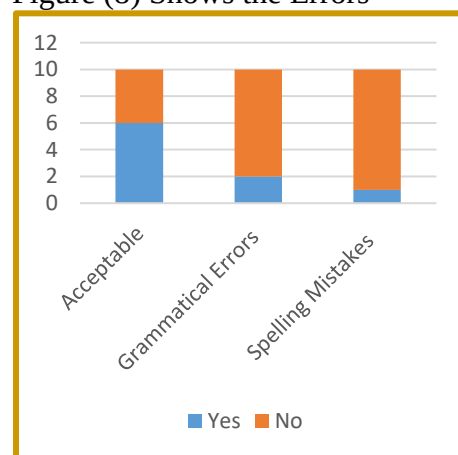


For the third sentence (We can count on him), it has been noticed that the context did not provide hints about the meaning of the phrasal verb. Therefore, four translations were unacceptable where the participants provided irrelevant translations to this verb such as.

لا يمكننا محاسبته... يمكننا... الوثوق به.. بيم
نستطيع أن نحكم على. and... كاننا الضغط عليه.
..تصرفاته.

On the other hand, one student translated the beginning of the sentence, but could not translate the phrasal verb. This reveals that (count on) is a challenging task for the participants when translating into Arabic... Regarding grammar, two errors were found where the positive sentence was changed to negative in the target language and the third person singular pronoun (him) was changed to the second person singular. عليك. in Arabic.. For spelling mistakes, only one student misspelled the words. بإمكاننا. and أن.. and wrote them as. بإمكاننا. and ان..

Figure (8) Shows the Errors



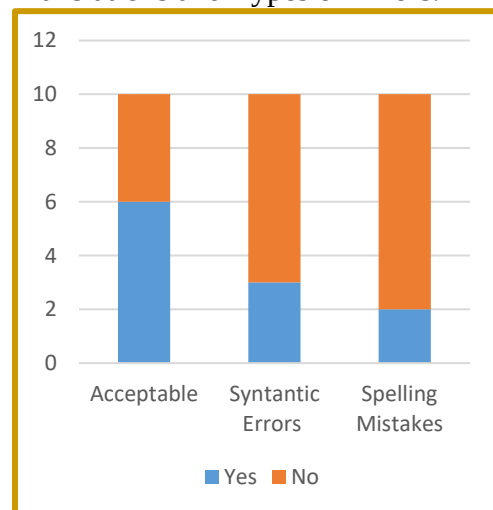
By analysing the fourth sentence (He looked..at the mirror), it has been noted that four translations were unacceptable. The reasons lie in providing irrelevant and inaccurate Arabic equivalents for the phrasal verb (look at) as in... **كانه هو**.. and **القي نظرة**.. along with omitting the particle at in the Arabic translation in **نظرنا المرأة**.. This indicates the participants' low level in both English and Arabic. Grammatical errors also contributed in these unacceptable translations where the third person singular pronoun (he) was changed to the first person plural (نحن) in the word **نظرنا**..

Most importantly, spelling mistakes played the major role for producing these unacceptable translations in which the participants misspelled the words **المرأة** and **ألقي** and alternatively wrote **المرأة**, **المراءة**, **الق** and **القي**. These mistakes distorted the meaning and affected the grammatical structure of the target sentence in which the verb **ألقي**... was changed from past to imperative mood **القي** and the implied third person singular pronoun (he) in the same word was changed to th

e. implied second person singular (أنت) in Arabic..

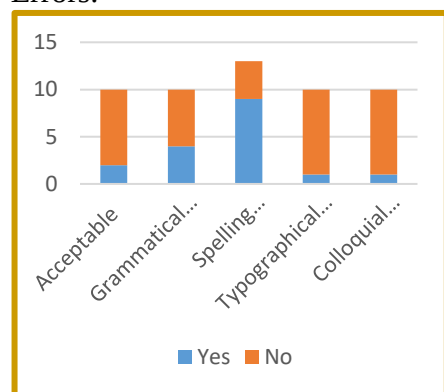
Albeit, one translation was in complete, indicating the low level in translation and the lack of vocabulary possessed by that participant. Syntactically, three syntactic errors were found where the participants alternatively started with the subject (**هو**) rather than the verb **نظر**. Concerning spelling mistakes, we found two mistakes recurred in the word **المرأة** as it was written as **المرآه** and one mistake in the word **القي** which was incorrectly written as **القي**..

Figure (9) shows Acceptable Translations and Types of Errors.



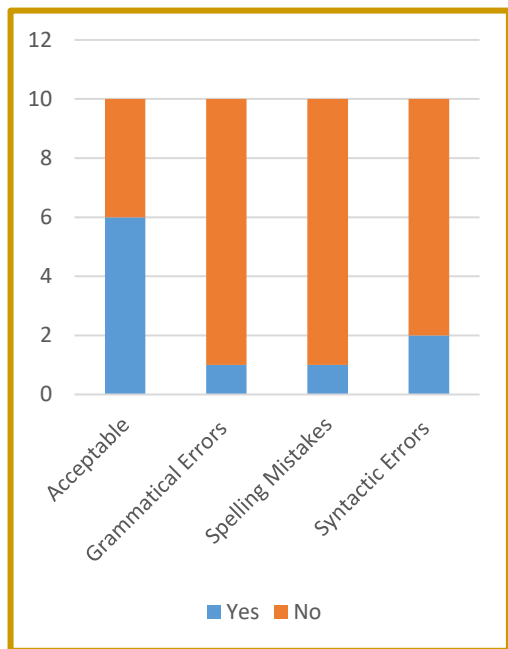
ommitted.grammatical.errors.which.i
nvolved.adding.the.preposition..(إلى)t
o.the.Arabic.translation.while.the.En
glish.equivalent.of.such.a.preposition
.was.not.found.in.the.source.sentence
..Moreover,.the.modal.verb.(couldn't
)..was.translated.to.استطيع.which.is.a.v
erb.in.the.present.tense.in.Arabic..Co
nversely,.only.one.participant.was.af
fected.by.the.colloquial.accent.and.u
sed.the.word..(هذا).rather.than..(هذا)..F
or.spelling,.nine.spelling.mistakes.w
ere.noted.such.as(حاصرني..and...عليا)
which.were.alternatively.used.with.علي
(..and...حاصرني)..Besides,.we.found.o
ne.typographical.error.represented.in.
the.word..(السيارة).which.meansالسيارة
(.)

Figure (11) shows Acceptable
Translated sentences and Types of
Errors.



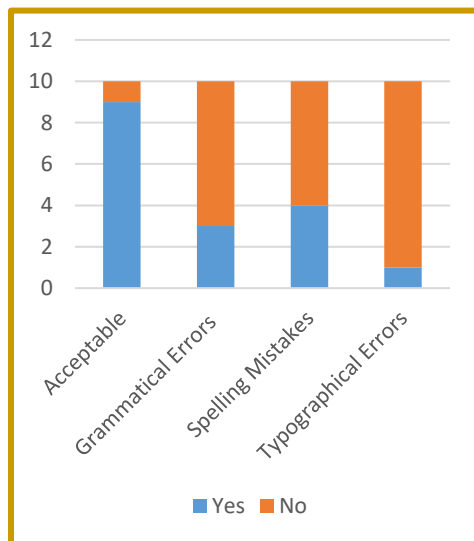
Regarding.the.seventh.senten
ce.(The.anger.boiled.up.in.me.when.I
.saw.what.they.had.done),.four.transl
ations.were.unacceptable..This.refers
.to.the.literal.translation.used.by.one.
participant.which.shows.the.inability.
to.provide.Arabic.cultural.equivalent.
for.this.phrasal.verb.since.the.partici
pant.used..(الغضب.يغلي.في.داخلي).while.
it.should.be.substituted.by.the.Arabic
.cultural.appropriate.equivalent..(غلى)
(...لمدم.في.عروقي)The.other.reasons.of.u
nacceptability.refer.to.grammatical.e
rrors.committed.by.the.other.particip
ants.like.changing.the.plural..(فعلوا).t
o.the.dual..(فعلا).and.spelling.mistake
s...such.as
..الغاضب. rather than. الغضب..which.dis
torted.the.meaning..Considering.synt
actic.errors,.we.found.only.two.whic
h.were.represented.in.starting.with.th
e.subject..الغضب.rather.than.the.verb.
غلى..or.one.of.the.other.acceptable.ve
rbs.used.by.the.other.participants.like
..بدأ.and. انفجرت..

Figure (12) shows Acceptable
Translated sentences and Types of
Errors.



In the eighth sentence (Sorry. I'm late. The car broke down), only one translation was unacceptable due to the typographical error. **اتأخري** meaning (لتأخري) which distorted the meaning. Grammatical errors, on the contrary, were only three involving the lack of using the pronoun **هو** and the base form of the verb **تعطلت** which is **تعطّل**. After the word (السبب) ... Finally, we found four spelling mistakes such as (اعتذر) and (أسف) which refer to (أعتذر) and (أسف).

Figure (13) shows Acceptable Translation and Types of Errors

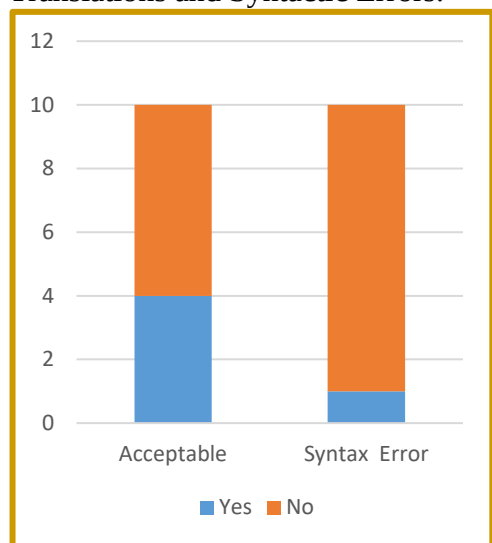


The ninth sentence (We knocked on the door) included two unacceptable translations. Although (knock on) is a literal phrasal verb and its translation represents an easy task, one participant confused between literal and idiomatic phrasal verbs. **(طرقنا ال)** **باب** while the other provided irrelevant Arabic translation **(لعبنا بالطابة أو الكرة على الباب)**...

Considering grammar, no grammatical errors were found. With respect to syntax, we found only one error where the participant started with the subject pronoun **(نحن)** rather than the verb **(طرقنا)**. For spelling, we found only one mistake in the word **(اص)**

(while.the.correct.form.of.this.wor
d.should.be.(أصبنا).

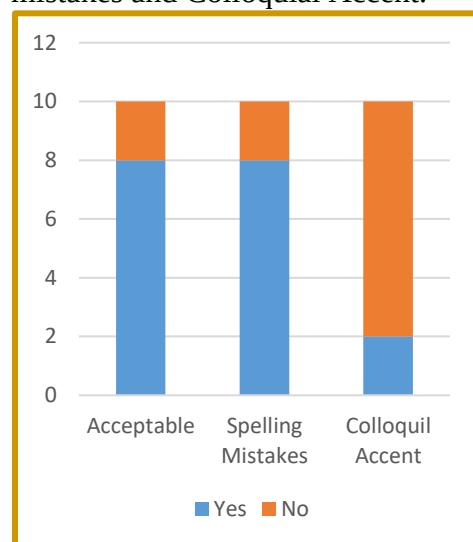
Figure (14) shows Acceptable
Translations and Syntactic Errors.



The.tenth.sentence.(You.can.t
ake.my.umbrella,.but.please.bring.it.
back).included.two.unacceptable.trans
lations..The.typographical.error.as.
well.as.spelling.mistakes.found.in.th
e.words.(فضلتك)..and..(استرجعها).whic
h.should.be.replaced.by.(فضلك)..and.١)
(سترجاعها).were.the.main.reasons.behi
nd.this.unacceptability..These.mistak
es.distorted.the.meaning.and.the.gra
mmatical.structure.of.the.target.sente
nce..No.grammatical.mistakes.were.f
ound..However,.three.participants.we

re.affected.by.the.colloquial.accent.i
n.the.words.(أخذ..and..تأخذ..أخذ)..These.
words.refer.to..(أخذ..and..تأخذ).To.concl
ude,.eight.spelling.mistakes.were.not
ed.including.إعارتك.and.بامكانك..which.
should.be.substituted.by..(بامكانك.and.)
إعارتك..

Figure.(15).shows.Acceptable.
Translated.sentences,.Spelling
mistakes and Colloquial Accent.



Analysing.Multiple.Choice.Questio ns.

In.the.following.sentences,.w
hich.are.the.first,.second,.sixth.and.se
venth.sentences,.all.participants.pick
ed.the.correct.phrasal.verbs,.namely.(



ran.into,.taken.up,.come.in.and.get.b
ack)..These.sentences.are.as.follows.:

1.A:..Have.you.seen.Jerry.lately?

B:..Yes,.actually,.I.....him.at.the.sup
ermarket.yesterday.

a).Broke.out..

b).Ran.into..

2.A:..You.look.fantastic!.Have.you.be
en.exercising?.

B:..Yes,.actually,.I've.....karate.and.
swimming.classes..I.began.two.mont
hs.ago.and.I've.been.really.enjoying,t
hem..

a).Taken.up..

b).Got.off..

6.A:..Good.morning,.Mr..Harley,.may
I.....?.I.want.to.discuss.the.project.it
h.you..

.B:..Yes.please,.have.a.seat..

a).Come.in..

b).Run.up..

7.A:..Oh,.finally.you.are.home,.what.
took.you.so.long.to.arrive?.

B:..There.was.a.problem.with.the.trai
n,.that's.why.we.didn't.....home.unti
l.midnight..

a).Get.back..

b).Pull.off..

These.correct.selections.indic
ate.the.participants'.familiarity.with.s

uch.phrasal.verbs.and.the.major.role.
played.by.the.contexts.in.the.process.
of.understanding.them..

On.the.other.hand,.the.correct
.phrasal.verb.(got.over).in.the.third.s
entence.below.was.selected.by.nine.p
articipants,.whereas.(came.across).w
as.chosen.by.only.one..

3.A:..How.is.Mary.doing.now?.

B:..She.still.hasn't.....the.death.of.h
er.grandmother..She.is.so.depressed..

a).Got.over..

b).Came.across..

Nonetheless,.the.correct.phra
sal.verb.(came.across).in.the.fourth.s
entence.below.was.preferred.by.eight
.participants,.while.(called.off).was.p
referred.by.only.two..

4.A:..Oh!.These.photos.are.so.old..W
here.did.you.get.them.from?.

B:..I.....them.when.I.was.cleaning,m
y.room.yesterday..

a).Called.off..

b).Came.across..

Similarly,.in.the.fifth.sentence,.eight
students.opted.for.the.appropriate.phr
asal.verb.(comes.up.with),.but.the.oth
er.two.opted.for.(hangs.on).

5.A:..What.is.wrong.with.your.emplo
yer.Jack?.



B: Every time I ask him to do something, he always.....a list of excuses for why he can't do it..

a). Hangs on..

b). Comes up with..

In the same vein, eight students correctly selected (*pick out*) in the ninth sentence below, whereas only one participant selected the inappropriate phrasal verb (*get up*).

9..A: What types of books did you find from the bookstore?

B: I got two classic novels..

a). Pick out..

b). Get up..

Similarly, in the following tenth sentence, eight participants selected the correct option (*got off*). On the contrary, two participants selected (*broke out*).

10..A: You were a bit late of the class this morning..

B: Because the weather was great, so I....the bus and walked to the school.

a). Got off..

b). Broke out..

Having considered the eighth sentence below, However, nine participants picked the correct phrasal verb

b. (moved away). while only one participant preferred (pick up)..

8..A: Are you still living in New York?

B:..No, I.....when I lost my job..

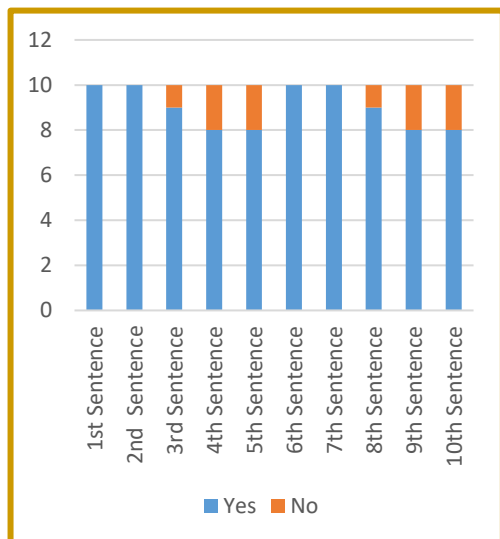
a). Moved away..

b). Picked up..

These incorrect answers reveal the participants' low level and the little attention paid to such phrasal verbs.

Finally, it was noticed that most of the correct phrasal verbs were idiomatic. Nevertheless, most students were able to determine them. As previously mentioned, this refers to the context which enabled them to decipher the semantic complexity of these phrasal verbs.

Figure (16) shows all sentences from the first sentence to the tenth sentence.



10. Results and Conclusion.

Generally speaking, most of the participants had no difficulties while translating English phrasal verbs into Arabic. However, some of them encountered the following difficulties:

- They had no ability to understand the syntactic structure of phrasal verbs, believing that these verbs are only combined with prepositions.
- When the context in the third sentence (we can count on him) provided no information about the meaning of the phrasal verb, some of the participants could not guess the meaning of this phrasal verb. This means that they permanently rely on the context.

ext. while they should also depend on their use and practice of such a verb.

- Some students were not familiar with the two of the four used semi idiomatic phrasal verbs and translated them idiomatically.

Furthermore, it was noticed that most of the participants committed a large number of grammatical errors in their native language (Arabic). Therefore, it is recommended to include Arabic Grammar as a compulsory course for MA translation students at the Libyan Academy for Postgraduate Studies. Moreover, since most students committed grammatical errors in their native language, we recommend graduate translation students who are going to write their dissertations to investigate Arabic grammatical errors and their effects in the translation.

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Faculty of Arts and Sciences
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مجلة آفاق للدراسات
الإنسانية والتطبيقية
كلية الآداب والعلوم الإيبار
جامعة بنغازي
العدد: الثاني - أغسطس 2024



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Appendix.A

Part.One.:Questionnaire.

This.questionnaire.represents.
a.tool.of.research.study.which.is.dev
oted.to.investigate.the.difficulties.enc
ountering.Libyan.EFL.graduate.trans
lation.students.when.translating.Engl
ish.phrasal.verbs.into.Arabic.,.
Please.answer.the.following.question
s.,Thank.you.in.advance...

1 Do.you.know.English.Phrasal
.Verbs?.

○ Yes..



○No..

○If...yes,..can.you.define.them?

Note..

In.the.following.two.question
s,,you.can.choose.either.A,.B,.C.or.al
l.the.options.

The.option.C.requires.you.to.writ
e.extra.information.According.to.you
r.point.of.view.

2 Libyan.EFL.graduate.translati
on.students.at.the.Libyan.Academy.f
ace.difficulties.in.translating.English.
phrasal.verbs.into.Arabic.because..

○Phrasal.verbs.produce.new.m
eanings.which.are.not.understandabl
e.from.their.single.components..

○Students.did.not.study.these.v
erbs.appropriately.in.Libyan.educatio
nal.institutions..

○Other.

3 Students.will.overcome.these.
difficulties.by.

○Using.these.verbs.and.practisi
ng.the.process.of.translating.them.int
o.Arabic.as.much.as.possible..

○Trying.to.learn.some.of.them.
by.heart...

○Other.

Appendix.B

Part.Two:.Translation.Test.Tra
nslate.the.following.sentences.into.A
rabic..

1 Joanne.and.Karen.don't.get.o
n..They.are.always.arguing...

.....

2 I.need.to.set.up.a.meeting.wit
h.my.boss.to.discuss.my.performanc
e..

.....

3 We.can.count.on.him..

.....

4 He.looked.at.the.mirror.

.....

5 She.tried.to.explain.away.the.
situation,,but.the.police.know.she.wa
s.guilty..

.....

6 I.couldn't.drive.here.this.mor
ning.because.someone.had.blocked.
me.in..

.....

7 The.anger.boiled.up.in.me.wh
en.I.saw.what.they.had.done..

.....

8 Sorry.I'm.late..The.car.broke.
down..

.....

9 We.knocked.on.the.door..



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.....
10 You.can.take.my.umbrella,.b
ut.please.bring.it.back.
.....

Appendix.C

Part.Three:..Multiple.Choice.Questio
ns.

Dear.students,.CHOOSE.only
.ONE.answer.to.complete.each.of.the
.following.dialogues..

1..A:..Have.you.seen.Jerry.lately?.

B:..Yes,.actually,.I.....him.at.the.sup
ermarket.yesterday..

1.Broke.out..

2.Ran.into..

2..A:..You.look.fantastic!.Have.you.b
een.exercising?.

B:..Yes,.actually,.I've.....karate.and.
swimming.classes..I.began.two.mont
hs.ago,.and.I've.been.really.enjoying.
them.

1.Taken.up..

2.Got.off..

3..A:..How.is.Mary.doing.now?.

B:..She.still.hasn't.....the.death.of.h
er.grandmother..She.is.so.depressed..

1.Got.over..

2.Came.across..

4..A:..Oh!.These.photos.are.so.old..W
here.did.you.get.them.from?.

B:..I.....them.when.I.was.cleaning.m
y.room.yesterday..

1.Called.off..

2.Came.across..

5..A:..What.is.wrong.with.your.emplo
yer.Jack?.

B:..Every.time.I.ask.him.to.do.someth
ing,.he.always.....a.list.of.excuses.
for.why.he.can't.do.it..

1.Hangs.on..

2.Comes.up.with..

6..A:..Good.morning,.Mr..Harley,.ma
y.I.....?..I.want.to.discuss.the.project.
with.you..

B:..Yes.please,.have.a.seat..

1.Come.in..

2.Run.up..

7..A:..Oh,.finally.you.are.home,.what
.took.you.so.long.to.arrive?.

B:..There.was.a.problem.with.the.trai
n,.that's.why.we.didn't.....home.unti
l.midnight..

1.Get.back..

2.Pull.off..

8..A:..Are.you.still.living.in.New.Yor
k?.

B:..No,.I.....when.I.lost.my.job..

1.Moved.away..

2.Picked.up..



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9..A.: What.types.of.books.did.you....
...from.the.bookstore?.

B:..I.got.two.classic.novels..

1 Pick.out..

2 Get.up..

10..A.: You.were.a.bit.late.of.the.clas
s.this.morning..

.B:..Because.the.weather.was.great,..s
o.I....the.bus.and.walked.to.the.schoo
l..

a).Got.off..

b).Broke.out..

Make.sure.that.you.answered.
the.whole.test..

May.Allah.reward.you.