

About This Instructor Guide (IG)

This instructor's guide (IG) is a walk-through that consists of detailed explanations of various actions. This should help the instructor manage the session effectively. This guide is designed to be used in coordination with the attached slides, to deliver the learning experience as requested by the client and as planned by the curriculum developer.

Kindly make sure that you follow the instructions mentioned in this (IG). Our department of curriculum development has spent time and effort to develop it. If some changes or amendments are needed, kindly do them only in a state of emergency.

 <p>Discussion</p>	A discussion is required. This helps the learners recall prior knowledge, interact, guess the correct info ... etc. the discussion is required to be an interactive activity rather than a test, that is why mentioning info through the discussion is required. Make sure to use positive feedback.
 <p>Explanation</p>	The instructor is required to explain and illustrate with extra info and examples so that the learner will understand.
 <p>Note</p>	This is a side note, either for the instructor, or for the learners.
 <p>Important Note</p>	This is a very important note, either for the instructor, or for the learners.
 <p>Questions</p>	The series of questions are required to get multiple responses from the learners. It is different from the "Discussion" activity, as there are no new info to be implemented here. Make sure to use positive feedback.
 <p>Read</p>	Some info is required to be read.
<p>All these previous instructions influence a certain response from the learner. This response or opinions may match what is written in for the instructor to say in (Discussion, Explanation, Note, Important Note, Question, Read). So as an instructor, you should listen carefully to what the trainee is saying, in order not to repeat it while explaining. You also need to identify what the trainee didn't say, so you could say it yourself and stress on it.</p>	
 <p>Introduction</p>	This introduction must be mentioned to the learner. This helps pave the way for more detailed info.
 <p>Answers</p>	These are the answers of the previous questions.
 <p>Learning Objectives</p>	The instructor must tell the trainees what they are going to learn. The learners will be very enthusiastic to know how they are going to use this practically. The instructor must mention examples of the things covered in each objective in the summary.
 <p>Search</p>	The learners are assigned a certain search activity to be done.
 <p>Exercise</p>	This is a quiz testing the learners' understanding. The answers are mentioned as a reference to the instructor. Make sure to use positive feedback. After the quiz make sure you revise the questions and the answers with the trainees by clicking on review the quiz.
 <p>Stickers</p>	These two stickers are used to match each instruction with the slide that addresses it.1

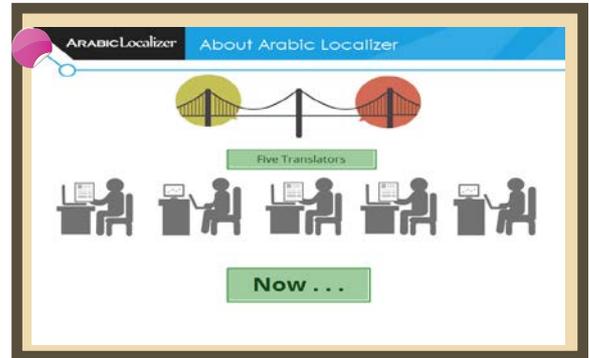
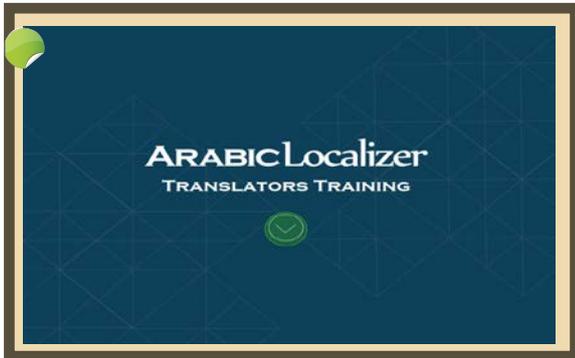
<p>Activity</p> 	<p>The activity is an exercise which isn't a quiz or a discussion. It is perfectly applied on classroom activity genre.</p>
<p>Next</p> 	<p>You are required to tell the learner an overview about what is coming next. Never express a sense of difficulty about the upcoming content. Be positive and informative.</p>
<p>Refresh</p> 	<p>The instructor is required to refresh the mind of the learner using the mentioned activity, or the mentioned questions.</p>
<p>Screen Action</p> 	<p>This icons is use to include the directions of using a certain slide, or clicking on a certain item in this slide.</p> <p>1. Click on the ... to view the ...</p> <p>Each click should be separated in a cell on its own. Each separated by the explanation or the discussion required, like the following example.</p>
<p>Explanation</p> 	<p>The instructor is required to explain and illustrate with extra info and examples so that the learner will understand.</p>

Translators Training
Text Comprehension: Session 1

Company Intro - 9:30 min ⌚

The main point

Break the ice and introduce to the course.



<p>Introduction</p> 	<p>Get to know the trainees and break the ice by introducing yourself to them. Tell them that you are the trainer who is going to accompany them in the upcoming sessions. Tell them that you are going to help them acquire important skills for translation.</p>	<p>5 min</p>
<p>Screen Action</p> 	<p>Ask the trainees to click on the arrow pointing downwards.</p>	
<p>Introduction</p> 	<p>Introduce the company to the trainees: Arabic Localizer was born out of a passion to help bridge the gap between different cultures through dedication and commitment to quality. Since 2010, we have been providing reliable translation and localization services to several renowned clients, and have built a reputation for excellence as one of the leading Arabic translation companies in Egypt and the Arab World.</p>	<p>1 min</p>
<p>Screen Action</p> 	<p>Ask the trainees to click on the bridge.</p>	
<p>Introduction</p> 	<p>Our company started on a small scale with only 5 translators and we initially focus on the medical field, but soon grew into a well-recognized Arabic translation provider and has grown to provide even more services such as educational and web solutions.</p>	<p>30 sec</p>
<p>Screen Action</p> 	<p>Ask the trainees to click on the word “Now”.</p>	
<p>Introduction</p> 	<p>Now our services are being sought by many big league clients such as, Pfizer, Philips, Cornerstone and NYC Federal Departments, and we have left our mark across several industries including, legal, technical, marketing, and many others.</p> <p>Our client base is continuously growing, and we are constantly on the lookout for qualified talents to join our family of in-house translators where teamwork and ongoing guidance are in the core of our work environment.</p> <p>This training course offers you the opportunity to discover your translation talents and join us on our mission to raise the standard of the translation market. This is your chance to make a difference!</p>	<p>3 min</p>

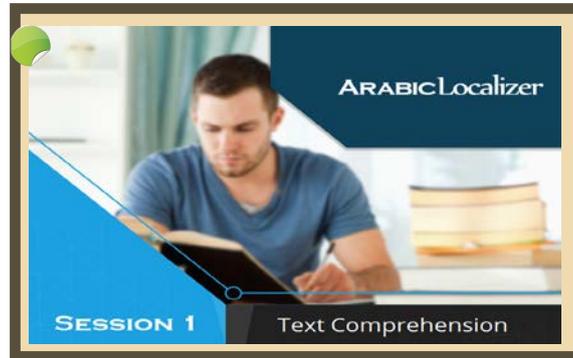
Translators Training

Text Comprehension: Session 1

Course Intro - 2 min ⌚

The main point:

Introduction of the course.



 Screen Action	Ask the trainees to click on the 'Next' button to move to the next slide.	
 Introduction	Introduce the course to them by saying that the first four sessions will be discussing 'Text Comprehension'. After we are done with this part we will be moving to 'Choosing Correct Terminology For Translation'.	1 min
 Learning Objectives	Tell the trainees that by the end of this session you will be able to: <ul style="list-style-type: none">• Comprehend the four strategies of Text Comprehension• Practice the four strategies of Text Comprehension	1 min

Translators Training

Text Comprehension: Session 1

Text Comprehension- 22:30 min ⌚

The main point:

Challenge trainees' perception of the texts.



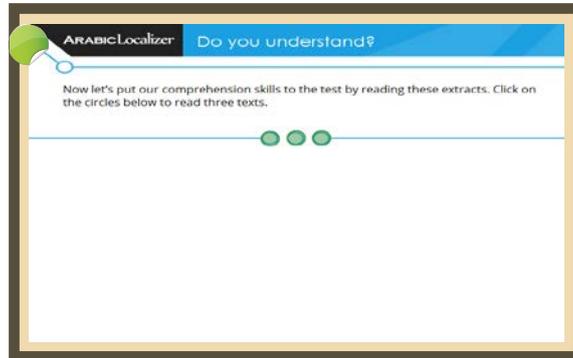
<p>Discussion</p>	<p>Ask the trainees to read the slide. After they are done, ask them about their opinion of what they have just read. Do they agree with the content of the slide?. Then ask them if they have preconceived ideas or experiences regarding the factors mentioned in the slide.</p> <p>Discuss their answers with them and make sure to provide them with positive feedback.</p>	4 min
<p>Explanation</p>	<p>Tell the trainees that in the upcoming slide they are going to be exposed to three different texts. Tell them that they need to read the three texts carefully and try to understand them.</p>	30 sec
<p>Screen Action</p>	<p>Ask the trainees to click on “Next” to move to the next slide, then ask them to click on each of the three circles at the top of the screen in order to be able to view and read the texts.</p>	
<p>Read</p>	<p>Give the trainees 5 minutes to read the three texts.</p>	5 min
<p>Important Note</p>	<p>As an instructor, you should keep in mind that when trainees read the texts, they will probably be divided into two groups:</p> <ul style="list-style-type: none"> • Those who think they understand. • Those who know they don't understand. 	
<p>Activity</p>	<p>Divide the trainees into two groups based on the previously mentioned types.</p> <p>The first group is about those who think they understand. Tell the trainees in this group that if you think you understand the text and the message it is trying to deliver, then you must test the correctness of your understanding through online search.</p> <p>Tell them that you will discuss the validity of the testing procedure with them later on.</p>	1 min
<p>Search</p>	<p>Give all the trainees 10 minutes to search online and test the correctness of their understanding online. As for those who don't understand the text, ask them to search online for the meaning of the tough items in the texts.</p>	10 min
<p>Explanation</p>	<p>After testing and searching, the first group will fall into two sections:</p> <ul style="list-style-type: none"> • Those who confirm that their initial understanding was correct and they do understand the text. • Those who realize that their initial idea about the text meaning was wrong, and they actually do not understand it correctly. <p>Tell the trainees, If you belong to the first section then this is good news. If you are part of the second section, then you should ask yourself “How can I understand the text?”</p> <p>Tell the trainees that we will get back to this point later on and discuss the 3 texts.</p>	2 min

Translators Training
Text Comprehension: Session 1

Text Comprehension- 5 min ⌚

The main point:

Challenge trainees' perception of the texts.



 Discussion	Ask the trainees to try and answer this question: How can I understand the text? Discuss their suggestions with them. Always provide positive feedback.	5 min
 Screen Action	Ask the trainees to click on "Next" to move to the next slide.	

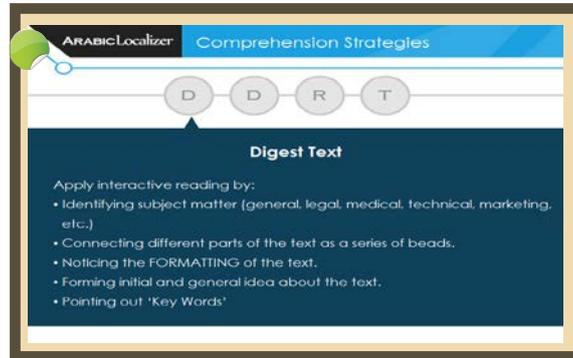
Translators Training

Text Comprehension: Session 1

Comprehension Strategies- 22 min

The main point:

The Explanation of the first strategy of the DDRT strategies.



	Screen Action	Ask the trainees to click on the first letter of the four strategies (D), then read the slide with them.	
	Explanation	While reading tell the trainees, elaborate on each point by telling the trainees the following: Point 1: Identifying the subject matter: It helps in comprehending the message that the text wants to convey. It also would help you in searching for the right meaning.	2 min
	Screen Action	Ask the trainees to click on the first light bulb to view the example.	
	Discussion	The example: “The crane flew high in the sky and never came back.” or “They used a crane to lift the cement blocks to where they were constructing the upper floors.” Discuss the different subject matter between the two texts, and how this affects the meaning of the word “crane”.	7 min
	Explanation	Point 2: A translator has to connect between different parts of the text. Always remember that different passages within the same essay are like a connected series of beads. At the end, they all serve one particular purpose and should therefore be read connectively not separately.	2 min
	Screen Action	Ask the trainees to click on the second light bulb to view the example.	
	Discussion	The example: ““If you stay in the room with your family member, and do not wear a gown or gloves you can leave the hospital and go outside but you cannot go to or use common areas inside the hospital. This includes the nutrition room, learning center, nursing stations, Au Bon Pain, hospital cafeterias and all other common areas.” Discuss with the trainees the word “This” in “This includes the nutrition room ... etc.” Ask them what the word “This” refers to. Stress on the idea of linking parts of the text together, if done right, we would understand that “This” refers to “common areas”	7 min
	Explanation	Point 3: Formatting and the way words are written can be very useful in putting you on the right way to better understand the context. For example, a word starting with a capital letter could likely be a proper noun that refers to an entity or organization.	2 min
	Screen Action	Ask the trainees to click on the third light bulb to view the example.	
	Discussion	The example: “Let’s eat grandma.” or “Let’s eat, grandma.” Discuss with the trainees the difference in meaning between the two sentences. Show them formatting could affect the meaning in a critical way. It saves grandma’s life.	2 min

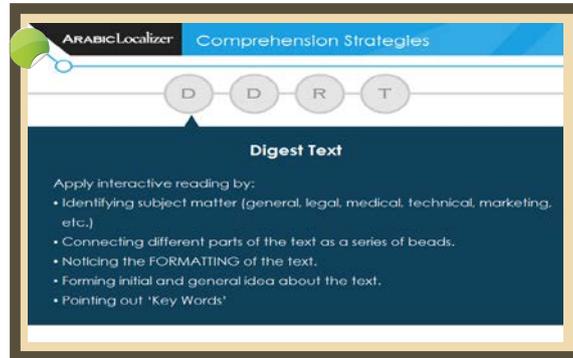
Translators Training

Text Comprehension: Session 1

Comprehension Strategies- 18:30 min ⌚

The main point:

The Explanation of the first strategy of the DDRT strategies.



 Explanation	Point 4: Form an initial idea about the message of the text.	30 sec
 Explanation	Point 5: Point out Keywords: Key words are among the most important search tools. They are particularly useful when having search entries that are likely to yield too many results, such as acronyms or terms that are too wide. A key word can be drawn from the file you're working on. For example, If you are searching for a program or service that a certain organization or governmental department provides, it may be useful to add the name of that organization or department next to the program or service for more specific results. Not all key words should be necessarily present in your text though. Sometimes you will have to add some based on the context.	10 min
 Screen Action	Ask the trainees to click on the fourth light bulb to view the example.	
 Discussion	The example: "Tesla offers service at their service centers, or if a center is not available there are mobile technicians known as rangers that can perform most inspections and repairs. It is recommended to have your car inspected every 12,500 miles or once a year, whichever comes first." Discuss with the trainees what they know about Tesla, and what they comprehend from the text. Argue with them that a keyword here as Tesla isn't enough, because there is a Tesla unit, a Tesla band, and a scientist called Tesla. Still, we can combine the words "Tesla" and "Car" and check the results. Which will be "Tesla Motors". It is a company that manufactures self-driven cars.	8 min

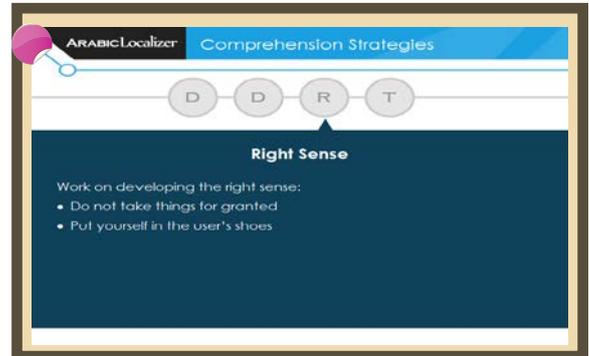
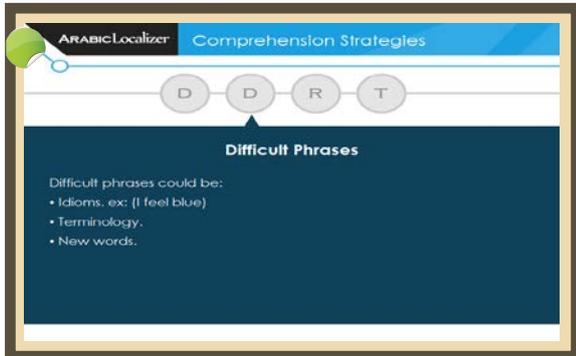
Translators Training

Text Comprehension: Session 1

Comprehension Strategies- 27 min ⌚

The main point:

The Explanation of the second and the third strategies of the DDRT strategies.



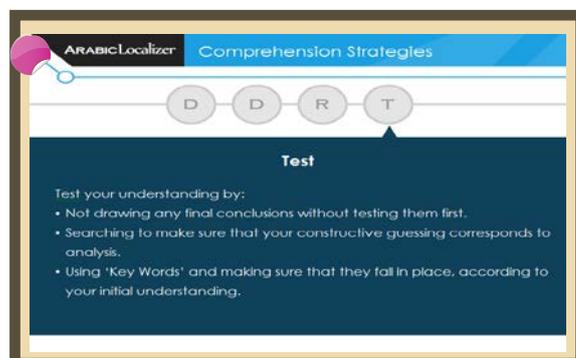
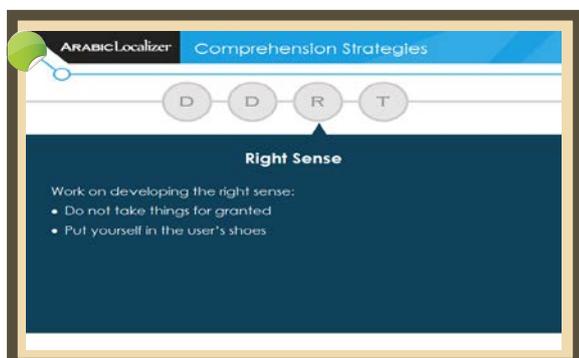
 <p>Screen Action</p>	Ask the trainees to click on the second letter of the four strategies (D), then read the slide with them.	
 <p>Explanation</p>	Point 1: When discussing the idiom point, tell them to keep in mind that a phrase might seem difficult to you or not make sense when trying to figure out its literal meaning because it is an IDIOM (An idiom is a commonly used expression whose meaning does not relate to the literal meaning of its words).	5 min
 <p>Screen Action</p>	Ask the trainees to click on the first light bulb to view the example.	
 <p>Discussion</p>	Discuss with the trainees that understanding the phrase “I am feeling blue” literally will not make any sense, how could someone feel like a color?! Trying to look at it as an idiom, however, will lead you to understand that it’s an expression that means to feel sad.	7 min
 <p>Explanation</p>	Point 2 & Point 3: Have the trainees notice that terminologies and new words need good search in using the source language to comprehend their meaning. It is essential also to search for the terminologies or the new words while having the whole context in mind.	3 min
 <p>Screen Action</p>	Ask the trainees to click on the second light bulb to view the example.	
 <p>Discussion</p>	The example: “Your doctors and care team have decided that contact isolation is needed for your family member.” Discuss with the trainees that the word “contact isolation” seems familiar, but it is a bit challenging. It is a medical term that mean that it is a form of isolation in which anyone entering the patient’s room and having direct contact with the patient wears gloves and a gown.	4 min
 <p>Screen Action</p>	Ask the trainees to click on the third letter of the four strategies (R), then read the slide with them.	
 <p>Explanation</p>	After reading the slide with the trainees, elaborate on each point by telling the trainees the following: Common sense: Common sense is the ability to apply sound judgement based on logical perception of the information you have. The first step to develop common sense is by beginning to think, behave and make decisions in a reasonable way. Do not take things for granted just because something appears or has always been done in a certain way. And always remember that common sense isn’t a one-stop-destination; it’s a way of thinking that needs constant cultivation and application.	8 min
 <p>Screen Action</p>	Ask the trainees to click on the first light bulb to view the example.	

Translators Training
Text Comprehension: Session 1

Comprehension Strategies- 19 min ⌚

The main point:

The Explanation of the third and the fourth strategy of the DDRT strategies.



<p>Discussion</p> 	<p>The example: "I believe that is an underestimate judging how filthy some hospitals and doctor's surgeries are."</p> <p>Make them notice that the word surgeries here won't make much sense if we took for granted the first meaning that comes to our mind. We are always used to see the word "Surgery" in a context that conveys its meaning as a medical operation. Discuss with the trainees that "surgeries" here assimilates with "hospitals".</p> <p>Give them a minute to think, then hint to them that in British English, the word "Surgery" means "A place where medical practitioner treats or advises patients."</p>	<p>8 min</p>
<p>Explanation</p> 	<p>Target User:</p> <p>Thinking from the target user point of view will help you engage in the text and address it as if it was intended to you. This, in return, will help you pay better attention to the context, every small detail will matter. And as a result, you will end up having a much better understanding of the text.</p>	<p>2 min</p>
<p>Screen Action</p> 	<p>Ask the trainees to click on the second light bulb to view the example.</p>	
<p>Discussion</p> 	<p>The example: "Hey Nan! The roasted rat was delicious, thank you!"</p> <p>Have the trainees note that they shouldn't judge according to their cultural background, even if the context appears bizzare. A translator should be open to all suggestions. If you are approaching the context this way, and searched for what might be strange for you; you will find out that there are countries where people do actually eat rats.</p> <p>The context here implies that the conversation occurs within a different culture, because the name here "Nan" is one of the most famous names in Thailand. The user would conceive this as part of the culture in Thailand and you as a translator should convey the same meaning and feeling.</p>	<p>5 min</p>
<p>Screen Action</p> 	<p>Ask the trainees to click on the fourth letter of the four strategies (T), then read the slide with them.</p>	
<p>Explanation</p> 	<p>After reading the slide with the trainees tell them that drawing final conclusions and taking them for granted might fail us in the examples we've discussed before. However, constructive guessing is useful, but you should always question your conclusions and ensure they are logical and suitable with regards to the source context. Otherwise, you may think you have a solid understanding of the text, but it actually falls apart under analysis.</p>	<p>3 min</p>

Translators Training
Text Comprehension: Session 1

Comprehension Strategies- 14:30 min ⌚

The main point:

The Explanation of the fourth strategy of the DDRT strategies.



 Refresh	Remind them with the example of “Tesla Motors” which is the only key words that makes the whole text sensible.	1 min
 Screen Action	Ask the trainees to click on the light bulb to view the example.	
 Discussion	<p>The example: “We do not have to look far to find examples of how animals and humans modify their environments in adaptive ways. Beavers dam ponds, birds build nests, ants farm aphids, chimps leave useful nut cracking stones in commonly used places, squirrels collect nuts for winter, and Egyptian vultures drop stones on ostrich eggs.”</p> <p>Discuss with the trainees that the challenge might be in the following parts:</p> <ul style="list-style-type: none"> • “ants farm aphids” • “commonly used places” • “drop stones on ostrich eggs” <p>The previous items would challenge our understanding of the general concept the text wants to convey. It also challenges us to understand how certain animals adapt.</p>	8 min
 Search	Give trainees 5 minutes to search for what they need to understand, then discuss their findings.	5 min
 Next	Tell the trainees that you will apply the DDRT Strategies and the Testing Strategy in particular in the three texts presented before.	30 sec
 Screen Action	Ask the trainees to click on the “Next” button.	

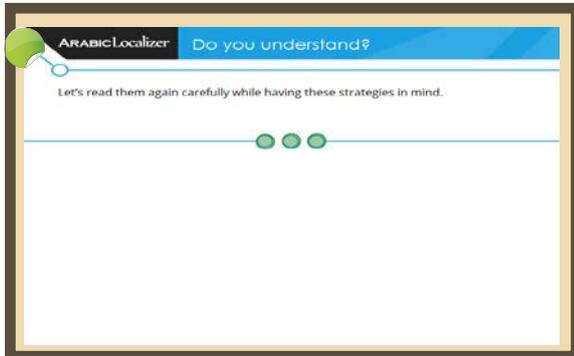
Translators Training

Text Comprehension: Session 1

Do You Understand? - 27 min ⌚

The main point:

Re-discussing previous texts, with DDRT strategies in mind.



	Ask the trainees to reread the previous texts by clicking on the three circles on the slide.	
	Give them 10 minutes to read them carefully. Tell them that they should have the DDRT strategies in mind while reading the three texts. You can use dictionaries and online search to understand.	10 min
	When they are done, discuss with them the following questions: <ul style="list-style-type: none"> What was your approach for understanding the texts after knowing the DDRT strategies? to what extent did you apply the DDRT strategies? 	5 min
	Introduce the upcoming slide by discussing the following questions with the trainees: <ul style="list-style-type: none"> What are the common tools for searching? How to make the best out of searching? Are there certain tips and tricks that can make your search more specific, more effective? 	5 min
	Ask the trainees to click on 'Next' to move to the next slide.	
	Read the slide with the trainees, and discuss it with them.	2 min
	When you are done tell them that one of the most important techniques you need to apply during search is to know how to focus on useful references and exclude unhelpful ones. Search engines are full of thousands of results that are continuously increasing. However, only a few of them will put you on the right way. Know what you're looking for, make sure your search entries are as specific as needed and take fast decisions.	5 min
	Ask the trainees to click on 'Next' to move to the next slide.	

Translators Training

Text Comprehension: Session 1

Practice! - 28 min ⌚

The main point:

Applying the comprehension strategies in practice.



	Ask the trainees to read the passage carefully. Give them 10 minutes.	10 min
	When they are done reading, Ask them: <ul style="list-style-type: none"> • Who think they understand the text message? Those who do must have proof that supports their understanding. • Who has difficulty understanding the text meaning? Remind those who find difficulty in understanding the text that they should ask themselves “How can I understand”? 	3 min
	Divide the trainees into two groups: <ol style="list-style-type: none"> 1. Those who don't understand: Ask them to try to understand the text by Applying the DDRT strategies. Give them 15 minutes to comprehend the text as a whole. 2. Those who think they understand: Ask each one in this group to individually paraphrase part of the text. Make sure to point out any kind of inconsistency. Make sure that this group doesn't take more than five minutes in paraphrasing. In case they all truly understand the meaning of the text, then all is well. If not, assign those who misinterpreted parts of the text to the first group. Give them 10 minutes so they would try to understand what they have initially misunderstood. 	15 min

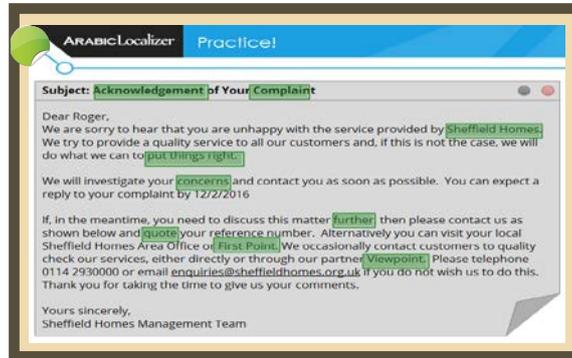
Translators Training

Text Comprehension: Session 1

Practice! - 14 min 

The main point:

Illustrating the points of focus in the text.



	When all is done ask the trainees to click on the following item in the text: 1. Acknowledgment	
	Discuss with the trainees the following points: <ul style="list-style-type: none"> • What do you think “Acknowledgment” means here? • Is your guessing related to the context of the source? 	2 min
	Possible mistaken suggestions by the trainees: <ul style="list-style-type: none"> • Admitting there is a problem • Admitting your complaint • Recognizing your complaint 	
	Discuss with the trainees the reasons of raising these suggestions. Ask them to test if the suggestion they came up with is supported by the context or not. Tell them that if they depend on dictionaries or memory to come up with the possible meaning of “Acknowledgement” here, this might be misleading. Ask them if they think there is a word that we can use to help us with the search. Listen to there suggestions and be sure to provide them with positive feedback.	5 min
	Ask the trainees to click on the following item in the text: 2. Complaint	
	Give the trainees 3 mins to search using a combination of “Acknowledgment” + “Complaint”	3 min
	Tell the trainees that acknowledgment here isn’t related to admitting. In order to understand this correctly you must understand the main point behind the text, which indicates that the true meaning is “acknowledgment of receiving your complaint” You will also find that this meaning makes sense and suits the context.	2 min
	Discuss with the trainees the following points: <ul style="list-style-type: none"> • What do you think “Sheffield Homes” is? • Does the format of “Sheffield Homes” indicate anything? 	2 min
	Ask the trainees to click on the following item in the text: 3. Shiffeld Homes	

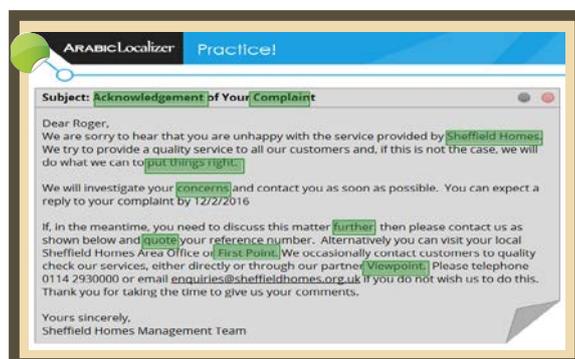
Translators Training

Text Comprehension: Session 1

Practice! - 17 min 

The main learning point:

Illustrating the points of focus in the text.



 Explanation	Explain to the trainees that searching for “Sheffield Homes” helps you as a translator to understand more and what Sheffield Homes is and what it does.. The details you will find might not be related directly to the text. However, it would help you in gaining a solid understanding of the text.	2 min
 Important Note	Tell the trainees that it is important to search for all new or tough terms, even if their formatting indicates that they should be treated in a certain way in the translation, such as a name of a place, or a name of a person. This should help you out gain more knowledge about the context you are translating.	1 min
 Search	Give the trainees 3 mins to search for Sheffield Homes and know more about it, then discuss with them what they found.	3 min
 Screen Action	Ask the trainees to click on the following item in the text: 4. put things right	
 Discussion	Discuss with the trainees the following points: <ul style="list-style-type: none"> • What do you think “put things right” means here? • Is your guessing related to the context of the source? • What is the best way to search for its meaning? 	3 min
 Examples	Possible suggestions by the trainees: <ul style="list-style-type: none"> • Put things in the right way (Wrong) • Correct something (Right) 	
 Explanation	Explain to the trainees that this phrase is an idiom, and while some idioms are straightforward and their meaning could be comprehended easily, others are not. Moreover, Not all idioms could be easily detected as such by the reader. So, in order to identify them correctly, we could say that idioms are seemingly meaningless phrases, if translated word by word. The best way to search for a phrase that you believe might be an idiom is to put it between quotation marks and write the word idiom next to it.	3 min
 Search	Give the trainees 1 min to search for the meaning of “put things right”. Discuss their findings with them.	1 min
 Screen Action	Ask the trainees to click on the following item in the text: 5. concerns	
 Discussion	Discuss with the trainees the following points: <ul style="list-style-type: none"> • What is the first thing that comes to your mind when you see the word “concerns”? • Do you think this meaning is supported by the context? 	4 min
 Examples	Possible suggestion by the trainees: Fears (Wrong), Irritation (Wrong), Annoyance (Right), Anger (Right), Disturbance (Right)	

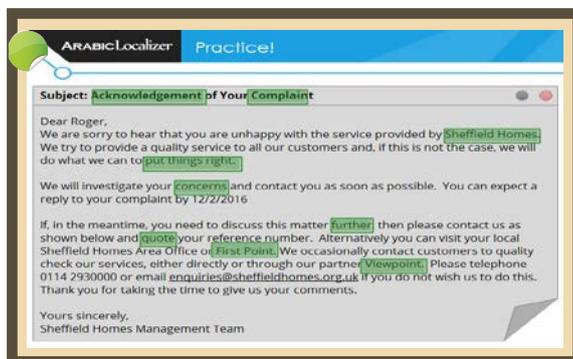
Translators Training

Text Comprehension: Session 1

Practice! - 21 min 

The main learning point:

Illustrating the points of focus in the text.



	<p>Explanation</p> <p>Explain to the trainees that “concerns” is a very wide term with several possible meanings. Although the most common one of them is “fears”, it does not suit this context. You need to interpret its meaning from the context. Give the trainees 2 minutes to try to figure out the meaning of “concerns” based on the context, then discuss their suggestions with them. The correct suggestion would be “things that bother or upset you” because it is clear from the context that the client sent a complaint.</p>	<p>3 min</p>
	<p>Screen Action</p> <p>Ask the trainees to click on the following item in the text:</p> <p>6. further</p>	
	<p>Discussion</p> <p>Discuss with the trainees the following points:</p> <ul style="list-style-type: none"> • What is the meaning of the word “further” here? • Is it important to translate this word? • Does “further” here affect the meaning of the sentence? 	<p>5 min</p>
	<p>Explanation</p> <p>Tell the trainees that the word “further” may seem unnecessary to some of them and others may omit it from the translation. However, it serves an important role in emphasizing the meaning of the sentence. In order to understand this, they need to connect between this sentence and the previous part, and try to understand them as one point. Give them 2 mins to try to apply this approach and figure out the meaning of “further”.</p> <p>It should mean here that the matter needs to be discussed in more details.</p>	<p>4 min</p>
	<p>Screen Action</p> <p>Ask the trainees to click on the following item in the text:</p> <p>7. quote</p>	
	<p>Discussion</p> <p>Discuss with the trainees the following points:</p> <ul style="list-style-type: none"> • What is the first thing that comes to your mind when you think of the meaning of “quote”? • Does it match the context? 	<p>3 min</p>
	<p>Examples</p> <p>Possible mistaken suggestions by the trainees:</p> <ul style="list-style-type: none"> • Cite • Price 	
	<p>Search</p> <p>Give the trainees 1 min to search for the meaning of “quote” that could fit the context.</p>	<p>1 min</p>
	<p>Discussion</p> <p>Discuss with the trainees the following points:</p> <ul style="list-style-type: none"> • What is the meaning of “First Point” mentioned in the text? • Should we leave it as it is or search it? <p>Remind them that we have agreed on searching any item we don’t understand even if we know how we are going to handle it in the translation later. Then ask the trainees: How are we going to search for it?</p>	<p>5 min</p>

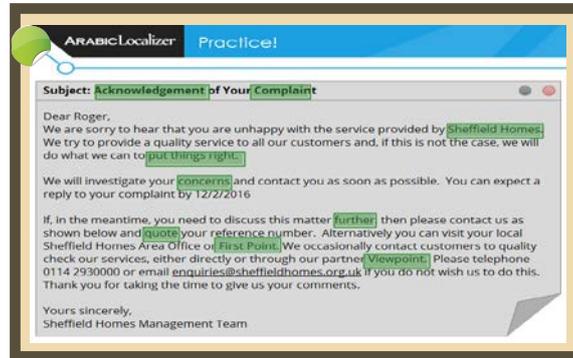
Translators Training

Text Comprehension: Session 1

Practice! - 19 min 

The main point:

Illustrating the points of focus in the text.



	Ask the trainees to click on the following item in the text: 8. First Point	
	Give the trainees 1 min to search for the meaning of “First Point”.	1 min
	Explain to the trainees that some terms are too open and yield too many results that are mostly irrelevant to your topic. For example, when searching for the term “First Point” alone, many unuseful results will appear. Therefore, you need to limit these results by adding a key word that is relevant to your subject. Let them think of possible key words that could be found in the text to help in reaching the correct meaning of “First Point”. The most useful one would be “Sheffield Homes”. Now, give the trainees 2 mins to search for “First Point” + Sheffield Homes. Discuss their findings with them.	5 min
	Ask the trainees to click on the following item in the text: 9. Viewpoint	
	Discuss with the trainees the following points: <ul style="list-style-type: none"> • What do you think “ViewPoint” means here? • Is your suggestion supported by the context? • Is it supported by the format? 	5 min
	Possible suggestion by the trainees: <ul style="list-style-type: none"> • Point of view (wrong) • Name of place or person (close to right) 	
	Give the trainees 2 mins to search for the meaning of “Viewpoint”. If they struggle with it, hint out that they should follow the same approach they applied when searching the previous term.	2 min
	Tell the trainees that they should pay attention to formatting and way of writing. For example, when reading the phrase “our partner Viewpoint”, many fall in the mistake of interpreting it as “our partner point of view” without even considering checking it. However, if you look closely, you will find that there is no space between “view” and “point” and that it is actually one word that starts with a capital letter. The logical conclusion would therefore be that it is a name for a certain entity that needs to be searched.	6 min

Translators Training
Text Comprehension: Session 1

After Comprehending- 14:30 min ⌚

The main point:
 Wrap Up and conclusion



	Ask the trainees to click on “Next” to move to the next slide.	
	Read the slide content with the trainees and discuss their opinions of it.	2 min
	Activity Steps: 1. Divide the trainees into groups of two. 2. Assign to one in each group the task of explaining the whole practice text to his partner. 3. The other one should be the recipient of the explanation. 4. Give the groups 5 minutes to do this activity. 5. When all is done ask the recipients if what has been explained to them matches what they had in mind or not.	10 min
	Tell the trainees that now they should be able to: <ul style="list-style-type: none"> • Comprehend the four strategies of Text Comprehension • Practice the four strategies of Text Comprehension Choose a trainee or two to tell their colleagues a summary regarding the DDRT strategies.	30 sec
	Tell the trainees that in the next session they will be exposed to a new text. They will be required to practice the DDRT strategies to understand it.	2 min