

**Semantic Differences Among "See, Look (at), and Watch" in  
The Performance Of 10<sup>th</sup> Grade Students in Gaza Strip  
Dr. Hassan Ali Abu-Jarad \***

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**ABSTRACT**

**Semantic Differences Among "See, Look (at), and Watch" in  
The Performance Of 10<sup>th</sup> Grade Students in Gaza Strip**

This paper deals with the description of the verbs 'see', 'look', and 'watch' and their equivalents in Palestinian Arabic to account for the difficulty the Palestinian 10<sup>th</sup> grade students have when they use them in English. The verbs have been thoroughly analyzed to examine their semantic load in both English and Palestinian Arabic. The statistical analysis of the 163 subjects' use of these verbs in English reveals that they have a problem in distinguishing among the uses of these verbs; that there is a correlation between the past tense and the correct use of the verb 'see', and between the correct use of the verb 'look' and the imperative mood; and that there are some statistically significant differences among the subjects related to different geographic locations. Also, the paper also reveals that the students in each area are in need of special exercises to detect the

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\* Department of English, Al-Azhar University – Gaza – Palestine.

differences of the three verbs in Palestinian Arabic and English with special focus on the pragmatic and semantic load of each verb

Arab students learning English as a foreign language (EFL) have difficulty in distinguishing the different uses of the verbs SEE, LOOK AT, and WATCH when they attempt to perform in English. The use of these verbs, in particular, often constitutes sort of confusion to Palestinian EFL learners, especially when their dialect does not distinguish between perceptual verbs and conceptual ones. Palestinian Arabic (PA), in many instances, treats the three verbs as synonyms and often uses them interchangeably as in the following examples:

- \*1. Kunt bashu:f it telefizyoun lamman aja abouy.  
was I seeing the TV when came my father  
I was watching TV when my father came.
- \*2. Kunt battalla9 9ala it telefizyoun lamman aja abouy.  
Was I looking at the TV when came my father  
I was watching TV when my father came.
- \*3. Kunt batfarraj 9ala it telefizyoun lamman aja abouy.  
Was I watching at the TV when came my father  
I was watching TV when my father came.

### **The Need For The Study:**

Many complaints are being raised by the teachers of English at the secondary level regarding the imperfect English language performance of their students. Among the problems those students have is the misuse of the three English verbs 'see', 'look', and 'watch'. This paper intends to analyze the different meanings and uses of the three verbs; 'see', 'look (at)', and 'watch', and to provide semantic guidelines for their use in English. The paper also attempts to provide an analysis of the corresponding verbs in Palestinian Arabic, and identify the problems that encounter Palestinian learners of English at the 10<sup>th</sup> grade (to be referred to as the subjects) in three areas in Gaza Strip: the North area, Gaza area, and the South area.

### **Statement Of The Problem:**

## **Semantic Differences Among "See, Look (at)...**

The problem of this study can be stated in the following primary question:

- 1- How are the verbs 'see', 'look (at)', and 'watch' semantically conceived and used by the subjects in the secondary schools in Gaza governorates?

This major question encompasses the following secondary enquiries:

- A- Which verb tends to be most frequently used?
- B- Is there any mother tongue interference involved in the use of the three verbs?
- C- Are there any geographical differences related to the use of the three verbs?
- D- Is there any relation between the verb that is used and the adjacent words?

### **Research Hypotheses:**

In order to verify the study questions, it is necessary to test whether the following hypotheses apply or not:

- 1- There is no difference in the frequency of the three verbs, 'see', 'look (at)', and 'watch'.
- 2- There is no overlapping in the use of the three verbs.
- 3- There is no statistically significant mother tongue interference related to the use of the three verbs.
- 4- There is no statistically significant geographical difference related to the proper use of the three verbs.
- 5- There is no statistically significant difference between verbs that are semantically related to the grammatical objects following them.

### **Research Objectives:**

This study aims at:

- 1- providing a semantic explanation of the English verbs: 'see', 'look (at)', and 'watch',
- 2- providing a semantic explanation of the Palestinian verbs: 'yeshu:f', 'yettalla9', and 'yetfarraj',
- 3- describing the size of the problem Arab Palestinian learners have when using the three verbs, and
- 4- examining all the variables related to the students' use of the three verbs: mother tongue interference, gender, and geographic location.

### **The Importance Of This Study:**

This research is important because it attempts to provide a precise semantic explanation of these problematic verbs in English and their counterparts in Palestinian Arabic. It also provides a description of the size of the problem Palestinian 10<sup>th</sup> grade students have when using these verbs, and draws the attention of the teachers to the importance of a thorough analysis of the errors generated by their students to come up with plausible solutions. The importance of this research paper also stems from the lack of previous studies conducted on such an issue.

### **Limitation Of The Study:**

#### **The Academic limit:**

The study will focus on the explanation of the semantic load and the use of the above-mentioned three verbs by 10<sup>th</sup> grade students in three Gaza governorates. The study will also include an analysis of how these differences affect the Palestinian EFL learners when they translate the three verbs into English.

**The Human Limit:** The study will be concerned with the 10<sup>th</sup> grade students in three areas in Gaza Strip: the North area, Gaza area, and the South area.

**The Time Limit:** The study has been conducted during the scholastic year 2003-2004.

#### **Tools Of The Study**

An empirical study has been conducted to identify the points of difficulties that EFL learners have when they use the verbs 'see', 'look at', and 'watch' to express themselves. This tool comprises mainly 19 Arabic sentences to be translated into English.

#### **Subjects Of The Study**

The subjects of the empirical study are 163 of the 10<sup>th</sup> grade students selected randomly from the areas mentioned above. The reason behind selecting the subjects of this research paper from the 10<sup>th</sup> grade is to avoid the influence of the area of specialization (Arts – Sciences) which the students have to join once they are upgraded to the 11<sup>th</sup> grade.

#### **Review Of Related Literature:**

## Semantic Differences Among "See, Look (at)...

### The verb "SEE"

The verb 'see' has received more attention and analysis than the other two verbs. In this respect Rogers (1971:206) states, "for each physical sense, there is a verb of cognition, which describes the act of more or less passive perception." According to Rogers (1971), the verb 'see' is responsible for the sense of sight, which simply receives some visual signs and information through the natural mechanism of the eye. However, one sometimes does not necessarily see something even when one's eyes are open. In many street accidents, drivers usually say they have not seen other cars or the traffic sign or the person being turned over. This means that even when one's eyes are open, one does not see certain things. Thus, in order for one to see, one should be always alert to account for all the surroundings.

Andy Rogers adds another dimension regarding the verb 'see' in that the seer does not have to see something, (Rogers 1971). Seeing can be purely by chance, and what one needs is to be quick to perceive and have one's eyes pointed to the right direction. Rogers also classifies 'see' as a stative verb, and the fact that 'see' does not permit the progressive aspect as in sentence (\*1) supports his claim, (Rogers 1971).

\*1. I'm seeing more clearly now, please, focus it just a little bit to the left.  
Sentence (1) is not acceptable in the normal sense of 'see'; however, the use of 'see' in the progressive is possible as in:

\* He is seeing his dentist this afternoon.

On the other hand, Geoffrey Leech (1971:24) states that "stative verbs cannot be used with the progressive at all, because the notion of 'something in progress' cannot be easily applied to them." The verb 'see' is one of the inert perception verbs, which are involuntary and non-volitional; for the subject has no positive will or volition when performing such an act. The subject is mere recipient. 'See' requires a recipient subject as it describes inert perception. When the act is looked upon as an active perception, the active counterpart 'look at' is used. However, the other uses of 'see' include the use of the progressive, according to Leech (1971:24).

Thus, 'see' in sentence (\*1) above sounds as if it were transformed into a process verb; however, it actually refers to the ability of seeing more than the act of seeing. It is also used to draw a comparison between two things. Likewise, Palmer (1965:118) maintains that "can is regularly used with verbs of sensation, without adding anything not implied by the simple verb."

2. I can see the moon.

In this connection Leech (1971:20) adds that the difference between (I see a bird) and (I can see a bird) is that the first sentence "is a case of instantaneous use of the present and means much the same as (I catch sight of a bird). Here, as elsewhere, the instantaneous use is rather unusual and melodramatic. The more natural 'can construction' (I can see a bird) stands in place of unrestrictive use of the present." Thus, 'see' as a verb expressing continuing perception can be used with can or could as in:

3. I can see someone through the window.

\*4. I am seeing someone through the window. (Leech 1979:70)

Vendler (1967) adds another dimension for the verb 'see' in that it can be also classified as a verb of accomplishment in some cases. 'See' in this situation means to spot something as in:

5. Someone hears the noise of an airplane in the sky and says, "I see it."

The exception which permits the use of the progressive with 'see' is, according to Vandeveld (1977), a phenomenal aspect of the verb itself as in:

6. Ralf is seeing pink elephants these days.

However, this sentence carries a semantic load that indicates that anyone who sees 'pink elephants' is looked upon as being in an abnormal state of mind. Thus, Vandeveld fails to mention that this phenomenal aspect of 'see' provides further evidence that it is a stative verb.

### **The verb "LOOK AT"**

According to Leech (1979:70, 1971:19), Quirk et al (1979), and Rogers (1971), 'look (at)' is classified as an active verb, it refers to what is done to perceive (see) something. This verb involves the pointing and directing of one's own gaze. However, according to Rogers (1971: 211), being performed to see something, 'looking' does not necessarily lead to 'seeing'. Rogers gives the examples of hidden things in a picture being looked at. To Rogers, the person could easily look at a picture with the intention of seeing the hidden elements, or without ever seeing them. In this respect, Roger states that "see entails look at". This means that one may 'look at' and not 'see', but if ones 'sees', one must have looked at something. Leech (1979:70) also asserts that in place of 'see', the equivalent activity verb 'look (at)' is used in the progressive..

## **Semantic Differences Among "See, Look (at)...**

### **The verb "WATCH"**

The verb 'watch' has not been dealt with in any considerable detail in most of the grammar books and articles that the researcher has found so far. Vendler (1967:120) concludes that 'watch' requires duration of time to be fully realized. 'See' does not require a period of time; for a person can 'see' or 'look, sporadically, (at)' in a very short time. It may take one second. However, it is not possible to watch something in a second; therefore, Rogers (1971: 211) does not mention that 'watch' entails 'see'. To watch something, one has to have some intentions on one's part. This implies full intention and participation on the part of the person watching. To 'look (at)' something is also an intentional act, but it does not require the same amount of concentration and time allocation. 'See' is unintentional and does not require as much concentration as the other two verbs. Thus, 'watch' can be dealt with as one of the process verbs which, according to Leech (1971:19), have duration, "but not indefinite duration. These verbs always tend to go with the progressive aspect," as in:

7. He is watching TV.

Further, Carpenter (1993:198) states, "When you watch someone or something, you notice what is happening with your eyes, paying a lot of attention. Often what you are watching is moving or is about to move." The progressive form of the verb indicates that the action has already begun and is in its own progress. This progressive form of the process verb 'watch' may focus on the initial or medial stage of the action, and therefore carries a sense of incompleteness.

Thus, the three verbs have been analyzed in terms of stativity and activity, duration, time allocation, and concentration on the part of the person involved in the activity. 'Look (at)' and 'watch' are active verbs, whereas 'see' is not. 'Watch' requires more time allocation than 'look at' and 'see'; for they can be accomplished in a second of time. 'Watch' also requires more concentration on the part of the seer than 'see' and 'look at'. 'See' requires the least amount of concentration; for as long as one's eyes are open, one sees.' Finally, 'see' entails 'look at' whereas 'watch' entails 'see', or rather: 'watch' and 'look at' are intentional and active, while 'see' is unintentional and not active.

### **The Use Of The Three Verbs:**

Though many dictionaries give definitions and clear examples to show the differences in the uses of these verbs, they fail to tell when it is

appropriate to use one as opposed to another. There is lack of details and sufficient examples to show the precise differences – semantically and functionally - among these three verbs clearly. Therefore, to participate in solving the problem in EFL teaching, a detailed description and sufficient examples about these verbs taken from spoken English conversations, and plays are necessary. Thus, the main concern of this part of the paper is about the different meanings and uses of these verbs in English, and Palestinian Arabic, and how they are used by EFL learners in Gaza.

In considering when to use any of the verbs mentioned, a logical way is to arrive at some sort of basic meaning for each as it is used in normal situations.

### **The Basic Meaning Of ‘See’:**

Of the three verbs, ‘see’ appears more frequently. It therefore has more meanings:

**A.** ‘see’ indicates the ability of the eyes: For example:

8. She sees his face in it.
9. She sees the workman who has brought a glass of water on a tray.
10. Now he could see. Everything is colorful and bright.
11. To the east, as far as the eye could see, was the place where the soldier was hiding.
12. When her eyes were covered, she became unable to see those around her.
13. When the doctor uncovered her eyes, she saw everything around her.

A number of observations can be drawn from sentences 8-13. First, it is important to realize that the subject of ‘see’ represents an experiencer rather than an agent, and that ‘see’ is a stative (effortless) verb rather than an active one. Thus, the subjects of ‘see’ in all the sentences only need to have their eyes open in order to see. In other words, the seeing is the result of having one’s eyes open, but in some cases, one can look at something with one’s eyes open, and not see it. This is an evidence that seeing is most frequently unintentional. One may be present at a certain wedding occasion, but if one has some problems and is mentally preoccupied, one may not see the wedding even though s/he would be present and has his/her eyes open.

**B.** ‘See’ means to perceive something with the eyes as in the following examples:

14. He saw a weak cat in the deep hole.
15. She saw her husband inside the house.
16. Part of the house with a terrace can be seen. (Chekhov plays:187)



### **Semantic Differences Among "See, Look (at)...**

17. I can see your ironic expression. (Chekhov plays:198)
- C. 'See' can bear a number of semantic loads such as the ability to see with the eyes (sentences 18-19), the ability to perceive something with the eye (sentences 20-21), to witness happenings and events (sentences 22-23), to express the meaning of experiencing with the eyes (sentences 24-25), to discover with the eyes (sentences 26-28), to express the idea of meeting or visiting (sentences 28-29), and to indicate the reference (sentences 30-31).
18. He saw a beautiful girl sitting in front of a beauty shop.
19. They were coming across the main road when they saw the car accident.
20. I see what you mean.
21. Think it over and you'll see I'm right.
22. Several people claim to have seen Jack inside the building minutes before the explosion.
23. The witness saw the murderer entering her neighbor's house at approximately 10:15 p.m.
24. It was the most beautiful thing I've ever seen.
25. Many people know little about Arab culture apart from what they see in documentary films.
26. Reviewing the whole thing, she saw a possible way to put it all together.
27. He went out of the house to see where the shouting was coming from.
28. Mary will see her doctor tonight.
29. In the afternoon they went to the mayor's house to see Mary and her husband.
30. See footnote on page 17.
31. For further details, see chapter 5.

Thus, of most importance to us, are the examples in which 'see' is to perceive information through the eyes. For this to be fulfilled, one does not have to concentrate, but to be alert and receptive to surrounding events. The sentence

\*32. Mary is seeing the picture,  
does not permit the progressive because the context requires activity and 'see' here is a stative verb.

#### **The Basic Meaning Of 'Look At':**

Although 'look at' is related in meaning to 'see' and 'watch', it cannot possibly be used interchangeably with the other two without changing the meaning or making the sentence ungrammatical. 'Look at' is different from 'see' in that it is an active verb, and it basically means to direct one's eyes towards an object intentionally as in the following examples:

- 33. Don't look at me like that. I don't like it. (CHP: 199)
- 34. My wife, my love - look at them - where do they belong? (CHP: 205)
- 35. He looks at his watch. (CHP: 212)
- 36. The old man in the car rolled his window, looked at me straight in the eye and said, "lady- I'm already married."
- 37. Mary is looking at a tape recorder.
- 38. Ali is looking at a book.
- 39. Amany is looking at a hole in the ceiling, but she does not see it.

In these examples, the substitution either by 'see' or by 'watch' is not possible without changing the meaning of the sentence or making it ungrammatical as in the following:

- \*33a. Don't see me like that. I don't like it.
- \*34b. My wife, my love - see them - where do they belong?
- 35c. He sees his watch.
- \*36d. The old man in the car rolled his window, saw me straight in the eye and said, "lady- I'm already married,"
- \*37e. Mary is seeing a tape recorder.
- \*38f. Ali is seeing a book.
- \*39g. Amany is seeing a hole in the ceiling, but she does not see it.

Or in the following:

- 33h. Don't watch me like that. I don't like it.
- 34i. My wife, my love - watch them - where do they belong?
- \*35j. "Don't watch your watch."
- \*36k. The old man in the car rolled his window, watched me straight in the eye and said, "lady- I'm already married,"
- \*37l. Mary is watching a tape recorder.
- \*38m. Ali is watching a book.
- \*39n. Amany is watching a hole in the ceiling, but she does not see it.

It is clear from these examples that the verb 'look at' means something like 'to inspect' in order to discover the features and details of a certain object. Thus, 'look at' is intentional and implies mental effort and concentration on the part of the agent. Even when the agent cannot see what s/he is looking at, there is a considerable amount of concentration and effort exerted on her/his part. However, when the context involves a process or an activity of some kind to be observed, 'look at' cannot be used.

Likewise, it is notable that the grammatically acceptable sentences have different meanings from those with 'watch'. Consider the following examples:

## **Semantic Differences Among "See, Look (at)...**

- 40. The dog is watching the sheep.
- 40a. The dog is looking at the sheep.
- \*40b. The dog is seeing the sheep.

In 40, the dog here may be the sheep dog, it is guarding them, whereas in 40a, the dog may be the enemy dog which is examining which sheep it is going to attack. It could be a passing dog that is just looking in the direction where the sheep are. Sentence 40b is ungrammatical because the nature of the event does not require a stative verb.

‘Look at’ can also be used in imperative sentences to draw the attention to a particular object as in the following examples:

- 41. Please look at these kids throwing stones at soldiers.

‘See’ and ‘watch’ however, cannot be used in this sense. To illustrate this, compare the following examples with the previous examples:

- 42. Rola, look at the beautiful bird over there.
- 43. This is a new machine, see how it works.

The difference between these two sentences can be seen clearly. Sentence 42 draws Rola’s attention to a particular bird, whereas sentence 43 implies a slight question, ‘Do you see...’.

‘Look at’ has the meaning of considering as in:

- 44. Looking at the dark side of the situation, one can say it is impossible to solve it.

If we replace ‘looking at’ with ‘seeing’, the meaning of the sentence will be changed.

- 44a. Seeing the dark side of the situation, one can say it is impossible to solve it.

This sentence implies the meaning (recognizing the dark side of the situation....) However, ‘Watching’ is not allowed in this context:

- \*44b. Watching the dark side of the situation, one can say it is impossible to solve it.

### **The Basic Meaning Of ‘Watch’:**

‘Watch’ is not the same as ‘see’ in that ‘watch’ is an active verb expressing the notion of observing the steps or processes involved in a certain event. It also means observing something or someone over ‘a period of time which makes it purely intentional on the part of the agent. It entails seeing, for it is impossible to watch something and not see it. ‘Watch’ requires more time and concentration than ‘look at’. Thus, ‘watch’ expresses the activity of observing the specific steps or processes involved in an event as in:

- 45. Rola watched Ali grow up and drive the car that his father left.

46. Rola saw Ali grow up and drive the car that his father left.
47. The boy used to watch his father repair cars.
48. The boy used to see his father repair cars.
49. Amany likes to watch Egyptian TV channels a lot.
50. Ali went to the circus to watch the tigers dance.
51. You're welcome to come up and watch me.

Sentence (45) implies that Rola had a close relationship with Ali, and that she was very much concerned about Ali's growing up; whereas sentence (46) implies a distant relationship. The subject of sentence (46) was interested in Ali's affairs, but not as intimately as that in sentence (45). Sentence (47) shows that the boy observed his father work in order to learn something, whereas sentence (48) implies that the boy saw his father work and might have considered it as one of the familiar scenes without having any interest in what his father was doing. All the sentences with 'watch' provide evidence that 'watch' expresses activity of observing the steps or processes involved in the event.

'Watch' is used in certain contexts to describe the enjoyment of a dynamic activity as in watching a film, a game, or a person to admire as in:

52. He is watching an American movie tonight.
53. You really must not watch me all the time, James. (EO:17) (Eugene O'Neil)
54. If I've watched you it was to admire how fat and beautiful you looked. (EO:17)

Note that 'see' is not permitted in these cases, except in cases such as the following:

55. John and his wife are going to watch a horror film, but they don't want their four-year-old daughter, Joan, to see it.

In this example, one may feel that there is a violation of what has been said earlier regarding the use of a phrase such as 'to see a film' or a game. However, the case here is different and the emphasis is not the same; for in watching the horror film, the focus is on the action, enjoyment, and the excitement John and his wife are going to get from that. In 'see the film', the focus is on the idea of watching the film. 'See' also implies the witnessing of something. They do not want their child to witness anything scary. 'See' here lacks the sense of control and duration. Consider the following examples:

56. Let's go see the film.
57. Let's go watch the film.

### **Semantic Differences Among "See, Look (at)...**

- 58. He is watching the film.
- \*59. He is seeing the film.
- 60. He saw the film last night.

Sentence (56) carries the meaning load of 'let's go to the cinema,' whereas sentence (57) implies that they are already at whatever place the film is going to be shown, and now they just need to go through the act of viewing. Sentence (58) indicates that the act of watching is going on. Sentence (\*59) is not acceptable in this context, whereas in the context of sentence (60), 'see' implies an end point.

#### **Significant Differences Among The Three Verbs:**

In addition to the definitions discussed above, there are significant differences among the three verbs. This analysis will help in explaining when each verb can or cannot be used. Consider the following examples:

- 61. Fred likes to watch football games.
- 62. John is watching the dog in his yard.
- 63. Jane likes to watch trees.
- 64. Fred likes to look at football games.
- 65. John is looking at the dog in the yard.
- 66. Jane likes to look at trees.
- 67. Fred likes to see football games.
- \*68. John is seeing the dog in the yard.
- 69. Jane likes to see trees.

These examples show clearly that each verb requires a certain context in order to be acceptable. 'Watch' requires a context that has an action or activity that can be observed over a period of time. Sentences (63-64) are possible if Jane watches trees in anticipation of some kind of activity that can be observed. If there is not any activity to be observed in situations like these, watch is not used.

'See' is limited and used in contexts that do not involve observing or inspecting something. Seeing involves the reception of information through the eyes. Sentence (\*68) is not grammatical, for 'see' is not appropriate because this particular event requires concentration on the part of the seer which requires the use of 'looking' or 'watching'.

'Look at' is used in a context that provides something which can be inspected to find out certain constituents and features. One may look at a picture, a machine for inspection or finding what is special about it, but looking at a football game is not appropriate, for football is not inspected as one does with stationary objects. A football game is an activity that can be

watched and observed over a relatively long period of time. One may look at a football game if he is planning to buy a video cassette of a certain football game.

### The Three Verbs In The Palestinian Dialect:

The three verbs *yashu:f* (to see), *yettalla9* (to look at), and *yetfarraj* (to watch) are equivalent to the English verbs in meaning; however, they are frequently used to refer to the same action. This use can be the source of the many errors generated when Palestinian EFL learners attempt to use any of the three verbs in English.

Most of the Arabic verb patterns (commonly called stems, forms, or measures, are traditionally designated in Western Grammars and dictionaries by numerical labels. For instance, 'Pattern II is "Fa99al", pattern III is "Fa9al" etc. Since there has been no study done on the verb in Palestinian Arabic, the researcher will present a description of the semantic differences among these verbs in Palestinian Arabic (PA). As in Cornwell 1964, the base inflection of the verb '*sha:f*' (see) is '*bisu:f*' is an example of the pattern "Fa9al - bif9al".

To clarify these three verbs, a presentation of the structure and the conjugation of the three verbs will be presented. These will be done following the format of Cornwell 1964.

**Table (1)**

#### The verb '*sha:f*' (saw)

	Perf.	Imper/ Indic	Imperf/ Subjn	Imperative	Pron.
3m	sha:f	bishu:f	yshu:f		he
f	sha:fat	bitshu:f	tshu:f		she
pl	sha:fu	bishu:fu	yshu:fu	shu:fu	they
M	shuf(i)t	bitshu:f	tshu:f	shu:f	you
f	shufti	bitshu:fi	tshu:fi	Shu:fi	you
pl	shuftu	bitshu:fu	tshu:fu	shu:fu	you
sg	shuft	bashu:f	?ashu:f		I
pl	shufna	binshu:f	nshu:f		we

For the causative form of the verb '*sha:f*' (saw), PA speakers use the verb '*warri*' (show) as in example (1) below:

The verb '*tfarraj*' (watch)

- *warri daftarak la ?bu:k*

### Semantic Differences Among "See, Look (at)..."

- Show your notebook to your father.
- *warrini daftarak*
- Let me see your notebook

**Table (2)**

**This verb belongs to the pattern V "tFa99al - byetfa99al"**

	<b>Perf.</b>	<b>Imper/ Indic</b>	<b>Imperf/ Subjn</b>	<b>Imperative</b>	<b>Pron.</b>
3m	tfarraj	bitfarraj	ytfarraj		he
f	tfarrajat	btetfarraj	tetfarraj		she
pl	tfarraju	betfarraju	yetfarraju		they
2M	tfarrajt	btetfarraj	tetfarraj	tfarraj	you
f	tfarrajti	btetfarraji	tetfarraji	tfarraji	you
pl	tfarrajtu	btetfarraju	tetfarraju	tfarraju	you
1sg	tfarrajt	batfarraj	?atfarraj		I
pl	tfarrajna	bnetfarraj	netfarraj		we

**Table (3)**

**The verb 'talla9' (look at)**

**This verb also belongs to the pattern V "tFa99al - byetfa99al"**

	<b>Perf.</b>	<b>Imper/ Indic</b>	<b>Imperf/ Subjn</b>	<b>Imperative</b>	<b>Pron.</b>
3m	ttalla9	bettalla9	yettalla9		he
f	ttalla9at	btettalla9	tettalla9	ttalla9y	she
pl	ttalla9u	bettalla9u	yettalla9u		they
2M	ttalla9t	btettalla9	tettalla9	ttalla9	you
f	ttalla9ti	btettalla9i	tettalla9i	ttalla9i	you
pl	ttalla9tu	btettalla9u	tettalla9u	ttalla9u	you
1sg	ttalla9t	battalla9	?attalla9		I
pl	ttalla9na	bnettalla9	nettalla9		we

The three verb forms illustrate two different conjugations, and the inflectional affixes are much the same for all the three patterns; the few variations that incur with the different types of stem have relatively to do with base patterns as such.

1. abu:k betfarraj 9ala daftarak  
Your father is looking at your notebook.
2. abouk bedduh yeshu:f daftarak.

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your father wants to see your notebook.

3. *abouk bedduh yetalla9 9ala daftarak.*  
Your father wants to look at your notebook.
4. *abouk bedduh yetfarraj 9ala daftarak.*  
Your father wants to see your notebook.

In these examples the three verbs are used to refer to the same event - that the father wants to examine his son's notebook to have an idea of how good his school performance is.

The Verb 'sha:f'

'sha:f' is used to express an act of seeing performed when the eyes are open. For this type of action to take place, one has to have one's eyes open and pointed in the right direction, as in the following:

5. *sha:fha btemshi fish-sha:re9.*  
He saw her walking in the street.
6. *shuftu min ?ish-shuba:k.*  
I saw him from the window.

These two examples imply that the seeing could have happened purely by chance. Also, the verb 'sha:f' is classified as a verb of accomplishment, which means that the subject has spotted something.

'sha:f' can also mean to perceive something with the eyes as in the examples (7-8), to witness happenings or events as in the examples (9), to experience with the eyes, example (10), and express the idea of meeting or visiting, example (11),

7. *sha:f hayeh f id-daar.*  
he saw a snake in the house.
8. *Bagdar ?ashu:fak wenteh foag ?id-daar.*  
I can see you when you are on top of the house
9. *sha:f abouh byedrub ummuh.*  
he saw his father beating his mother.
10. *sha:f ?il 9ajab fi s-sejen.*  
he saw marvelous things in the prison.
11. *?illeileh benshu:f ?id-daktour.*  
Tonight we will see the doctor.

The Verb `yettalla9'(to look at):

The verb `yetlla9' is different from `yeshu:f' in that it requires intention and deliberation on the part of the agent. It also requires more time allocation than `sha:f' and less time than `yetfarraj'



## Semantic Differences Among "See, Look (at)..."

12. tettalla9sh 9aleyeh zay heik.

Don't look at me like that.

Sentence 12 is said as a protest against the way some one is looking at someone else. This sentence is ungrammatical if the verb is replaced by `yeshu:f' (tshu:fish)or' `yetfarraj' (*tetfarrajish*). However in cases where someone is watching T.V., the three verbs can be used to refer to the same thing as in (13-21)below.

13. ga9ed byettalla9 9ala ?it-telefizyoun.

He is watching T.V.

14. ga9ed bishu:f ?it-telefizyoun.

He is watching T.V.

15. ga9ed byetfarraj 9ala ?it-telefizyoun.

He is watching T.V.

16. bshu:f ?il vedio.

he is watching a video film.

17. byettalla9 9ala ?il vedio.

He is watching a video film.

18. betfarraj 9ala ?il vedio.

He is watching a video film.

19. Bedduh ysu:f ?il maki:neh el jadi:deh

He wants to see the new machine.

20. Bedduh yettalla9 9ala ?il maki:neh el jadi:deh

He wants to look at the new machine.

21. Bedduh yetfarraj 9ala ?il maki:neh el jadi:deh

He wants to watch the new machine.

Note that when the word video is used in the indefinite form, the meaning of `byetalla9' `look at', as in 22, mean that he is looking at videos or televisions for the sake of buying one.

22. byettalla9 9ala vedio.

he is looking for a video.

The meaning of `yetfarraj' is `inspect' if the following noun is used in the indefinite form as in 23.

23. bedduh yetfarraj 9ala maki:neh jadi:deh

He wants to have a look at (inspect) a new machine.

The meaninng of `yeshu:f' is (select) if the following noun is used in the indefinite form as in

24. bedduh yeshu:f maki:neh jadi:deh

He wants to select a new machine

However; the original meanings of the three verbs are restored in sentences (25-27).

25. ?ana shuftuh lamman daxal ?id-da:r.

I saw him when he entered the house.

26. ?na ittalla9t 9aleh laman daxal ?id-da:r.

I looked at him when he entered the house.

27. ?na itfarrajt 9aleh laman daxal ?id-da:r.

I watched him when he entered the house.

### **Significant Differences Among The Three Verbs In The Two Languages:**

The analysis of the distribution and behavior of the three verbs in the two languages reveals that there are clear differences in the expression of each verb. Some verbs are limited to situations where the agent does not need to observe or inspect. In PA the three verbs are sometimes used interchangeably; for they can be used to refer to the same action. This use of the three verbs can be the source of errors that Palestinian students generate when they attempt to use their counterpart verbs in English. It must be noted here that the verbs in PA are being used in the Arabic sentences that the students were asked to translate into English.

In some cases the three verbs in PA behave exactly the same way as that of the English verbs. The verbs have been analyzed in terms of stativity and activity, duration, time allocation, and concentration. It has been found that look at – *yettalla9*, and ‘watch – *yetfarraj*’ are active verbs, while the verbs ‘see’ and ‘*yshu:f*’ are not. The verbs ‘watch’ and ‘*yetfarraj*’ require more time allocation than the verbs ‘look at’ and ‘*yettalla9*’, and the verbs ‘see’ and ‘*yshu:f*’. They can be accomplished within a very short period of time. The verbs and ‘watch – *yetfarraj*’ require more concentration on the part of the experiencer than the other verbs in the two languages investigated, and the verbs ‘see’ and ‘*yshu:f*’ require the least amount of concentration, for the experiencer can see or ‘*yshu:f*’ as long as their eyes are open.

In PA, there are instances where the three verbs are used interchangeably. Among these are the situations when the experiencer is involved in watching a movie, a video cassette, or examining a student’s notebook, or an ongoing fight. The common factor among these situations is that they require some time to watch and they require concentration on the part of the experiencer.

## **Semantic Differences Among "See, Look (at)...**

### **Statistical Analysis Procedures:**

For the statistical analysis of the findings of the study, the following approaches are applied:

- Frequency of correct and incorrect use of the verbs 'see', 'look', and 'watch'.
- ANOVA combined with the Duncan's multiple comparison tests (for statistically significant ANOVA results).
- The specific weight, arithmetical means and standard deviations of all verb usage in the translation test.
- T-test will be carried out for the independent variables to answer questions C, D, and E.

The statistical analysis will also examine the frequencies, correlation, and significance level of the tested items

## Discussion And Interpretation Of Results:

**Table (4)**  
**Frequency of correct and incorrect use of the verb "see"**

Sentence No.	Correct	Percentage	Incorrect	Percentage
See 1	126	77.3	37	22.7
See 3	73	44.8	90	55.2
See 4	145	89.0	18	11.0
See 5	46	28.2	117	71.8
See 7	145	89.0	18	11.0
See 8	69	42.3	94	57.5
See 10	112	68.7	51	31.3
See 13	133	81.6	30	18.4
See 16	131	80.4	32	19.6
Look 2	105	64.4	58	35.6
Look 11	105	64.4	58	35.6
Look 15	96	58.9	67	41.1
Look 17	85	52.1	78	47.9
Look 19	116	71.2	47	28.8
Watch 6	132	81.0	31	19.0
Watch 9	100	61.3	63	38.7
Watch 12	110	67.5	53	32.5
Watch 14	60	36.8	103	63.2
Watch 18	47	28.8	116	71.2

Table (4) shows that the subjects of the study have shown their best performance over the verb "see" in sentences 4, 7, 13, and 16 where the percentage of correct use was 89%. The difference between these four sentences and the rest of the "see" sentences is that the verb "see" is used in the past tense form. This indicates that the subjects use the verb "see" properly when it means "saw" in the equivalent English sentence. The subjects have demonstrated a clear weakness in dealing with the verb "see" when the Arabic equivalent is not the verb "*shaaf*" as in sentence 3, 8 and 10. The Arabic verbs used were "*ittala9*, *atfarraj*, and *tfarajna*" respectively. The correct use of these verbs was less than 70% of the attempts. The least correct was sentence 5, where the subjects' correct use of the verb "see" was 28.2%.

### Semantic Differences Among "See, Look (at)...

The percentage of correct use indicates that the subjects were translating directly from Palestinian Arabic into English without analyzing the semantic load of the word. The subjects seem to have problems with words that mean "see" in English, but are represented in words other than the verb "*shaaf*" in Arabic, which shows a clear mother language interference among the 10<sup>th</sup> grade students in Gaza Strip as in sentences 3, 5 and 9 where the verb *ittala9* 'look' is used to mean 'see', the verb *tfarra9* 'watch' is used to mean 'see' and the verb *ittala9* 'look' is used to mean 'watch'.

As for the verb "look", the subjects have shown more control over its use in sentences 2, 11 and 19 where the percentage of the correct usage was 64.4%, 64.4% and 71.2% respectively. What is common about these three sentences is that they are used in the imperative mode. Sentence 17 is in the non-imperative negative form and is found to be the least correctly used. This suggests a correlation between the non-imperative negative form and the erroneous use of the verb 'look'. The subjects' performance on sentence 15 is not satisfactory; they have used it correctly in 58.9% of the attempted cases, which indicates that the students need more practice on the use of look in non-imperative negative and affirmative sentences.

As for the verb "watch", the subjects' highest percentage in correct use was in sentences 6, 9, and 12 where the verb "*yetfarra9*" and "*yetalla9*" are used in association with T.V. watching. The lowest percentage of the correct use of "watch" was demonstrated in sentences 15 and 16 where they are used to describe watching football matches or someone watching someone else play football. The mean score shows that the verb "watch" is used more correctly when it is associated with the word T.V. or any program shown on T.V.; however, when the verb is associated with any other activity, the subjects of the study are most likely to use the verb "see" or "look".

In sentence 1, it is expected that the subjects will use the verb "see" or the verb "have a look", when the Palestinian Arabic word is "*shaaf*". The subjects are able to create connections between the PA verbs "*shaaf*, *ittala9*, and *itfarra9*" and their objects. When the object refers to something far away, they most likely use the verb "look at", as in "look at the moon." When the verb is nearby or within a reachable distance, the subjects of the study use the verb "see" as in "let me see your notebook." When the verb "*shaaf*" is in the past tense, the subjects use the equivalent English verb "saw", the verb "*tfarra9*" is translated into "watch" when it is associated with an object that refers to an ongoing activity as in "watching TV or the

news bulletin.” However, in sentence 15, the word “watch” was not used due to social factors where parents appreciate seeing their children study rather than play. The subjects translated the sentence as if it meant that they were caught playing by their parents. When the Palestinian Arabic verb “*ittala9*” is used in the imperative mode, the English verb “look” is used correctly.

**Table (5)**  
**ANOVA**

Verb	Direction	Sum of squares	df	Mean Square	F	Sig
See	Between groups	25.066	2	12.533	3.505	.032
	Within Groups	568.539	159	3.576		
	Total	593.605	161			
Look	Between groups	91.133	2	45.567	16.883	.000
	Within Groups	429.144	159	2.699		
	Total	520.278	161			
Watch	Between groups	10.897	2	5.448	2.780	.065
	Within Groups	311.652	159	1.960		
	Total	322.549	161			

Table (5) shows that the verb ‘see’ has been used more frequently by the subjects of the study due to mother language interference; for the verb *shaaf* ‘see’ can be used in place of the other two verbs. The verb ‘watch’ has the lowest frequency simply because it is translated correctly only when it is associated with activities related to TV program watching.

Semantic Differences Among "See, Look (at)...

**Table (6)**  
**Multiple Comparisons among the Three Geographical Areas**

Dep. Variable	Location	(G)location	Mean difference	Sig.
SEE	n	s	-.7796*	.038
		g	-.8197*	.020
	s	n	.7796*	.038
		g	-4.0052E-02	.918
	g	n	-.8197*	.020
		s	-4.005E-02	.918
LOOK	n	s	1.2014*	.000
		g	1.7006*	.000
	s	n	1.2014*	.000
		g	.4991	.139
	g	n	1.7006*	.000
		s	-.4991	.139
WATCH	n	s	-7.6923E-02	.780
		g	.5157*	.047
	s	n	7.692E-02	.780
		g	.5926*	.040
	g	n	-.5157*	.047
		s	-.5926*	.040

Table (6) shows that there are statistically significant differences in the use of the verb “see” among the subjects in the North, the South and Gaza areas in favor of Gaza and the south. There are also statistically significant differences in the use of the verb “look” among the subjects in the North area and those of the South and Gaza areas in favor of the North area. It also shows some statistically significant differences in the use of the verb “watch” among the subjects of the North area and those of the other two areas in favor of the North area. Finally, table (6) shows significant differences between the South area and Gaza area in favor of the South. All the differences will be explained in detail in tables 7, 8, and 9.

**Table (7)**  
**The Use of *Watch* According to Geographic Location**

WATCH	North	%of total	South	%of total	Gaza	%of total	%of total	Total
00 count	6	3.7%	1	.6%	6	3.7%	8.0%	13

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WATCH	North	%of total	South	%of total	Gaza	%of total	%of total	Total
1.00 count	2	1.2%	4	2.5%	12	7.4%	11.1%	18
2.00 count	12	7.4%	11	6.8%	9	5.6%	19.8%	32
3.00 count	24	14.8%	11	6.8%	14	8.6%	30.2%	49
4.00 count	13	8.0%	10	6.2%	7	4.3%	18.5%	30
5.00 count	8	4.9%	6	3.7%	6	3.7%	12.3%	20
Total Count	65	40.00%	43	26.5%	54	33.3%	100.0%	162

Table (7) shows that the subjects in the North area of Gaza Strip have a better control over the use of the verb “watch”, for 69.23% of them managed to use the verb from 3-5 times correctly, whereas 62.79% of the subjects in the South area managed to use it from 3-5 correctly. Only 50% of the subjects in Gaza area managed to use it from 3-5 times correctly.

- This result suggests that the teachers of English in Gaza and those in the South areas should give more attention to the correct use of “watch” in their exercises. They should give more exercises on the use of verb ‘watch’ in situations that do not include TV or film watching.

**Table (8)**  
**The Use of See According to Geographic Location**

SEE	North	%of total	South	%of total	Gaza	%of total	%of total	Total
00 count			1	.6%	2	1.2%	1.9%	3
1.00 count	1	.6%			1	.6%	1.2%	2
2.00 count	3	1.9%					1.9%	3
3.00 count	1	.6%	3	1.9%	2	1.2%	3.7%	6
4.00 count	7	4.3%	4	2.5%	4	2.5%	9.3%	15
5.00 count	16	9.9%	3	1.9%	8	4.9%	16.7%	27
6.00 count	19	11.7%	10	6.2%	4	2.5%	20.4%	33
7.00 count	15	9.3%	8	4.9%	12	7.4%	21.6%	35
8.00 count	2	1.2%	9	5.6%	15	9.3%	16.0%	26
9.00 count	1	.6%	5	3.1%	6	3.7%	7.4%	12
Total Count	65	40.1%	43	26.5%	54	33.3%	100.0%	162



### Semantic Differences Among "See, Look (at)..."

Table (8) shows that when the verb 'see' is used by the subjects in the three geographic areas in Gaza Strip, Gaza area students have shown good control over the correct use of 'see'; the statistical analysis reveals that 61.11% of them have used the verb 'see' correctly in 7-9 of the required cases. It also shows that 51.16% of the South area students have managed to use the verb 'see' correctly in 7-9 of the required cases. The students from the North area have shown a much lower performance on the use of 'see'; for only 27.69% of them managed to use it correctly in 7-9 of the required cases.

This result suggests that the teachers of English in the North area should pay more attention to the correct use of 'see' in their explanations and exercises.

**Table (9)**  
**The Use of *Look* According to Geographic Location**

WATCH	North	%of total	South	%of total	Gaza	%of total	%of total	Total
00 count	2	1.2 %	7	4.3 %	15	9.3 %	14.8%	24
1.00 count	5	3.1 %	5	3.1%	6	3.7%	9.9%	16
2.00 count	3	1.9%	3	1.9%	5	3.1%	5.8%	11
3.00 count	4	2.5 %	8	4.9%	11	6.8%	14.2%	23
4.00 count	17	10.5%	14	8.6%	9	5.6%	24.7%	40
5.00 count	34	21.0%	6	3.7%	8	4.9%	29.6%	48
Total Count	65	4.1 %	43	26.5 %	54	33.3%	100.0%	162

Table (9) shows that the North area students have more control over the use of the verb 'look' than those of the other two areas; for 78.46% of the subjects used the verb 'look' correctly. The Gaza area students showed the lowest control over the use of the verb 'look', for 31.48% of them managed to use it correctly in most of the required cases.

This result suggests that the teachers of English in the Gaza area should give more attention to the correct use of 'look' in their explanations and exercises. They should give extensive exercise on the verb *tettalla9ish*

'do not look'. In this particular context the 10<sup>th</sup> grade students tend to use the verb 'see' instead.

**Table (10)**  
**Pearson Correlations among the three Verbs**

		See	Look	Watch
See	Pearson Correlation	1.000	.001	.233
	Sig.(2-tailed)	0	.986	.003
	N	162	162	162
Look	Pearson Correlation	.001	1.000	.324**
	Sig.(2-tailed)	.986	0	.000
	N	162	162	162
Watch	Pearson Correlation	.233*	.324*	1.000
	Sig.(2-tailed)	*	*	0
	N	.003	.000	162
		162	162	

Table (10) shows that there is a statistically significant positive correlation between the use of the verb 'see' and 'watch' ( $r=0.23\%$ ). However there is no positive correlation between the use of the verb 'see' and the verb 'look'. It also shows that there is stronger positive correlation between the use of the verb 'look' and that of the verb 'watch' ( $r = -0.32$ ).

**Table (11)**  
**Correct Response Frequency by Verb**

Correct Response	Frequency	Percent	Correct Response	Frequency	Percent	Correct Response	Frequency	Percent
<b>SEE</b>			<b>LOOK</b>			<b>WATCH</b>		
Valid .00	4	2.5	Valid .00	25	15.3	Valid .00	14	8.6
1	2	1.2	1	16	9.8	1	18	11.0
2	3	1.8	2	11	6.7	2	32	19.6
3	6	3.7	3	23	14.2	3	49	30.1
4	15	9.2	4	40	24.5	4	30	18.4
5	27	16.6	5	48	29.5	5	20	12.3
6	33	20.2	Total	163	100	Total	163	100.0
7	35	21.4						
8	26	16.0						
9	12	7.4						
Total	163	100						

### **Semantic Differences Among "See, Look (at)...**

Table (11) shows that 82% of the subjects managed to use the verb 'see' correctly in 66.6% of the sentences that required the use of verb 'see'. 68% of the 163 subjects of the study, representing the total study population, managed to use the verb 'look' in 60% of the cases that require its use correctly, and that only 79% of them managed to use the verb 'watch' correctly in 60% of the required cases. The subjects have good control over the use of 'look'; for 29.4% of the population of the study managed to get all the instances of 'look' correctly.

Table (11) also shows that the majority of the subjects who participated in this study have problems with the use of the verb 'see'; for only 0.07% of them managed to get the 9 instances of the verb 'see' correctly, whereas 58% of them managed to use 6-8 sentences correctly. The table also shows that 29% of the total population of this study managed to use the verb 'look' correctly in all the instances, and that 63.29% of them managed to use the verb 'watch' in 60% of cases correctly.

### **Conclusions And Recommendations**

This paper presents a preliminary analysis of the 10<sup>th</sup> grade students' use of the three English verbs: 'see, look, and watch' and their equivalents in Palestinian Arabic. The findings of the study indicate that 10<sup>th</sup> grade students in the three areas of Gaza Strip have a problem in distinguishing among the uses of the verbs 'see, look and watch' when they use them in their English language performance. However, some of the students have shown an understanding of the correlation between the verb 'watch' and the activities related to TV or film watching, some also utilize the correlation between the past tense and the verb 'see'; for 'see' is used correctly when it is expressed in the Palestinian perfective aspect 'shaaf'.

The result of the statistical analysis reveals certain difficulties related to geographic locations. The students from north Gaza show better performance over the use of the verb 'look', whereas the students from Gaza area show a better performance over the use of the verb 'see'. The south Gaza students show their best performance over the verb 'watch'. As shown in the results, 89% of the subjects of the study have used the verb 'see' correctly especially when it is used in the past tense (or perfective aspect) in the equivalent Arabic sentences. However, when the Arabic verb 'see' is in the present form (imperfective aspect), or when the other two Arabic verbs 'yettalla9', and 'yetfarraj' mean 'see', the subjects of the study have shown a clear weakness in its proper use. The percentage of correct

usage indicates that there is a direct mother language influence represented in the subjects' translation of Arabic into English without any consideration to the semantic load of the sentences, and in frequently using the verb 'see' instead of the other two verbs, for the verb 'shaaf' in the Palestinian dialect of Gaza can refer to the other two verbs. The Verb 'look' is successfully used when it is in the imperative mood, and the verb 'watch' is properly used when it is associated with TV watching or any media watching. It is clear from the subjects' answers that space or distance has a role to play in the selection of 'see' or 'look'; the subjects used the second verb when the object referred to is far away, for example "look at the moon," whereas, the first is used when the object is nearby or within a reachable distance, as in "let me see your notebook."

The comparison of the subjects' performance according to geographic locations reveals some differences among the subjects' control over each verb; the subjects in the north show their best control over the verb 'watch' and 'look', while their peers in Gaza area show their best control over the verb 'see'. The subjects in the south area show a relatively weak control over the three verbs.

As shown in the results, the subjects in each area have their own needs for special exercises to experience the differences between the behavior of these verbs in Palestinian Arabic and English, taking into consideration the pragmatic loads that might be involved in the use of the verbs in the two languages. The English language teachers must utilize the findings of this paper and draw their students' attention to the semantic load of the other verbs that can only be replaced by the English verb 'see' and its various inflections. They should inform their students that the three verbs: 'yeshu:f', 'yettalla9', and 'yettfarraj' can be used alternatively, and in a way that can be confusing. Further research should be conducted to investigate the use of other verbs such as listen, hear and understand.

## Semantic Differences Among "See, Look (at)..."

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### The Translation Task:

1. Khaleni Ashu:f daftarak  
Let me see your book
2. Shu:f el-gamar fess-sama  
Look at the moon in the sky.
3. Beddi attala9 9ala daftarak  
I want to see your book
4. Shuftak imbareh fe share9 omar el-mukhtar  
I saw you in Omar El-Mokhtar street yesterday.
5. El-modeer elyoum tffaraj 9ala daftari

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- The headmaster saw my book today
6. Abouy ga9ed byetfarraj 9ala et-telefezyon  
My father is watching TV.
  7. shuftuh whue bekhush ed-daar  
I saw him enter the house.
  8. Ruhna 9ala es-suug wit-tfarrajna 9ala kul hajeh  
We went to the market and saw everthing.
  9. Et-talat 9ala el-akhbar el-leleh ?ili fatat  
I watched the news last night.
  10. gali inoh beshu:fha kul youm  
He told me he sees her everyday.
  11. Tettala9ish 9alai zay heik  
Don't look at me like this.
  12. Akhuy byetfarraj ala el-felem  
My brother is watching the film.
  13. Abouy shaafni wana bal9ab  
My father saw me while I was playing
  14. Abouy tfaraj alai wa ana bal9ab  
My ather watched me while I was playing.
  15. Dayman bettala9 alai heik  
He always looks at me like this
  16. El- modaris shaaf et-taleb ohowa beyl9ab  
The teacher saw the pupil while he was playing.
  17. Beddeesh attala9 9aleik  
I do not want to look at you.
  18. Kano byelabo wana batfarraj alaeihom  
They were playing and I was watching them
  19. ittala9 9ala essafha eli ba9ed ha  
Look at the following page.