

## TEACHER'S NOTES

### ACTIVITY 3A. A discombobulated text

#### In this activity, students will...

- See the importance of context.
- Practise paraphrasing.
- Discuss what translation involves.

ESTIMATED  
TIME



30 MIN

#### How to use this resource

<b>STAGE 1</b>	<ul style="list-style-type: none"> <li>· Ask the class to brainstorm about types of written communication.               <ul style="list-style-type: none"> <li>* Examples: letters, e-mails, news, reports, etc.</li> </ul> </li> <li>· Announce the kind of text you are going to work with today: a narration.</li> <li>· Demonstrate paraphrasing, that is: conveying the same meaning with different words. As a class, come up with different ways of expressing the following concepts: house, long, now, how, when.</li> <li>* Examples: [<u>house</u>: dwelling / home / my place / property], [<u>now</u>: at this very moment / not always], [<u>how</u>: the way in which], [<u>long</u>: extended / not short]</li> </ul>	<b>7'</b>
<b>STAGE 2</b>	<ul style="list-style-type: none"> <li>· Hand out all the strips of paper upside down. Every strip is numbered. In a large class, several students can share a single strip. In a small class, each student can have more than one strip (but they must be non-consecutive). Make sure no strips are left over.</li> <li>· Ask the students to turn their strips over without showing their classmates what is written on them. Give them a minute to paraphrase the content of their strips. Ask them to come up with and write down an alternative way of expressing the meaning of the words on their strips. You might need to help any students who find this challenging.</li> </ul>	<b>3'</b>
<b>STAGE 3</b>	<ul style="list-style-type: none"> <li>· On the board, write the words/expressions the students have come up with in the order of the numbers on their strips. The sentences on the board will form an incoherent text. Students might start commenting on that. Refrain from discussing it with them until this stage of the activity is completed.</li> <li>· Ask the class: Does this text make sense? Is it easy or hard to understand?</li> </ul>	<b>10'</b>
<b>STAGE 4</b>	<ul style="list-style-type: none"> <li>· Share the original text with the class (you can project it or hand out copies of it) and read it together.</li> <li>· Ask students to compare the text on the board and the text they have just read. How are they similar? How are they different?</li> </ul>	<b>10'</b>
<b>STAGE 5</b>	<ul style="list-style-type: none"> <li>· Explain that words do not work in isolation. They cannot be treated as separate entities. Their meaning is whole when presented in context.</li> <li>· Use examples from the two texts to illustrate this point.               <ul style="list-style-type: none"> <li>* Examples: "to spend", "appealing", "they changed their mind", "but", "yet"</li> </ul> </li> <li>· Ask your students: Would you have chosen the same words if you had known this was the text from which the words on your strip were taken?</li> <li>· As a group, reflect on translation practices: How would this exercise be different/similar if the original sentences were in a different language? Would a dictionary be helpful? To what extent? Have you ever used Google Translate?</li> </ul>	<b>5'</b>

**Prep time suggestions**

- Print out words chart and cut out paper strips.
- Prepare original text: you will either project it or hand it out.
- Read chapter 3 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures* (<https://pagines.uab.cat/eylbid/en/content/teachers-book>) for further background information on the topic of context and translation.

**Variations**

- You can change the text or prepare other short texts to make the activity more exciting or entertaining for your students.
- This activity can be supported by looking more closely at dictionary entries and/or working with machine translation (e.g. Google Translate or DeepL).

**3A. A discombobulated text****ORIGINAL TEXT**

James' family wanted to spend the day at Oxford, so they went to the station to take a train. So many places were appealing so they changed their mind, and everybody but James got off at Reading Station. He had lost his phone, yet somehow he managed to find it, although he ended up spending the day looking for it, and finally nobody went to Oxford that day.

James' parents desired to waste some time in Oxford, so they walked to the underground to catch the wagon. Plenty of spaces looked nice! Then they introduced changes their heads. All of them except James disappeared on Reading place. He forgot his cell, still in some way he directed to search for it successfully. He died wasting 24 hours searching for it, and in the end they didn't reach Oxford that day.

1. James' family	15. James got off
2. wanted	16. at Reading Station.
3. to spend	17. He had
4. the day in Oxford,	18. lost his
5. so they went to	19. phone,
6. the station	20. yet
7. to take a train.	21. somehow
8. So many places	22. he managed
9. were appealing!	23. to find it.
10. So	24. He ended up
11. they changed	25. spending the day
12. their mind,	26. looking for it,
13. and everybody	27. and finally
14. but	28. nobody went to Oxford that day.

