

**APPENDIX(1)**  
**Sudan University of Science and Technology**  
**College of Graduate Studies and Scientific Research**  
**College of Languages**

**TEACHERS' QUESTIONNAIRE**

Dear teacher:

In this study, the researcher seeks your opinions towards the teaching of relative pronouns through translation from English into Arabic and vice versa. The researcher would be grateful if you could give a hand by taking a short time to complete this questionnaire. Remember, there is no one correct answer. So please be as objective as possible and kindly mark each of the following items with the sign ( √). All information will be confidential to the researcher. You are offered great thanks for participating, with a complete commitment to use your information in investigating this study.

**Gender: male (   ) female (   )                      Job: (   )**

**Years of experience: (   )**

**University .....**

NO	ITEMS	OPTIONS			
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	The English language syllabus followed at our universities give special attention to the teaching of relative clauses				
2	Relative clauses are included as part of				

	the syllabus but overweighed by other items				
3.	The syllabus does not suggest a specific methodology for handling relative clauses				
4.	Relative clauses are not introduced properly across the syllabus				
5	The syllabus has totally neglected some types of relative clauses.				
6	Tutors hardly give the relative clauses the care they deserve				
7	Some tutors believe that students are not well placed to understand relative clauses				
8.	English relative clauses do not have exact Arabic equivalents				
9	Lack of equivalents can account for the difficulty of translation				
10	Tutors hardly consider the question of translation in approaching the				

	teaching of relative clauses				
11	Students come from secondary schools with shaky knowledge of relative clauses				
12	The idea of conception of Arabic relative clauses is blurred to some students				
13	Inability to handle Arabic relative clauses further complicated the understanding of English relative clauses				
14	Students can understand the conception of relative clauses in grammar lessons but fail to use them correctly in their writing products				
15	Difficulty experienced in understanding Arabic grammar is reflected in understanding English grammar in general.				

## **APPENDIX (2)**

### **Instructions:-**

**Dear Students,**

**1-This pretest is designed to measure your abilities in the basic skills of translating relative clauses.**

**2Time allowed 2 hours.**

**3.Answer all questions**

### **A. Write True or False for these sentences.**

1. Relative clauses describe or give extra information about something.
- 2.We use relative pronouns like which, that, who and where at the beginning of relative clauses.
- 3.The information in relative clauses is always essential for understanding the sentence.
- 4.Some relative clauses give additional information which is not essential for understanding.
5. Relative clauses that give additional information are called 'defining'.
6. Relative clauses are always in the middle of a sentence.

7. We can use exactly the same relative pronouns in defining and nondefining relative clauses.

8. The punctuation is different for defining and non-defining clauses.

**B. Write a relative pronoun (that, which, who, where, when or whose) to fill each gap.**

1. That's the house \_\_\_\_\_ I was born.

2. My Auntie Ella, \_\_\_\_\_ is a journalist, is coming to visit next week.

3. People \_\_\_\_\_ like outdoor activities will love our holidays.

4. The early 1960s, \_\_\_\_\_ the Beatles first started, was a very exciting time in popular

culture.

5. My essay on Shakespeare, \_\_\_\_\_ I found quite difficult, got a really good mark in the

end.

6. The Mayans, \_\_\_\_\_ lived in Central America, built many stunning temples.

7. That's the girl \_\_\_\_\_ brother is in your class.

8. The snake \_\_\_\_\_ was in the garden last week belongs to our next-door neighbour.

**C. Correct the mistakes with relative clauses or punctuation and write the sentences on the line below.**

1. The Glastonbury Festival, which is held every June is the largest music festival in the world.

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2. I always get on well with people, who love animals.

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3. Let's go to the café which they sell pizza.

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4. Queensland and Victoria, that are Australian states, are named after Queen Victoria.

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5. I've got to text that boy which I was telling you about.

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6. That's the restaurant that my father met my mother.

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7. I've got a message from Thomas, who skis I'm going to borrow.

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8. At midnight when the fireworks start, the band is going to start playing.

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**D. Read the conversation carefully and find out the relative clause sentences:**

Ollie: Hey, Daiz, you remember that Mum was talking about putting videos up on her blog?

Daisy: Yeah.

Ollie: Well, she's got the first one up. It looks pretty cool.

Daisy: Oh, right. Where is she at the moment? Peru, isn't it?

Ollie: I think she's in Bolivia now, but the video's from yesterday, when she was on the

Peruvian side of Lake Titicaca.

Daisy: OK, let's have a look.

Sophie: Hi, everyone. Today I'm visiting the floating Uros Islands on Lake Titicaca.

Sophie: The people who live here have had the same kind of lifestyle for hundreds of years. The amazing thing about these islands is that they are man-made and made out of plants. The islanders pick the tall reeds that grow at the sides of the lake and use them to make the islands. Every three months they have to put down new reeds. If they didn't, the islands would sink into the lake! Oh, yeah, and as I said, the islands float, so they have to be anchored to the bottom of the lake with rope, like a boat.

Daisy: Hey, it's really good!

Sophie: The islands are kind of bouncy to walk on, but they're pretty strong. The Uros people make fires, which they use for cooking. OK, there's a house made of reeds, but that grey thing, which you can see on the roof there, isn't very traditional. That's a solar panel – technology gets to every corner of the world nowadays.

Ollie: Mmm, it's a bit like a geography lesson, but it's interesting.

Daisy: Yeah, I think it's great.

Ollie: OK, let's write a nice comment and 'like' it.

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**E.Translate the sentences below from English to Arabic:**

The President of the United States, who is visiting Moscow, claimed that relations between the two countries were at their best for twenty years.

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2. The intermission, which lasts for fifteen minutes, comes halfway through the film.

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3. The man who stole my car was fined.

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4. The company that made it has gone bankrupt.

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