



Translation  
Notes

# **unfoldingWord® Translation Notes**

**Titus**

**Version 80**

[en]

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# **unfoldingWord® Translation Notes**

**Titus**

## Introduction to Titus

### Part 1: General Introduction

#### Outline of the book of Titus

Paul instructs Titus to appoint godly leaders. (1:1–16)

Paul instructs Titus to train people to live godly lives. (2:1–3:11)

Paul ends by sharing some of his plans and sending greetings to various believers. (3:12–15)

#### Who wrote the book of Titus?

Paul wrote the book of Titus. Paul was from the city of Tarsus. He had been known as Saul in his early life. Before becoming a believer, Paul was a Pharisee. He persecuted believers. After he became a believer, he traveled several times throughout the Roman Empire, telling people about Jesus.

#### What is the book of Titus about?

Paul wrote this letter to Titus, his fellow worker, who was leading the churches on the island of Crete. Paul instructed him about selecting church leaders. Paul also described how believers should behave toward each other. He also encouraged them all to live in a way that pleases God.

#### How should the title of this book be translated?

Translators may choose to call this book by its traditional title, “Titus.” Or they may choose a clearer title, such as “Paul’s Letter to Titus” or “A Letter to Titus.” (See: **How to Translate Names (p.94)**)

### Part 2: Important Religious and Cultural Concepts

#### In what roles can people serve within the church?

There are some teachings in the book of Titus about whether a woman or divorced man can serve in positions of leadership within the church. Scholars disagree about the meaning of these teachings. Further study on these issues may be necessary before translating this book.

### Part 3: Important Translation Issues

#### Singular and plural you

In this book, the word **I** refers to Paul. Also, the word **you** is almost always singular and refers to Titus. The exception to this is 3:15. (See **Forms of ‘You’ — Singular (p.89)**)

#### What is the meaning of God our Savior?

This is a common phrase in this letter. Paul meant to make the readers think about how God forgave them in Christ for sinning against him, and by forgiving them he saved them from being punished when he judges all people. A similar phrase in this letter is **our great God and Savior Jesus Christ**.

## Titus 1

### Titus 1 General Notes

#### Structure and Formatting

Paul formally introduces this letter in verses 1–4. Writers often began letters in this way in the ancient Near East.

In verses 6–9, Paul lists several qualities that a man must have if he is to be an elder in the church. (See: **Abstract Nouns (p.58)**) Paul gives a similar list in 1 Timothy 3.

#### Special Concepts in this Chapter

##### Elders

The church has used different titles for church leaders. Some titles include overseer, elder, pastor, and bishop.

#### Other Possible Translation Difficulties in this Chapter

##### Should, may, must

The ULT uses different words that indicate requirements or obligations. These verbs have different levels of force associated with them. The subtle differences may be difficult to translate. The UST translates these verbs in a more general way.

## Titus 1:1

### for the faith of the chosen people of God and knowledge of the truth

The words **faith**, **knowledge**, and **truth** are abstract nouns. If it would be more clear in your language, you could express those ideas in another way. Alternate translation: “to help God’s chosen people to continue to trust him and to know every true thing” (See: **Abstract Nouns (p.58)**)

### of the chosen people of God

If your language does not use this passive form, you could express the idea in active form or in another way that is natural in your language. Alternate translation: “of the people whom God has chosen” (See: **Active or Passive (p. 60)**)

### and knowledge of the truth

Paul is leaving out some of the words that in many languages a sentence would need in order to be complete. You could supply these words from earlier in the sentence if it would be clearer in your language. Alternate translation: “and for their knowledge of the truth” or “and so that the chosen people of God might know the truth” (See: **Ellipsis (p.84)**)

### that agrees with godliness

Here, **godliness** is an abstract noun that refers to living in a way that pleases God. Alternate translation: “that is suitable for honoring God” (See: **Abstract Nouns (p.58)**)



## Titus 1:2

### with the certain hope of eternal life

Here **hope** could be connected to: (1) **godliness**, meaning that if we live to please God, we will have hope of eternal life. Alternate translation: “which gives us the certain hope of everlasting life” or (2) **knowledge of the truth**, meaning that this hope of eternal life is part of the truth, and that knowing the truth gives hope of eternal life. Alternate translation: “and that teaches us to expect eternal life” (See: **Connecting Words and Phrases (p.75)**)

### with the certain hope of eternal life

If your language does not use an abstract noun for the idea of **hope**, you could express the same idea in another way. Alternate translation: “which leads us to confidently expect eternal life” (See: **Abstract Nouns (p.58)**)

### the non-lying God

If it would be clearer in your language, you could use a positive expression here instead of this double negative. Alternate translation: “the God who is completely trustworthy” (See: **Double Negatives (p.79)**)

### before all the ages of time

Alternate translation: “before time began”

## Titus 1:3

### at the right time

Alternate translation: “at the proper time”

### he revealed his word

Paul speaks of God’s word as if it were an object that could be visibly shown to people. Alternate translation: “he caused me to understand his message” (See: **Metaphor (p.107)**)

### by the proclamation

Paul assumes that his readers will understand that **the proclamation** refers to the message of the gospel of Jesus Christ. You could include this information if that would be helpful to your readers. Alternate translation: “by means of the proclamation of the message about Jesus” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### the one I was entrusted with

If your language does not use this passive form, you can state this in active form. Alternate translation: “the one that he entrusted to me” or “the one that he gave me the responsibility to preach” (See: **Active or Passive (p.60)**)

### our

Here, **our** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

## Titus 1:4

### a true son

Though Titus was not Paul's biological **son**, they share a common faith in Christ. Paul considers relationship to Christ through faith to be more important than biological relationship. Thus, because of their relative ages and shared faith in Christ, Paul considers Titus as his own son. It may also be that Paul led Titus to faith in Christ, and so Titus is like a son in this spiritual sense. Alternate translation: "like a son to me" (See: **Metaphor (p.107)**)

### in a common faith

Paul and Titus both share the same **faith** in Christ. If your language does not use an abstract noun for the idea of **faith**, you could express the same idea in another way. Alternate translation: "because we both trust in Jesus Christ" (See: **Abstract Nouns (p.58)**)

### Grace and peace

This was a common greeting Paul used. He is leaving out some of the words that in many languages a sentence would need in order to be complete. You could supply these words if it would be clearer in your language. Alternate translation: "May you experience grace and peace" (See: **Ellipsis (p.84)**)

### Grace and peace from God the Father and Christ Jesus our Savior

If your language does not use abstract nouns for the ideas of **Grace** and **peace**, you could express the same ideas in another way. Alternate translation: "May God the Father and Christ Jesus our Savior be gracious to you and give you a peaceful spirit" (See: **Abstract Nouns (p.58)**)

### Christ Jesus our Savior

Alternate translation: "Christ Jesus who is our Savior"

### our

Here, **our** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive 'We' (p.87)**)

## **Titus 1:5**

### **For this purpose**

The phrase **For this purpose** introduces the goal that Paul wanted to accomplish when he left Titus in Crete (to ordain elders in the church). Use a phrase in your language that makes it clear that this is the purpose. Alternate translation: "This is why" (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### **I left you in Crete**

Alternate translation: "I told you to stay in Crete"

### **that you might set in order the things not yet being complete**

Alternate translation: "so that you would finish arranging things that needed to be done"

### **ordain elders**

Alternate translation: "appoint elders" or "designate elders"

## Titus 1:6

### if anyone is blameless

This is the beginning of the description of the character of an elder. Paul assumes that Titus understands that he is to choose men who fit the following description. You could include this information if that would be helpful to your readers. Alternate translation: “an elder must be blameless” or “any man you choose to be an elder must be without blame” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### blameless

To be **blameless** is to be known as a person who does not do bad things. If it would be clearer in your language, you could state this positively. Alternate translation: “a person who has a good reputation” (See: **Double Negatives (p.79)**)

### a husband of one wife

This means that he has only **one wife**; that is, he does not have any other wives or concubines. This also means that he does not commit adultery and may also mean that he has not divorced a previous wife. Alternate translation: “a man who has only one woman” or “a man who is faithful to his wife” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### faithful children

This could refer to: (1) children who believe in Jesus. Alternate translation: “children who are faithful to God” (2) children who are trustworthy. Alternate translation: “children who are honest” (See: **Assumed Knowledge and Implicit Information (p.63)**)

## Titus 1:7

### the overseer

The word **overseer** is another name for the same position of spiritual leadership that Paul referred to as “elder” in 1:5. This term focuses on the function of the elder: he oversees the activities and people of the church. Alternate translation: “an elder in charge of God’s people” (See: **Translate Unknowns (p.128)**)

### a household manager of God

Paul speaks of the church as if it were God’s **household**, and the overseer as if he were a servant in charge of managing that household. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: “a person in charge of taking care of God’s church” (See: **Metaphor (p.107)**)

### not addicted to wine

Alternate translation: “not an alcoholic” or “not one who drinks much wine”

### not a brawler

Alternate translation: “not one who is violent” or “not one who likes to fight”

## Titus 1:8

### Instead

The connecting word **Instead** introduces a contrast between the things that an elder is not to be (that Paul already stated), and the things that an elder is to be (that Paul is about to state). Indicate this contrast in a way that is natural in your language. Alternate translation: "In contrast" (See: **Connect — Contrast Relationship (p.68)**)

### a friend of what is good

Here Paul is speaking of **what is good** as if it were a person who could be someone's **friend**. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: "a person who loves to do good things" (See: **Metaphor (p.107)**)

### sensible, & self-controlled

The terms **sensible** and **self-controlled** are very similar in meaning and may be translated by one term if the target language does not have two similar terms. (See: **Doublet (p.82)**)

### righteous, holy

The terms **righteous** and **holy** are very similar in meaning and may be translated by one term if the target language does not have two similar terms. (See: **Doublet (p.82)**)

## Titus 1:9

### He must hold tightly to

Paul speaks of devotion to the Christian faith as if it were grasping the faith with one's hands. If it would be helpful in your language, you could use a different metaphor or state the meaning plainly. Alternate translation: "He must carefully follow" or "He must be devoted to" (See: **Metaphor (p.107)**)

### that is in accordance with the teaching

Alternate translation: "that agrees with the things that we taught him"

### so that

The connecting words **so that** introduce a goal or purpose relationship. The purpose for the elder to hold tightly to the trustworthy message is for him to be able to encourage others and rebuke those who oppose him. Use a connector in your language that makes it clear that this is a purpose. Alternate translation: "because in this way" (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### sound teaching

The word translated here as **sound** normally refers to being physically healthy. Paul is speaking of this **teaching** as if it were a living thing that could be healthy or sick. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: "correct teaching" (See: **Metaphor (p.107)**)



## Titus 1:10

### empty talkers

Here, **empty** is a metaphor for useless, and **empty talkers** are people who say useless or foolish things. Alternate translation: “people who say useless things” (See: **Metaphor (p.107)**)

### deceivers

The word **deceivers** describes people who are actively trying to convince people to believe in something other than the true gospel that Paul preaches. Alternate translation: “people who convince others to believe things that are not true” (See: **Translate Unknowns (p.128)**)

### empty talkers and deceivers

Both **empty talkers** and **deceivers** refer to the same people, those who are also **rebellious**. Those people taught false, worthless things and wanted other people to believe them. Alternate translation: “people who say wrong things so that others will believe things that are not true” (See: **Hendiadys (p.91)**)

### the ones from the circumcision

Here, **circumcision** represents the Jewish believers who taught that men must be circumcised in order to please God. This teaching is false. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: “the ones who teach that men must be circumcised in order to please God” (See: **Metonymy (p.113)**)

## Titus 1:11

### It is necessary to stop them

The implication is that these people must be stopped from teaching. You could include this information if that would be helpful to your readers. Alternate translation: “You must prevent them from spreading their false teachings” or “Someone must stop them from deceiving others by their words” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### are upsetting whole households

The issue was that they were leading families away from the truth and destroying their faith. You could include this information if that would be helpful to your readers. Alternate translation: “are ruining the faith of entire families” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### for the sake of shameful profit

Here Paul refers to **profit** as **shameful**, meaning that the activity of accepting money for teaching wrong things brings shame on the teacher. Consider how to express this in your language. Alternate translation: “and increasing their shame by taking money for it” (See: **Assumed Knowledge and Implicit Information (p.63)**)

## Titus 1:12

### One of them, of their own prophets

Alternate translation: "A Cretan, one that they themselves consider to be a prophet"

### Cretans {are} always liars

The word **always** here is an overstatement for emphasis. If it would be helpful in your language, you could use a different way to express the emphasis. Alternate translation: "Cretans have a reputation to be liars" or "Cretans tend to be liars" (See: **Hyperbole (p.98)**)

### evil beasts

This metaphor is speaking of **Cretans** as if they were **evil beasts**. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: "as dangerous as wild animals" (See: **Metaphor (p.107)**)

### lazy bellies

Here the part of the body that stores food is used to represent the person who eats all the time. If it would be helpful in your language, you could use an equivalent expression from your culture or state the meaning plainly. Alternate translation: "lazy gluttons" or "lazy people who just want to eat" (See: **Synecdoche (p.126)**)

## Titus 1:13

### For this reason, rebuke them severely

Alternate translation: "For that reason, you must use strong language that the Cretans will understand when you correct them"

### For this reason

The connecting words **For this reason** introduce a reason-result relationship. The reason is that what the Cretan prophet said about his people is true (they are liars, evil, and lazy), and the result is that Titus should rebuke them severely for behaving that way. Use a connector in your language that makes it clear that what follows is a reason for what came before. Alternate translation: "Therefore" (See: **Connect — Reason-and-Result Relationship (p.73)**)

### them

Here the pronoun **them** could refer to: (1) the Cretan believers in general. This seems likely since the **testimony** is about all Cretans, and verse 14 says that they should not pay attention to "commands of people turning away from the truth." In other words, they should not pay attention to the false teachers. Alternate translation: "the Cretan believers" or (2) the Cretan false teachers. In this case, verse 14 would be telling the false teachers not to pay attention to other false teachers. Alternate translation: "the false teachers" (See: **Pronouns — When to Use Them (p.122)**)

### so that they may be sound in the faith

See note on **sound** in [Titus 1:9](#). Alternate translation: "so they will have a healthy faith" or "so their faith may be true" or "so that they believe only what is true about God" (See: **Metaphor (p.107)**)

### so that

Here, **so that** marks being **sound in the faith**, as well as what follows in verse 14, as the goal or purpose of rebuking the Cretans. Use a connector in your language that makes it clear that this is the purpose. (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### in the faith

Here the abstract noun **faith** represents the things that the people believe about God. Alternate translation: "in what they believe about God" (See: **Abstract Nouns (p.58)**)

## **Titus 1:14**

### **Jewish myths**

Alternate translation: "false teaching of the Jews"

### **turning away from the truth**

Paul speaks of the truth as if it were an object that one could turn away from or avoid. Alternate translation: "who reject the truth" (See: **Metaphor (p.107)**)

## Titus 1:15

### All things {are} pure to the ones {who are} pure

Here, Paul uses or invents a proverb in order to teach that being pure or pleasing to God is a matter of a person's inward thoughts, not a matter of outward actions or rituals. Translate this proverb in a way that will be recognized as a proverb and be meaningful in your language and culture. Alternate translation: "If people are pure on the inside, everything that they do will be pure" or "When people have only good thoughts, nothing that they do will offend God" (See: **Proverbs (p.124)**)

### to the ones {who are} pure

Alternate translation: "to those who are acceptable to God"

## But

The connecting word **But** introduces a contrast between people who are pure and people who are corrupt and unbelieving. Indicate this contrast in a way that is natural in your language. Alternate translation: "However;" (See: **Connect — Contrast Relationship (p.68)**)

### But to the ones having been corrupted and unbelieving, nothing {is} pure

Paul speaks of sinners as if they were physically corrupted or dirty. Alternate translation: "But if people are morally defiled and do not believe, they cannot do anything pure" or "But when people are full of sin and unbelief, nothing that they do is acceptable to God" (See: **Metaphor (p.107)**)

## Titus 1:16

### but

The connecting word **but** introduces a contrast between what these corrupt people say (that they know God) and what their actions show (that they do not know God). Indicate this contrast in a way that is natural in your language. Alternate translation: “nevertheless,” (See: **Connect — Contrast Relationship (p.68)**)

### they deny {him} by their actions

Alternate translation: “how they live proves that they do not know him”

## Titus 2

### Titus 2 General Notes

Paul continues giving Titus reasons to preach God's word, and explains how the older men, older women, young men, and slaves or servants should live as believers.

### Special Concepts in this Chapter

#### Gender roles

Scholars are divided over how to understand this passage in its historical and cultural context. Some scholars believe men and women are completely equal in all things. Other scholars believe God created men and women to serve in distinctly different roles in marriage and the church. Translators should be careful not to let their understanding of this issue affect how they translate this passage.

#### Slavery

Paul does not write in this chapter about whether slavery is good or bad; Paul teaches slaves to faithfully serve their masters. He teaches all believers to be godly and live rightly in every situation.



## Titus 2:1

### But you

Here, **you** is singular and refers to Titus. If it is helpful, you could include the name "Titus" here, as in the UST. (See: **Assumed Knowledge and Implicit Information (p.63)**)

### with sound teaching

See the note about **sound teaching** on [Titus 1:9](#). Alternate translation: "with right doctrine" or "with correct teachings" (See: **Metaphor (p.107)**)

## Titus 2:2

### Older men, to be

A verb is lacking here that in many languages a sentence would need in order to be complete. If it would be clearer in your language, you could supply a verb here, drawing from the idea of “speak” in the previous verse, such as “teach” or “exhort.” Alternate translation: “Teach older men to be” (See: **Ellipsis (p.84)**)

### temperate, dignified, sensible

These three words are very close in meaning and may be combined into one or two terms if the target language does not have three separate terms. (See: **Doublet (p.82)**)

#### temperate

Alternate translation: “sober-minded” or “self-controlled”

#### sensible

Alternate translation: “in control of their desires”

### sound in faith, in love, {and} in perseverance

Here the word **sound** means to be firm and unwavering. It applies to **faith**, **love**, and **perseverance**. See the note about **sound** on [Titus 1:9](#) and the note about **sound in faith** on [Titus 1:13](#). Alternate translation: “unwavering in faith, in loving others, and in continuing to persevere” (See: **Metaphor (p.107)**)

#### sound in faith

You can state the abstract noun **faith** as a verb if that is clearer in your language. Alternate translation: “to firmly believe the true teachings about God” (See: **Abstract Nouns (p.58)**)

#### in love

You can state the abstract noun **love** as a verb if that is more clear in your language. Alternate translation: “in loving others well” (See: **Abstract Nouns (p.58)**)

#### and} in perseverance

You can state the abstract noun **perseverance** as a verb if that is more clear in your language. Alternate translation: “and to continually serve God in all circumstances” (See: **Abstract Nouns (p.58)**)

## Titus 2:3

### Older women, likewise

Some verbs are lacking here that in many languages a sentence would need in order to be complete. If it would be clearer in your language, you could continue the verbal ideas from the previous two verses and apply them here, as well, such as “Teach older women to be” or “Exhort older women to be.” Alternate translation, removing the comma: “In the same way, teach older women to be” or “Also teach older women to be” (See: **Ellipsis (p.84)**)

### enslaved to much wine

People who cannot control themselves and drink too much wine are spoken of here as if they were a slave to the wine. Alternate translation: “controlled by their desire for wine” (See: **Metaphor (p.107)**)

### enslaved to much wine

If your language does not use this passive form, you can state this in active form. Alternate translation: “drinking too much wine” (See: **Active or Passive (p.60)**)

### teachers of what is good

If it is helpful in your language, you can indicate the contrast between this good quality and the two preceding bad qualities. Alternate translation: “but rather, teachers of what is good” (See: **Connect — Contrast Relationship (p. 68)**)

## Titus 2:4

### so that

Here, **so that** marks training **the younger women** as the goal or purpose of being “teachers of what is good” in verse 3. Of course, living in a good way, as verse 3 describes, helps the older women to be teachers of what is good. Use a connector in your language that makes it clear that what follows is the purpose. (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### lovers of their husbands

Alternate translation: “lovers of their own husbands”

### lovers of their children

Alternate translation: “and lovers of their own children”

## Titus 2:5

### and} subject to their own husbands

Alternate translation: “and to obey their own husbands”

### so that

Here, **so that** marks not insulting **the word of God** as a goal or purpose of the good behavior described in verses 4 and 5. This is not the only purpose of living well, but if the young women of the church do not do these things, people will consider God's message to be worthless. Use a connector in your language that makes it clear that what follows is a purpose of what came before. (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### so that the word of God may not be insulted

If your language does not use this passive form, you can state this in active form. Alternate translation: “so that no one insults the word of God” or “so that no one insults God by saying bad things about his message” (See: **Active or Passive (p.60)**)

### the word of God

Here, **word** stands for “message.” If it would be helpful in your language, you could use an equivalent expression from your language or state the meaning plainly. Alternate translation: “the message from God” (See: **Metonymy (p.113)**)

## **Titus 2:6**

### **In the same way**

Paul's instructions for the different groups of believers are similar. See how you translated this phrase in verse 3.

## Titus 2:7

### In everything

It is possible that this phrase is part of the previous sentence instead of this one. If the Bible used in your area uses this phrase to end the previous sentence, you may choose to do the same.

### present yourself {as

Alternate translation: “show yourself to be” or “you yourself must serve as”

### an example of good works

Alternate translation: “as an example of one who does right and proper things”

### In the teaching, incorruption, dignity

Paul is leaving out some of the words that in many languages a sentence would need in order to be complete. You could supply these words from earlier in the sentence if it would be clearer in your language. Alternate translation: “In the teaching, present yourself with incorruption and dignity” (See: **Ellipsis (p.84)**)

### In the teaching, incorruption, dignity

If your language does not use abstract nouns for the ideas of **incorruption** and **dignity**, you could express the same ideas in another way. Alternate translation: “In the teaching, be uncorrupted, dignified” or “In the teaching, be honest, serious” (See: **Abstract Nouns (p.58)**)

### incorruption

If it would be clearer in your language, you could use a positive expression to translate this double negative word that consists of the negative prefix **in-** and the negative word **corruption**. Alternate translation: “honesty” or “integrity” (See: **Double Negatives (p.79)**)

## Titus 2:8

### sound

Here the word **sound** applies to Titus's **message** and means "accurate" or "correct," as it does in [Titus 1:9](#) and [2:1](#) where it also applies to teaching. Alternate translation: "correct" or "true" (See: **Metaphor (p.107)**)

### so that

Here, **so that** indicates that what follows is a purpose of what came before. Having a sound message will make any opponent ashamed of opposing such a message. Use a connector in your language that makes it clear that what follows is a purpose of what came before. Alternate translation: "for in that way" or "in such a way that" (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### so that the opponent may be ashamed

This presents a hypothetical situation in which someone opposes Titus and then becomes ashamed for having done so. Alternate translation: "so that if anyone opposes you, he may be ashamed" or "so that when people oppose you, they may be ashamed" (See: **Hypothetical Situations (p.102)**)

### us

Here the pronoun **us** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive 'We' (p.87)**)



## Titus 2:9

### Slaves, to be subject to their own masters

As in 2:2 and 2:3, Paul is leaving out a word that in many languages a sentence would need in order to be complete. If it would be clearer in your language, you could apply the verbal idea from verse 6 to here, which is “urge” or “exhort.” Alternate translation: “Exhort slaves to be subject to their own masters” or “Exhort slaves to obey their own masters” (See: **Ellipsis (p.84)**)

### in everything

Alternate translation: “in every situation” or “always”

### to be pleasing

The implication is that the slaves are to be pleasing to their masters. You could include this information if that would be helpful to your readers. Alternate translation: “to please their masters” or “to satisfy their masters” (See: **Assumed Knowledge and Implicit Information (p.63)**)

## Titus 2:10

### not to steal

The implication is that they would be tempted to steal from their masters. You could include this information if that would be helpful to your readers. Alternate translation: “not to steal from their masters” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### but

Here the word **but** indicates a strong contrast between stealing and demonstrating good faith. In your translation, indicate this strong contrast in a way that is natural in your language. Alternate translation: “but rather” (See: **Connect — Contrast Relationship (p.68)**)

### to demonstrate all good faith

Alternate translation: “to show that they are worthy of their masters’ trust”

### so that

Here, **so that** marks bringing **credit to the teaching that is about God** as a goal or purpose of slaves demonstrating **all good faith** with their masters. Use a connector in your language that makes it clear that this is a purpose. (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### in every way

Alternate translation: “in everything that they do”

### they may show the beauty of the teaching that {is} about God our Savior

Alternate translation: “they may make the teaching about God our Savior attractive” or “they may cause people to understand that the teaching about God our Savior is good”

### our

Here the pronoun **our** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

## Titus 2:11

### For

The word translated as **For** indicates that what follows is a reason for what came before. Use a connector in your language that makes it clear that what follows is a reason for what came before. Alternate translation: "They should do this because" (See: **Connect — Reason-and-Result Relationship (p.73)**)

### the grace of God has appeared

Paul speaks of **the grace of God** as if it were a person who has arrived. See the UST for other ways to express this. Alternate translation: "God is now offering his grace" (See: **Personification (p.115)**)

### For the grace of God has appeared, salvific for all men

If your language does not use an abstract noun for the idea of **grace**, you could express the same idea in another way. Alternate translation: "For God has been extremely kind by making a way to save all men" (See: **Abstract Nouns (p.58)**)

### salvific for all men

Here the word **salvific** describes God's **grace**, meaning that it is like a person who has the characteristic of saving people. Alternate translation: "able to save all men" or "working to save all men" or "bringing salvation for all men" (See: **Personification (p.115)**)

### for all men

Although the term **men** is masculine, Paul is using the word in a generic sense that includes both men and women. If it would be helpful in your language, you could use a phrase that makes this clear. Alternate translation: "for all people" (See: **When Masculine Words Include Women (p.131)**)

## Titus 2:12

### training us

Paul speaks of the grace of God (2:11) as if it were a person who trains other people how to live holy lives. Alternate translation: “by which God trains us” (See: **Personification (p.115)**)

### us

Here the pronoun **us** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

### godlessness

If your language does not use an abstract noun for the idea of **godlessness**, you could express the same idea in another way. Alternate translation: “things that dishonor God” (See: **Abstract Nouns (p.58)**)

### worldly passions

If your language does not use an abstract noun for the idea of **passions**, you could express the same idea in another way. Alternate translation: “living for the things of this world” or “pursuing sinful pleasures” (See: **Abstract Nouns (p.58)**)

### godlessness & godly way

Alternate translation: “God-dishonoring behavior ... God-honoring way”

### in the present age

Alternate translation: “while we live in this world” or “during this time”

## Titus 2:13

### while we look forward to receiving

Alternate translation: “while we wait to welcome”

### the blessed hope and appearing of the glory

These two phrases connected with **and** express a single event. The words **blessed hope** describe how Paul feels about the **appearing** of Jesus. If it would be helpful in your language, you could express this meaning with an equivalent phrase that does not use **and**. Alternate translation: “the blessing for which we hope, which is the appearing of the glory” or “what we are longing for, the blessed and glorious appearing” (See: **Hendiadys (p.91)**)

### the blessed hope and appearing of the glory

If your language does not use abstract nouns for the ideas of **hope** and **glory**, you could express the same ideas in other ways. Alternate translation: “what we are longing for, the blessed and glorious appearing” (See: **Abstract Nouns (p.58)**)

### the blessed hope and appearing of the glory of our great God and Savior Jesus Christ

Here, Paul is using the possessive form to describe an event that is characterized by **glory**, which is when **Jesus Christ** will be **appearing**. If your language would not use the possessive form to express this, you could say it differently. Alternate translation: “the blessed event that we have been hoping for when our great God and Savior Jesus Christ gloriously appears” (See: **Possession (p.117)**)

### of our great God and Savior Jesus Christ

Both **our great God** and **Savior** refer to the one person, **Jesus Christ**. Alternate translation: “of Jesus Christ, our great God and Savior” (See: **Hendiadys (p.91)**)

## Titus 2:14

### He gave himself for us

This refers to Jesus dying willingly. You could include this information if that would be helpful to your readers. Alternate translation: “He gave himself to die for us” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### us

Here the pronoun **us** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

### to redeem us from all lawlessness

Here, Paul speaks of **lawlessness** as though it were an evil master from whom Jesus sets us free. If it would be helpful in your language, you could use an equivalent expression from your language or state the meaning plainly. Alternate translation: “to rescue us from our lawless way of living” (See: **Metaphor (p.107)**)

### us

Here the pronoun **us** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

### a chosen people

If your language does not use this passive form, you could express the idea in active form or in another way that is natural in your language. Alternate translation: “a group of people that he has chosen” or “a group of people that he treasures” (See: **Active or Passive (p.60)**)

### zealous for good works

Alternate translation: “who are eager to do good deeds”

## Titus 2:15

### of these things

Here, **these things** refers back to all of the things that Paul has said in chapter two. Use a natural way in your language to refer back to these things. Alternate translation: “about all of this” (See: **Pronouns (p.120)**)

### exhort

Paul assumes that Titus understands that he should exhort the believers to obey **these things**. You could include this information if that would be helpful to your readers. Alternate translation: “encourage the believers to do these things” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### rebuke with all authority

If it is helpful, the people whom Titus should **rebuke** can be made explicit. Alternate translation: “correct with all authority those people who do not do these things” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### with all authority

If your language does not use an abstract noun for the idea of **authority**, you could express the same idea in another way. Alternate translation: “from your rightful position as their overseer” (See: **Abstract Nouns (p.58)**)

### Let no one disregard you

Alternate translation: “Do not allow anyone to ignore you”

### Let no one disregard you

You can state this positively: “Make sure that everyone listens to you” (See: **Double Negatives (p.79)**)

### Let no one disregard you

The way that people would disregard Titus could be made explicit. Alternate translation: “Let no one refuse to listen to your words” or “Let no one refuse to respect you” (See: **Assumed Knowledge and Implicit Information (p.63)**)

## Titus 3

### Titus 3 General Notes

#### Structure and Formatting

In this chapter, Paul continues giving Titus instructions on how to teach the elders and people under his care in Crete.

In verses 1-7 Paul explains how, by God's mercy, the Holy Spirit makes our lives new and motivates us to live in a new way.

In verses 8-11 Paul explains what Titus should avoid and how to treat those who cause contention among the believers.

In verses 12-15, Paul closes the letter by telling Titus what to do after he appoints elders in Crete and by delivering greetings from those with him.

Verse 15 formally concludes this letter. This is a common way of ending a letter in the ancient Near East.

#### Special Concepts in this Chapter

##### Genealogies

Genealogies (verse 9) are lists that record a person's ancestors or descendants and show from what tribe and family a person came. For example, priests came from the tribe of Levi and the family of Aaron. Some of these lists included stories of ancestors and even of spiritual beings. These lists and stories were used to argue about where things came from and about how important various people were.



## Titus 3:1

### Remind them to submit

Alternate translation: "Tell our people again what they already know, to submit" or "Keep reminding them to submit"

### to submit to rulers {and} authorities, to obey {them

The words **submit** and **obey** have very similar meanings and both refer to doing what someone tells you to do. If the target language has only one term for this, then just use that term. Alternate translation: "to do as the political rulers and government authorities say by obeying them" or "to obey government officials" (See: **Doublet (p.82)**)

### to rulers {and} authorities

The words **rulers** and **authorities** have similar meanings and both refer to anyone who holds authority in the government. If the target language has only one term for this, then just use that term. Alternate translation: "to government officials" (See: **Doublet (p.82)**)

### to be ready for every good work

Alternate translation: "to be ready to do good whenever there is opportunity"

## Titus 3:2

### to revile

Alternate translation: “to speak evil of”

### to be uncontentious

If it would be clearer in your language, you could use a positive expression to translate this double negative that consists of the negative particle **un** and the negative word **contentious**. Alternate translation: “to be peaceful” (See: **Double Negatives (p.79)**)

### showing all humility

If your language does not use an abstract noun for the idea of **humility**, you could express the same idea in another way. Alternate translation: “always being humble” or “always being considerate” (See: **Abstract Nouns (p. 58)**)

### toward all men

Although the term **men** is masculine, Paul is using the word in a generic sense that includes both men and women. If it would be helpful in your language, you could use a phrase that makes this clear. Alternate translation: “toward everyone” (See: **When Masculine Words Include Women (p.131)**)

## Titus 3:3

### For once we also were

The word translated as **For** indicates that what follows is a reason for what came before. A reason for being gentle and humble with **foolish and disobedient** people is that we also used to be that way. Use a connector in your language that makes it clear that what follows is a reason for what came before. Alternate translation: "This is because we ourselves were once" (See: **Connect — Reason-and-Result Relationship (p.73)**)

#### once

Alternate translation: "formerly" or "at some time" or "previously"

#### we

Here the pronoun, **we** includes Paul, Titus, and all believers, referring to the time before they trusted in Christ. Alternate translation: "even we" or "we ourselves" (See: **Exclusive and Inclusive 'We' (p.87)**)

#### were foolish

Alternate translation: "were thoughtless" or "were unwise"

### We were led astray, enslaved by various passions and pleasures

Here, **passions** and **pleasures** are spoken of as if they were masters over people and had made those people into slaves by lying to them. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: "We had allowed ourselves to believe the lie that pursuing various passions and pleasures would make us happy, and then we were unable to control our desires or stop doing things that we thought would give us pleasure" (See: **Personification (p.115)**)

### We were led astray, enslaved by various passions and pleasures

If your language does not use this passive form, you could express the idea in active form or in another way that is natural in your language. Alternate translation: "Various passions and pleasures led us astray and enslaved us" (See: **Active or Passive (p.60)**)

### by various passions and pleasures

If your language does not use abstract nouns for the ideas of **passions** and **pleasures**, you could express the same ideas in another way. Alternate translation: "by doing whatever we strongly desired to do and by doing whatever made us feel good" (See: **Abstract Nouns (p.58)**)

### We lived in evil and envy

If your language does not use abstract nouns for the ideas of **evil** and **envy**, you could express the same ideas in another way. The words **evil** and **envy** describe sin. The word **evil** is general and **envy** is a specific kind of sin. Alternate translation: "We were always doing evil things and wanting what others have" (See: **Abstract Nouns (p.58)**)

## **detestable**

Alternate translation: "doing things that made others hate us"

## Titus 3:4

### But

**But** is used here to mark the important contrast between the evil way that people are (verses 1–3) and the goodness of God (verses 4–7). In your translation, indicate this strong contrast in a way that is natural in your language. Alternate translation: “However,” (See: **Connect — Contrast Relationship (p.68)**)

### when the kindness and the love for mankind of God our Savior appeared

Paul speaks of God’s **kindness** and **love** as if they were physical things that came into our sight. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: “when God our Savior demonstrated his kindness and love for people” (See: **Metaphor (p.107)**)

### when the kindness and the love for mankind of God our Savior appeared

If your language does not use abstract nouns for the ideas of **kindness** and **love**, you could express the same ideas in another way. Alternate translation: “when God, who saves us, showed how kind and loving he would be to mankind” (See: **Abstract Nouns (p.58)**)

### our

Here the pronoun **our** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

## Titus 3:5

### works of righteousness

If your language does not use an abstract noun for the idea of **righteousness**, you could express the same idea in another way. Alternate translation: “righteous works” or “good deeds” (See: **Abstract Nouns (p.58)**)

### by his mercy

If your language does not use an abstract noun for the idea of **mercy**, you could express the same idea in another way. Alternate translation: “because he wanted to be merciful” (See: **Abstract Nouns (p.58)**)

### the washing of new birth

Paul combines two metaphors here. He is speaking of God's forgiveness for sinners as if he were physically **washing** them clean from their sin. He is also speaking of sinners who become responsive to God as if they experience a **new birth**. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: “being forgiven from sin, born again spiritually,” (See: **Metaphor (p.107)**)

## Titus 3:6

### whom he richly poured on us

It is common for New Testament writers to speak of the Holy Spirit as a liquid that God can pour out in large amounts. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: “whom God gave to us generously” (See: **Metaphor (p.107)**)

### us

Here the pronoun **us** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

### through our Savior Jesus Christ

Alternate translation: “because of what our Savior Jesus Christ did for us”

### our

Here the pronoun **our** includes Paul, Titus, and all believers. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

## Titus 3:7

### so that

Here, **so that** marks becoming **heirs** of **eternal life** as the goal or purpose for why God gave us the Holy Spirit (verse 6). Use a connector in your language that makes it clear that this is the purpose. (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### having been justified

If your language does not use this passive form, you can state this in active form. Alternate translation: “since God has declared us to be without sin” (See: **Active or Passive (p.60)**)

### by the grace of that one

If your language does not use an abstract noun for the idea of **grace**, you could express the same idea in another way. Alternate translation: “by the gracious gift of that one” or “by what that one freely did for us” (See: **Abstract Nouns (p.58)**)

### of that one

Here, **that one** refers back to “our Savior Jesus Christ” in verse 6. If it would be helpful in your language, you could repeat that name here. Alternate translation: “of Jesus” (See: **Pronouns (p.120)**)

### we might become heirs according to certain hope of eternal life

The people to whom God has made promises are spoken of as if they were to inherit the things promised, just as a person inherits property or possessions from a family member. Alternate translation: “we might expect to receive the eternal life that God has promised us” (See: **Metaphor (p.107)**)



## Titus 3:8

### This message

**This message** is the one just expressed in verses 4–7, that God freely gives the Holy Spirit and eternal life to believers through Jesus. Alternate translation: “this saying” (See: **Pronouns (p.120)**)

### these things

Here, **these things** refers to the teachings that Paul has talked about in verses 1–7. Alternate translation: “these teachings that I have just talked about” (See: **Pronouns (p.120)**)

### may be careful to engage themselves in good works

Alternate translation: “may diligently seek to do good works”

### for men

Although the term **men** is masculine, Paul is using the word in a generic sense that includes both men and women. If it would be helpful in your language, you could use a phrase that makes this clear. Alternate translation: “for all people” (See: **When Masculine Words Include Women (p.131)**)

## Titus 3:9

### But avoid

The word **But** here indicates a contrast between good things to do (verse 8) and bad things to avoid doing (verse 9). In your translation, indicate this contrast in a way that is natural in your language. Alternate translation: “In contrast, avoid” (See: **Connect — Contrast Relationship (p.68)**)

### foolish debates

Alternate translation: “arguments concerning unimportant matters”

### genealogies

The word **genealogies** refers to the study of family kinship relationships. See the Introduction to Titus for more information. Paul assumes that Titus will understand that he means for Titus to avoid arguing about genealogies. You could include this information if that would be helpful to your readers. Alternate translation: “arguing about genealogies” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### strife

If your language does not use an abstract noun for the idea of **strife**, you could express the same idea in another way. Alternate translation: “arguing with people” or “fighting with people” (See: **Abstract Nouns (p.58)**)

### about the law

Paul assumes that Titus will understand that he is referring to the law of Moses, not Roman law. You could include this information if that would be helpful to your readers. Alternate translation: “about the law of Moses” (See: **Assumed Knowledge and Implicit Information (p.63)**)

## Titus 3:10

### Reject a divisive person

The implication is that this person is causing division in the church. You could include this information if that would be helpful to your readers. Alternate translation: "Stay away from a person who causes division in the church" (See: **Assumed Knowledge and Implicit Information (p.63)**)

### after one or two warnings

The implication is that Titus should warn the person who is causing division. You could include this information if that would be helpful to your readers. Alternate translation: "after you have warned that person once or twice" (See: **Assumed Knowledge and Implicit Information (p.63)**)

## **Titus 3:11**

### **such a one**

Alternate translation: "a person like that"

### **has turned from the right way**

Paul speaks of someone who chooses to do wrong things as if he were leaving the **right** path to walk in the wrong direction. If it would be helpful in your language, you could state the meaning plainly. Alternate translation: "has stopped doing what is right" (See: **Metaphor (p.107)**)

### **being self-condemned**

Alternate translation: "bringing judgment on himself"

## Titus 3:12

### When I send Artemas or Tychicus to you

The implication is that Titus should come to Nicopolis after either Artemas or Tychicus arrives to where Titus is. You could include this information if that would be helpful to your readers. Alternate translation: "After I send Artemas or Tychicus and he arrives to you" (See: **Assumed Knowledge and Implicit Information (p.63)**)

### Artemas & Tychicus

**Artemas** and **Tychicus** are names of men. (See: **How to Translate Names (p.94)**)

### hurry to come

Alternate translation: "do your best to come"

### hurry

The verb **hurry** is singular and directed at Titus alone. Artemas or Tychicus would stay in Crete, probably to take Titus' place. (See: **Forms of 'You' — Singular (p.89)**)

## Titus 3:13

### Diligently send on their way

The implication here is that to **Diligently send** these men is to help and equip them. You could include this information if that would be helpful to your readers. Alternate translation: “Give supplies for traveling to” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### Zenas & Apollos

**Zenos** and **Apollos** are names of men. (See: **How to Translate Names (p.94)**)

### and Apollos

Alternate translation: “and also Apollos”

### so that they lack nothing

Here, **so that** indicates the way in which Titus is to send off these men. Alternate translation: “in such a way that they lack nothing” (See: **Connect — Goal (Purpose) Relationship (p.70)**)

### so that they lack nothing

You can state this positively. Alternate translation: “so that they have everything that they need” (See: **Double Negatives (p.79)**)

## Titus 3:14

### our own

Here, **our own** refers to the believers in Crete. Alternate translation: “our own people” (See: **Ellipsis (p.84)**)

### our own

Here the pronoun **our** includes Paul and Titus. The form should be either dual or inclusive if your language marks this distinction. (See: **Exclusive and Inclusive ‘We’ (p.87)**)

### toward essential needs

Here **essential needs** refers to things that people must have in order to live. You could include this information if that would be helpful to your readers. Alternate translation: “that enable them to help people who lack necessary things” (See: **Assumed Knowledge and Implicit Information (p.63)**)

### in order not to be unfruitful

Paul speaks of people doing good work as if they were trees bearing good fruit. Alternate translation: “so that they will not lead useless lives” (See: **Metaphor (p.107)**)

### in order not to be unfruitful

You can state this positively. Alternate translation: “so that they will be fruitful” or “that in this way they will be productive” (See: **Double Negatives (p.79)**)

## Titus 3:15

### **greet you**

Here, **you** is singular. This is a personal greeting to Titus. (See: **Forms of 'You' — Singular (p.89)**)

### **All those with me**

Alternate translation: "All the people who are with me" or "All of the believers who are here with me" (See: **Assumed Knowledge and Implicit Information (p.63)**)

### **the ones loving us in faith**

Here, **in faith** is an idiom that refers to those who share the same faith. If this phrase does not have that meaning in your language, you could use an idiom from your language that does have this meaning or state the meaning plainly. Alternate translation: "the believers who love us because we share the same belief" or "all those who love us and believe as we do" (See: **Idiom (p.105)**)

### **us**

Here the pronoun **us** is probably exclusive and refers to Paul and the group of believers with him. Paul is sending greetings from this group to the group of believers that is with Titus on Crete. (See: **Exclusive and Inclusive 'We' (p.87)**)

### **Grace {be} with all of you**

This was a common Christian greeting and is also a blessing. Express this in a form that would be understood as a blessing in your language. Alternate translation: "May God's grace be with you" or "I ask that God will be gracious to all of you" (See: **Blessings (p.66)**)

### **of you**

Here the pronoun **you** is plural. This blessing is for Titus and for all of the believers there in Crete. (See: **Forms of 'You' — Singular (p.89)**)





# **unfoldingWord® Translation Academy**

**Version 80**

## Abstract Nouns

### Description

Abstract nouns are nouns that refer to attitudes, qualities, events, or situations. These are things that cannot be seen or touched in a physical sense, such as happiness, weight, unity, friendship, health, and reason. This is a translation issue because some languages may express a certain idea with an abstract noun, while others would need a different way to express it.

This page answers the question: *What are abstract nouns and how do I deal with them in my translation?*

In order to understand this topic, it would be good to read:

[Parts of Speech \(UTA PDF\)](#)

[Sentence Structure \(UTA PDF\)](#)

Remember that nouns are words that refer to a person, place, thing, or idea. Abstract nouns are the nouns that refer to ideas. These can be attitudes, qualities, events, situations, or even relationships between those ideas. These are things that cannot be seen or touched in a physical sense, such as joy, peace, creation, goodness, contentment, justice, truth, freedom, vengeance, slowness, length, weight, and many, many more.

Some languages, such as Biblical Greek and English, use abstract nouns a lot. They provide a way of giving names to actions or qualities. With names, people who speak these languages can talk about the concepts as though they were things. For example, in languages that use abstract nouns, people can say, "I believe in the forgiveness of sin." But some languages do not use abstract nouns very much. In these languages, speakers may not have the two abstract nouns "forgiveness" and "sin," but they would express the same meaning in other ways. For example, they would express, "I believe that God is willing to forgive people after they have sinned," by using verb phrases instead of nouns for those ideas.

### Reason This Is a Translation Issue

The Bible that you translate from may use abstract nouns to express certain ideas. Your language might not use abstract nouns for some of those ideas. Instead, it might use phrases to express those ideas. Those phrases will use other kinds of words such as adjectives, verbs, or adverbs to express the meaning of the abstract noun. For example, "What is its **weight**?" could be expressed as "How much does it **weigh**?" or "How **heavy** is it?"

### Examples From the Bible

From **childhood** you have known the sacred writings ... (2 Timothy 3:15a ULT)

The abstract noun "childhood" refers to when someone was a child.

But **godliness** with **contentment** is great **gain**. (1 Timothy 6:6 ULT)

The abstract nouns "godliness" and "contentment" refer to being godly and content. The abstract noun "gain" refers to something that benefits or helps someone.

Today **salvation** has come to this house, because he too is a son of Abraham. (Luke 19:9 ULT)

The abstract noun "salvation" here refers to being saved.

The Lord does not move slowly concerning his promises, as some consider **slowness** to be (2 Peter 3:9a ULT)

The abstract noun "slowness" refers to the lack of speed with which something is done.

He will both bring to light the hidden things of darkness and reveal the **purposes** of the heart. (1 Corinthians 4:5b ULT)

The abstract noun "purposes" refers to the things that people want to do and the reasons they want to do them.

## Translation Strategies

If an abstract noun would be natural and give the right meaning in your language, consider using it. If not, here is another option:

(1) Reword the sentence with a phrase that expresses the meaning of the abstract noun. Instead of a noun, the new phrase will use a verb, an adverb, or an adjective to express the idea of the abstract noun.

## Examples of Translation Strategies Applied

(1) Reword the sentence with a phrase that expresses the meaning of the abstract noun. Instead of a noun, the new phrase will use a verb, an adverb, or an adjective to express the idea of the abstract noun. Alternative translations are indented below the Scripture example.

... from **childhood** you have known the sacred writings ... (2 Timothy 3:15a ULT)

Ever since **you were a child** you have known the sacred writings.

But **godliness** with **contentment** is great **gain**. (1 Timothy 6:6 ULT)

But **being godly** and **content** is very **beneficial**. But we **benefit** greatly when we **are godly** and **content**. But we **benefit** greatly when we **honor and obey God** and when we are **happy with what we have**.

Today **salvation** has come to this house, because he too is a son of Abraham. (Luke 19:9 ULT)

Today the people in this house **have been saved** ... Today God **has saved** the people in this house ...

The Lord does not move slowly concerning his promises, as some consider **slowness** to be. (2 Peter 3:9a ULT)

The Lord does not move slowly concerning his promises, as some consider **moving slowly** to be.

He will bring to light the hidden things of darkness and reveal the **purposes** of the heart. (1 Corinthians 4:5b ULT)

He will bring to light the hidden things of darkness and reveal **the things that people want to do and the reasons that they want to do them**.

"

**Referenced in:** [Titus 1 General Notes](#); [Titus 1:1](#); [Titus 1:2](#); [Titus 1:4](#); [Titus 1:13](#); [Titus 2:2](#); [Titus 2:7](#); [Titus 2:11](#); [Titus 2:12](#); [Titus 2:13](#); [Titus 2:15](#); [Titus 3:2](#); [Titus 3:3](#); [Titus 3:4](#); [Titus 3:5](#); [Titus 3:7](#); [Titus 3:9](#)

## Active or Passive

Some languages use both active and passive sentences. In active sentences, the subject does the action. In passive sentences, the subject is the one that receives the action. Here are some examples with their subjects bolded:

- Active: **My father** built the house in 2010.
- Passive: **The house** was built in 2010.

Translators whose languages do not use passive sentences will need to know how they can translate passive sentences that they find in the Bible. Other translators will need to decide when to use a passive sentence and when to use the active form.

This page answers the question: *What do active and passive mean, and how do I translate passive sentences?*

In order to understand this topic, it would be good to read:

[Sentence Structure \(UTA PDF\)](#)

[Verbs \(UTA PDF\)](#)

## Description

Some languages have both active and passive forms of sentences.

- In the active form, the subject does the action and is always mentioned.
- In the passive form, the action is done to the subject, and the one who does the action is not always mentioned.

In the examples of active and passive sentences below, we have bolded the subject.

- active: **My father** built the house in 2010.
- passive: **The house** was built by my father in 2010.
- passive: **The house** was built in 2010. (This does not tell who did the action.)

## Reasons This Is a Translation Issue

All languages use active forms. Some languages use passive forms, and some do not. Some languages use passive forms only for certain purposes, and the passive form is not used for the same purposes in all of the languages that use it.

## Purposes for the Passive

- The speaker is talking about the person or thing the action was done to, not about the person who did the action.
- The speaker does not want to tell who did the action.
- The speaker does not know who did the action.

## Translation Principles Regarding the Passive

- Translators whose language does not use passive forms will need to find another way to express the idea.
- Translators whose language has passive forms will need to understand why the passive is used in a particular sentence in the Bible and decide whether or not to use a passive form for that purpose in his translation of the sentence.

## Examples From the Bible

Then their shooters shot at your soldiers from off the wall, and some of the king's servants **were killed**, and your servant Uriah the Hittite **was killed** too. (2 Samuel 11:24 ULT)

This means that the enemy's shooters shot and killed some of the king's servants, including Uriah. The point is what happened to the king's servants and Uriah, not who shot them. The purpose of the passive form here is to keep the focus on the king's servants and Uriah.

When the men of the city arose early in the morning, and see, the altar of Baal **was torn down**.  
(Judges 6:28a ULT)

The men of the town saw what had happened to the altar of Baal, but they did not know who broke it down. The purpose of the passive form here is to communicate this event from the perspective of the men of the town.

It would be better for him if a millstone **were put** around his neck and he **were thrown** into the sea. (Luke 17:2a ULT)

This describes a situation in which a person ends up in the sea with a millstone around his neck. The purpose of the passive form here is to keep the focus on what happens to this person. Who does these things to the person is not important.

## Translation Strategies

If your language would use a passive form for the same purpose as in the passage that you are translating, then use a passive form. If you decide that it is better to translate without a passive form, here are some strategies that you might consider.

(1) Use the same verb in an active sentence and tell who or what did the action. If you do this, try to keep the focus on the person receiving the action. (2) Use the same verb in an active sentence, and do not tell who or what did the action. Instead, use a generic expression like "they" or "people" or "someone." (3) Use a different verb.

## Examples of Translation Strategies Applied

(1) Use the same verb in an active sentence and tell who did the action. If you do this, try to keep the focus on the person receiving the action.

A loaf of bread **was given** him every day from the street of the bakers. (Jeremiah 37:21b ULT)

**The king's servants gave** Jeremiah a loaf of bread every day from the street of the bakers.

(2) Use the same verb in an active sentence, and do not tell who did the action. Instead, use a generic expression like "they" or "people" or "someone."

It would be better for him if a millstone **were put** around his neck and he **were thrown** into the sea. (Luke 17:2a ULT)

It would be better for him if **they were to put** a millstone around his neck and **throw** him into the sea. It would be better for him if **someone were to put** a heavy stone around his neck and **throw** him into the sea.

(3) Use a different verb in an active sentence.

A loaf of bread **was given** him every day from the street of the bakers. (Jeremiah 37:21 ULT)

He **received** a loaf of bread every day from the street of the bakers.

Next we recommend you learn about:

[Abstract Nouns \(UTA PDF\)](#)  
[Word Order \(UTA PDF\)](#)

**Referenced in:** [Titus 1:1](#); [Titus 1:3](#); [Titus 2:3](#); [Titus 2:5](#); [Titus 2:14](#); [Titus 3:3](#); [Titus 3:7](#)

## Assumed Knowledge and Implicit Information

Assumed knowledge is whatever a speaker assumes his audience knows before he speaks and gives them some kind of information. The speaker does not give the audience this information because he believes that they already know it.

This page answers the question: *How can I be sure that my translation communicates the assumed knowledge and implicit information along with the explicit information of the original message?*

When the speaker does give the audience information, he can do so in two ways. The speaker gives explicit information in what he states directly. Implicit Information is what the speaker does not state directly because he expects his audience to be able to learn it from other things he says.

### Description

When someone speaks or writes, he has something specific that he wants people to know or do or think about. He normally states this directly. This is explicit information.

The speaker assumes that his audience already knows certain things that they will need to think about in order to understand this information. Normally he does not tell people these things, because they already know them. This is called assumed knowledge.

The speaker does not always directly state everything that he expects his audience to learn from what he says. Implicit information is information that he expects people to learn from what he says even though he does not state it directly.

Often, the audience understands this implicit information by combining what they already know (assumed knowledge) with the explicit information that the speaker tells them directly.

### Reasons This Is a Translation Issue

All three kinds of information are part of the speaker's message. If one of these kinds of information is missing, then the audience will not understand the message. Because the target translation is in a language that is very different from the biblical languages and is made for an audience that lives in a very different time and place than the people in the Bible, many times the assumed knowledge or the implicit information is missing from the message. In other words, modern readers do not know everything that the original speakers and hearers in the Bible knew. When these things are important for understanding the message, it is helpful if you include this information in the text or in a footnote.

### Examples From the Bible

Then a scribe came to him and said, "Teacher, I will follow you wherever you go." Jesus said to him, "Foxes **have holes**, and the birds of the sky **have nests**, but the Son of Man has nowhere to lay his head." (Matthew 8:19-20 ULT)

Jesus did not say what foxes and birds use holes and nests for, because he assumed that the scribe would have known that foxes sleep in holes in the ground and birds sleep in their nests. This is **assumed knowledge**.

Jesus did not directly say here "I am the Son of Man" but, if the scribe did not already know it, then that fact would be **implicit information** that he could learn because Jesus referred to himself that way. Also, Jesus did not state explicitly that he travelled a lot and did not have a house that he slept in every night. That is **implicit information** that the scribe could learn when Jesus said that he had nowhere to lay his head.

Woe to you, Chorazin! Woe to you, Bethsaida! If the mighty deeds had been done in **Tyre and Sidon** which were done in you, they would have repented long ago in sackcloth and ashes. But

I say to you, it will be more tolerable for Tyre and Sidon at the **day of judgment** than for you.  
(Matthew 11:21-22 ULT)

Jesus assumed that the people he was speaking to knew that Tyre and Sidon were very wicked, and that the day of judgment is a time when God will judge every person. Jesus also knew that the people he was talking to believed that they were good and did not need to repent. Jesus did not need to tell them these things. This is all **assumed knowledge**.

An important piece of **implicit information** here is that the people he was speaking to would be judged more severely than the people of Tyre and Sidon would be judged **because** they did not repent.

Why do your disciples violate the traditions of the elders? For **they do not wash their hands when they eat bread**. (Matthew 15:2 ULT)

One of the traditions of the elders was a ceremony in which people would wash their hands in order to be ritually clean before eating. People thought that in order to be righteous, they had to follow all the traditions of the elders. This was **assumed knowledge** that the Pharisees who were speaking to Jesus expected him to know. By saying this, they were accusing his disciples of not following the traditions, and thus not being righteous. This is **implicit information** that they wanted him to understand from what they said.

## Translation Strategies

If readers have enough assumed knowledge to be able to understand the message, along with any important implicit information that goes with the explicit information, then it is good to leave that knowledge unstated and leave the implicit information implicit. If the readers do not understand the message because one of these is missing for them, then follow these strategies:

- (1) If readers cannot understand the message because they do not have certain assumed knowledge, then provide that knowledge as explicit information.
- (2) If readers cannot understand the message because they do not know certain implicit information, then state that information clearly, but try to do it in a way that does not imply that the information was new to the original audience.

## Examples of Translation Strategies Applied

- (1) If readers cannot understand the message because they do not have certain assumed knowledge, then provide that knowledge as explicit information.

Jesus said to him, "Foxes **have holes**, and the birds of the sky **have nests**, but the Son of Man has nowhere to lay his head." (Matthew 8:20 ULT)

The assumed knowledge was that the foxes slept in their holes and birds slept in their nests.

Jesus said to him, "Foxes **have holes to live in**, and the birds of the sky **have nests to live in**, but the Son of Man has nowhere to lay his head and sleep."

It will be more tolerable for **Tyre and Sidon** at the day of judgment than for you (Matthew 11:22 ULT)

The assumed knowledge was that the people of Tyre and Sidon were very, very wicked. This can be stated explicitly.

At the day of judgment, it will be more tolerable for **those cities of Tyre and Sidon, whose people were very wicked**, than it will be for you. or At the day of judgment, It will be more tolerable for those **wicked cities, Tyre and Sidon**, than for you.



Why do your disciples violate the traditions of the elders? For **they do not wash their hands** when they eat bread. (Matthew 15:2 ULT)

The assumed knowledge was that one of the traditions of the elders was a ceremony in which people would wash their hands in order to be ritually clean before eating, which they must do to be righteous. It was not to remove germs from their hands to avoid sickness, as a modern reader might think.

Why do your disciples violate the traditions of the elders? For **they do not go through the ceremonial handwashing ritual of righteousness** when they eat bread.

(2) If readers cannot understand the message because they do not know certain implicit information, then state that information clearly, but try to do it in a way that does not imply that the information was new to the original audience.

Then a scribe came to him and said, "Teacher, I will follow you wherever you go." Jesus said to him, "Foxes have holes, and the birds of the sky have nests, but the Son of Man has nowhere to lay his head." (Matthew 8:19-20 ULT)

The implicit information is that Jesus himself is the Son of Man. Other implicit information is that if the scribe wanted to follow Jesus, then, like Jesus, he would have to live without a house.

Jesus said to him, "Foxes have holes, and the birds of the sky have nests, but **I, the Son of Man, have no home to rest in. If you want to follow me, you will live as I live.**"

It will be more tolerable for Tyre and Sidon at the day of judgment than for you (Matthew 11:22 ULT)

The implicit information is that God would not only judge the people; he would punish them. This can be made explicit.

At the day of judgment, God will **punish Tyre and Sidon**, cities whose people were very wicked, **less severely than he will punish you**. or: At the day of judgment, God will **punish you more severely** than Tyre and Sidon, cities whose people were very wicked.

Modern readers may not know some of the things that the people in the Bible and the people who first read it knew. This can make it hard for them to understand what a speaker or writer says, and to learn things that the speaker left implicit. Translators may need to state some things explicitly in the translation that the original speaker or writer left unstated or implicit.

Next we recommend you learn about: "  
*Making Assumed Knowledge and Implicit Information Explicit* ([UTA PDF](#))

**Referenced in:** [Titus 1:3](#); [Titus 1:6](#); [Titus 1:11](#); [Titus 2:1](#); [Titus 2:9](#); [Titus 2:10](#); [Titus 2:14](#); [Titus 2:15](#); [Titus 3:9](#); [Titus 3:10](#); [Titus 3:12](#); [Titus 3:13](#); [Titus 3:14](#); [Titus 3:15](#)

# Blessings

## Description

Blessings are short sayings that people use to ask God to do something good for another person. In the Bible, the person saying the blessing speaks or writes directly to the person who will receive the blessing. The person who says the blessing does not directly speak to God, but it is understood that God is the one who will do the good thing mentioned. It is also understood that God hears the blessing, whether he is mentioned by name or not.

This page answers the question: *What are blessings, and how can I translate them?*

In order to understand this topic, it would be good to read:

[Writing Styles \(UTA PDF\)](#)

[Poetry \(UTA PDF\)](#)

## Reason This Is a Translation Issue

Each language has its own ways of saying blessings. There are many blessings in the Bible. They need to be translated in the way that people say blessings in your language, so that people recognize them as blessings and understand what one person wants God to do for another.

## Examples From the Bible

In the Bible, people often said a blessing when they met someone or when they were leaving someone or sending someone off.

In the book of Ruth, when Boaz meets his workers in the fields, he greets them with a blessing:

Then behold, Boaz coming from Bethlehem! And he said to the reapers, "Yahweh be with you." And they said to him, "May Yahweh bless you." (Ruth 2:4 ULT)

Similarly, when Rebekah leaves her family, they say farewell with a blessing:

They blessed Rebekah, and said to her, "Our sister, may you be the mother of thousands of ten thousands, and may your descendants possess the gate of those who hate them." (Genesis 24:60 ULT)

In a similar way, the writers of letters in the New Testament often wrote a blessing at the beginning of their letters as well as at the end. Here are examples from the beginning and end of Paul's second letter to Timothy:

Grace, mercy, and peace from God the Father and Christ Jesus our Lord. (2 Tim 1:2 ULT) The Lord be with your spirit. Grace be with you. (2 Tim 4:22 ULT)

## Translation Strategies

Find out how people say blessings in your language. Collect a list of common blessings, noting the form of the verb, the use of certain words, and the words that are not used in a blessing but would normally be in a sentence. Also find out what differences there might be between blessings that people use when they are speaking to each other and when they are writing to each other.

If translating a blessing literally would be natural and give the right meaning in your language, consider doing that. If not, here are some options:

Add a verb if that is natural in your language.

Mention God as the subject of a blessing if that is natural in your language.

Translate the blessing in a form that is natural and clear in your language.

## Examples of Translation Strategies Applied

(1) Add a verb if that is natural in your language.

▮ The Lord with your spirit. The grace with you. (2 Tim 4:22, literal from the Greek)

In the Greek of this verse, there is no verb 'be.' However, in blessings in English, it is natural to use a verb. The idea that the 'grace' from God will be or remain with the person is implied in Greek.

The Lord **be** with your spirit. Grace **be** with you. (2 Tim 4:22 ULT)

(2) Mention God as the subject of a blessing if that is natural in your language.

If people expect a blessing to refer to God in your language, you might have to provide 'God' as the subject or as the source of the blessing. In Greek and Hebrew, usually God is not explicitly mentioned in the blessing, but it is implied that God is the one acting to show his kindness to the person being addressed.

▮ The Lord be with your spirit. Grace be with you. (2 Tim 4:22 ULT)

The Lord be with your spirit. **May God give** grace to you.

▮ They blessed Rebekah, and said to her, "Our sister, may you be the mother of thousands of ten thousands, and may your descendants possess the gate of those who hate them." (Genesis 24:60 ULT)

They blessed Rebekah, and said to her, "Our sister, may **God grant that** you be the mother of thousands of ten thousands, and may **God empower** your descendants **to** possess the gate of those who hate them."

(3) Translate the blessing in a form that is natural and clear in your language.

Here are some ideas for ways that people might say a blessing in their language.

▮ The Lord be with your spirit. Grace be with you. (2 Tim 4:22 ULT)

May the Lord be with your spirit. May God cause his grace to be with you.

May you have God's presence with you. May you experience grace from God.

▮ "Our sister, may you be the mother of thousands of ten thousands, and may your descendants possess the gate of those who hate them." (Genesis 24:60 ULT)

"Our sister, we pray to God that you may be the mother of thousands of ten thousands, and appeal to him that your descendants may possess the gate of those who hate them."

"Our sister, by God's power you will be the mother of thousands of ten thousands, and your descendants will possess the gate of those who hate them."

"

**Referenced in:** [Titus 3:15](#)

## Connect — Contrast Relationship

### Logical Relationships

Some connectors establish logical relationships between two phrases, clauses, sentences, or chunks of text.

This page answers the question: *How can I translate a contrast relationship?*

### Contrast Relationship

#### Description

A contrast relationship is a logical relationship in which one event or item is in contrast or opposition to another.

#### Reason This Is a Translation Issue

In Scripture, many events did not happen as the people involved intended or expected them to happen. Sometimes people acted in ways that were not expected, whether good or bad. Often it was God at work, changing the events. These events were often pivotal. It is important that translators understand and communicate these contrasts. In English, contrast relationships are often indicated by the words “but,” “although,” “even though,” “though,” “yet,” or “however.”

#### Examples From OBS and the Bible

You tried to do evil when you sold me as a slave, **but** God used the evil for good! (Story 8 Frame 12 OBS)

Joseph’s brothers’ evil plan to sell Joseph is contrasted with God’s good plan to save many people. The word “but” marks the contrast.

For who is greater, the one who reclines at the table or the one who serves? Is it not the one who reclines at the table? **Yet** I am among you as one who serves. (Luke 22:27 ULT)

Jesus contrasts the proud way that human leaders behave with the humble way that he behaves. The contrast is marked by the word “yet.”

The hill country will also be yours. **Though** it is a forest, you will clear it and it will become yours to its farthest borders, for you will drive out the Canaanites, even **though** they have chariots of iron, and even **though** they are strong. (Joshua 17:18 ULT)

It was unexpected that the Israelites, who had been slaves in Egypt, would be able to conquer and lay claim to the promised land.

#### Translation Strategies

If your language uses contrast relationships in the same way as in the text, then use them as they are.

- (1) If the contrast relationship between the clauses is not clear, then use a connecting word or phrase that is more specific or more clear.
- (2) If it is more clear in your language to mark the other clause of the contrast relationship, then use a connecting word on the other clause.
- (3) If your language shows a contrast relationship in a different way, then use that way.

## Examples of Translation Strategies Applied

(1) If the contrast relationship between the clauses is not clear, then use a connecting word or phrase that is more specific or more clear.

For who is greater, the one who reclines at table or the one who serves? Is it not the one who reclines at table? **Yet** I am among you as one who serves. (Luke 22:27 ULT)

For who is greater, the one who reclines at table or the one who serves? Is it not the one who reclines at table? **Unlike that person**, I am among you as one who serves.

(2) If it is more clear in your language to mark the other clause of the contrast relationship, then use a connecting word on the other clause.

The hill country will also be yours. **Though** it is a forest, you will clear it and it will become yours to its farthest borders, for you will drive out the Canaanites, even **though** they have chariots of iron, and even **though** they are strong. (Joshua 17:18 ULT)

The hill country will also be yours. It is a forest, **but** you will clear it and it will become yours to its farthest borders. They have chariots of iron, and they are strong, **but** you will drive out the Canaanites.

(3) If your language shows a contrast relationship in a different way, then use that way.

{David} found favor in the sight of God, and he asked if he might find a dwelling place for the house of Jacob. **However**, Solomon built the house for him. **But** the Most High does not live in houses made with hands. (Acts 7:46-48a ULT)

[David] found favor in the sight of God, and he asked if he might find a dwelling place for the house of Jacob. **But** it was, Solomon, **not David**, who built the house for God. **Even though Solomon built him a house**, the Most High does not live in houses made with hands.

"

**Referenced in:** [Titus 1:8](#); [Titus 1:15](#); [Titus 1:16](#); [Titus 2:3](#); [Titus 2:10](#); [Titus 3:4](#); [Titus 3:9](#)

## Connect — Goal (Purpose) Relationship

### Logical Relationships

Some connectors establish logical relationships between two phrases, clauses, sentences, or chunks of text.

This page answers the question: *How can I translate a goal (purpose) relationship?*

### Goal (or Purpose) Relationship

#### Description

A Goal Relationship is a logical relationship in which the second event is the purpose or goal of the first event. In order for something to be a goal relationship, someone must do the first event with the intention that it will cause the second event.

#### Reason This Is a Translation Issue

In Scripture, the goal or purpose may be stated either first or second. But in some languages, the goal or purpose must always occur in the same position (either first or second) in order for that logical relationship to be understood. You (the translator) need to understand the relationship between the two parts and communicate those accurately in your language. This may require changing the order of the two events. It may also require specific words to indicate that one is the goal or purpose of the other. Words commonly used to indicate a goal relationship in English are “in order to,” “in order that” or “so that.” It is important that the translator recognize the words that signal a goal relationship and translate that relationship in a natural way.

#### Examples From OBS and the Bible

She became angry and falsely accused Joseph **so that he was arrested and sent to prison.** (Story 8 Frame 5 OBS)

The goal or purpose of the woman’s false accusation was to get Joseph arrested and sent to prison.

Meanwhile Gideon, his son, was threshing out wheat at the winepress **in order to hide from the presence of Midian.** (Judges 6:11b ULT)

Here the prepositional phrase begins with “in order to.”

Now if I have found favor in your eyes, show me your ways **so that I may know you and continue to find favor in your eyes.** Remember that this nation is your people. (Exodus 33:13 ULT)

Moses wants God to show him God’s ways for the goal or purpose of Moses knowing God and continuing to find favor with God.

Even be sure to pull some out from the bundles for her and leave it **for her to glean,** and do not rebuke her! (Ruth 2:16 ULT)

The goal or purpose of Boaz instructing the men to pull out the grain from their bundles and leave it was for Ruth to gather (glean) it.

The shepherds said to each other, “Let us indeed go over as far as Bethlehem, **and let us see this thing that has happened,** which the Lord has made known to us.” (Luke 2:15 ULT)

The purpose of going to Bethlehem was to see the thing that had happened. Here the purpose is not marked and might be misunderstood.

“... if you want **to enter into life**, keep the commandments.” (Matthew 19:17b ULT)

The goal of keeping the commandments is to enter into life.

Do not turn from it to the right or to the left **so that you may be wise** in everything in which you walk. (Joshua 1:7c ULT)

The purpose of not turning away from the instructions that Moses gave to the Israelites was so that they would be wise.

But when the vine growers saw the son, they said among themselves, ‘This is the heir. Come, let us kill him **and take over his inheritance**.’ So they took him, threw him out of the vineyard and killed him. (Matt 21:38-39 ULT)

The purpose of the vine growers killing the heir was so they could take his inheritance. They state both events as a plan, joining them only with “and.” Then the word “so” marks the reporting of the first event, but the second event (the goal or purpose) is not stated.

## Translation Strategies

If your language uses Goal or Purpose relationships in the same way as in the text, then use them as they are.

- (1) If the construction of the Goal statement is unclear, change it to one that is more clear.
- (2) If the order of the statements makes the Goal statement unclear or confusing for the reader, then change the order.

## Examples of Translation Strategies Applied

- (1) If the construction of the goal statement is unclear, change it to one that is more clear.

“Even be sure to pull some out from the bundles for her and leave it **for her to glean**, and do not rebuke her!” (Ruth 2:16 ULT)

“Even be sure to pull some out from the bundles for her and leave it **so that she can glean it**, and do not rebuke her!”

The shepherds said to each other, “Let us indeed go over as far as Bethlehem, **and let us see this thing that has happened**, which the Lord has made known to us.” (Luke 2:15 ULT)

The shepherds said to each other, “Let us indeed go over as far as Bethlehem **so that we can see this thing that has happened**, which the Lord has made known to us.”

- (2) If the order of the statements makes the goal statement unclear or confusing for the reader, then change the order.

“... if you want **to enter into life**, keep the commandments.” (Matthew 19:17b ULT)

“... keep the commandments if you want **to enter into life**.” or: “... keep the commandments **so that you can enter into life**.”

But when the vine growers saw the son, they said among themselves, ‘This is the heir. Come, let us kill him **and take over his inheritance**.’ So they took him, threw him out of the vineyard and killed him. (Matt 21:38-39 ULT)

(1) and (2)

But when the vine growers saw the son, they said among themselves, 'This is the heir. Come, let us kill him **and take over his inheritance.**' So they took him, threw him out of the vineyard and killed him. (Matt 21:38-39 ULT)

But when the vine growers saw the son, they said among themselves, 'This is the heir. Come, let us kill him **so that we can take over his inheritance.**' So they took him, threw him out of the vineyard and killed him **so that they could take over his inheritance.**

"

**Referenced in:** [Titus 1:5](#); [Titus 1:9](#); [Titus 1:13](#); [Titus 2:4](#); [Titus 2:5](#); [Titus 2:8](#); [Titus 2:10](#); [Titus 3:7](#); [Titus 3:13](#)



## Connect — Reason-and-Result Relationship

### Logical Relationships

Some connectors establish logical relationships between two phrases, clauses, sentences, or chunks of text.

This page answers the question: *How can I translate the reason-result relationship?*

### Reason-and-Result Relationships

#### Description

A reason-and-result relationship is a logical relationship in which one event is the **reason** or cause for another event. The second event, then, is the **result** of the first event.

#### Reason This Is a Translation Issue

A reason-and-result relationship can look forward — “I did Y because I wanted X to happen.” But usually it is looking backward — “X happened, and so I did Y.” Also, it is possible to state the reason either before or after the result. Many languages have a preferred order for the reason and the result, and it will be confusing for the reader if they are in the opposite order. Common words used to indicate a reason-and-result relationship in English are “because,” “so,” “therefore,” and “for.” Some of these words can also be used to indicate a goal relationship, so translators need to be aware of the difference between a goal relationship and a reason-and-result relationship. It is necessary for translators to understand how the two events are connected, and then communicate them clearly in their language.

If the reason and result are stated in different verses, it is still possible to put them in a different order. If you change the order of the verses, then put the verse numbers together at the beginning of the group of verses that were rearranged like this: 1-2. This is called a [Verse Bridge](#).

#### Examples From OBS and the Bible

The Jews were amazed, **because** Saul had tried to kill believers, and now he believed in Jesus!  
(Story 46 Frame 6 OBS)

The **reason** is the change in Saul — that he had tried to kill people who believed in Jesus, and now he himself believed in Jesus. The **result** is that the Jews were amazed. “Because” connects the two ideas and indicates that what follows it is a reason.

Behold, a great storm arose on the sea, **so that** the boat was covered with the waves.  
(Matthew 8:24a ULT)

The **reason** is the great storm, and the **result** is that the boat was covered with the waves. The two events are connected by “so that.” Notice that the term “so that” often indicates a goal relationship, but here the relationship is reason-and-result. This is because the sea cannot think and therefore does not have a goal.

God blessed the seventh day and sanctified it, **because** in it he rested from all his work which he had done in his creation. (Genesis 2:3 ULT)

The **result** is that God blessed and sanctified the seventh day. The **reason** is because he rested on the seventh day from his work.

“Blessed are the poor, **for** yours is the kingdom of God.” (Luke 6:20b ULT)

The **result** is that the poor are blessed. The **reason** is that the kingdom of God is theirs.

But he raised up in their place their sons that Joshua circumcised, being uncircumcised, **because** they had not been circumcised on the way. (Joshua 5:7 ULT)

The **result** is that Joshua circumcised the boys and men who had been born in the wilderness. The **reason** was that they had not been circumcised while they were journeying.

## Translation Strategies

If your language uses reason-and-result relationships in the same way as in the text, then use them as they are.

- (1) If the order of the clauses is confusing for the reader, then change the order.
- (2) If the relationship between the clauses is not clear, then use a more clear connecting word.
- (3) If it is more clear to put a connecting word in the clause that does not have one, then do so.

## Examples of Translation Strategies Applied

God blessed the seventh day and sanctified it, **because** in it he rested from all his work which he had done in his creation. (Genesis 2:3 ULT)

(1) God rested on the seventh day from all his work which he had done in his creation. **That is why** he blessed the seventh day and sanctified it.

Blessed are the poor, **for** yours is the kingdom of God. (Luke 6:20 ULT)

- (1) The kingdom of God belongs to you who are poor. **Therefore**, the poor are blessed.
- (2) Blessed are the poor, **because** yours is the kingdom of God.
- (3) **The reason that** the poor are blessed **is because** yours is the kingdom of God.

Behold, a great storm arose on the sea, **so that** the boat was covered with the waves. (Matthew 8:24a ULT)

- (1) Behold, the boat was covered with the waves **because** a great storm arose on the sea.
- (2) Behold, a great storm arose on the sea, **with the result that** the boat was covered with the waves.
- (3) Behold, **because** a great storm arose on the sea, the boat was covered with the waves.

**Since** he was not able to find out anything for certain because of the noise, he ordered that he be brought into the fortress. (Acts 21:34b ULT)

- (1) The captain ordered that Paul be brought into the fortress, **because** he could not tell anything because of all the noise.
- (2) **Because** the captain could not tell anything because of all the noise, he ordered that Paul be brought into the fortress.
- (3) The captain could not tell anything because of all the noise, **so** he ordered that Paul be brought into the fortress.

"

**Referenced in:** [Titus 1:13](#); [Titus 2:11](#); [Titus 3:3](#)

## Connecting Words and Phrases

### Description

This page answers the question: *How do connecting words work to join parts of the text in different ways?*

As humans, we write our thoughts in phrases and sentences. We usually want to communicate a series of thoughts that are connected to each other in different ways. **Connecting words and phrases** show how these thoughts are related to each other. For example, we can show how the following thoughts are related by using the Connecting Words in bold type:

- It was raining, **so** I opened my umbrella.
- It was raining, **but** I did not have an umbrella. **So** I got very wet.

Connecting words or phrases can connect phrases or clauses within a sentence. They can connect sentences to each other. They can also connect entire chunks to one another in order to show how the chunk before relates to the chunk after the connecting word. Very often, the connecting words that connect entire chunks to one another are either conjunctions or adverbs.

It was raining, but I did not have an umbrella, so I got very wet.

**Now** I must change my clothes. Then I will drink a cup of hot tea and warm myself by the fire.

In the above example, the word **now** connects the two short chunks of text, showing the relationship between them. The speaker must change his clothes, drink hot tea, and warm himself because of something that happened earlier (that is, he got wet in the rain).

Sometimes people might not use a connecting word because they expect the context to help the readers understand the relationship between the thoughts. Some languages do not use connecting words as much as other languages do. They might say:

- It was raining. I did not have an umbrella. I got very wet.

You (the translator) will need to use the method that is most natural and clear in the target language. But in general, using connecting words whenever possible helps the reader to understand the ideas in the Bible most clearly.

### Reasons This Is a Translation Issue

- You need to understand the relationship between paragraphs, between sentences, and between parts of sentences in the Bible, and how connecting words and phrases can help you to understand the relationship between the thoughts that they are connecting.
- Each language has its own ways of showing how thoughts are related.
- You need to know how to help readers understand the relationship between the thoughts in a way that is natural in your language.

### Translation Principles

- You need to translate in a way that readers can understand the same relationship between thoughts that the original readers would have understood.
- Whether or not a connecting word is used is not as important as readers being able to understand the relationship between the ideas.

## The Different Types of Connections

Listed below are different types of connections between ideas or events. These different types of connections can be indicated by using different connecting words. When we write or translate something, it is important to use the right connecting word so that these connections are clear for the reader. If you would like additional information, simply click the colored, hyperlinked word to be directed to a page containing definitions and examples for each type of connection.

- [Sequential Clause](#) — a time relationship between two events in which one happens and then the other happens.
- [Simultaneous Clause](#) — a time relationship between two or more events that occur at the same time.
- [Background Clause](#) — a time relationship in which the first clause describes a long event that is happening at the time when the beginning of the second event happens, which is described in the second clause.
- [Exceptional Relationship](#) — one clause describes a group of people or items, and the other clause excludes one or more items or people from the group.
- [Hypothetical Condition](#) — the second event will only take place if the first one takes place. Sometimes what takes place is dependent on the actions of other people.
- [Factual Condition](#) — a connection that sounds hypothetical but is already certain or true, so that the condition is guaranteed to happen.
- [Contrary-to-Fact Condition](#) — a connection that sounds hypothetical but is already certain that it is not true. See also: [Hypothetical Statements](#).
- [Goal Relationship](#) — a logical relationship in which the second event is the purpose or goal of the first.
- [Reason and Result Relationship](#) — a logical relationship in which one event is the reason for the other event, the result.
- [Contrast Relationship](#) — one item is being described as different or in opposition to another.

## Examples from the Bible

I did not immediately consult with flesh and blood. I did not go up to Jerusalem to those who were apostles before me. **Instead**, I went to Arabia and then returned to Damascus. **Then** after three years, I went up to Jerusalem to visit Cephas, and I stayed with him 15 days. (Galatians 1:16b-18 ULT)

The word “instead” introduces something that contrasts with what was said before. The contrast here is between what Paul did not do and what he did do. The word “then” introduces a sequence of events. It introduces something that Paul did after he returned to Damascus.

**Therefore**, whoever breaks the least one of these commandments **and** teaches others to do so will be called least in the kingdom of heaven. **But** whoever keeps them and teaches them, that one will be called great in the kingdom of heaven. (Matthew 5:19 ULT)

The word “therefore” links this section with the section before it, signaling that the section that came before gave the reason for this section. “Therefore” usually links sections larger than one sentence. The word “and” links only two actions within the same sentence, that of breaking commandments and teaching others. In this verse the word “but” contrasts what one group of people will be called in God’s kingdom with what another group of people will be called.

We place nothing as a stumbling block in front of anyone, **so that** our ministry might not be discredited. **Instead**, we commend ourselves in everything as God’s servants. (2 Corinthians 6:3-4 ULT)

Here the words “so that” connect what follows as the reason for what came before; the reason that Paul does not place stumbling blocks is that he does not want his ministry brought into disrepute. “Instead” contrasts what Paul does (prove by his actions that he is God’s servant) with what he said he does not do (place stumbling blocks).

## General Translation Strategies

### See each type of Connecting Word above for specific strategies

If the way the relationship between thoughts is shown in the ULT would be natural and give the right meaning in your language, then consider using it. If not, here are some other options.

- (1) Use a connecting word (even if the ULT does not use one).
- (2) Do not use a connecting word if it would be strange to use one and people would understand the right relationship between the thoughts without it.
- (3) Use a different connecting word.

### Examples of Translation Strategies Applied

- (1) Use a connecting word (even if the ULT does not use one).

Jesus said to them, "Come follow me, and I will make you to become fishers of men." Then immediately they left the nets and followed him. (Mark 1:17-18 ULT)

They followed Jesus because he told them to. Some translators may want to mark this clause with the connecting word "so."

Jesus said to them, "Come follow me, and I will make you to become fishers of men." **So**, immediately they left the nets and followed him.

- (2) Do not use a connecting word if it would be odd to use one, and if people would understand the right relationship between the thoughts without it.

Therefore, whoever breaks the least one of these commandments **and** teaches others to do so will be called least in the kingdom of heaven. **But** whoever keeps them and teaches them, that one will be called great in the kingdom of heaven. (Matthew 5:19 ULT)

Some languages would prefer not to use connecting words here because the meaning is clear without them and using them would be unnatural. They might translate like this:

Therefore, whoever breaks the least one of these commandments, teaching others to do so as well, will be called least in the kingdom of heaven. Whoever keeps them and teaches them, that one will be called great in the kingdom of heaven.

I did not immediately consult with flesh and blood. I did not go up to Jerusalem to those who were apostles before me. **Instead**, I went to Arabia and then returned to Damascus. **Then** after three years, I went up to Jerusalem to visit Cephas, and I stayed with him 15 days. (Galatians 1:16b-18 ULT) (Galatians 1:16-18 ULT)

Some languages might not need the words "instead" or "then" here. They might translate like this:

I did not immediately consult with flesh and blood, nor did I go up to Jerusalem to those who had become apostles before me. I went to Arabia and then returned to Damascus. After three years I went up to Jerusalem to visit Cephas, and I stayed with him 15 days.

- (3) Use a different connecting word.

Therefore, whoever breaks the least one of these commandments **and** teaches others to do so will be called least in the kingdom of heaven. **But** whoever keeps them and teaches them, that one will be called great in the kingdom of heaven. (Matthew 5:19 ULT)

Instead of a word like “therefore,” a language might need a phrase to indicate that there was a section before it that gave the reason for the section that follows. Also, the word “but” is used here because of the contrast between the two groups of people. But in some languages, the word “but” would show that what comes after it is surprising because of what came before it. So “and” might be clearer for those languages. They might translate like this:

**Because of that**, whoever breaks the least one of these commandments and teaches others to do so will be called least in the kingdom of heaven. **And** whoever keeps them and teaches them, that one will be called great in the kingdom of heaven.

”

Referenced in: [Titus 1:2](#)

## Double Negatives

A double negative occurs when a clause has two words that each express the meaning of “not.” Double negatives mean very different things in different languages. To translate sentences that have double negatives accurately and clearly, you need to know what a double negative means in the Bible and how to express this idea in your language.

This page answers the question: *What are double negatives?*

In order to understand this topic, it would be good to read:

[Parts of Speech \(UTA PDF\)](#)

[Sentence Structure \(UTA PDF\)](#)

### Description

Negative words are words that have in them the meaning “not.” Examples in English are “no,” “not,” “none,” “no one,” “nothing,” “nowhere,” “never,” “nor,” “neither,” and “without.” Also, some words have prefixes or suffixes that mean “not,” such as the bolded parts of these words: “**un**happy,” “**im**possible,” and “use**less**.” Some other kinds of words also have a negative meaning, such as “lack” or “reject,” or even “fight” or “evil.”

A double negative occurs when a clause has two words that each have a negative meaning.

We did this **not** because we have **no** authority ... (2 Thessalonians 3:9a ULT)

And this was **not** done **without** an oath! (Hebrews 7:20a ULT)

Be sure of this—the wicked person will **not** go **un**punished. (Proverbs 11:21a ULT)

### Reason This Is a Translation Issue

Double negatives mean very different things in different languages.

- In some languages, such as English, a second negative in a clause cancels the first one, creating a positive sentence. So, “He is not unintelligent” means “He is intelligent.”
- In some languages, such as French and Spanish, two negative words in a clause do not cancel each other to become a positive. The Spanish sentence, “No vi a nadie,” literally says “I did not see no one.” It has both the word ‘no’ next to the verb and ‘nadie,’ which means “no one.” The two negatives are seen as in agreement with each other, and the sentence means, “I did not see anyone.”
- In some languages, a double negative creates a stronger negative statement.
- In some languages, a double negative creates a positive sentence, but it is a weak statement. So, “He is not unintelligent” means, “He is somewhat intelligent.”
- In some languages, including the languages of the Bible, a double negative can produce a stronger positive meaning than a simple positive statement. So, “He is not unintelligent” can mean “He is very intelligent.” In this case, the double negative is actually the figure of speech called [litotes](#).

Biblical Greek can do all of the above. So to translate sentences with double negatives accurately and clearly in your language, you need to know what each double negative means in the Bible and how to express the same idea in your language.

### Examples From the Bible

The Greek of John 15:5 says:

χωρίς ἐμοῦ **οὐ** δύνασθε ποιεῖν **οὐδέν**  
Without me **not** you can do **nothing**

We cannot reproduce this double negative in the English ULT because in English, a second negative in a clause cancels the first one. In English, and perhaps in your language, we need to choose only one of the negatives and say either:

Without me, you can do **nothing**.

or:

Without me, you **cannot** do anything.

... in order **not** to be **unfruitful**. (Titus 3:14b ULT)

This means "in order to be fruitful."

A prophet is **not without** honor (Mark 6:4 ULT)

This means "a prophet is honored."

I do **not** want you to be **ignorant**. (1 Corinthians 12:1)

This means "I want you to be knowledgeable."

## Translation Strategies

If the way that the double negative is used in the Bible is natural and has the same meaning as in your language, consider using it in the same way. Otherwise, you could consider these strategies:

- (1) If the purpose of a double negative in the Bible is to make a positive statement, and if it would not do that in your language, remove the two negatives so that it is positive.
- (2) If the purpose of a double negative in the Bible is to make a negative statement, and if it would not do that in your language, remove one of the two negatives.
- (3) If the purpose of a double negative in the Bible is to make a stronger negative statement, and if it would not do that in your language, remove one of the two negatives and add a strengthening word.

## Examples of Translation Strategies Applied

- (1) If the purpose of a double negative in the Bible is to make a positive statement, and if it would not do that in your language, remove the two negatives so that it is positive.

For we do **not** have a high priest who **cannot** feel sympathy for our weaknesses. (Hebrews 4:15a ULT)

"For we have a high priest who can feel sympathy for our weaknesses."

... in order **not** to be **unfruitful**. (Titus 3:14b ULT)

"... so that they may be fruitful."

- (2) If the purpose of a double negative in the Bible is to make a negative statement, and if it would not do that in your language, remove one of the two negatives.

χωρίς ἑμοῦ **οὐ** δύνασθε ποιεῖν **οὐδέν**  
Without me **not** you can do **nothing** (John 15:5)

Without me, you can do **nothing**.

or:

Without me, you **cannot** do anything.



(3) If the purpose of a double negative in the Bible is to make a stronger negative statement, and if it would not do that in your language, remove one of the two negatives and add a strengthening word.

...ἰώτα ἐν ἡ μία κεραία οὐ μὴ παρέλθῃ ἀπὸ τοῦ νόμου (Matthew 5:18)

...iota one or one serif **not not** may pass away from the law

...**not even** one iota or one serif may pass away from the law

or:

...**certainly no** iota or serif may pass away from the law

Next we recommend you learn about:

[Verbs \(UTA PDF\)](#)

**Referenced in:** [Titus 1:2](#); [Titus 1:6](#); [Titus 2:7](#); [Titus 2:15](#); [Titus 3:2](#); [Titus 3:13](#); [Titus 3:14](#)

## Doublet

### Description

We are using the word “doublet” to refer to two words or phrases that are used together and either mean the same thing or mean very close to the same thing. Often they are joined with the word “and.” Unlike [Hendiadys](#), in which one of the words modifies the other, in a doublet the two words or phrases are equal and are used to emphasize or intensify the one idea that is expressed by the two words or phrases.

A very similar issue is the repetition of the same word or phrase for emphasis, usually with no other words between them. Because these figures of speech are so similar and have the same effect, we will treat them here together.

### Reason This Is a Translation Issue

In some languages people do not use doublets. Or they may use doublets, but only in certain situations, so a doublet might not make sense in their language in some verses. People might think that the verse is describing two ideas or actions, when it is only describing one. In this case, translators may need to find some other way to express the meaning expressed by the doublet.

### Examples From the Bible

He has one people **scattered** and **dispersed** among the peoples (Esther 3:8 ULT)

The bolded words mean the same thing. Together they mean the people were spread out.

He attacked two men **more righteous** and **better** than himself. (1 Kings 2:32b ULT)

This means that they were “much more righteous” than he was.

You have decided to prepare **false** and **deceptive** words. (Daniel 2:9b ULT)

This means that they had decided to lie, which is another way of saying that they intended to deceive people.

... like of a lamb **without blemish** and **without spot**. (1 Peter 1:19b ULT)

This means that he was like a lamb that did not have any defect—not even one.

Then they approached {and} woke him up, saying, “**Master! Master!** We are perishing!” (Luke 8:24 ULT)

The repetition of “Master” means that the disciples called to Jesus urgently and continually.

### Translation Strategies

If a doublet would be natural and give the right meaning in your language, consider using it. If not, consider these strategies.

- (1) Translate only one of the words or phrases.
- (2) If the doublet is used to intensify the meaning, translate one of the words or phrases and add a word that intensifies it such as “very” or “great” or “many.”
- (3) If the doublet is used to intensify or emphasize the meaning, use one of your language’s ways of doing that.

This page answers the question: *What are doublets and how can I translate them?*

In order to understand this topic, it would be good to read:

[Figures of Speech \(UTA PDF\)](#)

## Translation Strategies Applied

(1) Translate only one of the words.

You have decided to prepare **false** and **deceptive** words. (Daniel 2:9b ULT)

“You have decided to prepare **false** things to say.”

(2) If the doublet is used to intensify the meaning, translate one of the words and add a word that intensifies it such as “very” or “great” or “many.”

He has one people **scattered** and **dispersed** among the peoples (Esther 3:8 ULT)

“He has one people **very spread out**.”

(3) If the doublet is used to intensify or emphasize the meaning, use one of your language's ways of doing that.

... like a lamb **without blemish** and **without spot**. (1 Peter 1:19b ULT)

- English can emphasize this with “any” and “at all.”

“... like a lamb **without any blemish at all**.”

Then they approached {and} woke him up, saying, “**Master! Master!** We are perishing!” (Luke 8:24 ULT)

Then they approached {and} woke him up, **urgently shouting, “Master!**  
We are perishing!”

”

**Referenced in:** [Titus 1:8](#); [Titus 2:2](#); [Titus 3:1](#)

## Ellipsis

### Description

An ellipsis<sup>1</sup> occurs when a speaker or writer leaves out one or more words that normally should be in the sentence. The speaker or writer does this because he knows that the hearer or reader will understand the meaning of the sentence and supply the words in his mind when he hears or reads the words that are there. For example:

So the wicked will not stand in the judgment, **nor sinners in the assembly of the righteous.**  
(Psalm 1:5 ULT)

There is ellipsis in the second part because “nor sinners in the assembly of the righteous” is not a complete sentence. The speaker assumes that the hearer will understand what it is that sinners will not do in the assembly of the righteous by filling in the action from the previous clause. With the action filled in, the complete sentence would read:

So the wicked will not stand in the judgment, nor **will sinners stand** in the assembly of the righteous.

### Two Types of Ellipsis

A Relative Ellipsis happens when the reader has to supply the omitted word or words from the context. Usually the word is in the previous sentence, as in the example above.

An Absolute Ellipsis happens when the omitted word or words are not in the context, but the phrases are common enough in the language that the reader is expected to supply what is missing from this common usage or from the nature of the situation.

### Reason This Is a Translation Issue

Readers who see incomplete sentences or phrases may not know that there is information missing that the writer expects them to fill in. Or readers may understand that there is information missing, but they may not know what information is missing because they do not know the original biblical language, culture, or situation as the original readers did. In this case, they may fill in the wrong information. Or readers may misunderstand the ellipsis if they do not use ellipsis in the same way in their language.

### Examples From the Bible

#### Relative Ellipsis

He makes Lebanon skip like a calf **and Sirion like a young ox.** (Psalm 29:6 ULT)

The writer wants his words to be few and to make good poetry. The full sentence with the information filled in would be:

He makes Lebanon skip like a calf and **he makes Sirion skip** like a young ox.

Watch carefully, therefore, how you walk—**not as unwise but as wise.** (Ephesians 5:15b ULT)

This page answers the question: *What is ellipsis ?*

In order to understand this topic, it would be good to read:

*Figures of Speech* (UTA PDF)

*Sentence Structure* (UTA PDF)

The information that the reader must understand in the second parts of these sentences can be filled in from the first parts:

Watch carefully, therefore, how you walk—**walk** not as unwise but **walk** as wise,

## Absolute Ellipsis

Then when he had come near, he asked him, “What do you want me to do for you?” And so he said, “Lord, **that I might recover my sight.**” (Luke 18:40b-41 ULT)

It seems that the man answered in an incomplete sentence because he wanted to be polite and not directly ask Jesus for healing. He knew that Jesus would understand that the only way he could receive his sight would be for Jesus to heal him. The complete sentence would be:

“Lord, **I want you to heal me so** that I might receive my sight.”

To Titus, a true son in our common faith. Grace and peace from God the Father and Christ Jesus our Savior. (Titus 1:4 ULT)

The writer assumes that the reader will recognize this common form of a blessing or wish, so he does not need to include the full sentence, which would be:

To Titus, a true son in our common faith. **May you receive** grace and peace from God the Father and Christ Jesus our Savior.

## Translation Strategies

If ellipsis would be natural and give the right meaning in your language, consider using it. If not, here is another option:

(1) Add the missing words to the incomplete phrase or sentence.

## Examples of Translation Strategies Applied

(1) Add the missing words to the incomplete phrase or sentence.

So the wicked will not stand in the judgment, nor **sinner in the assembly** of the righteous. (Psalm 1:5 ULT)

So the wicked will not stand in the judgment, and **sinner will not stand in the assembly** of the righteous.

Then when he had come near, he asked him, “What do you want me to do for you?” And so he said, “Lord, **that I might recover my sight.**” (Luke 18:40b-41 ULT)

Then when the man was near, Jesus asked him, “What do you want me to do for you?” He said, “Lord, **I want you to heal me** that I might receive my sight.”

He makes Lebanon skip like a calf **and Sirion like a young ox.** (Psalm 29:6 ULT)

He makes Lebanon skip like a calf, and **he makes** Sirion **skip** like a young ox.

English has a punctuation symbol which is also called an ellipsis. It is a series of three dots (...) used to indicate an intentional omission of a word, phrase, sentence or more from text without altering its original meaning. This translationAcademy article is not about the punctuation mark, but about the concept of omission of words that normally should be in the sentence.

"

**Referenced in:** [Titus 1:1](#); [Titus 1:4](#); [Titus 2:2](#); [Titus 2:3](#); [Titus 2:7](#); [Titus 2:9](#); [Titus 3:14](#)

## Exclusive and Inclusive 'We'

### Description

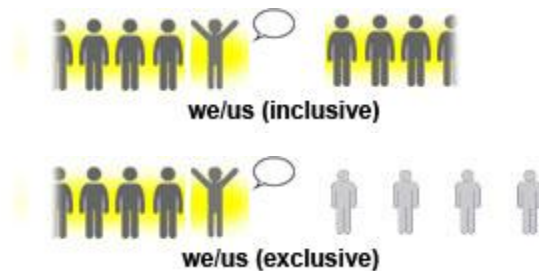
Some languages have more than one form of "we": an inclusive form that means "I and you" and an exclusive form that means "I and someone else but not you." The exclusive form excludes the person being spoken to. The inclusive form includes the person being spoken to and possibly others. This is also true for "us," "our," "ours," and "ourselves." Some languages have inclusive forms and exclusive forms for each of these. Translators whose language has separate exclusive and inclusive forms for these words will need to understand what the speaker meant so that they can decide which form to use.

This page answers the question: *What are the exclusive and inclusive forms of "we"?*

In order to understand this topic, it would be good to read:

[Pronouns \(UTA PDF\)](#)

See the pictures. The people on the right are the people that the speaker is talking to. The yellow highlight shows who the inclusive "we" and the exclusive "we" refer to.



### Reason This Is a Translation Issue

The Bible was first written in the Hebrew, Aramaic, and Greek languages. Like English, these languages do not have separate exclusive and inclusive forms for "we." If your language has separate exclusive and inclusive forms of "we," then you will need to understand what the speaker meant so that you can decide which form of "we" to use.

### Examples From the Bible

#### Exclusive

They said, "There are not more than five loaves of bread and two fish with us—unless **we** go and buy food for all these people." (Luke 9:13 ULT)

In the second clause, the disciples are talking about some of them going to buy food. They were speaking to Jesus, but Jesus was not going to buy food. So languages that have inclusive and exclusive forms of "we" would use the **exclusive** form there.

**We** have seen it, and **we** bear witness to it. **We** are announcing to you the eternal life, which was with the Father, and which has been made known to **us**. (1 John 1:2 ULT)

John is telling people who have not seen Jesus what he and the other apostles have seen. So languages that have inclusive and exclusive forms of "we" and "us" would use the **exclusive** forms in this verse.

#### Inclusive

The shepherds said one to each other, "Let **us** now go to Bethlehem, and see this thing that has happened, which the Lord has made known to **us**." (Luke 2:15b ULT)

The shepherds were speaking to one another. When they said "us," they were including the people they were speaking to, so languages that have inclusive and exclusive forms of "we" and "us" would use the **inclusive** form in this verse.

Now it happened that on one of those days, he indeed got into a boat with his disciples, and he said to them, "Let **us** go over to the other side of the lake." So they set sail. (Luke 8:22 ULT)

When Jesus said "us," he was referring to himself and to the disciples he was speaking to, so languages that have inclusive and exclusive forms of "we" and "us" would use the **inclusive** form in this verse.

Next we recommend you learn about: "  
[When Masculine Words Include Women \(UTA PDF\)](#)

**Referenced in:** [Titus 1:3](#); [Titus 1:4](#); [Titus 2:8](#); [Titus 2:10](#); [Titus 2:12](#); [Titus 2:14](#); [Titus 3:3](#); [Titus 3:4](#); [Titus 3:6](#); [Titus 3:14](#); [Titus 3:15](#)



## Forms of 'You' — Singular

### Description

Some languages have a **singular** form of “you” for when the word “you” refers to just one person, and a **plural** form for when the word “you” refers to more than one person. Translators who speak one of these languages will always need to know what the speaker meant so they can choose the right word for “you” in their language. Other languages, such as English, have only one form, which people use regardless of how many people it refers to.

This page answers the question: *How do I know if the word 'you' is singular?*

In order to understand this topic, it would be good to read:

[Parts of Speech \(UTA PDF\)](#)

[Forms of You \(UTA PDF\)](#)

[Pronouns \(UTA PDF\)](#)

The Bible was first written in the Hebrew, Aramaic, and Greek languages. These languages all have both a singular form of “you” and a plural form of “you.” When we read the Bible in those languages, the pronouns and verb forms show us whether the word “you” refers to one person or more than one. When we read the Bible in a language that does not have different forms of you, we need to look at the context to see how many people the speaker was speaking to.

### Reason This Is a Translation Issue

- Translators who speak a language that has distinct singular and plural forms of “you” will always need to know what the speaker meant so they can choose the right word for “you” in their language.
- Many languages also have different forms of the verb depending on whether the subject is singular or plural. So even if there is no pronoun meaning “you,” translators of these languages will need to know if the speaker was referring to one person or more than one.

Often the context will make it clear whether the word “you” refers to one person or more than one. If you look at the other pronouns in the sentence, they will help you know the number of people the speaker was speaking to. Sometimes Greek and Hebrew speakers used the singular form of “you” even though they were speaking to a group of people. (See [Forms of 'You' — Singular to a Crowd.](#))

### Examples From the Bible

But he said, “All these things **I** have kept from my youth.” But when he heard this, Jesus said to him, “One thing is still lacking to **you**. All things, as much as **you** have, **sell** all and **distribute** to the poor, and **you** will have treasure in heaven—and **come, follow** me.” (Luke 18:21-22 ULT)

The ruler was speaking about just himself when he said “I.” This shows us that when Jesus said “you” he was referring only to the ruler and he used the singular form. So languages that have singular and plural forms of “you” need the singular form here, as well as for the verbs “sell,” “distribute,” “come,” and “follow.”

The angel said to him, “**Dress yourself** and **put on your** sandals.” So he did that. He said to him, “**Put on your** outer garment and **follow** me.” (Acts 12:8 ULT)

The angel used singular forms here and the context makes it clear that he was speaking to one person and that only one person did what the the angel commanded. So languages that have singular and plural forms of “you” would need the singular form here for “yourself” and “your.” Also, if verbs have different forms for singular and plural subjects, then the verbs “dress,” “put on,” and “follow” need the form that indicates a singular subject.

All the ones {who are} with me greet **you**. **Greet** the ones loving us in faith. Grace {be} with all of **you**. (Titus 3:15 ULT)

Paul wrote this letter to one person, Titus, so most of the time the word “you” in this letter is singular and refers only to Titus. In this verse, the first “you” is singular, so the greeting is for Titus, as well as the instruction to greet the others there. The second “you,” however, is plural, so the blessing is for Titus and for all of the believers there in Crete.

“Having gone, **search** carefully for the young child, and after **you** have found him, **report** to me so that I also, having come, might worship him.” (Matthew 2:8 ULT)

Since Herod is speaking to all of the learned men, the word “you” and the commands “search” and “report” are plural.

## Strategies for finding out how many people “you” refers to

- (1) Look at the notes to see if they tell whether “you” refers to one person or more than one person.
- (2) Look at the UST to see if it says anything that would show you whether the word “you” refers to one person or more than one person.
- (3) If you have a Bible that is written in a language that distinguishes “you” singular from “you” plural, see which form of “you” that Bible has in that sentence.
- (4) Look at the context to see how many people the speaker was talking to and who responded.

You may also want to watch the video at [https://ufw.io/figs\\_younum](https://ufw.io/figs_younum).

Next we recommend you learn about:

*Forms of 'You' — Dual/Plural (UTA PDF)*

**Referenced in:** [Introduction to Titus](#); [Titus 3:12](#); [Titus 3:15](#)

## Hendiadys

### Description

In a hendiadys, a speaker uses two words that mean different things and that are connected with “and.” These two words work together to express a single idea. Usually one of the words is the primary idea and the other word further describes the primary one.

... his own **kingdom and glory**. (1 Thessalonians 2:12b ULT)

Though “kingdom” and “glory” are both nouns, “glory” actually tells what kind of kingdom it is: it is a **kingdom of glory** or a **glorious kingdom**.

Two phrases connected by “and” can also be a hendiadys when they refer to a single person, thing, or event.

while we look forward to receiving **the blessed hope and appearing of the glory of our great God and Savior Jesus Christ**. (Titus 2:13b ULT)

Titus 2:13 contains two hendiadyses. “The blessed hope” and “appearing of the glory” refer to the same thing and serve to strengthen the idea that the return of Jesus Christ is greatly anticipated and wonderful. Also, “our great God” and “Savior Jesus Christ” refer to one person, not two.

### Reasons This Is a Translation Issue

- Often a hendiadys contains an abstract noun. Some languages may not have a noun with the same meaning.
- Many languages do not use the hendiadys, so people may not understand that the second word is further describing the first one.
- Many languages do not use the hendiadys, so people may not understand that only one person or thing is meant, not two.

### Examples From the Bible

For I will give you **a mouth and wisdom** ... (Luke 21:15a ULT)

“A mouth” and “wisdom” are nouns, but in this figure of speech “wisdom” describes what comes from the mouth.

If you are willing and obedient ... (Isaiah 1:19a ULT)

“Willing” and “obedient” are adjectives, but “willing” describes “obedient.”

### Translation Strategies

If the hendiadys would be natural and give the right meaning in your language, consider using it. If not, here are other options:

- (1) Substitute the describing noun with an adjective that means the same thing.
- (2) Substitute the describing noun with a phrase that means the same thing.
- (3) Substitute the describing adjective with an adverb that means the same thing.
- (4) Substitute other parts of speech that mean the same thing and show that one word or phrase describes the

This page answers the question: *What is hendiadys and how can I translate phrases that have it?*

In order to understand this topic, it would be good to read:

*Figures of Speech* ([UTA PDF](#))

*Parts of Speech* ([UTA PDF](#))

other.

(5) If it is unclear that only one thing is meant, change the phrase so that this is clear.

## Examples of Translation Strategies Applied

(1) Substitute the describing noun with an adjective that means the same thing.

For I will give you **a mouth and wisdom** ... (Luke 21:15a ULT)

For I will give you **wise words** ...

Walk in a manner that is worthy of God, who calls you into **his own kingdom and glory**. (1 Thessalonians 2:12b ULT)

You should walk in a manner that is worthy of God, who calls you to **his own glorious kingdom**.

(2) Substitute the describing noun with a phrase that means the same thing.

For I will give you **a mouth and wisdom** ... (Luke 21:15a ULT)

for I will give you **words of wisdom**.

You should walk in a manner that is worthy of God, who calls you into **his own kingdom and glory**. (1 Thessalonians 2:12b ULT)

You should walk in a manner that is worthy of God, who calls you to **his own kingdom of glory**.

(3) Substitute the describing adjective with an adverb that means the same thing.

If you are willing and obedient ... (Isaiah 1:19a ULT)

If you are **willingly obedient** ...

(4) Substitute other parts of speech that mean the same thing and show that one word or phrase describes the other.

If you are willing and obedient ... (Isaiah 1:19a ULT)

The adjective "obedient" can be substituted with the verb "obey."

if you **obey willingly** ...

(4) and (5) If it is unclear that only one thing is meant, change the phrase so that this is clear.

We look forward to receiving **the blessed hope and appearing of the glory of our great God and Savior Jesus Christ**. (Titus 2:13b ULT)

The noun "glory" can be changed to the adjective "glorious" to make it clear that Jesus' appearing is what we hope for. Also, "Jesus Christ" can be moved to the front of the phrase and "great God and Savior" put into a relative clause that describes the one person, Jesus Christ.

We look forward to receiving **what we are longing for, the blessed and glorious appearing of Jesus Christ, who is our great God and Savior**.

Next we recommend you learn about:

[Doublet \(UTA PDF\)](#)

**Referenced in:** [Titus 1:10](#); [Titus 2:13](#)

## How to Translate Names

### Description

The Bible contains the names of many people, groups of people, and places. Some of these names may sound strange and be hard to say. Sometimes readers may not know what a name refers to, and sometimes they may need to understand what a name means. This page will help you see how you can translate these names and how you can help people understand what they need to know about them.

This page answers the question: *How can I translate names that are new to my culture?*

In order to understand this topic, it would be good to read:

[Translate Unknowns \(UTA PDF\)](#)

### Meaning of names

Most names in the Bible have meaning. Most of the time, names in the Bible are used simply to identify the people and places they refer to, but sometimes the meaning of a name is especially important.

For this **Melchizedek**, king of Salem, priest of God Most High, was the one who met Abraham returning from the slaughter of the kings and blessed him. (Hebrews 7:1 ULT)

Here the writer uses the name “Melchizedek” primarily to refer to a man who had that name, and the title “king of Salem” tells us that he ruled over a certain city.

His name first indeed means “king of righteousness,” and then also “king of Salem,” that is, “king of peace.” (Hebrews 7:2b ULT)

Here the writer explains the meanings of Melchizedek’s name and title because those things tell us more about the person. Other times, the writer does not explain the meaning of a name because he expects the reader to already know the meaning. If the meaning of the name is important to understand the passage, you can include the meaning in the text or in a footnote.

### Reasons This Is a Translation Issue

- Readers may not know some of the names in the Bible. They may not know whether a name refers to a person or place or something else.
- Readers may need to understand the meaning of a name in order to understand the passage.
- Some names may have different sounds or combinations of sounds that are not used in your language or are unpleasant to say in your language. For strategies to address this problem, see [Borrow Words](#).
- Some people and places in the Bible have two names. Readers may not realize that two names refer to the same person or place.

### Examples From the Bible

Then you crossed over the **Jordan** and came to **Jericho**, and the men of Jericho, and the **Amorites** ... fought against you, but I gave them into your hand. (Joshua 24:11 ULT)

Readers might not know that “Jordan” is the name of a river, “Jericho” is the name of a city, and “Amorites” is the name of a group of people.

She said, “Do I really continue to see, even after he has seen me?” Therefore, the well was called **Beer Lahai Roi**. (Genesis 16:13b-14a ULT)

Readers may not understand the second sentence if they do not know that “Beer Lahai Roi” means “Well of the Living One who sees me.”

And she called his name **Moses** and she said, “For out of the water I drew him.” (Exodus 2:10b ULT)

Readers may not understand why she said this if they do not know that the name Moses sounds like the Hebrew words “pull out.”

**Saul** was in agreement with his execution. (Acts 8:1a ULT)

But when the apostles, Barnabas and **Paul**, heard of it, they tore their clothing. (Acts 14:14a ULT)

Readers may not know that the names Saul and Paul refer to the same person.

## Translation Strategies

- (1) If readers cannot easily understand from the context what kind of a thing a name refers to, you can add a word to clarify it.
- (2) If readers need to understand the meaning of a name in order to understand what is said about it, copy the name and tell about its meaning either in the text or in a footnote.
- (3) Or if readers need to understand the meaning of a name in order to understand what is said about it, and that name is used only once, translate the meaning of the name instead of copying the name.
- (4) If a person or place has two different names, use one name most of the time and the other name only when the text tells about the person or place having more than one name or when it says something about why the person or place was given that name. Write a footnote when the source text uses the name that is used less frequently.
- (5) Or if a person or place has two different names, then use whatever name is given in the source text, and add a footnote that gives the other name.

## Examples of Translation Strategies Applied

- (1) If readers cannot easily understand from the context what kind of a thing a name refers to, you can add a word to clarify it.

Then you crossed over the **Jordan** and came to **Jericho**, and the men of Jericho, and the **Amorites** ... fought against you, but I gave them into your hand. (Joshua 24:11 ULT)

You went over the **Jordan River** and came to the **city of Jericho**. The men of Jericho fought against you, along with **the tribe of the Amorites**.

At that hour, certain Pharisees approached, saying to him, “Leave and go away from here, because **Herod** wants to kill you.” (Luke 13:31 ULT)

At that hour, certain Pharisees approached, saying to him, “Go and leave here, because **King Herod** wants to kill you.”

- (2) If readers need to understand the meaning of a name in order to understand what is said about it, copy the name and tell about its meaning either in the text or in a footnote.

And she called his name **Moses** and she said, “For out of the water I drew him.” (Exodus 2:10b ULT)

She called his name **Moses (which sounds like ‘drawn out’)**, and she said, “For out of the water I drew him.”

- (3) Or if readers need to understand the meaning of a name in order to understand what is said about it, and that name is used only once, translate the meaning of the name instead of copying the name.

She said, “Do I really continue to see, even after he has seen me?” Therefore, the well was called **Beer Lahai Roi**. (Genesis 16:13b-14a ULT)

She said, “Do I really continue to see, even after he has seen me?”  
Therefore, the well was called **Well of the Living One who sees me**.

(4) If a person or place has two different names, use one name most of the time and the other name only when the text tells about the person or place having more than one name or when it says something about why the person or place was given that name. Write a footnote when the source text uses the name that is used less frequently. For example, Paul is called “Saul” before Acts 13 and “Paul” after Acts 13. You could translate his name as “Paul” all of the time, except in Acts 13:9 where it talks about him having both names.

... a young man named **Saul**. (Acts 7:58b ULT)

... a young man named **Paul** 1

The footnote would look like:

[1] Most versions say “Saul” here, but most of the time in the Bible he is called “Paul.”

Then later in the story, you could translate this way:

But **Saul**, who is also called **Paul**, was filled with the Holy Spirit; (Acts 13:9)

But **Saul**, who is also called **Paul**, was filled with the Holy Spirit;

(5) Or if a person or place has two names, use whatever name is given in the source text, and add a footnote that gives the other name. For example, you could write “Saul” where the source text has “Saul” and “Paul” where the source text has “Paul.”

a young man named **Saul** (Acts 7:58 ULT)

a young man named **Saul**

The footnote would look like:

[1] This is the same man who is called Paul beginning in Acts 13.

Then later in the story, you could translate this way:

But **Saul**, who is also called **Paul**, was filled with the Holy Spirit; (Acts 13:9)

But **Saul**, who is also called **Paul**, was filled with the Holy Spirit;

Then after the story has explained the name change, you could translate this way.

It came about in Iconium that **Paul** and Barnabas entered together into the synagogue (Acts 14:1 ULT)

It came about in Iconium that **Paul**<sup>1</sup> and Barnabas entered together into the synagogue

The footnote would look like:

[1] This is the same man who was called Saul before Acts 13.

Next we recommend you learn about:

[Copy or Borrow Words \(UTA PDF\)](#)



**Referenced in:** [Introduction to Titus](#); [Titus 3:12](#); [Titus 3:13](#)

## Hyperbole

### Description

A speaker or writer can use exactly the same words to say something that he means as completely true, or as generally true, or as a hyperbole. This is why it can be hard to decide how to understand a statement. For example, the sentence below could mean three different things.

It rains here every night.

The speaker means this as literally true if he means that it really does rain here every night.

The speaker means this as a **generalization** if he means that it rains here most nights.

The speaker means this as a **hyperbole** if he wants to say that it rains more than it actually does, usually in order to express a strong attitude toward the amount or frequency of rain, such as being annoyed or being happy about it.

This page answers the question: *What are hyperboles? What are generalizations? How can I translate them?*

In order to understand this topic, it would be good to read:

*Figures of Speech* ([UTA PDF](#))

### Hyperbole

In hyperbole, a figure of speech that uses exaggeration, a speaker deliberately describes something with an extreme or even unreal statement, usually to show his strong feeling or opinion about it. He expects people to understand that he is exaggerating.

They will not leave **stone upon stone in you**. (Luke 19:44b ULT)

This is an exaggeration. It means that the enemies will completely destroy Jerusalem.

Moses was educated in **all the wisdom of the Egyptians**. (Acts 7:22a ULT)

This hyperbole means that he had learned everything an Egyptian education could offer.

### Generalization

This is a statement that is true most of the time or in most situations that it could apply to.

The one who ignores instruction **will have poverty and shame**, but **honor will come** to him who learns from correction. (Proverbs 13:18)

These generalizations tell about what normally happens to people who ignore instruction and what normally happens to people who learn from correction. There may be some exceptions to these statements, but they are generally true.

And when you pray, do not make useless repetitions as **the Gentiles do, for they think that they will be heard because of their many words**. (Matthew 6:7)

This generalization tells about what Gentiles were known for doing. Many Gentiles did this. It does not matter if a few did not. The point was that the hearers should not join in this well-known practice.

Even though a hyperbole or a generalization may have a strong-sounding word like "all," "always," "none," or "never," it does not necessarily mean **exactly** "all," "always," "none," or "never." It simply means "most," "most of the time," "hardly any," or "rarely."

## Reason This Is a Translation Issue

Readers need to be able to understand whether or not a statement is literally true.

If readers realize that a statement is not literally true, they need to be able to understand whether it is a hyperbole, a generalization, or a lie. (Though the Bible is completely true, it tells about people who did not always tell the truth.)

## Examples From the Bible

### Examples of Hyperbole

If your hand causes you to stumble, **cut it off**. It is better for you to enter into life maimed ... (Mark 9:43a ULT)

When Jesus said to cut off your hand, he meant that we should **do whatever extreme things** we need to do in order not to sin. He used this hyperbole to show how extremely important it is to try to stop sinning.

The Philistines gathered together to fight against Israel with 3,000 chariots, 6,000 men to drive the chariots, and troops **as numerous as the sand on the seashore**. (1 Samuel 13:5a ULT)

The bolded phrase is an exaggeration for the purpose of expressing the emotion that the Philistine army was overwhelming in number. It means that there were **many, many** soldiers in the Philistine army.

But as his anointing teaches you **everything** and is true and is not a lie, and just as it has taught you, remain in him. (1 John 2:27b ULT)

This is a hyperbole. It expresses the assurance that God's Spirit teaches us about **all things that we need to know**. God's Spirit does not teach us about everything that it is possible to know.

When they found him, they also said to him, "**Everyone** is looking for you." (Mark 1:37 ULT)

The disciples probably did not mean that everyone in the city was looking for Jesus, but that **many people** were looking for him, or that all of Jesus' closest friends there were looking for him. This is an exaggeration for the purpose of expressing the emotion that they and many others were worried about him.

### Examples of Generalization

Can **any good thing** come out of Nazareth? (John 1:46b ULT)

This rhetorical question is meant to express the generalization that there is nothing good in Nazareth. The people there had a reputation for being uneducated and not strictly religious. Of course, there were exceptions.

One of them, of their own prophets, has said, "**Cretans are always liars, evil beasts, lazy bellies**." (Titus 1:12 ULT)

This is a generalization that means that Cretans had a reputation to be like this because, in general, this is how Cretans behaved. It is possible that there were exceptions.

**A lazy hand causes a person to be poor, but the hand of the diligent person gains riches**. (Proverbs 10:4 ULT)

This is generally true, and it reflects the experience of most people. It is possible that there are exceptions in some circumstances.

## Caution

- Do not assume that something is an exaggeration just because it seems to be impossible. God does miraculous things.

They saw Jesus **walking on the sea** and coming near the boat. (John 6:19b ULT)

This is not hyperbole. Jesus really walked on the water. It is a literal statement.

- Do not assume that the word “all” is always a generalization that means “most.”

Yahweh is righteous in **all** his ways and gracious in **all** he does. (Psalms 145:17 ULT)

Yahweh is always righteous. This is a completely true statement.

## Translation Strategies

If the hyperbole or generalization would be natural and people would understand it and not think that it is a lie, consider using it. If not, here are other options.

- (1) Express the meaning without the exaggeration.
- (2) For a generalization, show that it is a generalization by using a phrase like “in general” or “in most cases.”
- (3) For a hyperbole or a generalization, add a word like “many” or “almost” to show that the hyperbole or generalization is not meant to be exact.
- (4) For a hyperbole or a generalization that has a word like “all,” “always,” “none,” or “never,” consider deleting that word.

## Examples of Translation Strategies Applied

- (1) Express the meaning without the exaggeration.

The Philistines gathered together to fight against Israel: 3,000 chariots, 6,000 men to drive the chariots, and troops **as numerous as the sand on the seashore**. (1 Samuel 13:5a ULT)

The Philistines gathered together to fight against Israel: 3,000 chariots, 6,000 men to drive the chariots, and **a great number of troops**.

- (2) For a generalization, show that it is a generalization by using a phrase like “in general” or “in most cases.”

**The one who ignores instruction will have poverty and shame**. (Proverbs 13:18a ULT)

**In general**, the one who ignores instruction will have poverty and shame

When you pray, do not make useless repetitions as the **Gentiles do**, for they think that they will be heard because of their many words. (Matthew 6:7 ULT)

And when you pray, do not make useless repetitions as the Gentiles **generally** do, for they think that they will be heard because of their many words.

- (3) For a hyperbole or a generalization, add a word like “many” or “almost” to show that the hyperbole or generalization is not meant to be exact.

The **whole** country of Judea and **all** the people of Jerusalem went out to him. (Mark 1:5a ULT)

**Almost all** the country of Judea and **almost all** the people of Jerusalem went out to him. or:

Many of the country of Judea and many of the people of Jerusalem went out to him.

(4) For a hyperbole or a generalization that has a word like "all," "always," "none," or "never," consider deleting that word.

The whole country of Judea and all the people of Jerusalem went out to him. (Mark 1:5a ULT)

The country of Judea and the people of Jerusalem went out to him.

"

Referenced in: [Titus 1:12](#)

## Hypothetical Situations

Consider these phrases: “If the sun stopped shining ...” “What if the sun stopped shining ...” “Suppose the sun stopped shining ...” and “If only the sun had not stopped shining.” We use such expressions to set up hypothetical situations, imagining what might have happened or what could happen in the future but probably will not. We also use them to express regret or wishes. Hypothetical expressions occur often in the Bible. You (the translator) need to translate them in a way that people will know that the event did not actually happen and so that they will understand why the event was imagined.

This page answers the question: *What is a hypothetical situation?*

In order to understand this topic, it would be good to read:

*Writing Styles (UTA PDF)*

### Description

Hypothetical situations are situations that are not real. They can be in the past, present, or future. Hypothetical situations in the past and present have not happened, are not happening now, and ones in the future are not expected to happen.

People sometimes tell about conditions and what would happen if those conditions were met, but they know that these things have not happened or probably will not happen. (The conditions comprise a phrase that starts with “if.”)

- If he had lived to be 100 years old, he would have seen his grandson’s grandson. (But he did not.)
- If he lived to be 100 years old, he would still be alive today. (But he is not.)
- If he lives to be 100 years old, he will see his grandson’s grandson. (But he probably will not.)

People sometimes express wishes about things that have not happened or that are not expected to happen.

- I wish he had come.
- I wish he were here.
- I wish he would come.

People sometimes express regrets about things that have not happened or that are not expected to happen.

- If only he had come.
- If only he were here.
- If only he would come.

### Reason This Is a Translation Issue

- Translators need to recognize the different kinds of hypothetical situations in the Bible and understand that they are unreal.
- Translators need to know their own language’s ways of talking about different kinds of hypothetical situations.

### Examples From the Bible

#### Hypothetical Situations in the Past

“Woe to you, Chorazin! Woe to you, Bethsaida! **If the mighty deeds had been done** in Tyre and Sidon which were done in you, **they would have repented** long ago in sackcloth and ashes.” (Matthew 11:21 ULT)

Here in Matthew 11:21, Jesus said that **if** the people living in the ancient cities of Tyre and Sidon had been able to see the miracles that he performed, they would have repented long ago. The people of Tyre and Sidon did not actually see his miracles, and they did not repent. He said this to rebuke the people of Chorazin and Bethsaida who had seen his miracles and yet did not repent.

Martha then said to Jesus, “Lord, **if you had been here, my brother would not have died.**” (John 11:21 ULT)

Martha said this to express her wish that Jesus would have come sooner so that her brother would not have died. But Jesus did not come sooner and her brother did die.

## Hypothetical Situations in the Present

And no man puts new wine into old wineskins. **But if he did do that, the new wine would burst the wineskins, and it would be spilled out, and the wineskins would be destroyed.** (Luke 5:37 ULT)

Jesus told about what would happen if a person were to put new wine into old wineskins. But no one would do that. He used this imaginary situation as an example to show that there are times when it is unwise to mix new things with old things. He did this so that people could understand why his disciples were not fasting as people traditionally did.

Jesus said to them, “What man would there be among you, who, **if he had just one sheep, and if this sheep fell into a deep hole on the Sabbath, would not grasp hold of it and lift it out?**” (Matthew 12:11 ULT)

Jesus asked the religious leaders what they would do on the Sabbath if one of their sheep fell into a hole. He was not saying that their sheep would fall into a hole. He used this imaginary situation to show them that they were wrong to judge him for healing people on the Sabbath.

## Hypothetical Situation in the Future

**Unless those days are shortened, no flesh would be saved.** But for the sake of the elect, those days will be shortened. (Matthew 24:22 ULT)

Jesus was talking about a future time when very bad things would happen. He told what would happen if those days of trouble were to last a long time. He did this to show how bad those days will be—so bad that if they lasted a long time, no one would be saved. But then he clarified that God will shorten those days of trouble so that the elect (those he has chosen) will be saved.

## Expressing Emotion About a Hypothetical Situation

People sometimes talk about hypothetical situations in order to express regrets and wishes. Regrets are about the past and wishes are about the present and future.

The Israelites said to them, “**If only we had died by Yahweh’s hand in the land of Egypt when we were sitting by the pots of meat and were eating bread to the full.** For you have brought us out into this wilderness to kill our whole community with hunger.” (Exodus 16:3 ULT)

Here the Israelites were afraid that they would have to suffer and die of hunger in the wilderness, and so they wished that they had stayed in Egypt and died there with full stomachs. They were complaining, expressing regret that this had not happened.

I know what you have done, and that you are neither cold nor hot. **I wish that you were either cold or hot!** (Revelation 3:15 ULT)

Jesus wished that the people were either hot or cold, but they are neither. He was rebuking them, expressing anger at this.

## Translation Strategies

Find out how people speaking your language show:

- that something could have happened, but did not.
- that something could be true now, but is not.
- that something could happen in the future, but will not unless something changes.
- that they wish for something, but it does not happen.
- that they regret that something did not happen.

Use your language's ways of showing these kinds of things.

You may also want to watch the video at [https://ufw.io/figs\\_hypo](https://ufw.io/figs_hypo).

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**Referenced in:** [Titus 2:8](#)



## Idiom

An idiom is a figure of speech made up of a group of words that, as a whole, has a meaning that is different from what one would understand from the meanings of the individual words. Someone from outside of the culture usually cannot understand an idiom without someone inside the culture explaining its true meaning. Every language uses idioms. Some English examples are:

- You are pulling my leg. (This means, “You are teasing me by telling me something that is not true.”)
- Do not push the envelope. (This means, “Do not take a matter to its extreme.”)
- This house is under water. (This means, “The debt owed for this house is greater than its actual value.”)
- We are painting the town red. (This means, “We are going around town tonight celebrating very intensely.”)

This page answers the question: *What are idioms and how can I translate them?*

In order to understand this topic, it would be good to read:

*Figures of Speech (UTA PDF)*

## Description

An idiom is a phrase that has a special meaning to the people of the language or culture who use it. Its meaning is different than what a person would understand from the meanings of the individual words that form the phrase.

He **set his face** to go to Jerusalem. (Luke 9:51b ULT)

The words “set his face” is an idiom that means “decided.”

Sometimes people may be able to understand an idiom from another culture, but it might sound like a strange way to express the meaning.

I am not worthy that you would **come under my roof**. (Luke 7:6b ULT)

The phrase “come under my roof” is an idiom that means “enter my house.”

Put these words **into your ears**. (Luke 9:44a ULT)

This idiom means “Listen carefully and remember what I say.”

**Purpose:** An idiom is probably created in a culture somewhat by accident when someone describes something in an unusual way. But, when that unusual way communicates the message powerfully and people understand it clearly, other people start to use it. After a while, it becomes a normal way of talking in that language.

## Reasons This Is a Translation Issue

- People can easily misunderstand idioms in the original languages of the Bible if they do not know the cultures that produced the Bible.
- People can easily misunderstand idioms that are in the source language Bibles if they do not know the cultures that made those translations.
- It is useless to translate idioms literally (according to the meaning of each word) when the target language audience will not understand what they mean.

## Examples From the Bible

Then all Israel came to David at Hebron and said, “Look, we are your **flesh and bone**.” (1 Chronicles 11:1 ULT)

This means, “We and you belong to the same race, the same family.”

█ The children of Israel went out **with a high hand**. (Exodus 14:8b ASV)

This means, "The Israelites went out defiantly."

█ the one who **lifts up my head** (Psalm 3:3b ULT)

This means, "the one who helps me."

## Translation Strategies

If the idiom would be clearly understood in your language, consider using it. If not, here are some other options.

- (1) Translate the meaning plainly without using an idiom.
- (2) Use a different idiom that people use in your own language that has the same meaning.

## Examples of Translation Strategies Applied

- (1) Translate the meaning plainly without using an idiom.

█ Then all Israel came to David at Hebron and said, "Look, we are your **flesh and bone**." (1 Chronicles 11:1 ULT)

█ Look, we all **belong to the same nation**.

█ Then he **set his face** to go to Jerusalem. (Luke 9:51b ULT)

█ He started to travel to Jerusalem, **determined to reach it**.

█ I am not worthy that you would come **under my roof**. (Luke 7:6b ULT)

█ I am not worthy that you should enter **my house**.

- (2) Use an idiom that people use in your own language that has the same meaning.

█ Put these words **into your ears**. (Luke 9:44a ULT)

█ **Be all ears** when I say these words to you.

█ My **eyes grow dim** from grief. (Psalm 6:7a ULT)

█ I am crying my **eyes out**

"

Referenced in: [Titus 3:15](#)

# Metaphor

## Description

A metaphor is a figure of speech in which someone speaks of one thing as if it were a different thing because he wants people to think about how those two things are alike.

For example, someone might say, “The girl I love is a red rose.”

A girl and a rose are very different things, but the speaker considers that they are alike in some way. The hearer’s task is to understand in what way they are alike.

This page answers the question: *What is a metaphor and how can I translate a Bible passage that has one?*

In order to understand this topic, it would be good to read:

[Figures of Speech \(UTA PDF\)](#)

[Simile \(UTA PDF\)](#)

## The Parts of a Metaphor

The example above shows us that a metaphor has three parts. In this metaphor, the speaker is talking about “the girl I love.” This is the **Topic**. The speaker wants the hearer to think about what is similar between her and “a red rose.” The red rose is the **Image** to which he compares the girl. Most probably, he wants the hearer to consider that they are both beautiful. This is the **Idea** that the girl and the rose both share, and so we may also call it the **Point of Comparison**.

Every metaphor has three parts:

- The **Topic**, the item being immediately discussed by the writer/speaker.
- The **Image**, the physical item (object, event, action, etc.) which the speaker uses to describe the topic.
- The **Idea**, the abstract concept or quality that the physical **Image** brings to the mind of the hearer when he thinks of how the **Image** and the **Topic** are similar. Often, the **Idea** of a metaphor is not explicitly stated in the Bible, but it is only implied from the context. The hearer or reader usually needs to think of the **Idea** himself.

Using these terms, we can say that a metaphor is a figure of speech that uses a physical **Image** to apply an abstract **Idea** to the speaker’s **Topic**.

Usually, a writer or speaker uses a metaphor in order to express something about a **Topic**, with at least one **Point of Comparison (Idea)** between the **Topic** and the **Image**. Often in metaphors, the **Topic** and the **Image** are explicitly stated, but the **Idea** is only implied. The writer/speaker often uses a metaphor in order to invite the readers/listeners to think about the similarity between the **Topic** and the **Image** and to figure out for themselves the **Idea** that is being communicated.

Speakers often use metaphors in order to strengthen their message, to make their language more vivid, to express their feelings better, to say something that is hard to say in any other way, or to help people remember their message.

Sometimes speakers use metaphors that are very common in their language. However, sometimes speakers use metaphors that are uncommon, and even some metaphors that are unique. When a metaphor has become very common in a language, often it becomes a “passive” metaphor, in contrast to uncommon metaphors, which we describe as being “active.” Passive metaphors and active metaphors each present a different kind of translation problem, which we will discuss below.

## Passive Metaphors

A passive metaphor is a metaphor that has been used so much in the language that its speakers no longer regard it as one concept standing for another. Linguists often call these “dead metaphors.” Passive metaphors are extremely common. Examples in English include the terms “table **leg**,” “family **tree**,” “book **leaf**” (meaning a page in

a book), or the word “crane” (meaning a large machine for lifting heavy loads). English speakers simply think of these words as having more than one meaning. Examples of passive metaphors in Biblical Hebrew include using the word “hand” to represent “power,” using the word “face” to represent “presence,” and speaking of emotions or moral qualities as if they were “clothing.”

## Patterned Pairs of Concepts Acting as Metaphors

Many ways of metaphorical speaking depend on pairs of concepts, where one underlying concept frequently stands for a different underlying concept. For example, in English, the direction “up” (the Image) often represents the concepts of “more” or “better” (the Idea). Because of this pair of underlying concepts, we can make sentences such as “The price of gasoline is going **up**,” “A **highly** intelligent man,” and also the opposite kind of idea: “The temperature is going **down**,” and “I am feeling very **low**.”

Patterned pairs of concepts are constantly used for metaphorical purposes in the world’s languages because they serve as convenient ways to organize thought. In general, people like to speak of abstract qualities (such as power, presence, emotions, and moral qualities) as if they were body parts, or as if they were objects that could be seen or held, or as if they were events that could be watched as they happened.

When these metaphors are used in normal ways, it is rare that the speaker and audience regard them as figurative speech. Examples of metaphors in English that go unrecognized are:

- “Turn the heat **up**.” More is spoken of as up.
- “Let us **go ahead** with our debate.” Doing what was planned is spoken of as walking or advancing.
- “You **defend** your theory well.” Argument is spoken of as war.
- “A **flow** of words.” Words are spoken of as liquids.

English speakers do not view these as metaphorical expressions or figures of speech, so it would be wrong to translate them into other languages in a way that would lead people to pay special attention to them as figurative speech. For a description of important patterns of this kind of metaphor in biblical languages, please see [Biblical Imagery — Common Patterns](#) and the pages it will direct you to.

When translating something that is a passive metaphor into another language, do not treat it as a metaphor. Instead, just use the best expression for that thing or concept in the target language.

## Active Metaphors

These are metaphors that people recognize as one concept standing for another concept, or one thing for another thing. Metaphors make people think about how the one thing is like the other thing, because in most ways the two things are very different. People also easily recognize these metaphors as giving strength and unusual qualities to the message. For this reason, people pay attention to these metaphors. For example,

But for you who fear my name, the sun of righteousness will rise with healing in its wings.  
(Malachi 4:2a ULT)

Here, God speaks about his salvation as if it were the sun rising in order to shine its rays on the people whom he loves. He also speaks of the sun’s rays as if they were wings. Also, he speaks of these wings as if they were bringing medicine that would heal his people. Here is another example:

And he said to them, “Go and tell that fox ...” (Luke 13:32a ULT)

Here, “that fox” refers to King Herod. The people listening to Jesus certainly understood that Jesus was intending for them to apply certain characteristics of a fox to Herod. They probably understood that Jesus intended to communicate that Herod was evil, either in a cunning way or as someone who was destructive, murderous, or who took things that did not belong to him, or all of these.

Active metaphors require the translator’s special care to make a correct translation. To do so, you need to understand the parts of a metaphor and how they work together to produce meaning.

Jesus said to them, “I am the bread of life; he who comes to me will not be hungry, and he who believes in me will never be thirsty.” (John 6:35 ULT)

In this metaphor, Jesus called himself the bread of life. The **Topic** is “I” (meaning Jesus himself) and the **Image** is “bread.” Bread was the primary food that people ate in that place and time. The similarity between bread and Jesus is that people need both to live. Just as people need to eat food in order to have physical life, people need to trust in Jesus in order to have eternal life. The **Idea** of the metaphor is “life.” In this case, Jesus stated the central Idea of the metaphor, but often the Idea is only implied.

## Purposes of Metaphor

- One purpose of metaphor is to teach people about something that they do not know (the **Topic**) by showing that it is like something that they already do know (the **Image**).
- Another purpose is to emphasize that something (the **Topic**) has a particular quality (the **Idea**) or to show that it has that quality in an extreme way.
- Another purpose is to lead people to feel the same way about the **Topic** as they would feel about the **Image**.

## Reasons This Is a Translation Issue

- People may not recognize that something is a metaphor. In other words, they may mistake a metaphor for a literal statement, and thus, misunderstand it.
- People may not be familiar with the thing that is used as an image, and so, not be able to understand the metaphor.
- If the topic is not stated, people may not know what the topic is.
- People may not know the points of comparison that the speaker wants them to understand. If they fail to think of these points of comparison, they will not understand the metaphor.
- People may think that they understand the metaphor, but they do not. This can happen when they apply points of comparison from their own culture, rather than from the biblical culture.

## Translation Principles

- Make the meaning of a metaphor as clear to the target audience as it was to the original audience.
- Do not make the meaning of a metaphor more clear to the target audience than you think it was to the original audience.

## Examples From the Bible

Listen to this word, **you cows of Bashan**, (Amos 4:1q ULT)

In this metaphor Amos speaks to the upper-class women of Samaria (“you,” the Topic) as if they were cows (the Image). Amos does not say what similarity(s) he intends between these women and cows. He wants the reader to think of them, and he fully expects that readers from his culture will easily do so. From the context, we can see that he means that the women are like cows in that they are fat and interested only in feeding themselves. If we were to apply similarities from a different culture, such as that cows are sacred and should be worshiped, we would get the wrong meaning from this verse.

NOTE: Amos does not actually mean that the women are cows. He speaks to them as human beings.

Yet, Yahweh, you are our father; **we are the clay. You are our potter**; and we all are the work of your hand. (Isaiah 64:8 ULT)

The example above has two related metaphors. The Topic(s) are “we” and “you,” and the Image(s) are “clay” and “potter.” The similarity between a potter and God is the fact that both make what they wish out of their material.

The potter makes what he wishes out of the clay, and God makes what he wishes out of his people. The Idea being expressed by the comparison between the potter's clay and "us" is that **neither the clay nor God's people have a right to complain about what they are becoming.**

Jesus said to them, "Take heed and beware of **the yeast of the Pharisees and Sadducees.**"  
The disciples reasoned among themselves and said, "It is because we did not take bread."  
(Matthew 16:6-7 ULT)

Jesus used a metaphor here, but his disciples did not realize it. When he said "yeast," they thought he was talking about bread, but "yeast" was the Image in his metaphor, and the Topic was the teaching of the Pharisees and Sadducees. Since the disciples (the original audience) did not understand what Jesus meant, it would not be good to state clearly here what Jesus meant.

## Translation Strategies

If people would understand the metaphor in the same way that the original readers would have understood it, go ahead and use it. Be sure to test the translation to make sure that people do understand it in the right way.

If people do not or would not understand it, here are some other strategies.

- (1) If the metaphor is a common expression in the source language or expresses a patterned pair of concepts in a biblical language (that is, it is a passive metaphor), then express the **Idea** in the simplest way preferred by your language.
- (2) If the metaphor seems to be an active metaphor, you can translate it literally **if you think that the target language also uses this metaphor in the same way to mean the same thing as in the Bible.** If you do this, be sure to test it to make sure that the language community understands it correctly.
- (3) If the target audience does not realize that it is a metaphor, then change the metaphor to a simile. Some languages do this by adding words such as "like" or "as." See [Simile](#).
- (4) If the target audience would not know the **Image**, see [Translate Unknowns](#) for ideas on how to translate that image.
- (5) If the target audience would not use that **Image** for that meaning, use an image from your own culture instead. Be sure that it is an image that could have been possible in Bible times.
- (6) If the target audience would not know what the **Topic** is, then state the topic clearly. (However, do not do this if the original audience did not know what the Topic was.)
- (7) If the target audience would not know the intended similarity (the **Idea**) between the topic and the image, then state it clearly.
- (8) If none of these strategies is satisfactory, then simply state the **Idea** plainly without using a metaphor.

## Examples of Translation Strategies Applied

- (1) If the metaphor is a common expression in the source language or expresses a patterned pair of concepts in a biblical language (that is, a passive metaphor), then express the Idea in the simplest way preferred by your language.

Then, see, one of the leaders of the synagogue, named Jairus, came, and when he saw him, **fell at his feet.** (Mark 5:22 ULT)

Then one of the leaders of the synagogue, named Jairus, came, and when he saw him, **immediately bowed down in front of him.**

- (2) If the metaphor seems to be an active metaphor, you can translate it literally **if you think that the target language also uses this metaphor in the same way to mean the same thing as in the Bible.** If you do this, be sure to test it to make sure that the language community understands it correctly.

But Jesus said to them, "He wrote this commandment to you because of your **hardness of heart.**" (Mark 10:5 ULT)

It was because of your **hard hearts** that he wrote you this law.

We made no change to this one, but it must be tested to make sure that the target audience correctly understands this metaphor.

(3) If the target audience does not realize that it is a metaphor, then change the metaphor to a simile. Some languages do this by adding words such as “like” or “as.”

Yet, Yahweh, you are our father; we **are the clay**. You **are our potter**; and we all are the work of your hand. (Isaiah 64:8 ULT)

And yet, Yahweh, you are our father; we are **like** clay. You are **like** a potter; and we all are the work of your hand.

(4) If the target audience would not know the **Image**, see [Translate Unknowns](#) for ideas on how to translate that image.

Saul, Saul, why do you persecute me? It is hard for you **to kick against a goad**. (Acts 26:14b ULT)

Saul, Saul, why do you persecute me? It is hard for you to **kick against a pointed stick**.

(5) If the target audience would not use that **Image** for that meaning, use an image from your own culture instead. Be sure that it is an image that could have been possible in Bible times.

Yet, Yahweh, you are our father; we are the **clay**. You are our **potter**; and we all are the work of your hand. (Isaiah 64:8 ULT)

“And yet, Yahweh, you are our father; we are the **wood**. You are our **carver**; and we all are the work of your hand.” “And yet, Yahweh, you are our father; we are the **string**. You are the **weaver**; and we all are the work of your hand.”

(6) If the target audience would not know what the **Topic** is, then state the topic clearly. (However, do not do this if the original audience did not know what the topic was.)

Yahweh lives; may **my rock** be praised. May the God of my salvation be exalted. (Psalm 18:46 ULT)

Yahweh lives; **He is my rock**. May he be praised. May the God of my salvation be exalted.

(7) If the target audience would not know the intended similarity between the Topic and the Image, then state it clearly.

Yahweh lives; may **my rock** be praised. May the God of my salvation be exalted. (Psalm 18:46 ULT)

Yahweh lives; may he be praised because he is the rock **under which I can hide from my enemies**. May the God of my salvation be exalted.

Saul, Saul, why do you persecute me? It is hard for you **to kick against a goad**. (Acts 26:14 ULT)

Saul, Saul, why do you persecute me? You **fight against me and hurt yourself like an ox that kicks against its owner’s pointed stick**.

(8) If none of these strategies are satisfactory, then simply state the idea plainly without using a metaphor.

I will make you to become **fishers of men**. (Mark 1:17b ULT)

I will make you to become **people who gather men**. Now you gather fish.

I will make you **gather people**.

To learn more about specific metaphors, see [Biblical Imagery — Common Patterns](#).

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**Referenced in:** [Titus 1:3](#); [Titus 1:4](#); [Titus 1:7](#); [Titus 1:8](#); [Titus 1:9](#); [Titus 1:10](#); [Titus 1:12](#); [Titus 1:13](#); [Titus 1:14](#); [Titus 1:15](#); [Titus 2:1](#); [Titus 2:2](#); [Titus 2:3](#); [Titus 2:8](#); [Titus 2:14](#); [Titus 3:4](#); [Titus 3:5](#); [Titus 3:6](#); [Titus 3:7](#); [Titus 3:11](#); [Titus 3:14](#)



# Metonymy

## Description

Metonymy is a figure of speech in which an item (either physical or abstract) is called not by its own name, but by the name of something closely associated with it. A metonym is a word or phrase used as a substitute for something that it is associated with.

This page answers the question: *What is a metonymy?*

In order to understand this topic, it would be good to read:

*Figures of Speech (UTA PDF)*

... and **the blood** of Jesus his Son cleanses us from every sin. (1 John 1:7b ULT)

The blood represents Christ's death.

And he took **the cup** in the same way after supper, saying, "**This cup** is the new covenant in my blood, which is poured out for you." (Luke 22:20 ULT)

The cup represents the wine that is in the cup.

## Metonymy can be used

- as a shorter way of referring to something
- to make an abstract idea more meaningful by referring to it with the name of a physical object associated with it

## Reason This Is a Translation Issue

The Bible uses metonymy very often. Speakers of some languages are not familiar with metonymy and they may not recognize it when they read it in the Bible. If they do not recognize the metonymy, they will not understand the passage or, worse yet, they will get a wrong understanding of the passage. Whenever a metonym is used, people need to be able to understand what it represents.

## Examples From the Bible

The Lord God will give to him **the throne** of his father David. (Luke 1:32b ULT)

A throne represents the authority of a king. "Throne" is a metonym for "kingly authority," "kingship," or "reign." This means that God would make him become a king who would follow King David.

Then immediately his **mouth** was opened (Luke 1:64a ULT)

The mouth here represents the power to speak. This means that he was able to talk again.

Who warned you to flee from **the wrath** that is coming? (Luke 3:7b ULT)

The word "wrath" or "anger" is a metonym for "punishment." God was extremely angry with the people and, as a result, he would punish them.

## Translation Strategies

If people would easily understand the metonym, consider using it. Otherwise, here are some options.

- (1) Use the metonym along with the name of the thing it represents.
- (2) Use only the name of the thing the metonym represents.

## Examples of Translation Strategies Applied

(1) Use the metonym along with the name of the thing it represents.

And he took the cup in the same way after the supper, saying, “**This cup** is the new covenant in my blood, which is poured out for you.” (Luke 22:20 ULT)

He took the cup in the same way after supper, saying, “**The wine in this cup** is the new covenant in my blood, which is poured out for you.”

This verse also contains a second metonym: The cup, (representing the wine it contains) also represents the new covenant made with the blood Christ shed for us.

(2) Use the name of the thing the metonym represents.

The Lord God will give him **the throne** of his father David. (Luke 1:32b ULT)

“The Lord God will give him **the kingly authority** of his father, David.” or:  
“The Lord God will **make him king** like his ancestor, King David.”

Who warned you to flee from **the wrath** that is coming? (Luke 3:7b ULT)

“Who warned you to flee from God’s coming **punishment?**”

To learn about some common metonymies, see [Biblical Imagery — Common Metonymies](#).

”

**Referenced in:** [Titus 1:10](#); [Titus 2:5](#)

## Personification

### Description

Personification is a figure of speech in which someone speaks of something as if it could do things that animals or people can do. People often do this because it makes it easier to talk about things that we cannot see:

Such as wisdom:

Does not Wisdom call out? (Proverbs 8:1a ULT)

Or sin:

Sin crouches at the door. (Genesis 4:7b ULT)

People also use personification because it is sometimes easier to talk about people's relationships with non-human things such as wealth as if they were relationships between people.

You cannot serve God and wealth. (Matthew 6:24b ULT)

In each case, the purpose of the personification is to highlight a certain characteristic of the non-human thing. As in metaphor, the reader needs to think of the way that the thing is like a certain kind of person.

### Reasons This Is a Translation Issue

- Some languages do not use personification.
- Some languages use personification only in certain situations.

### Examples From the Bible

You cannot **serve** God and wealth. (Matthew 6:24b ULT)

Jesus speaks of wealth as if it were a master whom people might serve. Loving money and basing one's decisions on it is like serving it as a slave would serve his master.

Does not Wisdom **call** out? Does not Understanding **raise her voice**? (Proverbs 8:1 ULT)

The author speaks of wisdom and understanding as if they were woman who calls out to teach people. This means that they are not something hidden, but something obvious that people should pay attention to.

### Translation Strategies

If the personification would be understood clearly, consider using it. If it would not be understood, here are some other ways for translating it.

- (1) Add words or phrases to make the human (or animal) characteristic clear.
- (2) In addition to Strategy (1), use words such as "like" or "as" to show that the sentence is not to be understood literally.
- (3) Find a way to translate it without the personification.

This page answers the question: *What is personification?*

In order to understand this topic, it would be good to read:

*Figures of Speech (UTA PDF)*

## Examples of Translation Strategies Applied

(1) Add words or phrases to make the human (or animal) characteristic clear.

**Sin crouches** at the door. (Genesis 4:7b ULT) — God speaks of sin as if it were a wild animal that is waiting for the chance to attack. This shows how dangerous sin is. An additional phrase can be added to make this danger clear.

**Sin** is at your door, **waiting to attack you**.

(2) In addition to Strategy (1), use words such as “like” or “as” to show that the sentence is not to be understood literally.

Sin crouches at the door. (Genesis 4:7b ULT) — This can be translated with the word “as.”

    Sin is crouching at the door, **just as a wild animal does as it waits to attack a person..**

(3) Find a way to translate it without the personification.

Even the **winds and the sea obey him**. (Matthew 8:27b ULT) — The men speak of the “wind and the sea” as if they are able to hear and obey Jesus, just as people can. This could also be translated without the idea of obedience by speaking of Jesus controlling them.

    He even **controls the winds and the sea**.

**NOTE:** We have broadened our definition of “personification” to include “zoomorphism” (speaking of other things as if they had animal characteristics) and “anthropomorphism” (speaking of non-human things as if they had human characteristics) because the translation strategies for them are the same.

Next we recommend you learn about:

[Apostrophe \(UTA PDF\)](#)

[Biblical Imagery — Common Patterns \(UTA PDF\)](#)

**Referenced in:** [Titus 2:11](#); [Titus 2:12](#); [Titus 3:3](#)

## Possession

### Description

In English, the grammatical form that commonly indicates possession is also used to indicate a variety of relationships between people and objects or people and other people. In English, that grammatical relationship is shown by using the word “of,” by using **an apostrophe and the letter “s”**, or by using a **possessive pronoun**. The following examples are different ways to indicate that my grandfather owns a house.

- the house **of** my grandfather
- my grandfather **'s** house
- **his** house

Possession is used in Hebrew, Greek, and English for a variety of situations. Here are a few common situations that it is used for.

- Ownership — Someone owns something.
  - The clothes of me - my clothes — The clothes that I own
- Social Relationship — Someone has some kind of social relationship with another.
  - The mother of John — John's mother - the woman who gave birth to John, or the woman who cared for John
  - A teacher of Israel - Israel's teacher — a person who teaches Israel
- Association — A particular thing is associated with a particular person, place, or thing.
  - The sickness of David - David's sickness — the sickness that David is experiencing
  - the fear of the Lord — the fear that is appropriate for a human being to have when relating to the Lord
- Contents — Something has something in it.
  - a bag of clothes — a bag that has clothes in it, or a bag that is full of clothes
- Part and whole: One thing is part of another.
  - my head — the head that is part of my body
  - the roof of a house — the roof that is part of a house

In some languages there is a special form of possession, termed **inalienable possession**. This form of possession is used for things that cannot be removed from you, as opposed to things you could lose. In the examples above, *my head* and *my mother* are examples of inalienable possession (at least in some languages), while *my clothes* or *my teacher* would be alienably possessed. What may be considered alienable vs. inalienable may differ by language. In languages that mark the difference, the expression of inalienable possession and alienable possession will be different.

### Reasons This Is a Translation Issue

- You (the translator) need to understand the relationship between two ideas represented by the two nouns when one is in the grammatical relationship of possessing the other.
- Some languages do not use grammatical possession for all of the situations that your source text Bible might use it for.

### Examples From the Bible

**Ownership** — In the example below, the son owned the money.

This page answers the question: *What is possession and how can I translate phrases that show it?*

In order to understand this topic, it would be good to read:

[Parts of Speech \(UTA PDF\)](#)

[Sentence Structure \(UTA PDF\)](#)

▮ The younger son ... wasted his wealth by living recklessly. (Luke 15:13b)

**Social Relationship** — In the example below, the disciples were people who learned from John.

▮ Then **the disciples of John** came to him. (Matthew 9:14a ULT)

**Association** — In the example below, the gospel is the message associated with Paul because he preaches it.

▮ Remember Jesus Christ, raised from the dead, from the seed of David, according to **my gospel**, (2 Timothy 2:8 ULT)

**Material** — In the example below, the material used for making the crowns was gold.

▮ On their heads were something like **crowns of gold**. (Revelation 9:7b)

**Contents** — In the example below, the cup has water in it.

▮ For whoever gives you **a cup of water** to drink ... will not lose his reward. (Mark 9:41 ULT)

**Part of a whole** — In the example below, the door was a part of the palace.

▮ But Uriah slept at **the door of the king's palace**. (2 Samuel 11:9a ULT)

**Part of a group** — In the example below, “us” refers to the whole group and “each one” refers to the individual members.

▮ Now to **each one of us** grace has been given according to the measure of the gift of Christ. (Ephesians 4:7 ULT)

## Events and Possession

Sometimes one or both of the nouns is an abstract noun that refers to an event or action. In the examples below, the abstract nouns are in **bold** print. These are just some of the relationships that are possible between two nouns when one of them refers to an event.

**Subject** — Sometimes the word after “of” tells who would do the action named by the first noun. In the example below, **John baptized people**.

▮ The **baptism of John**, was it from heaven or from men? Answer me. (Mark 11:30)

In the example below, **Christ loves us**.

▮ Who will separate us from the **love of Christ**? (Romans 8:35)

**Object** — Sometimes the word after “of” tells who or what something would happen to. In the example below, **people love money**.

▮ For the **love of money** is a root of all kinds of evil. (1 Timothy 6:10a ULT)

**Instrument** — Sometimes the word after “of” tells how something would happen. In the example below, God would **punish people by sending enemies to attack them with swords**.

▮ Then be afraid of the sword, because wrath brings **the punishment of the sword**. (Job 19:29a ULT)

**Representation** — In the example below, John was baptizing people who were repenting of their sins. They were being baptized to show that they were repenting. Their **baptism represented their repentance**.

▮ John came, baptizing in the wilderness and preaching **a baptism of repentance** for the forgiveness of sins. (Mark 1:4 ULT)

## Strategies for learning what the relationship is between the two nouns

- (1) Read the surrounding verses to see if they help you to understand the relationship between the two nouns.
- (2) Read the verse in the UST. Sometimes it shows the relationship clearly.
- (3) See what the notes say about it.

## Translation Strategies

If possession would be a natural way to show a particular relationship between two nouns, consider using it. If it would be strange or hard to understand, consider these.

- (1) Use an adjective to show that one noun describes the other.
- (2) Use a verb to show how the two are related.
- (3) If one of the nouns refers to an event, translate it as a verb.

## Examples of Translation Strategies Applied

- (1) Use an adjective to show that one noun describes the other.

On their heads were something like **crowns of gold**. (Revelation 9:7b)

“On their heads were **gold crowns**”

- (2) Use a verb to show how the two are related.

Whoever gives you a **a cup of water** to drink ... will not lose his reward. (Mark 9:41 ULT)

Whoever gives you a **cup that has water in it** to drink ... will not lose his reward.

Wealth is worthless on **the day of wrath**. (Proverbs 11:4a ULT)

Wealth is worthless on **the day when God shows his wrath**. or: Wealth is worthless on the **day when God punishes people because of his wrath**.

- (3) If one of the nouns refers to an event, translate it as a verb. (In the example below, there are two possession relationships, “punishment of Yahweh” and “your God.”)

Notice that I am not speaking to your children, who have not known or seen **the punishment of Yahweh your God**. (Deuteronomy 11:2a ULT)

Notice that I am not speaking to your children who have not known or seen **how Yahweh, the God whom you worship, punished the people of Egypt**.

You will only observe and see the **punishment of the wicked**. (Psalms 91:8 ULT)

You will only observe and see **how Yahweh punishes the wicked**.

You will receive **the gift of the Holy Spirit**. (Acts 2:38b ULT)

You will receive the **Holy Spirit, whom God will give to you**.

”

Referenced in: [Titus 2:13](#)

## Pronouns

### Description

Pronouns are words that people might use instead of using a noun when referring to someone or something. Some examples are “I,” “you,” “he,” “it,” “this,” “that,” “himself,” “someone,” and others. The personal pronoun is the most common type of pronoun.

This page answers the question: *What are pronouns, and what kinds of pronouns are in some languages?*

In order to understand this topic, it would be good to read:

*Parts of Speech (UTA PDF)*

### Personal Pronouns

Personal pronouns refer to people or things and show whether the speaker is referring to himself, the person he is speaking to, or someone or something else. The following are kinds of information that personal pronouns may provide. Other types of pronouns may give some of this information, as well.

#### Person

- First Person — The speaker and possibly others (I, me, we, us)
  - [Exclusive and Inclusive “We”](#)
- Second Person — The person or people that the speaker is talking to and possibly others (you)
  - [Forms of You](#)
- Third Person — Someone or something other than the speaker and those he is talking to (he, she, it, they)

#### Number

- Singular — one (I, you, he, she, it)
- Plural — more than one (we, you, they)
  - [Singular Pronouns that Refer to Groups](#)
- Dual — two (Some languages have pronouns specifically for two people or two things.)

#### Gender

- Masculine — he
- Feminine — she
- Neuter — it

### Relationship to other words in the sentence

- Subject of the verb: I, you, he, she, it, we, they
- Object of the verb or preposition: me, you, him, her, it, us, them
- Possessor with a noun: my, your, his, her, its, our, their
- Possessor without a noun: mine, yours, his, hers, its, ours, theirs

### Other Types of pronouns

**Reflexive Pronouns** refer to another noun or pronoun in the same sentence: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

- John saw **himself** in the mirror. The word “himself” refers to John.



**Interrogative Pronouns** are used to make a question that needs more than just a yes or no for an answer: what, which, who, whom, whose.

- **Who** built the house?

**Relative Pronouns** mark a relative clause. The relative pronouns, who, whom, whose, which and that give more information about a noun in the main part of the sentence. Sometimes, the relative adverbs when and where can also be used as relative pronouns.

- I saw the house **that John built**. The clause “that John built” tells which house I saw.
- I saw the man **who built the house**. The clause “who built the house” tells which man I saw.

**Demonstrative Pronouns** are used to draw attention to someone or something and to show distance from the speaker or something else. The demonstrative pronouns are: this, these, that, and those.

- Have you seen **this** here?
- Who is **that** over there?

**Indefinite pronouns** are used when no particular noun is being referred to. The indefinite pronouns are: any, anyone, someone, anything, something, and some. Sometimes a personal pronoun is used in a generic way to do this: you, they, he or it.

- He does not want to talk to **anyone**.
- **Someone** fixed it, but I do not know who.
- **They** say that **you** should not wake a sleeping dog.

In the last example, “they” and “you” just refer to people in general.

”

**Referenced in:** [Titus 2:15](#); [Titus 3:7](#); [Titus 3:8](#)

## Pronouns — When to Use Them

### Description

When we talk or write, we use pronouns to refer to people or things without always having to repeat the noun or name. Usually, the first time we refer to someone in a story, we use a descriptive phrase or a name. The next time we might refer to that person with a simple noun or by name. After that we might refer to him simply with a pronoun as long as we think that our listeners will be able to understand easily to whom the pronoun refers.

This page answers the question: *How do I decide whether or not to use a pronoun?*

In order to understand this topic, it would be good to read:

[Pronouns \(UTA PDF\)](#)

[Sentence Structure \(UTA PDF\)](#)

Now there was **a man from the Pharisees whose name was Nicodemus, a Jewish leader**. **This man** came to Jesus at night. Jesus replied and said to **him** ... (John 3:1, 2a, 3a ULT)

In John 3, Nicodemus is first referred to with noun phrases and his name. Then he is referred to with the noun phrase “this man.” Then he is referred to with the pronoun “him.”

Each language has its rules and exceptions to this usual way of referring to people and things.

- In some languages, the first time something is referred to in a paragraph or chapter, it is referred to with a noun rather than a pronoun.
- The main character is the person whom a story is about. In some languages, after a main character is introduced in a story, he is usually referred to with a pronoun. Some languages have special pronouns that refer only to the main character.
- In some languages, marking on the verb helps people know who the subject is. (See [Verbs](#).) In some of these languages, listeners rely on this marking to help them understand who the subject is. Speakers will use a pronoun, noun phrase, or proper name only when they want either to emphasize or to clarify who the subject is.

### Reasons This Is a Translation Issue

- If translators use a pronoun at the wrong time for their language, readers might not know about whom the writer is talking.
- If translators too frequently refer to a main character by name, listeners of some languages might not realize that the person is a main character, or they might think that there is a new character with the same name.
- If translators use pronouns, nouns, or names at the wrong time, people might think that there is some special emphasis on the person or thing to which it refers.

### Examples From the Bible

The example below occurs at the beginning of a chapter. In some languages it might not be clear to whom the pronouns refer.

Then Jesus entered into the synagogue again, and there was a man who had a withered hand. Some people watched **him** closely to see if **he** would heal **him** on the Sabbath so that they might accuse **him**. (Mark 3:1-2 ULT)

In the example below, two men are named in the first sentence. It might not be clear whom “he” in the second sentence refers to.

Now after some days had passed, **King Agrippa** and Bernice came down to Caesarea to pay their respects to **Festus**. After **he** had been there for many days, Festus presented to the king the things concerning Paul. (Acts 25:13-14)

Jesus is the main character of the book of Matthew, but in the verses below he is referred to four times by name. This may lead speakers of some languages to think that Jesus is not the main character. Or it might lead them to think that there is more than one person named Jesus in this story. Or it might lead them to think that there is some kind of emphasis on him, even though there is no emphasis.

At that time **Jesus** went on the Sabbath day through the grainfields. **His** disciples were hungry and began to pluck heads of grain and eat them. But when the Pharisees saw that, they said to **Jesus**, "See, your disciples do what is unlawful to do on the Sabbath." But **Jesus** said to them, "Have you never read what David did, when he was hungry, and the men who were with him?" Then **Jesus** left from there and went into their synagogue. (Matthew 12:1-3,9 ULT)

## Translation Strategies

- (1) If it would not be clear to your readers to whom or to what a pronoun refers, use a name or a noun.
- (2) If repeating a noun or name would lead people to think that a main character is not a main character, or that the writer is talking about more than one person with that name, or that there is some kind of emphasis on someone when there is no emphasis, use a pronoun instead.

## Examples of Translation Strategies Applied

- (1) If it would not be clear to your readers to whom or to what a pronoun refers, use a name or a noun.

Again **he** walked into the synagogue, and a man with a withered hand was there. Some Pharisees watched **him** to see if **he** would heal the man on the Sabbath. (Mark 3:1-2)

Again **Jesus** walked into the synagogue, and a man with a withered hand was there. Some Pharisees watched **Jesus** to see if **he** would heal the man on the Sabbath.

- (2) If repeating a noun or name would lead people to think that a main character is not a main character, or that the writer is talking about more than one person with that name, or that there is some kind of emphasis on someone when there is no emphasis, use a pronoun instead.

At that time **Jesus** went on the Sabbath day through the grainfields. **His** disciples were hungry and began to pluck heads of grain and eat them. But when the Pharisees saw that, they said to **Jesus**, "See, your disciples do what is unlawful to do on the Sabbath." But **Jesus** said to them, "Have you never read what David did, when he was hungry, and the men who were with him?" Then **Jesus** left from there and went into their synagogue. (Matthew 12:1-3,9 ULT)

This may be translated as:

At that time **Jesus** went on the Sabbath day through the grainfields. **His** disciples were hungry and began to pluck heads of grain and eat them. But when the Pharisees saw that, they said to **him**, "See, your disciples do what is unlawful to do on the Sabbath." But **he** said to them, "Have you never read what David did, when he was hungry, and the men who were with him?" Then **he** left from there and went into their synagogue.

"

Referenced in: [Titus 1:13](#)

## Proverbs

### Description

Proverbs are short sayings that give wise advice or teach something that is generally true about life. People enjoy proverbs because they give a lot of wisdom in few words. Proverbs in the Bible often use metaphor and parallelism. Proverbs should not be understood as absolute and unchangeable laws. Rather, proverbs offer general advice to a person about how to live his life.

Hatred stirs up conflicts, but love covers over all offenses. (Proverbs 10:12 ULT)

Here is another example from the book of Proverbs.

Look at the ant, you lazy person, consider her ways, and be wise. It has no commander, officer, or ruler, yet it prepares its food in the summer, and during the harvest it stores up what it will eat. (Proverbs 6:6-8 ULT)

This page answers the question: *What are proverbs, and how can I translate them?*

In order to understand this topic, it would be good to read:

[Metaphor \(UTA PDF\)](#)

[Parallelism \(UTA PDF\)](#)

[Writing Styles \(UTA PDF\)](#)

### Reason This Is a Translation Issue

Each language has its own ways of saying proverbs. There are many proverbs in the Bible. They need to be translated in the way that people say proverbs in your language so that people recognize them as proverbs and understand what they teach.

### Examples From the Bible

A good name is to be chosen over great riches, and favor is better than silver and gold. (Proverbs 22:1 ULT)

This means that it is better to be a good person and to have a good reputation than it is to have a lot of money.

Like vinegar on the teeth and smoke in the eyes, so is the sluggard to those who send him. (Proverbs 10:26 ULT)

This means that a lazy person is very annoying to those who send him to do something.

The way of Yahweh protects those who have integrity, but it is destruction for the wicked. (Proverbs 10:29 ULT)

This means that Yahweh protects people who do what is right, but he destroys those who are wicked.

### Translation Strategies

If translating a proverb literally would be natural and give the right meaning in your language, consider doing that. If not, here are some options:

- (1) Find out how people say proverbs in your language, and use one of those ways.
- (2) If certain objects in the proverb are not known to many people in your language group, consider replacing them with objects that people know and that function in the same way in your language.
- (3) Substitute a proverb in your language that has the same teaching as the proverb in the Bible.
- (4) Give the same teaching but not in a form of a proverb.

## Examples of Translation Strategies Applied

(1) Find out how people say proverbs in your language, and use one of those ways.

A good name is to be chosen over great riches,  
and favor is better than silver and gold. (Proverbs 22:1 ULT)

Here are some ideas for ways that people might say a proverb in their language.

It is better to have a good name than to have great riches,  
and to be favored by people than to have silver and gold.

Wise people choose a good name over great riches,  
and favor over silver and gold.

Try to have a good reputation rather than great riches.

Will riches really help you?  
I would rather have a good reputation.

(2) If certain objects in the proverb are not known to many people in your language group, consider replacing them with objects that people know and that function in the same way in your language.

Like **snow in summer** or rain in harvest,  
so a fool does not deserve honor. (Proverbs 26:1 ULT)

It is not natural for **a cold wind to blow in the hot season** or for it to rain  
in the harvest season;  
And it is not natural to honor a foolish person.

(3) Substitute a proverb in your language that has the same teaching as the proverb in the Bible.

Do not boast about tomorrow,  
for you do not know what a day may bring. (Proverbs 27:1a ULT)

Do not count your chickens before they hatch.

(4) Give the same teaching but not in a form of a proverb.

There is a generation that curses their father  
and does not bless their mother.  
There is a generation that is pure in their own eyes,  
and yet they are not washed of their filth. (Proverbs 30:11-12 ULT)

People who do not respect their parents think that they are righteous,  
and they do not turn away from their sin.

"

Referenced in: [Titus 1:15](#)

# Synecdoche

## Description

Synecdoche is a figure of speech in which a speaker uses a part of something to refer to the whole thing, or uses the whole to refer to a part.

■ **My soul** magnifies the Lord. (Luke 1:46b ULT)

Mary was very happy about what the Lord was doing, so she said “my soul,” which means the inner, emotional part of herself, to refer to her whole self.

■ So **the Pharisees** said to him, “Look, why are they doing that which is not lawful?” (Mark 2:24a ULT)

The Pharisees who were standing there did not all say the same words at the same time. Instead, it is more likely that one man representing the group said those words.

## Reasons This Is a Translation Issue

- Some readers may not recognize the synecdoche and thus misunderstand the words as a literal statement.
- Some readers may realize that they are not to understand the words literally, but they may not know what the meaning is.

## Example From the Bible

■ Then I looked on all the deeds that **my hands** had accomplished. (Ecclesiastes 2:11a ULT)

“My hands” is a synecdoche for the whole person because clearly the arms and the rest of the body and the mind were also involved in the person’s accomplishments. The hands are chosen to represent the person because they are the parts of the body most directly involved in the work.

## Translation Strategies

If the synecdoche would be natural and give the right meaning in your language, consider using it. If not, here is another option:

(1) State specifically what the synecdoche refers to.

## Examples of Translation Strategies Applied

(1) State specifically what the synecdoche refers to.

■ “**My soul** magnifies the Lord.” (Luke 1:46b ULT)

■ **I** magnify the Lord.”

So **the Pharisees** said to him ... (Mark 2:24a ULT)

■ **A representative of the Pharisees** said to him ...

Then I looked on all the deeds that **my hands** had accomplished. (Ecclesiastes 2:11a ULT)

■ I looked on all the deeds that **I** had accomplished

This page answers the question: *What is a synecdoche, and how can I translate such a thing into my language?*

In order to understand this topic, it would be good to read:

*Figures of Speech* ([UTA PDF](#))

*Metonymy (UTA PDF)*

*Biblical Imagery — Common Metonymies (UTA PDF)*

Next we recommend you learn about:

*Metonymy (UTA PDF)*

*Biblical Imagery — Common Metonymies (UTA PDF)*

**Referenced in:** [Titus 1:12](#)

## Translate Unknowns

While working to translate the Bible, you (the translator) might find yourself asking: “How do I translate words like lion, fig tree, mountain, priest, or temple when people in my culture have never seen these things and we do not have a word for them?”

This page answers the question: *How can I translate ideas that my readers are not familiar with?*

In order to understand this topic, it would be good to read:

[Sentence Structure \(UTA PDF\)](#)

### Description

Unknowns are things that occur in the source text that are not known to the people of your culture. The unfoldingWord® Translation Words pages and the unfoldingWord® Translation Notes will help you understand what they are. After you understand them, you will need to find ways to refer to those things so that people who read your translation will understand what they are.

They said to him, “We have nothing here except five loaves of **bread** and two fish.” (Matthew 14:17 ULT)

Bread is a particular food made by mixing finely crushed grains with oil, and then cooking the mixture so that it is dry. (Grains are the seeds of a kind of grass.) In some cultures people do not have bread and do not know what it is.

### Reason This Is a Translation Issue

- Readers may not know some of the things that are in the Bible because those things are not part of their own culture.
- Readers may have difficulty understanding a text if they do not know some of the things that are mentioned in it.

### Translation Principles

- Use words that are already part of your language if possible.
- Keep expressions short if possible.
- Represent God’s commands and historical facts accurately.

### Examples From the Bible

So I will turn Jerusalem into piles of ruins, a hideout for **jackals**. (Jeremiah 9:11a ULT)

Jackals are wild animals like dogs that live in only a few parts of the world. So they are not known in many places.

Beware of false prophets, who come to you in sheep’s clothing, but inwardly they are ravenous **wolves**. (Matthew 7:15 ULT)

If wolves do not live where the translation will be read, the readers may not understand that they are fierce, wild animals like dogs that attack and eat sheep.

They offered him wine mixed with **myrrh**, but he did not drink it. (Mark 15:23 ULT)

People may not know what myrrh is and that it was used as a medicine.

... to him who made **great lights** ... (Psalm 136:7a ULT)

Some languages have terms for things that give light, like the sun and fire, but they have no general term for lights.



Your sins ... will be white like **snow**. (Isaiah 1:18b ULT)

People in many parts of the world have not seen snow, but they may have seen it in pictures.

## Translation Strategies

Here are ways you might translate a term that is not known in your language:

- (1) Use a phrase that describes what the unknown item is, or what is important about the unknown item for the verse being translated.
- (2) Substitute something similar from your language if doing so does not falsely represent a historical fact.
- (3) Copy the word from another language, and add a general word or descriptive phrase to help people understand it.
- (4) Use a word that is more general in meaning.
- (5) Use a word or phrase that is more specific in meaning.

## Examples of Translation Strategies Applied

- (1) Use a phrase that describes what the unknown item is, or what is important about the unknown item for the verse being translated.

Beware of false prophets, who come to you in sheep's clothing, but are inwardly they are **ravenous wolves**. (Matthew 7:15 ULT)

Beware of false prophets, who come to you in sheep's clothing, but **inwardly they are very hungry and dangerous animals**.

"Ravenous wolves" is part of a metaphor here, so the reader needs to know that they are very dangerous to sheep in order to understand this metaphor. (If sheep are also unknown, then you will need to also use one of the translation strategies to translate sheep, or change the metaphor to something else, using a translation strategy for metaphors. See [Translating Metaphors](#).)

"We have nothing here except five **loaves of bread** and two fish." (Matthew 14:17 ULT)

We have nothing here except five **loaves of baked grain seeds** and two fish.

- (2) Substitute something similar from your language if doing so does not falsely represent a historical fact.

Your sins ... will be white like **snow**. (Isaiah 1:18b ULT) This verse is not about snow. It uses snow in a figure of speech to help people understand how white something will be.

Your sins ... will be white like **milk**.

Your sins ... will be white like **the moon**.

- (3) Copy the word from another language, and add a general word or descriptive phrase to help people understand it.

Then they tried to give Jesus wine that was mixed with **myrrh**. But he refused to drink it. (Mark 15:23 ULT) — People may understand better what myrrh is if it is used with the general word "medicine."

Then they tried to give Jesus wine that was mixed with **a medicine called myrrh**. But he refused to drink it.

“We have nothing here except five **loaves of bread** and two fish.” (Matthew 14:17 ULT) —  
People may understand better what bread is if it is used with a phrase that tells what it is made of (seeds) and how it is prepared (crushed and baked).

We have nothing here except five loaves of **baked crushed seed bread** and two fish.

(4) Use a word that is more general in meaning.

I will turn Jerusalem into piles of ruins, a hideout for **jackals** (Jeremiah 9:11a ULT)

I will turn Jerusalem into piles of ruins, a hideout for **wild dogs**

“We have nothing here except five **loaves of bread** and two fish.” (Matthew 14:17 ULT)

We have nothing here except five **loaves of baked food** and two fish.

(5) Use a word or phrase that is more specific in meaning.

... to him who made **great lights** ... (Psalm 136:7a ULT)

to him who made **the sun and the moon**

Next we recommend you learn about:

[Copy or Borrow Words \(UTA PDF\)](#)

[How to Translate Names \(UTA PDF\)](#)

**Referenced in:** [Titus 1:7](#); [Titus 1:10](#)

## When Masculine Words Include Women

In the Bible, sometimes the words “men,” “brothers,” and “sons” refer only to men. At other times, those words include both men and women. In those places where the writer meant both men and women, you (the translator) need to translate it in a way that does not limit the meaning to men.

### Description

In some languages a word that normally refers to men can also be used in a more general way to refer to both men and women. For example, the Bible sometimes says “brothers” when it refers to both brothers and sisters.

Also in some languages, the masculine pronouns “he” and “him” can be used in a more general way for any person if it is not important whether the person is a man or a woman. In the example below, the pronoun is “his,” but it is not limited to males.

A wise son makes **his** father rejoice but a foolish son brings grief to **his** mother. (Proverbs 10:1 ULT)

### Reason This Is a Translation Issue

- In some cultures words like “man,” “brother,” and “son” can only be used to refer to men. If those words are used in a translation in a more general way, people will think that what is being said does not apply to women.
- In some cultures, the masculine pronouns “he” and “him” can only refer to men. If a masculine pronoun is used, people will think that what is said does not apply to women.

### Translation Principles

When a statement applies to both men and women, translate it in such a way that people will be able to understand that it applies to both.

### Examples From the Bible

Now we want you to know, **brothers**, the grace of God that has been given to the churches of Macedonia. (2 Corinthians 8:1 ULT)

This verse is addressing the believers in Corinth, not only men, but **men and women**.

Then said Jesus to his disciples, “If anyone wants to follow me, **he** must deny **himself**, take up **his** cross, and follow me.” (Matthew 16:24 ULT)

Jesus was not speaking only of men, but of **men and women**.

**Caution:** Sometimes masculine words are used specifically to refer to men. Do not use words that would lead people to think that they include women. The words below are specifically about men.

Moses said, ‘If **someone** dies, not having children, **his brother** must marry **his** wife and have children for **his brother**.’ (Matthew 22:24 ULT)

This page answers the question: *How do I translate “brother” or “he” when it could refer to anyone, male or female?*

In order to understand this topic, it would be good to read:

[Pronouns \(UTA PDF\)](#)

[Generic Noun Phrases \(UTA PDF\)](#)

## Translation Strategies

If people would understand that that masculine words like “man,” “brother,” and “he” can include women, then consider using them. Otherwise, here are some ways for translating those words when they include women.

- (1) Use a noun that can be used for both men and women.
- (2) Use a word that refers to men and a word that refers to women.
- (3) Use pronouns that can be used for both men and women.

## Examples of Translation Strategies Applied

- (1) Use nouns that can be used for both men and women.

The wise **man** dies just like the fool dies. (Ecclesiastes 2:16b ULT)

“The wise **person** dies just like the fool dies.” “Wise **people** die just like fools die.”

- (2) Use a word that refers to men and a word that refers to women.

For we do not want you to be uninformed, **brothers**, about the troubles that happened to us in Asia. (2 Corinthians 1:8) — Paul was writing this letter to both men and women.

“For we do not want you to be uninformed, **brothers and sisters**, about the troubles that happened to us in Asia.”

- (3) Use pronouns that can be used for both men and women.

“If anyone wants to follow me, he must deny himself, take up his cross, and follow me.” (Matthew 16:24 ULT)

English speakers can change the masculine singular pronouns, “he,” “himself,” and “his” to plural pronouns that do not mark gender, “they,” “themselves,” and “their” in order to show that it applies to all people, not just men.

“If **people** want to follow me, **they** must deny **themselves**, take up **their** cross, and follow me.”

”

**Referenced in:** [Titus 2:11](#); [Titus 3:2](#); [Titus 3:8](#)

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