

# **Using PARATEXT 7**

**Course handbook**

**June 2011**



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## **0. Introduction to the course**

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### **0-1 Group introductions**

*Tutors introduce themselves.*

*Students introduce themselves.*

### **0-2 What do you hope to learn?**

*Group discussion, tutor writes responses on board.*

- 0.1 Paratext is a computer program. What are some advantages of using a computer for translation work?
- .....  
.....  
.....

- 0.2 What are some disadvantages or problems of using a computer?
- .....  
.....  
.....

*Teacher explains which of these problems will be dealt with during the course (i.e. how Paratext helps to avoid them).*

- 0.3 What are some things that you know about the Paratext program? What is it for?
- .....  
.....

- 0.4 How do you think Paratext can help your translation work? (For people already using Paratext, how is it helping you already?)
- .....  
.....

- 0.5 What are some things that you want to learn from this course?
- .....  
.....

## **0-3 Course outline, objectives, etc.**

- 0.6 The goal of this course is for you to learn how to use Paratext well.
- 0.7 If you have never used Paratext before or haven't used it much, we want you to become confident in using Paratext for ordinary translation work.
- 0.8 If you are already an experienced Paratext user, we want you to learn some new functions and be able to use them well in your work. We also want you to be able to teach other people.
- 0.9 So everybody comes into the course with different levels of knowledge and experience. In order to teach you best, we need to separate you into two separate classes (beginner and advanced). That will enable each group to learn at their own pace. The beginners can practise a lot, and they won't be confused by having to listen to difficult things. And the experienced users can move quickly to new topics.
- 0.10 Everybody will be working through the same course material. But the advanced class will be able to complete more modules (course sections) than the beginner class.
- 0.11 At the end of the course you can take this handbook with you. You will have it to refer to if you forget any of the skills. And if you want to learn more, you can work through the modules that you haven't done yet. There is extra material in the [Appendices](#) too (the sections at the back of the handbook).

## **0-4 How much do you know about Paratext already?**

- 0.12 Your tutor may have already asked you to fill in a questionnaire called "How much do you know about Paratext already?" It contains some questions about how much you use computers and how much you have used Paratext before. If you haven't completed this questionnaire yet, you'll be doing it now.
- 0.13 This questionnaire will help the tutors to divide you into classes (beginner/advanced). It will also help the tutors to know which topics to concentrate on and teach more thoroughly.
- 0.14 If you don't have a copy of the questionnaire on a separate sheet of paper, you can find it in the appendix of this handbook called [Pre-course skills assessment](#).

*Tutor looks through student checklists and streams students into beginner or advanced class.*

## **0-5 More about the course**

*Tutor talks through the following.*

- 0.15 This course has several components:

- learning modules – at these times you will learn and practise new skills;
- simulations – these are practice exercises that are like doing real translation work, but it isn't your own translation project so you don't have to be afraid about making mistakes;
- real work sessions – at these times you can practise your new skills on your actual translation project.

0.16 Asking for help: if you don't understand something, please ask your tutor for help. It is better to ask and learn than to stay quiet and not understand.

## 0–6 Using the course handbook

*Class activity.*

- 0.17 There is a lot of information about Paratext in this handbook – things that will be useful for you after the course when you are working with Paratext. For example, it contains many sets of instructions for how to perform different procedures.
- 0.18 There are some parts of the handbook that you need to learn about now. Open your book to each of the parts so you know where they are.
- 0.19 At the front there is a **Table of Contents**. If you know which module you want to look at, you can use the Table of Contents to quickly find the right page number.

*Learners complete the exercise. Tutor writes correct page numbers on board.*

- 0.20 At the back of the handbook there are several **Appendices** (sections with extra information). Look at each appendix and write the page numbers into the table:

More procedures	How to do some things that you won't have time to learn in the course.	
Common <b>USFM MARKERS</b>	A list of the markers that <b>FORMAT</b> your translation text.	
Keyboard <b>SHORTCUTS</b> for common tasks	What keys to press to make things happen in Paratext.	
Glossary	A dictionary of new terms found in this handbook.	
Skills checklist/list of procedures	A checklist to show you what you've learnt and what you still need to learn. It has page numbers to help you find procedure instructions too.	

- 0.21 Each paragraph of the book has a number (like this one does). The first part of the number is the module number. All paragraphs in a module start with the same number. The second part of the number is for that particular paragraph.

*Learners complete the exercise. There are many possible right answers.*

- 0.22 Different styles of writing in this handbook mean different things. Look through the handbook. For each style of writing, find a paragraph that displays that style. Write down the paragraph number in the table.

TEXT LIKE THIS	IF YOU DON'T KNOW WHAT THIS TERM MEANS, YOU CAN LOOK IT UP IN THE GLOSSARY.	
Text like this	This is the name of a section in the handbook. This writing tells you that you can find more information by looking at that section.	
Text like this	This is the name of a keyboard key that you need to press.	
Ctrl + Z	This means to hold down the Ctrl key and the Z key at the same time.	
Text like this	This is the name of a MENU OR FUNCTION in Paratext.	
Text like this	This indicates something that you can see in a Paratext window.	

# 1. Basics

## Module outline

In this module, you will learn how to:

- open and close the Paratext application;
- open and close your translation project;
- type text into your project;
- save your project;
- use **Send/Receive** to backup your project to a flash drive.

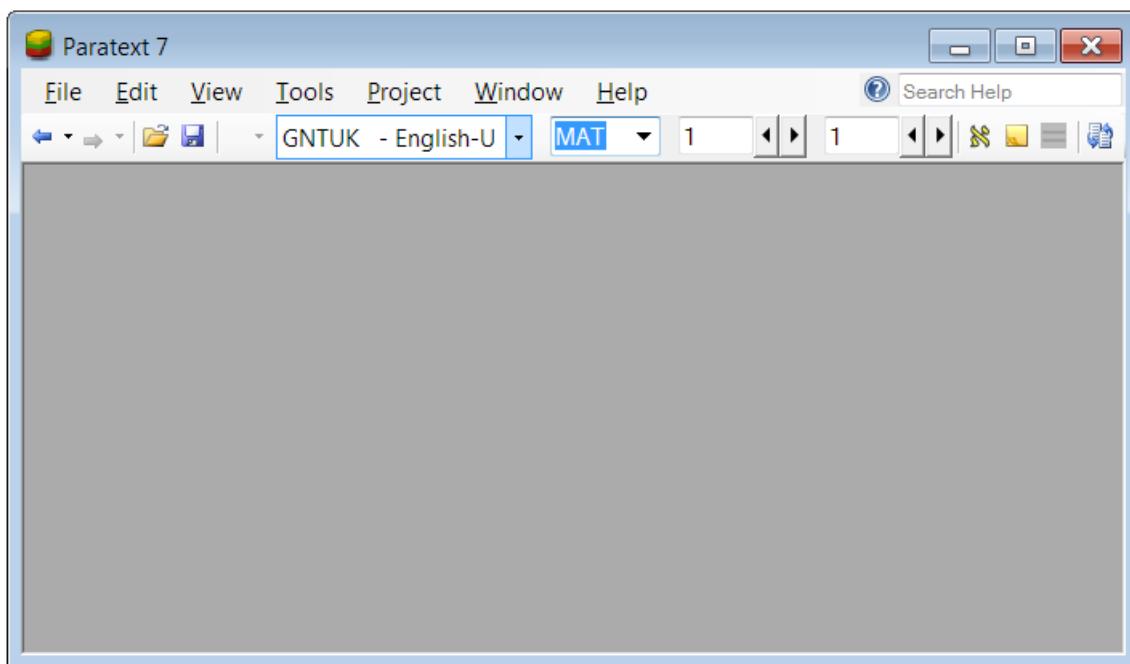
## 1-1 Opening and closing the Paratext application

*Tutor demonstrates, learners watch.*

1.1 We start by opening the Paratext application.

### Opening the Paratext application

1. Find the Paratext 7 icon on the desktop. It looks like this:
2. DOUBLE-CLICK on the icon. The application will open.
3. When the program has finished opening and is ready for work, you will see something like this:



1.2 Now we'll close the application.

### Closing the Paratext application

1. In the upper right corner of the Paratext window, find the square with a cross in it (it's called a **Close BUTTON**). 
2. Click this square. The program will close.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently. Repeat if necessary. Be sure that you can do this without looking at the instructions.*

## 1–2 Features of the Paratext window

*Class activity.*

1.3 Open Paratext again. We're going to look at some important features of the Paratext window.



1.4 At the very top of the window is the **TITLE BAR** that says *Paratext 7*. At the far right of the title bar are three **BUTTONS**. You've already used the **Close** button. We'll ignore the other two.



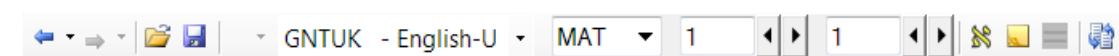
1.5 Down from the title bar is the **MENU BAR**. Here we will find all the Paratext **FUNCTIONS** that we'll be using.



1.6 At the far right of the menu bar is the **Help** button. If you want to learn about Paratext's **Help FUNCTION**, go to module 17 ([Using Paratext's Help function](#)) on page 148.



1.7 Down from the menu bar is the **BUTTON BAR**. Clicking on **BUTTONS** will do useful things. (Don't click anything yet!)



## 1–3 Opening and closing a project

*Class discussion.*

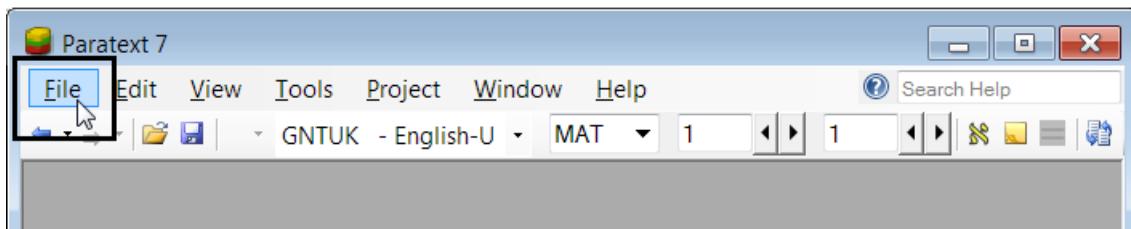
- 1.8 When you open Paratext 7 for the first time, you will not see any windows or text. Now you will learn how to open resources and projects.
  - 1.9 A **PROJECT** is a collection of files containing a Bible translation in progress – it hasn't been completed yet and it can be **EDITED** (changed).
  - 1.10 A **RESOURCE** is a collection of files that contains a published Bible text or the UBS Translation Handbooks (or something similar). You can't edit a resource.
  - 1.11 What will we use a project for? What will we use a resource for?
- 
- 

- 1.12 We'll look at resources in a little while. Right now we'll look at projects.
- 1.13 We'll start by opening a sample project called ***Mini Project***.

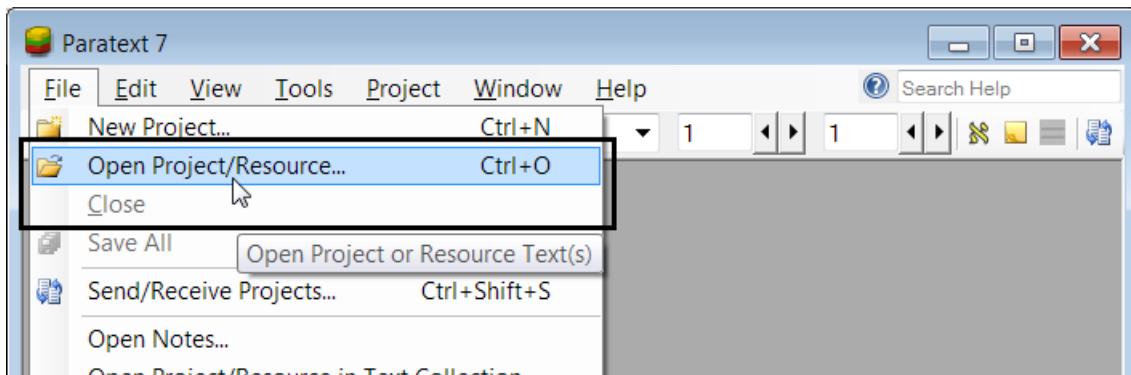
*Tutor demonstrates, learners watch.*

### Opening a project

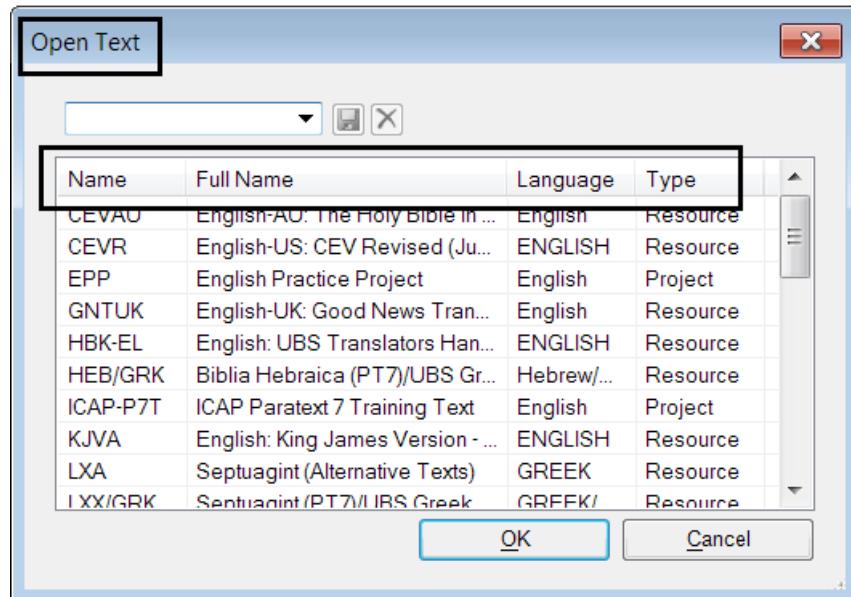
1. If the Paratext application is closed, open it.
2. Go to the **File MENU**.



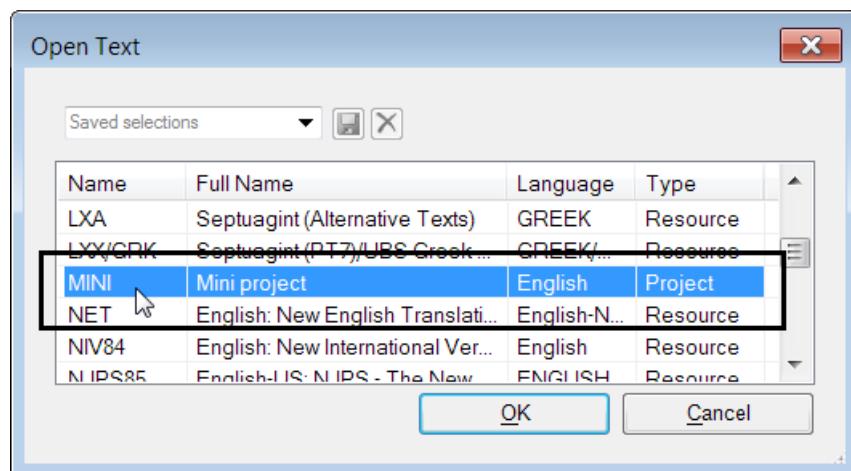
3. Choose **Open Project/Resource...**



4. This **WINDOW** has the heading *Open Text*.

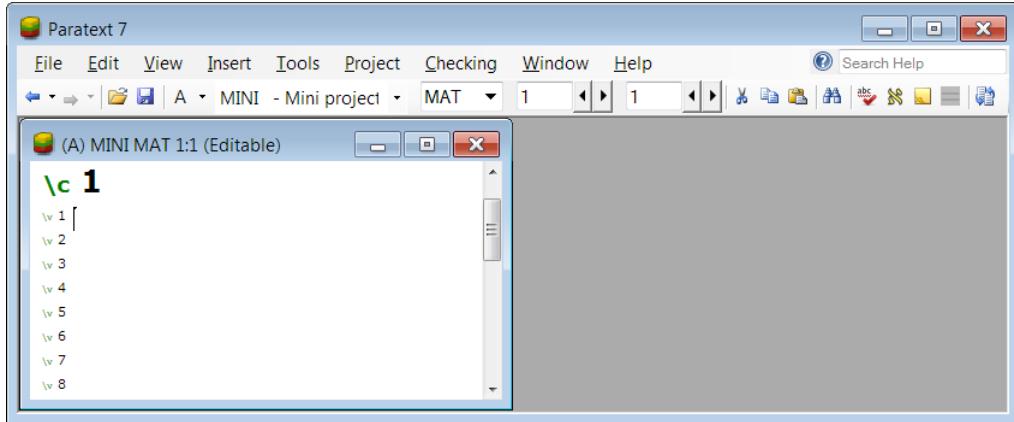


5. Look at the column on the right, with the heading *Type*. Each item on the list is either a **RESOURCE** or a **PROJECT**.
6. The texts that you see in this list each have a unique name. You can find it in the column named *Full Name*. Each text also has a unique short name in the first column (*Name*).
7. **SCROLL** down until you see the project you want to open. **DOUBLE-CLICK** on this item in the list to open it.



*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

#### 1.14 The screen should look something like this:

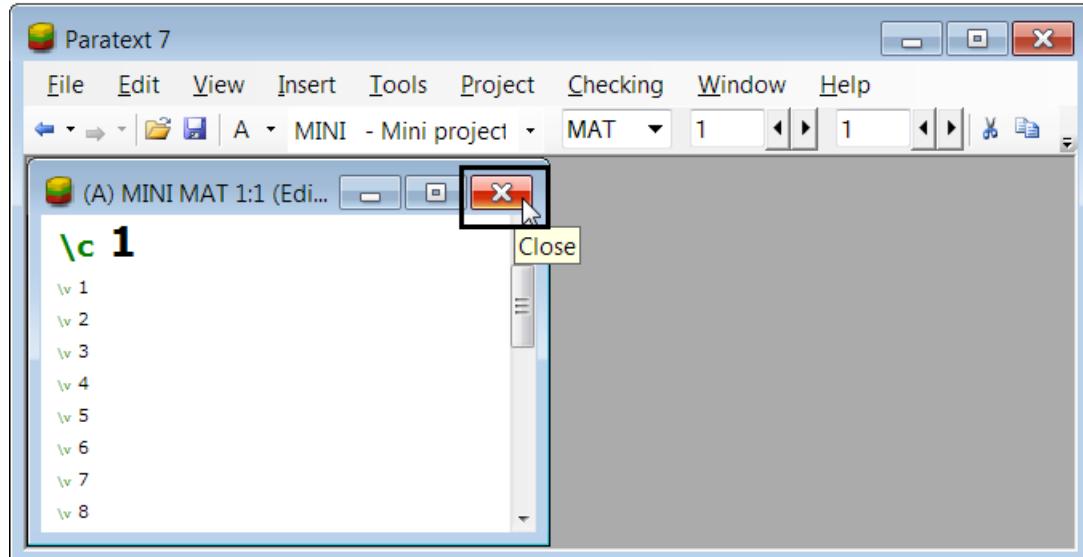


- 1.15 Now we'll close the project. Notice that the project **WINDOW** has its own square with a cross in it (**Close BUTTON**). This is not the same **Close** button that closes the whole Paratext application! It just closes the project.

*Tutor demonstrates, learners watch.*

### Closing a project

1. Click on the **Close BUTTON** at the top right of the **PROJECT WINDOW** (not the application window!).



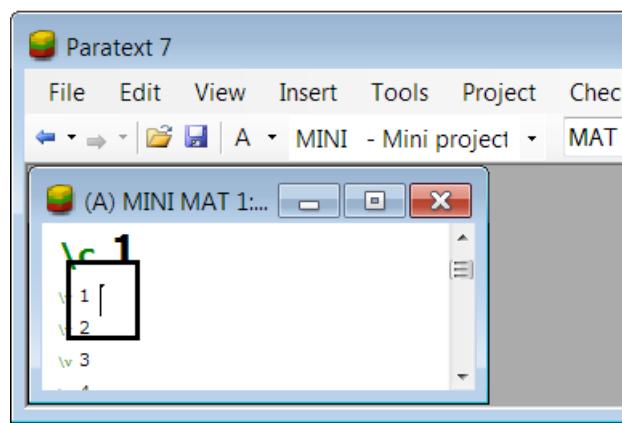
*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently. Repeat if necessary. Be sure that you can do this without looking at the instructions.*

## 1-4 Typing text

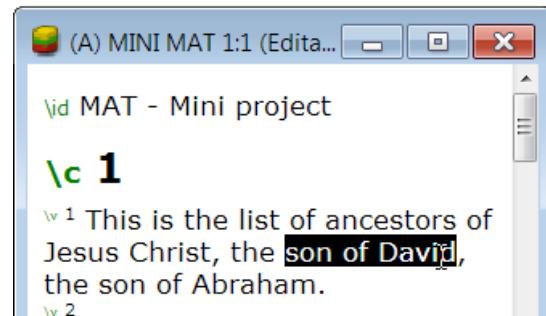
Class activity.

- 1.16 Open the **Mini Project** again.
- 1.17 Now we'll enter some sample text.
- 1.18 The **CURSOR** should be flashing next to the text **\v 1**. If it isn't, click to the right of **\v 1** to move the cursor there.
- 1.19 Type in the following text at that point:



*This is the list of ancestors of Jesus Christ, the son of David, the son of Abraham.*

- 1.20 Now **SELECT** the words *the son of David*. You select text by holding down the left mouse button and at the same time **DRAGGING** the mouse across the text. Then the text will become **HIGHLIGHTED** like this:
- 1.21 **DELETE** (remove) these words by pressing the **Backspace** or **Delete** key.
- 1.22 Now bring them back again by pressing **Ctrl + Z**. This is the **Undo FUNCTION** and it is very useful for undoing minor mistakes.
- 1.23 Now select the words *the son of Abraham*.
- 1.24 While the text is still selected and highlighted, type *Abraham's son*. You have very quickly changed the wording of the text. You didn't need to backspace at all to get rid of the original words.
- 1.25 Now **SELECT** the words *Jesus Christ*.
- 1.26 **Copy** these words by pressing **Ctrl + C**.
- 1.27 Move the cursor next to **\v 10**.
- 1.28 Now **Paste** the words *Jesus Christ* by pressing **Ctrl + V**. **Copy** and **Paste** are quick ways to move text around or put the same text in several places.
- 1.29 Now insert the cursor next to any verse marker and type anything you like. This is just a practice project so it doesn't matter what you type. Just become comfortable in entering text. Try not to press the **Enter** key at this point. But if you do, you can get rid of the box by pressing **Esc** (the key at the top left of the keyboard).
- 1.30 If the verse marker jumps to the end of the previous line, that's okay.



- 1.31 Also practise selecting text, copying, pasting and deleting. And practise using **Undo** (**Ctrl + Z**) to undo things.

<b>Copy SELECTED text.</b>	<b>Ctrl + C</b>
<b>Paste copied text.</b>	<b>Ctrl + V</b>
<b>DELETE selected text.</b>	<b>Backspace</b> or <b>Delete</b>
<b>Change selected text.</b>	Type new wording while text is <b>HIGHLIGHTED</b> .
<b>Undo a mistake.</b>	<b>Ctrl + Z</b>

## 1–5 Saving

*Class activity.*

- 1.32 Even though this is just a practice project, you'll still practise saving your work.
- 1.33 Why do we need to 'save' a computer file?
- .....

### Saving a project

1. Press **Ctrl + S**.

- 1.34 It's that easy! Save your work frequently so you don't lose any work if something goes wrong.

## 1–6 Send/Receive procedure

*Class instructor may choose to delay teaching about Send/Receive until module 10, Using Paratext as a Team, page 83.*

*Class discussion, tutor writes responses on board.*

- 1.35 Before you do this procedure, it must be set up properly on your computer by a computer support person. That person can learn how to do it properly from the UBS document **Paratext7.1ProjectSharingManual.pdf**.
- 1.36 Saving your file puts a copy onto your computer. But if something happens to your computer, you might lose all your work.

1.37 What else do you need to do as well as saving your work on your own computer?

---

1.38 You need a **BACKUP** copy somewhere else. The simplest way of backing up is onto a **FLASH DRIVE**. Where should you always keep your backup copy?

---

1.39 You should have two flash drives: one that you keep with your computer and one that you keep in another house. If fire destroys the house or rascals steal your computer, you will still have a backup of your work. Never keep your flash drive in your computer bag. If somebody steals your bag, they will get your flash drive too!

1.40 It's very important to use a flash drive that doesn't have any **VIRUSES** on it! How can you make sure of this?

1. ....
2. ....
3. ....

1.41 Paratext 7 has a special function called **Send/Receive** that makes it easy to save your project onto a flash drive or even send a copy to the Internet. At the moment we will just look at doing **Send/Receive** to a flash drive.

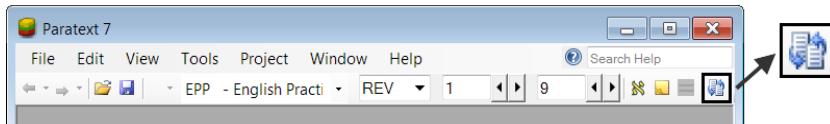
1.42 **Send/Receive** is useful for backing up, but it is useful for another reason too. If your team uses more than one computer, **Send/Receive** makes it very easy to share your work around so that every computer has the most up-to-date version of your project. We'll look more at this in module 10 [Using Paratext as a team](#).

*Tutor demonstrates, learners watch.*

### Send/Receive a project to a flash drive

1. Insert a **VIRUS-free FLASH DRIVE** into a **USB PORT** on your computer.

2. At the far right of Paratext's **BUTTON BAR** is the **Send/Receive BUTTON**. Click on it.



3. Wait until the **Send/Receive** is done. Watch the green bar that shows how much progress has been made.



4. The flash drive now contains the latest copy of the work you have done in the project.
5. Safely **EJECT** the flash drive.
6. Put the flash drive somewhere safe (keep it in a different building to the one you keep your computer in).

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently. Repeat if necessary. Be sure that you can do this without looking at the instructions.*

- 1.43 When you have finished your **Send/Receive** backup, close your project window. You can leave the main Paratext window open.

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Open Paratext.</i>	<ul style="list-style-type: none"><li>• <b>DOUBLE-CLICK</b> on the Paratext 7 <b>ICON</b> on the desktop.</li></ul>	11
<i>Close Paratext.</i>	<ul style="list-style-type: none"><li>• Click on the <b>Close BUTTON</b> at the top right of the application.</li></ul>	12
<i>Open your translation project.</i>	<ol style="list-style-type: none"><li>1. From the <b>File MENU</b>, choose <b>Open Project/Resource...</b></li><li>2. <b>SCROLL</b> down until you find your project in the list.</li><li>3. <b>DOUBLE-CLICK</b> on your project.</li></ol>	13
<i>Close your translation project.</i>	<ul style="list-style-type: none"><li>• Click on the <b>Close BUTTON</b> at the top right of the <b>PROJECT WINDOW</b> (not the application window!).</li></ul>	15
<i>Enter text and make little changes easily.</i>	<ul style="list-style-type: none"><li>• <b>Copy SELECTED</b> text. <b>Ctrl + C</b></li><li>• <b>Paste copied</b> text. <b>Ctrl + V</b></li><li>• <b>DELETE selected</b> text. <b>Backspace</b> or <b>Delete</b></li><li>• <b>Change selected</b> text. Type new wording while text is <b>HIGHLIGHTED</b>.</li><li>• <b>Undo a mistake.</b> <b>Ctrl + Z</b></li></ul>	17
<i>Save your project.</i>	<ul style="list-style-type: none"><li>• Press <b>Ctrl + S</b>.</li></ul>	17
<i>Use <b>Send/Receive</b> to backup your project to a flash drive.</i>	<ol style="list-style-type: none"><li>1. Insert a <b>VIRUS-free FLASH DRIVE</b> into a <b>USB PORT</b> on your computer.</li><li>2. Click on the <b>Send/Receive</b> button, then wait until the Send/Receive is done.</li><li>3. Safely <b>EJECT</b> the flash drive, and store it somewhere safe.</li></ol>	18

## 2. *Displaying resources*

### Module outline

In this module, you will learn how to:

- open and close a resource;
- locate and display a specific verse within a resource or project;
- open a different resource in an existing resource window;
- arrange multiple resource and project windows on the screen.

### 2-1 Opening and closing a resource

*Class activity.*

- 2.1 If Paratext isn't open, open it.
- 2.2 Now we'll open a **RESOURCE**. This is exactly the same as opening a **PROJECT**. Open the resource called **New International Version US 1984**. If you've forgotten how to open a resource or project, look back at [Opening a project](#) on page 13.
- 2.3 Do you remember the difference between a resource and a project?
- 2.4 A resource is a text which has already been ..... .  
You can read it, but you cannot ..... it.
- 2.5 A project is a Bible translation ..... , so you can ..... it.
- 2.6 You have just opened a resource containing the **New International Version** of the Bible. Look at the **TITLE BAR** of the window. It has an **ABBREVIATED** (shortened) form of the name of the resource. What is the abbreviated name?



- 2.7 Since the title bar of a resource window only has the abbreviated name, it's good to learn the abbreviated names of the Bible versions that you will refer to most often.
- 2.8 Now close the resource window (click on the **Close BUTTON**).
- 2.9 Now open a different resource (you choose). What is its full name? What is its abbreviated name?

Full name: .....

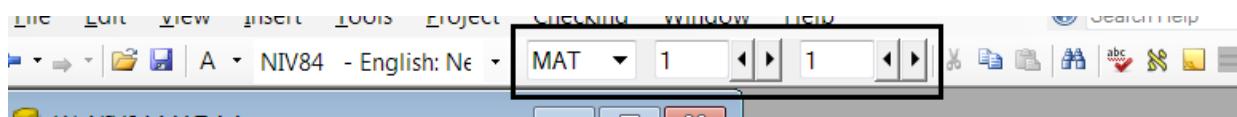
Abbreviated name: .....

## 2-2 Displaying a specific verse in a resource

- 2.10 Look at the **TITLE BAR** for the resource window that you just opened. What book, chapter and verse is it showing?

.....

- 2.11 Now look at the Paratext **BUTTON BAR**. In the middle you can see the name of the project/resource, the book name (e.g. Matthew, Mark), the chapter and verse reference. It looks like this:

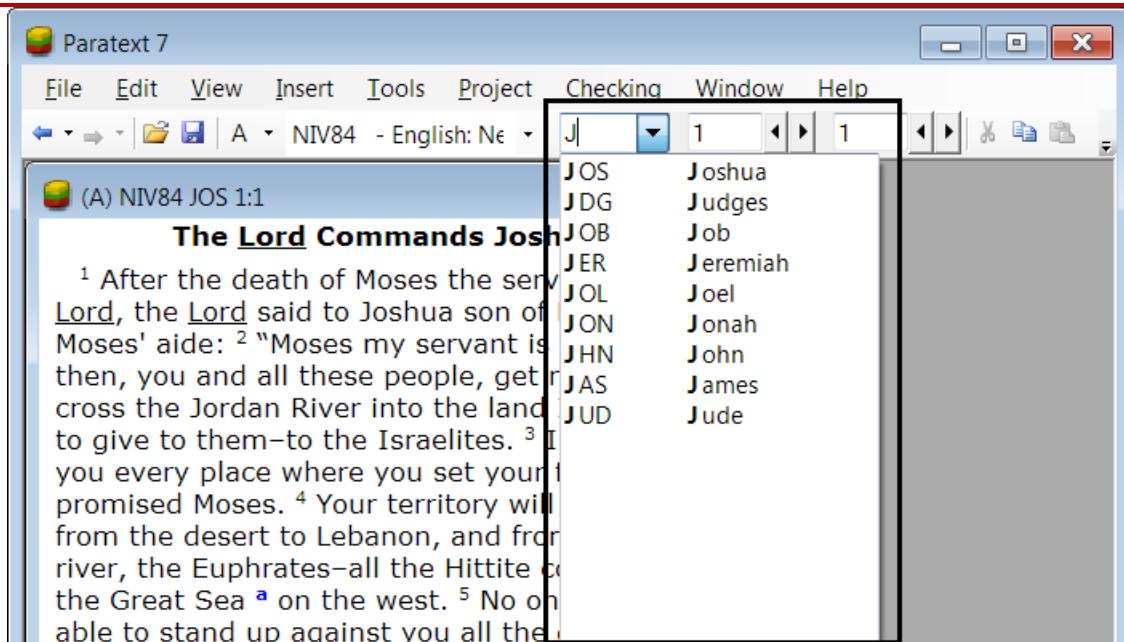


- 2.12 Paratext always uses standard English abbreviations for book names. For example, Paratext will always use *PHP* for Philippians, even if we are using a resource or project in another language that might use the letter *F* for the beginning of the name Philippians.
- 2.13 Now we will learn how to display a different book/chapter/verse. We'll go to John 8:51.

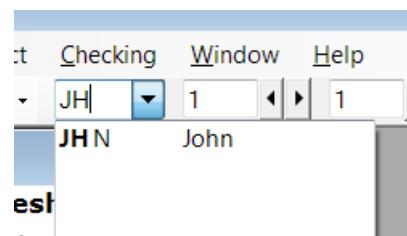
*Tutor demonstrates, learners watch.*

### Displaying a specific verse

1. Press **Ctrl + B** (remember *B* for *Book*). The box with the book name becomes **HIGHLIGHTED**. 
2. Type the first letter of the book you want (if it starts with a number like *1 Corinthians*, type **1**). A list drops down showing all the books that start with that letter/number.



- Keep typing letters until the list only shows the book you want.



- Press **Spacebar**. Now the chapter number box is highlighted.



- Type in the chapter number you need, and press **Spacebar**. Now the verse number box is highlighted.



- Type in a verse number and press **Enter**. Your resource now moves to that exact verse.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently. Be sure that you can do this without looking at the instructions.*

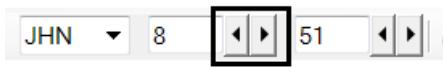
2.14 Practise going to the following verses: Philippians 2:5, 1 John 4:11; James 5:16.

- 2.15 Go to Luke 1:1. Now suppose you want to go to Luke 2:1 (the start of the next chapter). You don't have to type in the chapter number. There is a quick way.

*Tutor demonstrates then learners copy.*

### Moving chapter-by-chapter through a resource or project

1. Locate the box that lets you select the chapter number.
2. Just to the right of this box is a pair of arrow **BUTTONS**.
3. Click on the right-pointing arrow **BUTTON** to move forward to the beginning of the next chapter. (Click on the left-pointing arrow to move backwards.)



- 2.16 Practise moving to the start of each chapter of Luke.

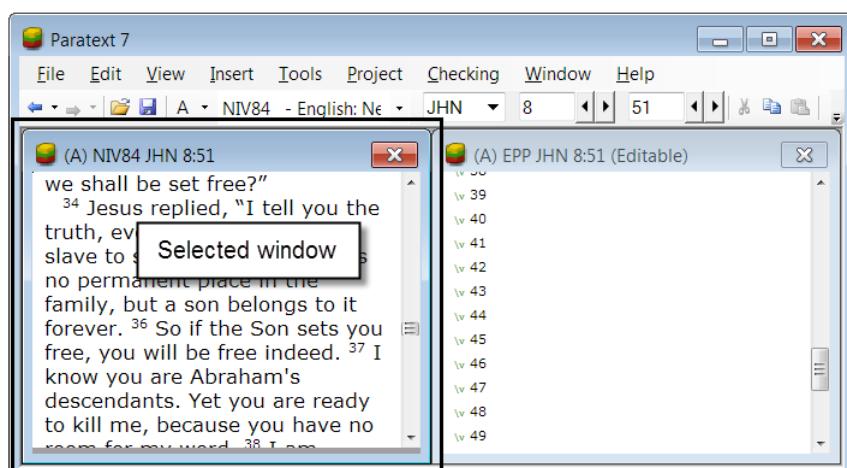
### 2-3 Open a different resource in an existing resource window

- 2.17 Suppose you want to quickly check the same verse in a different translation. You can switch to the other resource within the window that you have open now.

*Tutor demonstrates, learners watch.*

### Open a different resource in a resource window that is already open

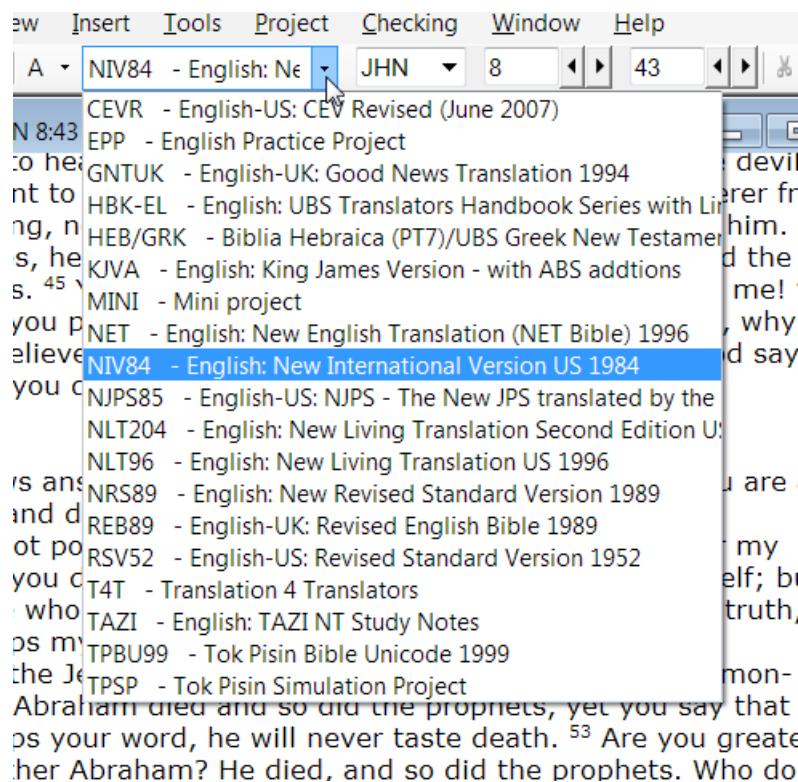
1. If you have more than one window open, make sure a resource window is **SELECTED**. Do this by clicking anywhere in the window. The **TITLE BAR** of that window becomes a stronger colour.



2. Look at the Paratext window's **BUTTON BAR**. Find the box that shows the resource name. It looks like this:



3. Click on the downward-pointing arrow. A list of all the resources and projects will drop down.



4. Click on a different resource from the list. The resource window should still show the same book/chapter/verse reference as before, but now it is from the translation that you just selected. You can check this by looking at the window's **TITLE BAR** to see whether the resource name has changed.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently. Be sure that you can do this without looking at the instructions.*

- 2.18 Practise opening different resources within the resource window.
- 2.19 Click on the list of resources again, and look at all the different translations available to you to refer to. List three or four resources that you think will be very useful for your translation team to use.

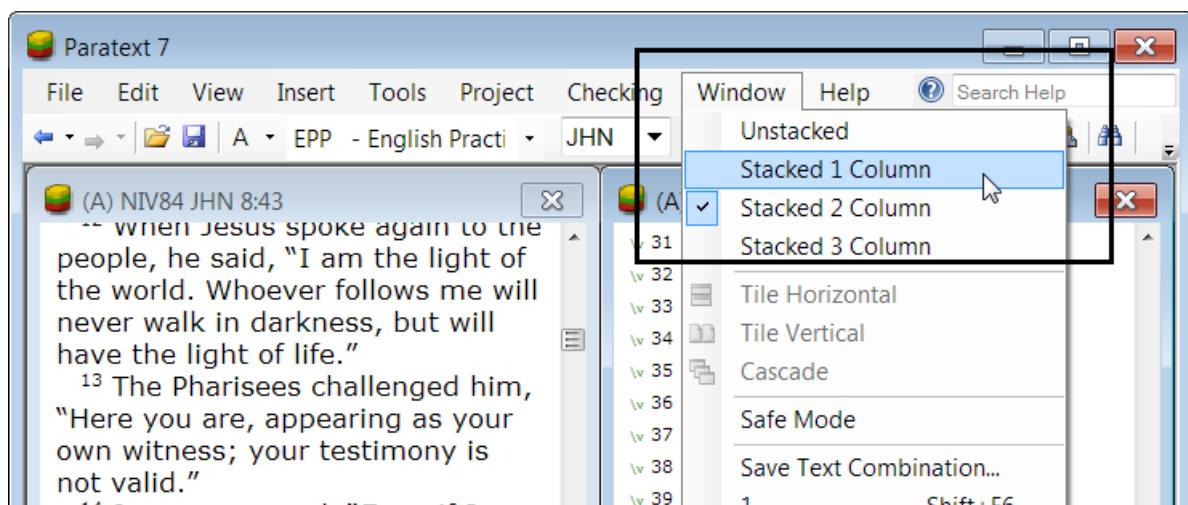
- 2.20 Now from the same list, **SELECT English Practice Project**.
  - 2.21 Practise locating different Bible references within the project. Since the project only contains the New Testament, you won't see any OT book names in the list.
  - 2.22 Go back to the **File** menu and open another resource. Yes, you can have multiple resources open at one time, as well as your project! Each resource or project has its own window. Note that the resource opens to the same chapter and verse as the other window.
  - 2.23 Open a third resource (in its own window). Is it at the same chapter and verse too?
  - 2.24 Change the book/chapter/verse. Notice how all the windows change to the new place.

## **2-4 Arranging windows (basic)**

- 2.25 Open two more resource windows. You should now have five windows open. The screen is getting a bit crowded and a bit messy! Let's learn about how to arrange these windows in a good way for working.

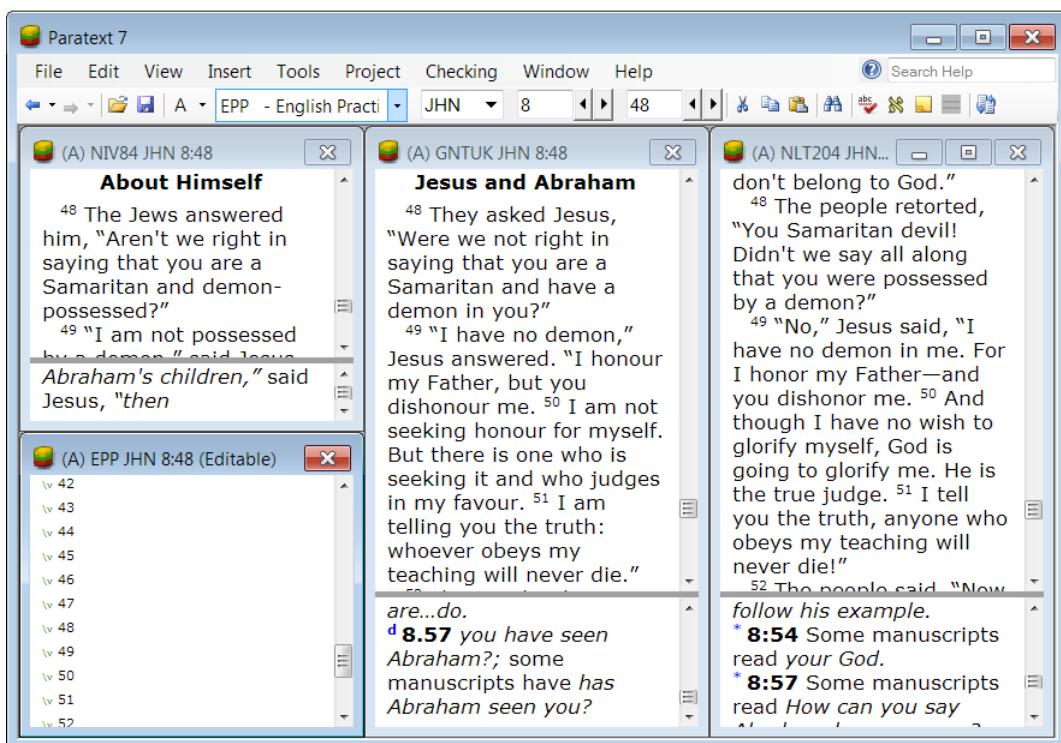
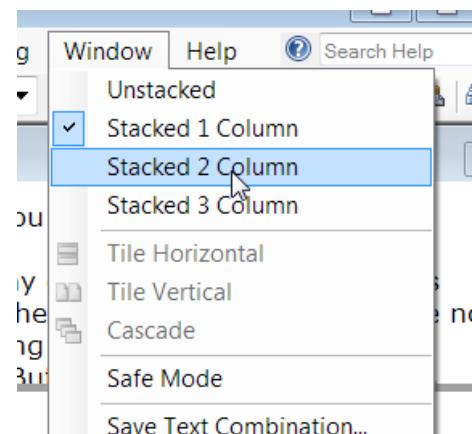
*Tutor demonstrates, learners watch.*

- 2.26 Go to the **Window** menu and choose **Stacked 1 Column**. Do you like this layout?



*Tutor demonstrates 2.27-2.32, learners perform each step of demonstration after the tutor. Discuss the questions after performing each action.*

- 2.27 Go to the **Window** menu and choose **Stacked 2 Column**. Do you like this layout?
- 2.28 Go to the **Window** menu and choose **Stacked 3 Column**. Do you like this layout?
- 2.29 When you choose a “stacked” layout, Paratext automatically changes the size and position of the windows to fit them all on the screen (with no overlaps). This picture shows a layout using **Stacked 3 Column**. It may not look exactly the same as your screen (it depends on how many windows are open, and other things).



- 2.30 Choose **Stacked 2 Column** again.
- 2.31 Now close a resource window. What happens?
- 
- 2.32 Now open another resource window again. What happens?
- 
- 2.33 There is also a layout option called **Unstacked**. This lets you move windows around and arrange them how you like.

*Tutor demonstrates, learners copy.*

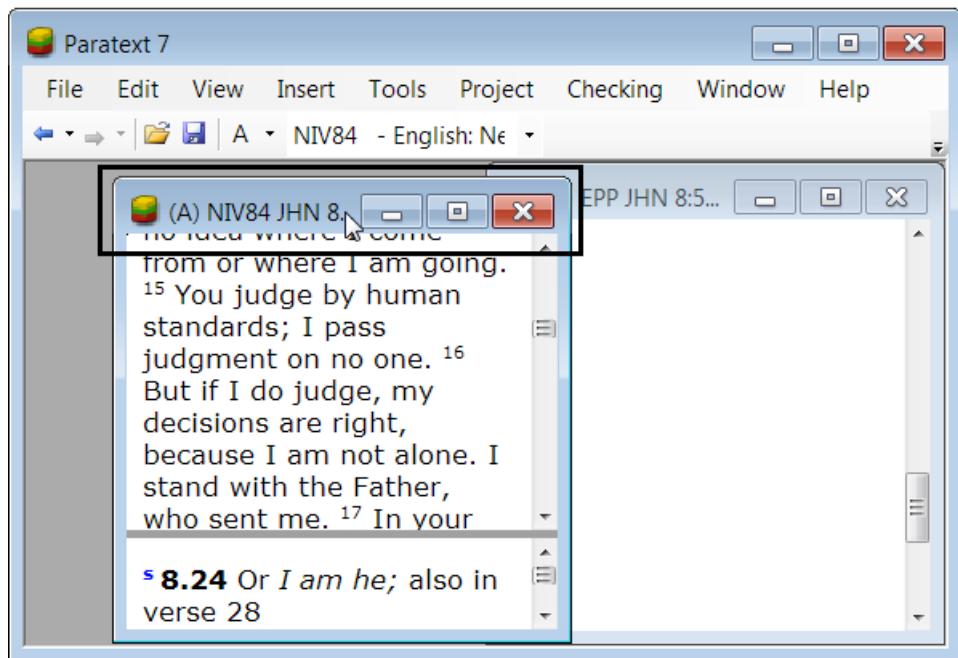
2.34 Go to the **Window** menu and choose **Unstacked**.

2.35 Now **SELECT** one window and move it to somewhere else on the screen.

*Tutor demonstrates, learners watch.*

## Moving a window

1. Click on the **TITLE BAR** of the window, **but don't release the mouse button**.



2. Now **DRAG** the window anywhere else on the screen.

3. Release the mouse button and the window will stay in the new position.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

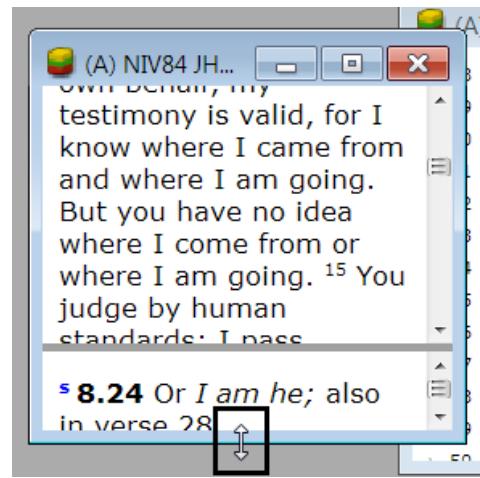
*Learners practise independently. Be sure that you can do this without looking at the instructions.*

2.36 It's also possible to change the size of a window.

*Tutor demonstrates, learners watch.*

## Changing a window's size

1. Place the **CURSOR** at the edge of the window (any edge or corner). The cursor will change into two arrow heads.
2. While the cursor is showing the arrow heads, click and hold the mouse button.
3. While holding down the mouse button, **DRAG** the mouse and the window will change size.
4. Release the mouse button and the window will be a new size.



*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently. Be sure that you can do this without looking at the instructions.*

*Tutor should monitor what the learners are doing and help anyone who gets confused, especially if they don't understand the different behaviours of "stacked" and "unstacked".*

- 2.37 Practise selecting different layouts, "stacked" or "unstacked". Move windows around, change their size, open and close windows. Experiment with different layouts. Which one do you like the best? Which one would you find most comfortable for entering text into a project?

.....

*Class activity.*

- 2.38 Close Paratext. (Don't close each resource window first. Just close the whole application.)
- 2.39 Open Paratext again.
- 2.40 Are your resource and project windows all open again, and in the same locations as before? If they have moved at all, why do you think this happened?
- .....
- 2.41 Are all the windows open to the same Bible reference as before?
- 2.42 You can leave your project window open too. This means you don't have to open everything each time you start a work session. Paratext remembers what was open last time.
- 2.43 Close all the open windows.

- 2.44 In module 13 ([More on screen layout](#)) we will learn some advanced options for displaying projects and resources. For example, if you want to open many resources or projects at the same time, you can use the function **Open Project/Resource in Text Collection...** See the handbook section [Text Collections](#) on page 112.

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Open a Paratext resource.</i>	1. From the <b>File MENU</b> , choose <b>Open Project/Resource...</b> 2. <b>SCROLL</b> down until you find the resource you want. 3. <b>DOUBLE-CLICK</b> on the resource.	13
<i>Close a resource.</i>	• Click on the <b>Close BUTTON</b> at the top right of the <b>RESOURCE WINDOW</b> (not the application window!).	15
<i>Display a specific verse in a resource/project.</i>	1. Press <b>Ctrl + B</b> . 2. Type the first letter or number of the book you want. A list drops down showing all the books that start with that letter/number. 3. Keep typing letters until the list only shows the book you want. 4. Press <b>Spacebar</b> to move to the chapter number box. 5. Type the chapter number you need. 6. Press <b>Spacebar</b> to move to the verse number box. 7. Type the verse number you want. Then press <b>Enter</b> .	22
<i>Move chapter-by-chapter through a resource/project.</i>	• Click on the right-pointing arrow <b>BUTTON</b> that is next to the chapter selection box.	24
<i>Open a different resource in an existing resource window.</i>	1. Click in a resource window to <b>SELECT</b> it. 2. Locate the box with the list of resources (on the Paratext <b>BUTTON BAR</b> ). 3. Click on the downward-pointing arrow, and select the resource you want.	24
<i>Arrange windows on the screen as “stacked”.</i>	• Go to the <b>Window</b> menu and choose <b>Stacked 1 Column</b> , <b>Stacked 2 Column</b> or <b>Stacked 3 Column</b> .	26

Task	Summary of steps	Page
<i>Arrange windows on the screen “unstacked”.</i>	<ul style="list-style-type: none"> <li>• Go to the <b>Window</b> menu and choose <b>Unstacked</b>. Now you can move windows to wherever you like.</li> </ul>	27
<i>Move a window.</i>	<ol style="list-style-type: none"> <li>1. Click on the window’s <b>TITLE BAR</b> but don’t release the mouse button.</li> <li>2. <b>DRAG</b> the window where you want it, then release the mouse button.</li> </ol>	28
<i>Resize a window.</i>	<ol style="list-style-type: none"> <li>1. Place the <b>CURSOR</b> at the edge of the window. The cursor will change into two arrow heads.</li> <li>2. Click and hold the mouse button.</li> <li>3. Move the mouse until the window is the right size. Then release the mouse button.</li> </ol>	29

## **3. Practice session 1 (simulation)**

### **Module outline**

In this module you will perform a very simple **SIMULATION** of working on a Bible translation, using the skills you have learnt so far.

#### **3-1 Introduction**

- 3.1 Follow the instructions below to create a mini-translation in Tok Pisin. This simulation will help you learn the basic steps of using Paratext in your translation work. It will also help you practise the skills you have learnt so far.
- 3.2 The simulation instructions have two parts. The first part summarises the steps of the procedure for doing translation in Paratext. The second part gives specific instructions for this simulation (what project to use, what resources to have open, what text to type).
- 3.3 If you have forgotten how to perform some skills (e.g. choosing a screen layout, doing **Send/Receive**) then refer back to the procedure instructions given in the previous modules. Use the **Table of Contents** at the front of this handbook to help you find the procedure you need. Or use the summaries at the end of the modules.
- 3.4 Don't forget to practise using these key combinations:

- **Copy SELECTED text.** **Ctrl + C**
- **Paste copied text.** **Ctrl + V**
- **Delete selected text.** **Backspace** or **Delete**
- **Change selected text.** Type new wording while text is highlighted.
- **Undo a mistake.** **Ctrl + Z**

*Read the Outline of procedure together out loud.*

*Tutor explains clearly how to use the Specific instructions.*

*Because this is the first simulation, the students will probably need help to open the correct files, choose the screen layout and enter the text into the correct place.*

*As the students work, tutor checks that they are doing each step correctly, and gives help as required.*

## Outline of procedure

1. Open Paratext.
2. If necessary, do these things:
  - Open your project.
  - Open the resources you need.
  - Arrange the project and resource windows.
3. Do **Send/Receive** to a flash drive.
4. Find the book/chapter/verse point in your project where you need to start typing.
5. Type your translation into your project. Put the cursor at the start of each verse (after the verse number marker) and then type the words for that verse.
6. **Save** your work regularly by pressing **Ctrl + S**.
7. When you finish your work session, save your work again. Then perform **Send/Receive**.

## 3-2 Specific instructions

- 3.5 For this simulation, use the practice project **Tok Pisin simulation project (TPSP)**. Open the resources **Good News Translation 1994 (GNTUK)** and **New International Version US 1984 (NIV84)**. Choose the screen layout **Stacked 3 Column**.
- 3.6 Notice that the practice project already has all the verse numbers listed. You don't need to type those. Just type the translation text.
- 3.7 You will be 'translating' John 15:1-5. This is the text that you need to type (it comes from the **Tok Pisin Bible 1999**):
  - 1 Mi yet mi diwai wain tru. Na Papa bilong mi em i papa bilong gaden wain.
  - 2 Olgeta han bilong mi i no save karim kaikai, em Papa i save rausim. Na olgeta han i save karim kaikai, em Papa i save rausim ol lip samting bilong en i nogut, na mekim em i kamap klin, bai em i ken karim planti kaikai.
  - 3 Yupela i kamap klin pinis. Dispela tok mi givim yupela, em i mekim yupela i kamap klin.

- 4 Yupela i mas pas long mi, na bai mi pas long yupela. Sapos han bilong diwai wain em i no pas long diwai, orait em i no inap karim kaikai. Olsem tasol, sapos yupela i no pas long mi, yupela tu i no inap karim kaikai.
- 5 Mi yet mi diwai wain, na yupela i han bilong diwai wain. Man i pas long mi na mi pas long em, em i save karim planti kaikai. Sapos yupela i lusim mi, yupela i no inap mekim wanpela samting.

### 3-3 Debrief

*Class discussion.*

- 3.8 After everybody has completed the simulation, discuss what was easy and what was hard. What could you do without looking at the procedure instructions? What procedures did you need the instructions for?

## **4. Using markers**

---

### **Module outline**

In this module, you will learn:

- what USFM markers are, what they look like and what they do;
  - how to enter a section heading into your translation text;
  - how to enter other kinds of markers;
  - how to change an existing marker.
- 

### **4-1 What are markers?**

*Class activity.*

- 4.1 We all know that Bible books are traditionally divided into chapters and verses, and there are numbers on the page to show where each chapter and verse starts. We need to mark these things in our translation project using markers.
- 4.2 A **MARKER** is a short sequence of symbols and letters that indicates what part of the text we are looking at. You will usually see the markers while you work in Paratext, but they won't show up in your final printed translation. (However, the effects of them will be visible.)
- 4.3 Watch part of the video ***Paratext7Editing.mp4*** (or ***.html***). You may need to click on ***Paratext7Editing\_controller.swf*** to get it to play. Watch the section titled "Introduction to Text with Markers" (it starts about 00:34 seconds into the file and ends about 2:24 into the file). Don't worry if you don't understand much of it! As you watch, notice the symbols/abbreviations for some of the common markers.

*Tutor writes markers on the board as people mention them. Write the correct form even if the person says the wrong thing.*

- 4.4 What kinds of markers can you think of? Do you know of any that weren't mentioned in the video clip?
- 
- 
- 
- 

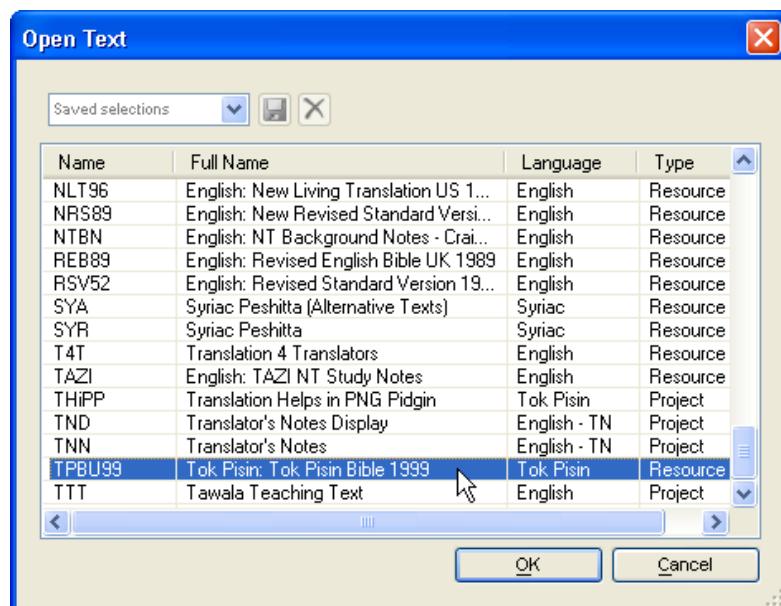
- 4.5 The narrator of the video called them USFM markers. **USFM** stands for Unified Standard Format Marker. This means that there is a list of standard markers that

Bible translation and publishing organisations have agreed to use. These standard markers are built into Paratext, and you will learn to use them too.

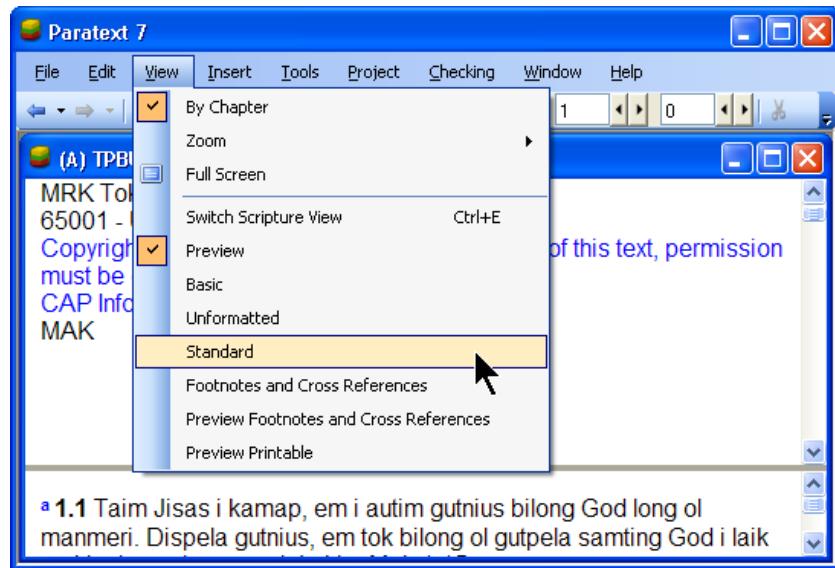
#### 4.6 What does a USFM marker always start with?

---

- 4.7 Locate the **BACKSLASH** key \ on your keyboard.
- 4.8 The marker ends with the next space (or occasionally with a punctuation mark).
- 4.9 Here are some examples of common USFMs:
  - \id comes at the start of a file and labels the content, i.e. what Bible book. Do not edit these.
  - \c indicates the start of a new chapter (the marker is followed by the chapter number, such as \c 3).
  - \p identifies the beginning of a new paragraph.
  - \s indicates a section heading.
  - \q marks the start of a line of poetry.
  - \f \f\* these two markers stand on either side of the contents of a footnote.
- 4.10 Open Paratext (if it's not already open). Open the resource **Tok Pisin Bible 1999 (TBPU99)**. Remember that if you already have a resource window open, you can change it to show a different resource by **SELECTING** the new resource from the box on the **TITLE BAR**.



- 4.11 Look at the text of the **TBPU99**. If you can't see any markers, go to the **View** menu and choose **Standard**.



*Class discussion, tutor writes correct answers on board.*

- 4.12 Go to the start of Mark's Gospel. Look at the different elements within the translation and the markers used to indicate them. See if you can locate the following markers:

- a marker indicating the title *Introduction* at the start of the book;
- .....
- a marker indicating the REFERENCES for PARALLEL PASSAGES;
- .....
- a marker indicating background information about the translation.
- .....

- 4.13 Write down 3 other markers that you can see in the introduction and first few verses. What do they indicate?
- .....
- .....
- .....

*Discuss usefulness of different markers.*

- 4.14 Put a TICK next to any markers in 4.12-4.13 that you think you might use in your own translation project.

## 4-2 Entering a section heading

- 4.15 Your Paratext project will already be set up with all the chapter and verse markers in each book, as well as the `|id` marker that starts each book. However, you will need to type the appropriate markers for all of the other text that you type in your translation. So we will practise entering markers into a project.
- 4.16 We'll be using the practice project ***English Practice Project***. Change the open resource window to show this project.

*Tutor prompts if anybody has already forgotten how!*

- 4.17 We will insert a section heading before Mark 1:9 that reads *The Baptism of Jesus*. Bring up Mark 1:8 in the project window.

*Tutor demonstrates, learners watch.*

### Entering a section heading

1. Insert the **CURSOR** where you want to put the section heading (find the book/chapter/verse location if necessary). Put it just before the verse marker.

much greater than  
his sandals. <sup>w 8</sup> I  
Spirit." <sup>w 9</sup> Not lor  
ee, and was bapt  
out of the water  
e a dove. <sup>w 11</sup> Anc  
am pleased with

2. Press **Enter**. This brings up a box with all the possible markers. Notice that the **BACKSLASH** \ is already there at the top of the box.

much greater than I am. I am not good enough even to bend down and ur  
“<sup>8</sup> I baptize you with water, but he will baptize you with the Holy Spirit.”

\v

b	b - Poetry - Stanza Break (Blank Line)
m	m - Paragraph - Margin - No First Line Indent
ms	<b>ms - Heading - Major Section Level 1</b>
nb	nb - Paragraph - No Break with Previous Paragraph
p	p - Paragraph - Normal - First Line Indent
pi	pi - Paragraph - Indented - Level 1 - First Line Indent
q1	q1 - Poetry - Indent Level 1
q2	q2 - Poetry - Indent Level 2
r	<i>r - Heading - Parallel References</i>
s	<b>s - Heading - Section Level 1</b>
c	<b>c - Chapter Number</b>
cd	cd - Chapter - Description

Just then a man with an evil spirit came into the synagogue and se  
you want with us, Jesus of Nazareth? Are you here to destroy us? I know v

- Type the letter **s**. Notice how the list shortens so that it now only lists the markers that begin with **s**.

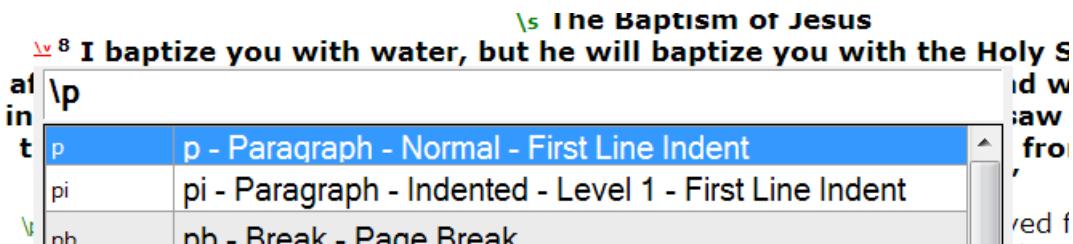
\s

s	<b>s - Heading - Section Level 1</b>
s1	<b>s1 - Heading - Section Level 1</b>
s2	<i>s2 - Heading - Section Level 2</i>
s3	<i>s3 - Heading - Section Level 3</i>
s4	<i>s4 - Heading - Section Level 4</i>
sp	<i>sp - Heading - Speaker</i>
sts	<i>rem - File - Status</i>

- Press **Enter** to select the option *Heading - Section Level 1*. Now the marker is entered in the right place in your project, and the cursor is placed where you need it to type in the section heading text. Don't worry that the writing looks strange now.

\s [v 8 I baptize  
afterward Jesu  
in the Jordan.  
the Spirit con

5. Type your section heading text.
6. Press **Enter** again. Section headings need a paragraph marker after them to indicate that the body text of the section starts on a new line.
7. Type **p** to bring up *Paragraph – Normal – First Line Indent* in the list.



8. Press **Enter** to insert this marker into your text.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 4.18 Practise entering this section heading into the sample project. First, place the cursor after the **\v 8** verse marker.
- 4.19 Now follow the **Entering a section heading** instructions to insert the heading. The text you need to type is *The Baptism of Jesus*.

*Learners practise independently.*

- 4.20 Now enter another section heading, *The Temptation of Jesus*, between verse 11 and verse 12 (i.e. it is the heading for the section beginning at verse 12).
- 4.21 Now enter a section heading *The Beginning of Jesus' Ministry* between verse 13 and verse 14.

### 4-3 Entering other markers

- 4.22 Now we will practise entering some other kinds of markers.
- 4.23 Enter another paragraph marker before the start of verse 6 (**INSERT** the cursor just before the **\v 6** marker).

*Tutor demonstrates, learners watch.*

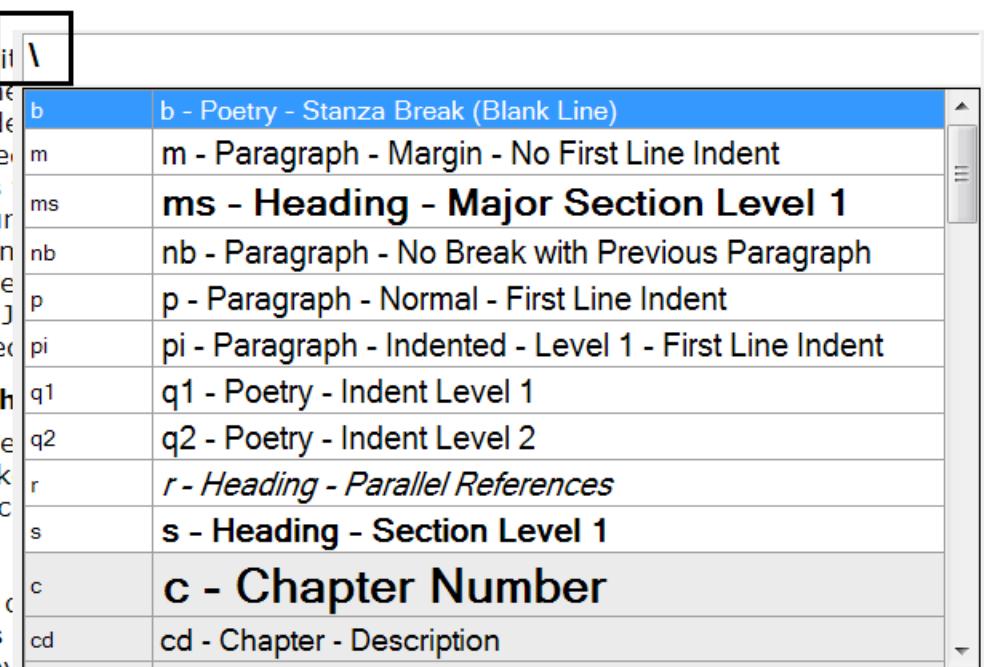
#### Entering a marker

1. Insert the **CURSOR** where you need to put the **MARKER** (find the book/chapter/verse location if necessary).
2. Press **Enter**. This brings up a box with all the possible markers. Notice

that the BACKSLASH **\** is already there at the top of the box.

### **\s The Baptism of Jesus**

the Holy Spirit  
as Jesus came  
are my own de  
where he stayed  
prison, Jesus  
way from your  
law two fishern  
e." <sup>18</sup> At once  
s, James and J  
their father Zebed  
  
**\s A Man with**  
im, and on the  
ir he wasn't lik  
agogue and sc  
ger!"  
the man!"  
im, and came c  
This man has  
ere in the prov



b	b - Poetry - Stanza Break (Blank Line)
m	m - Paragraph - Margin - No First Line Indent
ms	<b>ms - Heading - Major Section Level 1</b>
nb	nb - Paragraph - No Break with Previous Paragraph
p	p - Paragraph - Normal - First Line Indent
pi	pi - Paragraph - Indented - Level 1 - First Line Indent
q1	q1 - Poetry - Indent Level 1
q2	q2 - Poetry - Indent Level 2
r	<i>r - Heading - Parallel References</i>
s	<b>s - Heading - Section Level 1</b>
c	<b>c - Chapter Number</b>
cd	cd - Chapter - Description

3. **SCROLL** through the list to find the marker you need. But it's a very long list! If you type the first letter of the marker you want, the list will shorten for you.
4. Click on the marker that you want. Now the marker is entered in the right place in your project.
5. If applicable, type in the text that you need.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently.*

- 4.24 Enter more paragraph markers at the start of verse 16 and verse 19.
- 4.25 Enter a **PARALLEL PASSAGES REFERENCE** following the heading *The Baptism of Jesus* (place the cursor at the end of the line containing the heading). Use the marker **\r** for *Heading – Parallel References*. The text is (*Matthew 3.13-17; Luke 3.21,22*).
- 4.26 Enter some poetry in verse 3. This time you need to insert the cursor at the start of the line **before** the **\v 3** marker. The marker is **\q1** for *Poetry – Indent Level 1*.

\q	
q1	q1 - Poetry - Indent Level 1
q2	q2 - Poetry - Indent Level 2
	→ Poetry - Indent Level 1 - Single Level Only

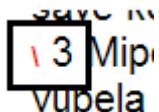
- 4.27 Enter another poetry marker (\q1) in verse 2. This time you need to insert the cursor before the opening quote mark of “God said ...”

#### 4-4 Changing markers

*Class discussion.*

- 4.28 Sometimes you may need to change an existing marker. What are some reasons why you might need to do this?
- 
- 

*Tutor demonstrates 4.29 - 4.38, learners perform each step of demonstration after the tutor.*

- 4.29 Open the project **Tok Pisin simulation project** (use a window that is already open!). If you can't see any markers, go to the **View** menu and choose **Standard**.
- 4.30 Go to 1 Thessalonians 1:3. Notice how the incorrect marker is a red colour to tell you it is wrong. What is wrong with this verse?
- 
- 

- 4.31 Place the cursor just to the right of the **BACKSLASH** \ and type v. Paratext automatically recognises this as a verse marker now, and adjusts the text accordingly.
- 4.32 Before verse 2 is a section heading, but it has the wrong marker. What should the marker be?
- 

- 4.33 Change the incorrect marker to the correct one (**SELECT** the part of the marker that is wrong, then type the correct letter).
- 4.34 Verse 1 should be divided into two paragraphs. Insert a paragraph marker just before the sentence that begins *God i ken marimari*. What is the marker for a new paragraph?
- 

- 4.35 **SCROLL** up to the very beginning of the file. Here there is a title heading that marks the beginning of the whole book of 1 Thessalonians. This heading reads *Namba wan pas*
-

*Pol i raitim long OI Tesalonaika.* It is split over two lines, because it is too long for one line. Notice how both lines have the same marker in front of them, and they both look the same (big, bold letters).

## **\mt Namba wan pas Pol i raitim long \mt OI Tesalonaika**

- 4.36 We want the first half of the title to not look quite as important as the second line. We will change the markers of both these lines to read `\mt1` (the main title, *OI Tesalonaika*) and `\mt2` (the extra information, *Namba wan pas Pol i raitim long*).
- 4.37 Insert the cursor in the first line just after the marker `\mt` (before the space).
- 4.38 Now type `2`, so that the marker now reads `\mt2`. Notice how the line of text automatically reformats itself to look different to the second line.
- 4.39 Now insert the cursor in the second line just after the marker `\mt` (before the space).
- 4.40 Type `1`, so that the marker now reads `\mt1`. The appearance of the words on the screen probably won't change. But the different markers will have an effect when the text is typeset.

### **4–5 Markers tell us what something is, not how it should look when printed**

- 4.41 This is an important concept: USFM markers tell us what part of the text we are looking at, for example, a section head or a verse number. They do not tell us how the section head or the verse number should look when it is printed. That is a decision that is made by the typesetter. When we typeset our Scriptures, we may want to have bold verse numbers or we may not want them bold. We may want our section heads to be both bold and italic, or maybe just bold.
- 4.42 When we are working in Paratext, we don't have to worry about those decisions. Our job as translators is to mark the verse numbers, section heads and other things based on what they are, not on how we want them to look. When we are working in Paratext, Paratext does try to make the translation look nice for us, but we should never change one marker to a different marker because we like the way it makes our translation look in Paratext.
- 4.43 We also never try to mark something as "bold" or "italic." Those are names for what something looks like. We only mark things in Paratext for what they are, not for how we think they should look.

## 4-6 Review

- 4.44 This module has introduced you to **USFM MARKERS** that can be used in your translation.

*Students fill in the answers, then tutor gives the correct answers.*

- 4.45 All USFM markers start with a ..... .
- 4.46 The job of a marker is to ..... .
- 4.47 In module 7 ([Checking your text for basic mistakes](#)) we will learn to use Paratext's checking **FUNCTIONS** to ensure that the markers in our project are correct.
- 4.48 In module 160 ([More on markers](#)) we will learn how to insert a **FOOTNOTE** using markers.

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Enter a marker.</i>	<ol style="list-style-type: none"><li>1. Insert the <b>CURSOR</b> where you want the marker.</li><li>2. Press <b>Enter</b> to bring up the list of all possible markers.</li><li>3. <b>SCROLL</b> through the list to find the marker you need (shorten the list by typing the marker's first letter).</li><li>4. Click on the marker that you want.</li></ol>	41
<i>Enter a section heading.</i>	<ol style="list-style-type: none"><li>1. Insert the <b>CURSOR</b> where you want the heading.</li><li>2. Press <b>Enter</b>, then <b>s</b>, then <b>Enter</b> (this enters the section heading marker).</li><li>3. Type your section heading text.</li><li>4. Press <b>Enter</b> again, then <b>p</b>, then <b>Enter</b> (this inserts a paragraph marker after the heading).</li></ol>	39
<i>Change an existing marker.</i>	<p>Use normal text <b>EDITING</b> skills:</p> <ul style="list-style-type: none"><li>• insert the cursor and type extra <b>CHARACTERS</b>; or</li><li>• select some text and type to change existing characters.</li></ul>	43

## 5. ***Mark Point in Project History***

### Module outline

In this module, you will learn how to:

- take regular ‘photos’ of your project to record what it looks like at important points.

### 5-1 Motivation (drama)

*Two tutors act out the drama.*

Person #1: Good to see you today. Are you feeling better than yesterday?

Person #2: Yes, today I’m better.

Person #1: I had a good day yesterday, I worked on Luke chapter 3 and made some improvements.

Person #2: Oh, did you make a list of the changes?

Person #1: No, I just typed them straight onto the computer.

Person #2: Oh... (*looks worried*) ...but I printed out chapter 3 yesterday, took it home with me, and made some changes.

Person #1: Let’s call our team leader.

Person #2 (*talks on phone*) ... hello sir! ...I’m fine. How is your family? ... Good. Oh, you have made some suggestions for footnotes in our translation? Which chapter? Oh, chapter 3! (*looks more worried*)? Oh...sir, I think we might have a problem...

*Class discussion, tutor writes responses on board.*

5.1 What problem is person #2 worried about?

.....

5.2 Working together in teams has many advantages. But it can be confusing if different people are working on different tasks.

- What if different people make changes to the same text on different computers? Which is the ‘master copy’?
- If the consultant is making suggestions on her computer, and I am making changes on my computer, which one is the ‘master file’?

- What if someone changed a chapter, but then we want to know what was written before the changes?

5.3 Thankfully, Paratext is very good at sharing, and very good at remembering. It can help us with these problems!

## 5–2 What is Mark Point in Project History... ?

5.4 As your children grow up, they change. If you have a camera, you can take photos of them as babies, toddlers, schoolchildren, teenagers, getting married... Then you can look back at those photos and remember what they looked like at different ages of their life.

**INSERT IMAGE** –family photos

5.5 Paratext also has a way of taking ‘photos’ of your translation project as it ‘grows up’. It is called **Mark Point in Project History...** If you are careful about taking ‘photos’ using this **FUNCTION**, you will be able to see what changes have been made at various stages of the project. It’s even possible to undo changes so that you put your project back to the way it was before. (You can’t do this with children!)

5.6 You can take a ‘photo’ of the project *before and after any major changes*. You don’t need to take a photo after little changes, only after big changes. For example:

- before starting a new chapter;
- after typing a chapter;
- before making advisor check changes;
- after making advisor check changes.

*Class discussion, tutor writes suggestions on board.*

5.7 When else would it be good to take a ‘photo’ of your project?

.....  
.....  
.....

## 5–3 Using Mark Point in Project History...

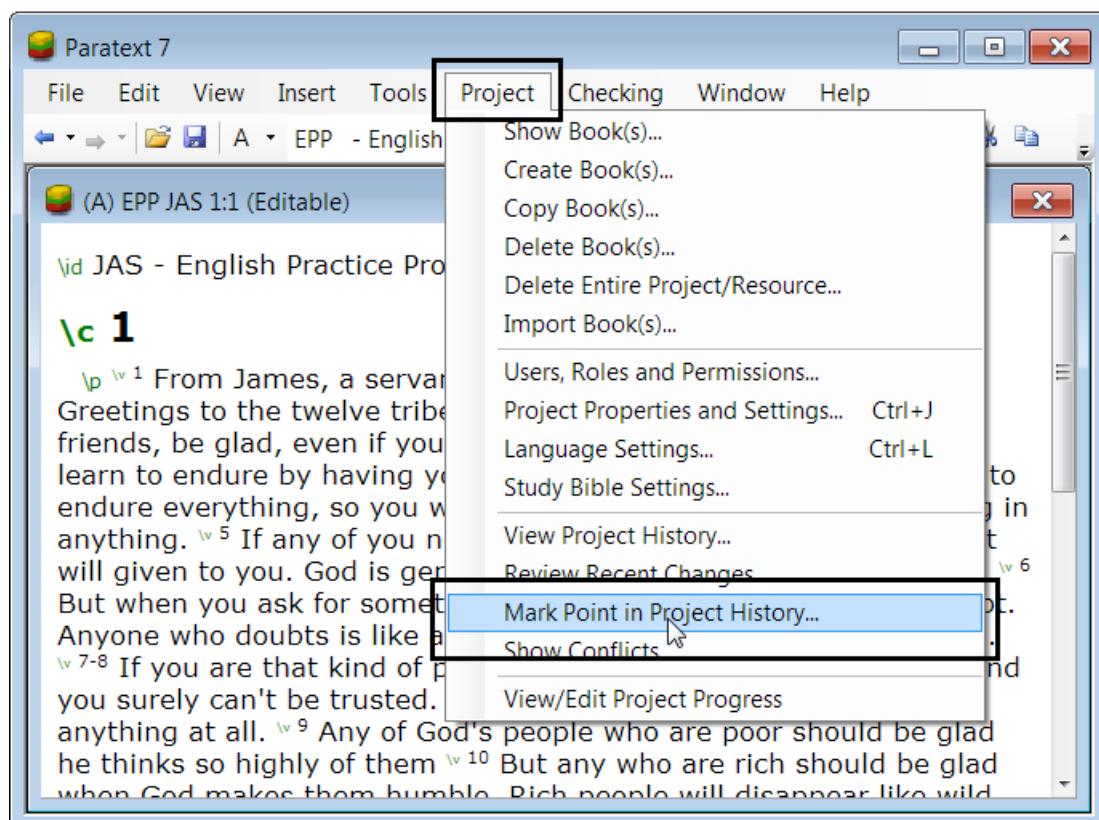
5.8 Open the project **English Practice Project** and go to James 1:1.

- 5.9 The first few verses of chapter 1 have already been entered. However, other members of your team have looked through these verses and identified some changes that need to be made.
- 5.10 Before you make the changes, you will take a history ‘photo’ in case you need to refer back to the previous state of the project.
- 5.11 The photo also needs a name that accurately describes it. If you are about to make big changes, the name should say what big changes you are about to make.
- 5.12 We are going to make some changes to James 1, so we’ll call the ‘photo’ *Before error corrections in James 1*.

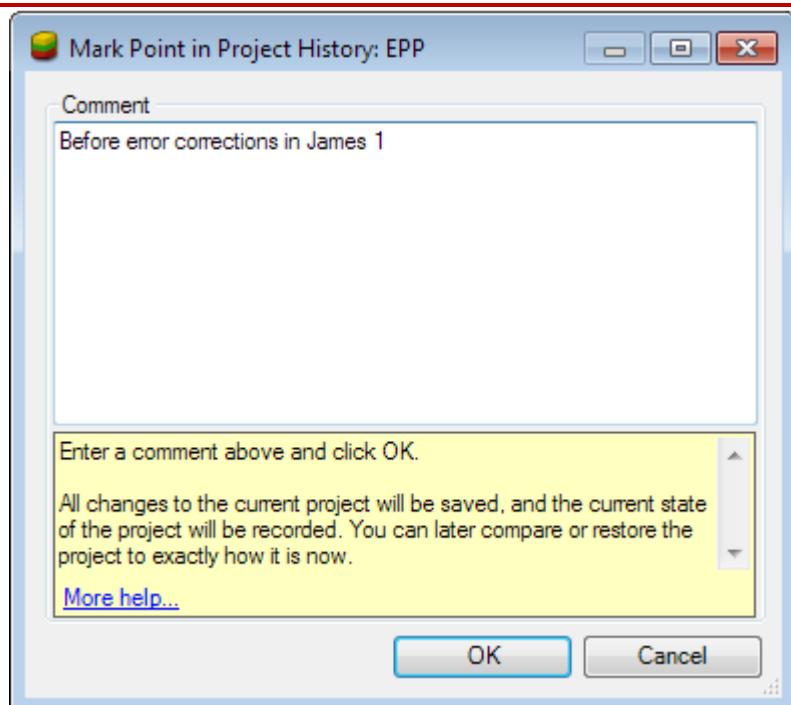
*Tutor demonstrates, learners watch.*

### Taking a Mark Point in Project History... ‘photo’

1. Go to the **Project** menu and choose **Mark Point in Project History...**



2. This opens the *Mark Point in Project History* window. In the box labelled *Comment*, type a name for the ‘photo’ that describes the stage of your project when you took it. This is a photo of the whole project, not just the book you are working on, so you should be very specific about which book and chapter you are about to work on and what changes you think you will make.



3. Click on **OK**.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

5.13 Now make the following changes to the text of James 1:

- v1 – capitalise *lord*
- v1 – change *twelve* to *12*
- v4 – correct *completely* to *completely*
- v5 – correct *it will given* to *it will be given*
- v9 – insert full stop at end of sentence

5.14 Take another photo. Call it *Before entering section headings*.

5.15 Enter the following section headings:

- before v2 – *Faith and Wisdom*
- before v9 – *Poor People and Rich People*

If you have forgotten how to enter a section heading, look back at [Entering a section heading](#) on page 39.

*Learners practise independently.*

5.16 Take another photo. Call it *Before wording changes*.

5.17 Make the following changes:

- v2 – change *trouble* to *problems*

- v5 – change *punish* to *correct*

5.18 Now that you have finished making all the changes, take another photo. Call it *After wording changes*.

## 5–4 Comparing changes (demonstration)

- 5.19 The purpose of taking all these photos of your project is to let you compare ‘before’ and ‘after’. If you make changes but they turn out not to be good changes, you can look back at an earlier version of your project and decide if you want to go back to the way it was before.
- 5.20 Sometimes this can rescue your project from a big mess, but if you are not careful in how you undo changes, you can make an even bigger mess. So at this point in the course we will not be learning how to undo changes! But we can still see a demonstration of how to do it, so we understand how useful the photos can be.

*Tutor demonstrates the Compare Texts... function. Compare the current version to the photo ‘Before error corrections’. Undo two changes: v1 revert 12 to twelve; v2 revert problems to trouble.*

- 5.21 It may be easier to take a **Mark Point in Project History...** photo after you have made changes. You might name it something like *After making corrections in Luke 3*.

## 5–5 Review

- 5.22 At the beginning of the class, we saw that the team got themselves in a mess because they had made different changes on the same verse. They needed a way to compare the changes they had made.
- 5.23 If they used Paratext, and took ‘photos’ of the project before and after they made the changes, then it is easy to compare what was changed.
- 5.24 When we work on a team, sometimes there will be confusion about who has made what change to a project. The best thing is to avoid getting confused! But if things do go wrong, Paratext can help you compare what has been changed, ***if you have been taking regular photos.***
- 5.25 Therefore, it is very important that you remember and remind each other to take photos before and after making big changes to the translation.
- 5.26 What are some reasons for using **Mark Point in Project History...**?
- .....

- 5.27 What are some good times to take a ‘photo’ of your project?
- .....

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Take a 'photo' using <b>Mark Point in Project History...</b></i>	<ol style="list-style-type: none"><li>1. Go to the <b>Project</b> menu and choose <b>Mark Point in Project History...</b></li><li>2. Give the 'photo' a descriptive name.</li><li>3. Click on <b>OK</b>.</li></ol>	49

## **6. Practice session 2 (simulation)**

### **Module outline**

In this module you will perform a simple **SIMULATION** of working on a Bible translation, using the skills you have learnt so far.

#### **6-1 Introduction**

- 6.1 This simulation is quite simple but it builds on the first one by incorporating the new skills you have learnt since then: inserting markers, and taking a Mark Point in Project History... ‘photo’.
- 6.2 Follow the instructions below to create a mini-translation in Tok Pisin. Remember to use the general **Outline of procedure** instructions below and also the **Specific instructions** for this simulation.
- 6.3 You need to pretend that this work takes place over several weeks or months. That is why you need to do **Send/Receive** and **Mark Point in Project History**... several times.
- 6.4 If you have forgotten how to perform some skills, refer back to the procedure instructions given in the previous modules. Use the **Table of Contents** at the front of this handbook to help you find the procedure you need. Or use the summaries at the end of the modules.

*Read the **Outline of procedure** together out loud.*

*Tutor explains clearly how to use the **Specific instructions**.*

*As the students work, tutor checks that they are doing each step correctly, and gives help as required.*

#### **Outline of procedure**

1. Open Paratext.
2. If necessary, do these things:
  - Open your project.
  - Open the resources you need.
  - Arrange the project and resource windows.
3. Do **Send/Receive** to a flash drive.
4. Take a **Mark Point in Project History**... ‘photo’ and give it a suitable name.

5. Find the book/chapter/verse point in your project where you need to start typing.
6. Type your translation into your project.
7. **Save** your work regularly by pressing **Ctrl + S**.
8. When you finish entering the text, save your work again. Then take another **Mark Point in Project History...** photo.
9. Now check your work carefully for typing errors, and make any corrections needed.
10. Save your work again, then take another **Mark Point in Project History...** photo.
11. Perform **Send/Receive**.
12. Some time passes and your team has decided on certain changes to the passage. Take another **Mark Point in Project History...** photo.
13. Make the changes.
14. Save your work. Take another **Mark Point in Project History...** photo.
15. Then perform **Send/Receive**.
16. Close Paratext.

## 6-2 Specific instructions

- 6.5 For this simulation, use the sample project **Tok Pisin simulation project**. Open the resource **New English Translation (NET Bible) 1996**. Choose the screen layout **Stacked 2 Column**.
- 6.6 You will be ‘translating’ Matthew 6:5-13. If you do not need practice in typing, you can copy these verses from the **Tok Pisin Bible (TPBU99)** and paste them into your practice project. Make sure both projects are using **Standard View**. If you would rather type, this is the text (it comes from the Tok Pisin Bible 1999):
 

5 Jisas i tok moa olsem, “Taim yupela i mekim prea, yupela i no ken mekim olsem ol man bilong giaman i save mekim. Ol i laikim tumas long sanap na mekim prea insait long ol haus lotu, na long ol kona bilong bikrot, bai ol man i ken lukim ol. Mi tok tru long yupela, ol i kisim pinis pe bilong ol.

- 6 Tasol taim yu laik mekim prea, yu mas i go insait long haus bilong yu na pasim dua na beten long Papa bilong yu i stap long ples hait. Na Papa bilong yu i save lukim ol samting i stap hait, em bai i bekim pe long yu.
- 7 "Na taim yupela i mekim prea, maski long mekim planti toktok nating, olsem ol haiden i save mekim. Ol i ting sapos ol i mekim planti toktok bai God i harim.
- 8 Yupela i no ken bihainim pasin bilong ol. Taim yupela i no opim maus yet long askim Papa bilong yupela long wanpela samting, em i save pinis long olgeta samting yupela i sot long en.
- 9 "Yu mas mekim kain prea olsem, Papa bilong mipela, yu stap long heven, nem bilong yu i mas i stap holi.
- 10 Kingdom bilong yu i mas i kam. Mipela i mas bihainim laik bilong yu long graun olsem ol i save bihainim long heven.
- 11 Nau yu ken givim mipela kaikai inap long dispela de.
- 12 Na yu ken lusim ol rong bilong mipela, olsem mipela i save lusim ol rong ol arapela i mekim long mipela.
- 13 Na yu no ken larim ol traím i kamap long mipela, tasol yu ken kisim bek mipela long ol samting nogut."

#### 6.7 Changes to make following the team review (step 12):

- insert heading before v5 – *Jisas i tok long pasin bilong mekim prea*
- v6 – change *haus* to *rum*
- v7 – start a new paragraph before this verse
- v7 – insert *ol* after *harim*
- v9 – start a new paragraph before this verse
- v9 – change *yu* to *yupela i*
- before '*Papa bilong mipela* – insert \q1 marker to start a line of poetry
- also insert \q1 at the start of each sentence through to the end of the Lord's Prayer (v.13) – 5 times.

### 6–3 Debrief

*Class discussion.*

#### 6.8 After everybody has completed the simulation, discuss what was easy and what was hard. What could you do without looking at the procedure instructions?

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6.9 What procedures did you need the instructions for?

.....

.....

.....

6.10 Did you understand why you needed to do certain procedures at certain stages of the process (e.g. taking a ‘photo’ of the project, doing **Send/Receive...**)? Were there any steps that you didn’t see the purpose of?

.....

.....

.....

#### 6-4 Self-evaluation

6.11 At this point in the course it is worth stopping to check that you have understood everything we have covered so far. Please complete the following skills list.

- Tick the “**Yes**” column if you can complete this task without even looking at the instructions.
- Tick the “**Instructions**” column if you can complete the task by following the instructions.
- Tick the “**No**” column if you can only complete this task with somebody’s help.

Skill	Yes	Instructions	No
Open and close Paratext.			
Open a project or resource (in a new window).			
Change the resource that a window is displaying.			
Arrange windows into three columns.			
Move a window.			
Change the size of a window.			
Find a specific book/chapter/verse in a resource.			
<b>SELECT</b> text.			
<b>DELETE</b> selected text.			
<b>Copy</b> selected text.			
<b>Paste</b> copied text.			

Skill	Yes	Instructions	No
<b>Undo</b> a mistake you just made.			
<b>Save</b> your work quickly.			
Recognise a <b>USFM MARKER</b> .			
Start a new paragraph in your text (by inserting a paragraph marker).			
Insert a section heading.			
Take a ‘photo’ of your project.			
Share your work with a team member on a <b>FLASH DRIVE (Send/Receive)</b> .			

6.12 Is there anything you would like the tutor to review with you at this point?

.....

.....

.....

.....

*Tutor passes around pieces of paper.*

6.13 Please write down the topics that you would like to review now.

*Tutor collects papers.*

## **7. Checking your text for basic mistakes**

---

### **Module outline**

In this module, you will learn how to:

- check that your text has no missing chapters or verses;
  - check that your text has no incorrect markers.
- 

### **7-1 Motivation (discussion)**

7.1 Over the centuries, printers have made a lot of costly mistakes when printing the Bible. For example:

- “Vinegar Bible” (1717): The chapter heading for Luke 20 reads “The Parable of the Vinegar” instead of “The Parable of the Vineyard”.
- “Wicked Bible”, “Adulterous Bible” or “Sinner's Bible” (1631): It omits an important “not” from Exodus 20:14, making the seventh commandment read “Thou shalt commit adultery”. The printers were fined a lot of money and most of the copies were recalled immediately.

*Class discussion, tutor writes suggestions on board.*

7.2 Have you ever noticed a mistake in a printed book? What kinds of mistakes have you noticed?

.....  
.....

7.3 In order for your text to communicate the message clearly, it needs to be complete, free from typing mistakes and correctly **FORMATTED**. Paratext has some powerful tools to help you check your text for mistakes. These checks allow you to be sure that all the chapters and verses are present and help you to find typing mistakes such as incorrect letters, punctuation, capitalisation, etc. You can also check the markers used to apply formatting. Some of these checks are good to use early on in your translation process. If you miss a verse, it is important to find out before the consultant check.

7.4 What sort of errors do you need to check for in your project?

.....  
.....

7.5 Paratext's **Run Basic Checks...** **FUNCTION** checks the following things:

- Chapter/Verses Numbers
- Markers
- Characters
- Punctuation
- Capitalization
- Repeated Words
- Matched Pairs
- Quotations

- 7.6 In this module we will only be looking at the first two checks, *Chapter/Verses Numbers* and *Markers*. We will cover the other five later, as they require some advanced preparation to work properly.
- 7.7 Paratext also has a **SPELLCHECKER**, but this is also an advanced **FUNCTION** and it will be taught later too.
- 7.8 The first time you check for mistakes, it is best to do only one check at a time in case there is a long list of errors (i.e. don't do all the possible checks simultaneously).
- 7.9 It is important to run the *Chapter/Verses Numbers* check first, as all other checks depend on it. This check is used to make sure that all the chapter and verse markers are correct. If the verse numbers are incorrect, then Paratext has trouble locating other errors.

## 7-2 Review: USFM markers

*Class discussion.*

7.10 All **USFM MARKERS** start with a ..... .

7.11 The job of a marker is to ..... .

7.12 Some markers that we have used already are:

.....

.....

.....

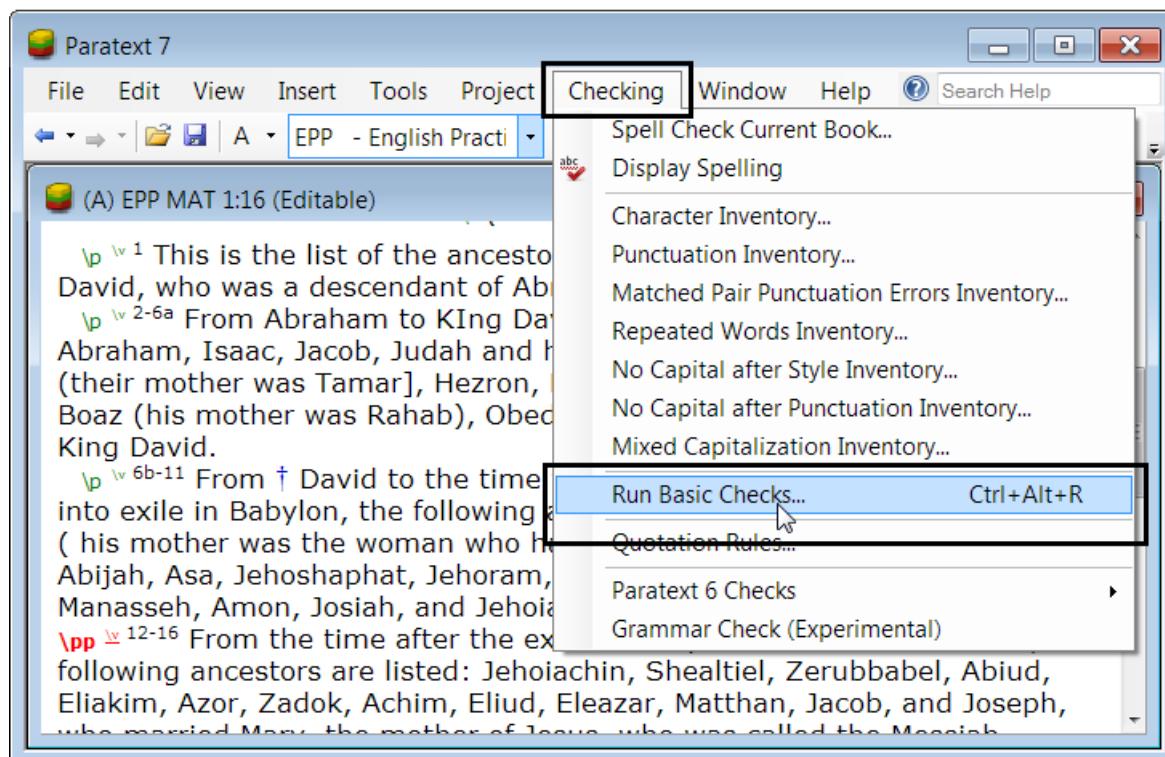
## 7-3 Checking for missing chapters or verses

7.13 Start by opening the project **English Practice Project**. We will be checking the book of Matthew. It has a lot of mistakes in it!

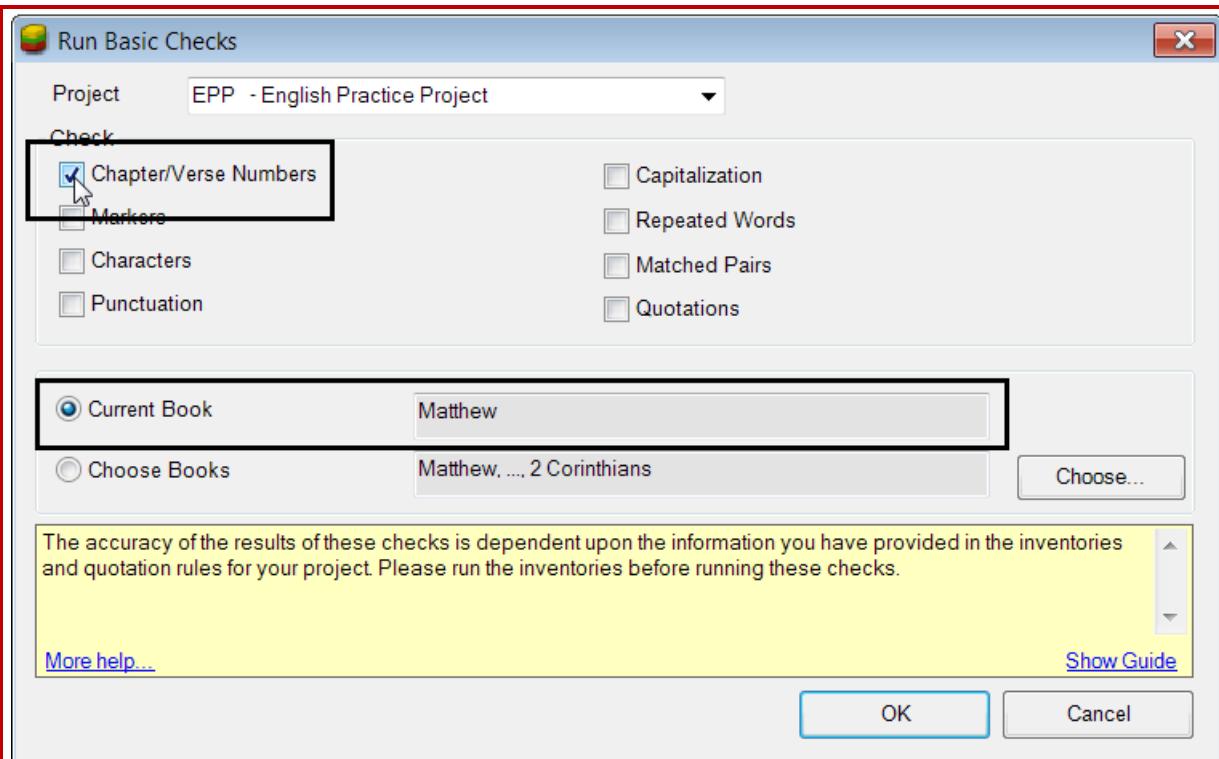
*Tutor demonstrates, learners watch. Then the tutor needs to revert to the earlier form of the text to repeat the demonstration.*

## Checking for missing chapters or verses

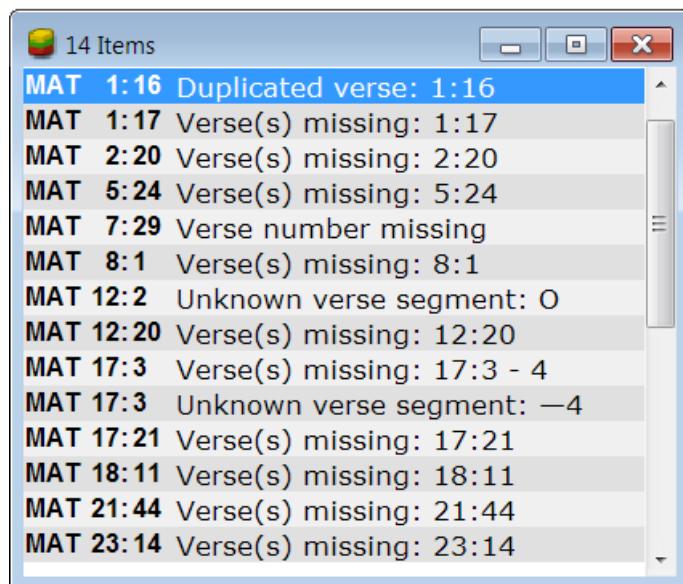
1. Make sure your project window is **SELECTED**.
2. If you can't see any markers in the text, go to the **View** menu and choose **Standard**.
3. Take a **Mark Point in Project History...** photo and give it a suitable name. This needs to include the name of the Bible book that you will be checking.
4. Go to the Bible book that you want to check.
5. From the **Checking** menu, choose **Run Basic Checks...**



6. In the section of the window labelled *Check*, **UNTICK** all the boxes except for the one labelled *Chapter/Verse Numbers*. This box needs to have a **TICK** in it.



7. Select *Current Book* and make sure that the name of the book you want to check is next to it.
8. Click on **OK**.
9. A new window opens up with the list of mistakes in it.



10. To go to a verse with a mistake, **DOUBLE-CLICK** on that row of the list.
11. Fix the mistake (or confirm that the text is correct).

12. Press **Ctrl + S** to save the file.
13. Double-click on the next item in the list to go to the next mistake.
14. Continue until every item is dealt with.
15. Run the *Chapter/Verses Numbers* check again, to ensure that you've fixed all the problems.

*Tutor demonstrates, learners perform each step of demonstration after the tutor. Name the **Mark Point in Project History...** photo 'Before Chapter/Verses check in Matthew'.*

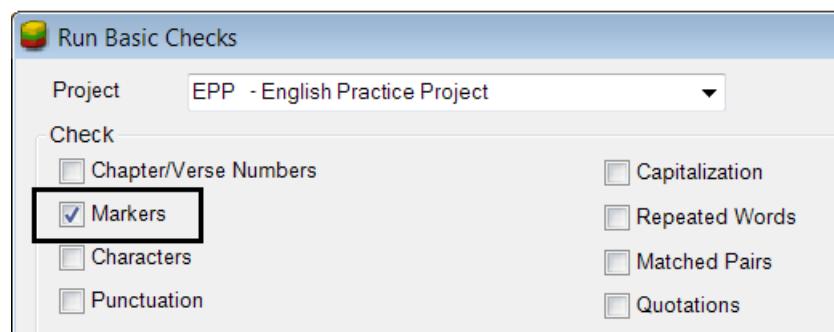
*Class discussion.*

- 7.14 What kind of mistakes did you need to correct?
- .....
- .....
- .....

- 7.15 Note that some of the 'mistakes' don't actually need correcting. Some verses have been deliberately omitted from the main text because scholars think they may have been added by a later scribe. In the practice project, these verses already have a footnote to mark them. We will learn about inserting footnotes in a later module.

## 7-4 Checking for incorrect markers

- 7.16 Next we need to check for incorrect **MARKERS**.
- 7.17 The procedure is exactly the same as the [Checking for missing chapters or verses](#) check, except that this time you need to have the *Markers* box ticked (**UNTICK** the *Chapter/Verses Numbers* box).



- 7.18 After you've corrected all the mistakes, don't forget to run the *Markers* check again to confirm that all the mistakes have been fixed.

*Tutor demonstrates, learners watch. Then the tutor needs to revert to the earlier form of the text to repeat the demonstration.*

*Tutor demonstrates, learners perform each step of demonstration after the tutor. Name the **Mark Point in Project History**... photo 'Before Markers check in Matthew'.*

*Class discussion.*

- 7.19 What kind of mistakes did you need to correct?

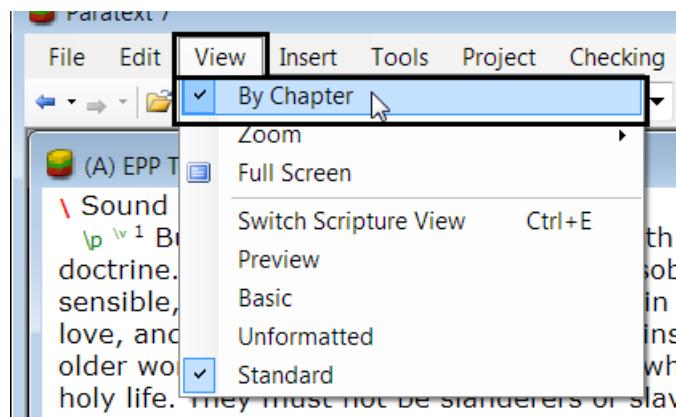
.....  
.....  
.....

## 7-5 More practice

*Class activity (encourage discussion to solve problems). See Appendix for solutions.*

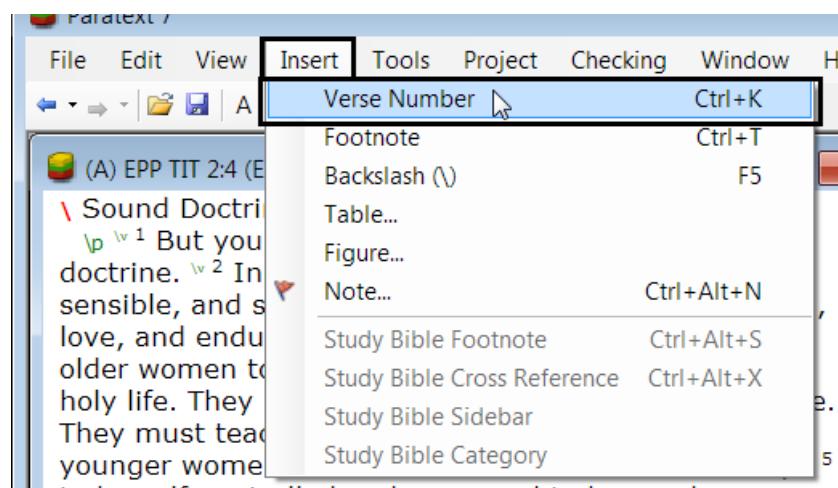
- 7.20 It only takes a little mistake with the markers to make a big mess of your project! For example, what if someone accidentally deletes a chapter marker? In this next exercise you will see what that looks like.
- 7.21 Go to the book of Titus in the **English Practice Project**.
- 7.22 Open another Bible resource as well. This will give you something to check against if you can't understand why something is listed as a mistake. Make sure you can see the markers in this resource. (How do you do that?)
- 7.23 Perform a *Chapter/Verses Numbers* check on the sample project (Titus only).
- 7.24 How can you fix the first mistake (*Duplicated verse: 1:4*)? Hint: don't assume that verse 4 is the problem! **SCROLL** through the whole chapter to see if the mistake might be somewhere else.
- .....
- 7.25 Once you've fixed the first mistake, run the *Chapter/Verses Numbers* check again to confirm that you made the right change. Notice that some of the other mistakes in the list have disappeared because you fixed that first mistake.
- 7.26 What do you need to do to fix the next mistake (*Duplicated verse: 2:1*)? Hint: once again, the problem is not with verse 2:1! Compare the text of **English Practice Project** to the other resource that you opened, and see if you can spot something important that is missing.
- 7.27 In order to fix this mistake, you need to have all the chapters of Titus flowing one after the other. Go to the **View** menu. Notice there is a command called **By Chapter**

that has a tick next to it. **SELECT** the command **By Chapter** to ‘switch it off’. Now you will be able to **SCROLL** down through all the chapters of Titus together.



- 7.28 Insert the important missing marker in the right place (put it before the section heading). Don’t forget to put the chapter number too.
  - 7.29 Once you’ve fixed that mistake, run the *Chapter/Verses Numbers* check again to confirm that you made the right change. Once again, some of the other mistakes in the list have disappeared too.
  - 7.30 What do you need to do to fix the next mistake (*Verses(s) missing: 2:6*)?
- 

- 7.31 If you try to insert a verse marker by pressing **Enter**, Paratext doesn’t let you. Once you’ve put the cursor in the right place (before `\v 7`), go to the **Insert** menu and choose **Verse Number**. Paratext inserts both the marker and the correct verse number.



- 7.32 Run the *Chapter/Verses Numbers* check again. Notice there is still a mistake listed for verse 2:6. Type in a translation for this verse (refer to the open resource for help).

- 7.33 The next mistake should be straightforward to fix if you know about markers and what they should look like.
- 

- 7.34 It should be easy to see what needs fixing in the last mistake. But how do you get Paratext to do it? Hint: look back to 7.31. Make sure you don't leave any text in the verse that shouldn't be there.
- 

- 7.35 Do one last *Chapter/Verses Numbers* check to confirm that you've fixed all the mistakes.

- 7.36 Now perform a *Markers* check.

- 7.37 What caused the first mistake (*Marker cannot occur here: |v*)? Hint: what needs to come after each section heading? Fix the mistake.
- 

- 7.38 Perform another *Markers* check. The other mistakes should be straightforward to fix.
- 

- 7.39 Do one last *Markers* check to confirm that you've fixed all the mistakes.

- 7.40 Go to the **View** menu and choose **By Chapter** to put your project back to showing one chapter at a time.

- 7.41 What have we learnt? We have learnt to be very careful not to accidentally change or delete chapter and verse numbers! It is much better not to make the mistake than to have to fix it up.

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Check for missing chapters or verses.</i>	<ol style="list-style-type: none"><li>1. <b>SELECT</b> your project window, and go to the Bible book you want to check.</li><li>2. Take a <b>Mark Point in Project History...</b> photo and give it a suitable name, including the Bible book you are checking.</li><li>3. From the <b>Checking</b> menu, choose <b>Run Basic Checks...</b></li><li>4. <b>TICK</b> the box labelled <i>Chapter/Verses Numbers</i>, and <b>UNTICK</b> all the others.</li><li>5. Select <i>Current Book</i> and make sure that the name of the book you want to check is next to it.</li><li>6. Click on <b>OK</b>. A new window opens up showing the list of mistakes.</li><li>7. To go to a verse with a mistake, <b>DOUBLE-CLICK</b> on that row of the list.</li><li>8. After you have fixed all the mistakes, run the <i>Chapter/Verses Numbers</i> check again.</li></ol>	60
<i>Check for incorrect markers.</i>	<ul style="list-style-type: none"><li>• As above, but tick the <i>Markers</i> box instead of <i>Chapter/Verses Numbers</i>.</li></ul>	62
<i>Enter a verse number marker.</i>	<ol style="list-style-type: none"><li>1. Insert the <b>CURSOR</b> where you need the marker.</li><li>2. Go to the <b>Insert</b> menu and choose <b>Verse Number</b>.</li></ol>	64

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## 8. Printing

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### Module outline

In this module, you will learn how to:

- print a Bible book from your project;
  - print only part of a book;
  - save a print-out file (PDF) to a flash drive for printing at another computer.
- 

### 8-1 Motivation (discussion)

*Group discussion, tutor writes suggestions on board. The Appendix has some suggestions.*

- 8.1 In this module we will look at how to print out your translation.
- 8.2 What are some reasons for printing out your translation?  
.....  
.....  
.....
- 8.3 Before you print, you need to decide how much of your translation to print out. Do you want to print a single book, several books, or just part of a book? Making this decision will stop you from wasting paper, and also help you to choose the correct printing **OPTIONS**.
- 8.4 There are several ways to print in Paratext, but the most straightforward is the **Print Draft... FUNCTION**. This turns your translation project text into a **PDF** file. Then you print out the PDF file from the **ADOBE READER** program.
- 8.5 A PDF is a way of saving your text that looks like a printed page, even when you see it on the computer screen. It has nice **FORMATTING**, and you won't see any of the **USFM MARKERS**. When you print the PDF, the print-out on paper will look the same as what you see on the screen.
- 8.6 **Print Draft...** lets you choose whether you want to print just one book, or more than one. We'll just look at printing a single book.
- 8.7 If you want to print just part of a book, within Adobe Reader you can choose which pages to print.
- 8.8 Note: you can't use **Print Draft...** to print a resource. You can only print a project.

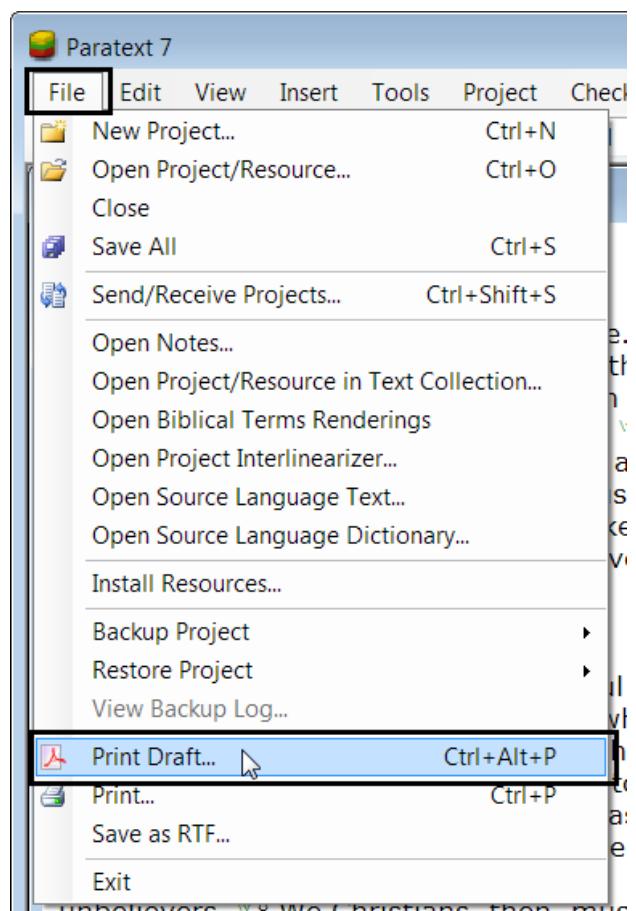
## 8-2 Printing a book for checking

- 8.9 We will print out a single book (3 John) of **English Practice Project** for checking. We need extra space on the page to write notes, so we'll use double line-spacing to put space between the lines of text.
- 8.10 Most of the **OPTIONS** for printing (like A4 paper and the size of the writing) have already been set. We won't change these.

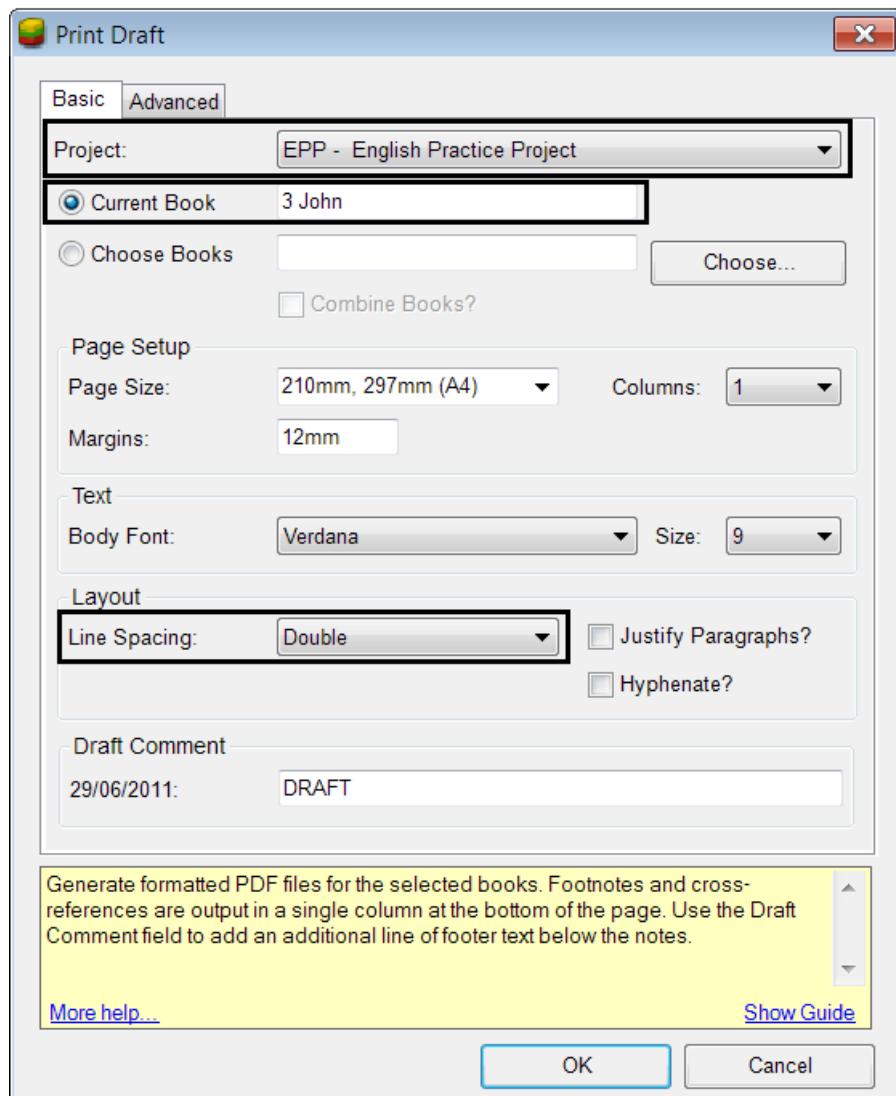
*Tutor demonstrates, learners watch.*

### Printing a single book

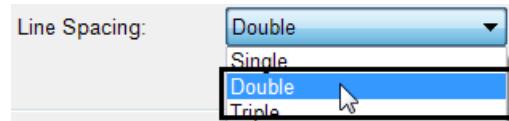
1. Open (or click in) the project that you want to print from, and go to the book that you want to print.
2. If you haven't recently done *Chapter/Verses Numbers* and *Markers* checks, **do them now** and make sure there are no mistakes in the book you want to print (see module 7 **Checking your text for basic mistakes** if you've forgotten how).
3. Go to the **File** menu and choose **Print Draft...**

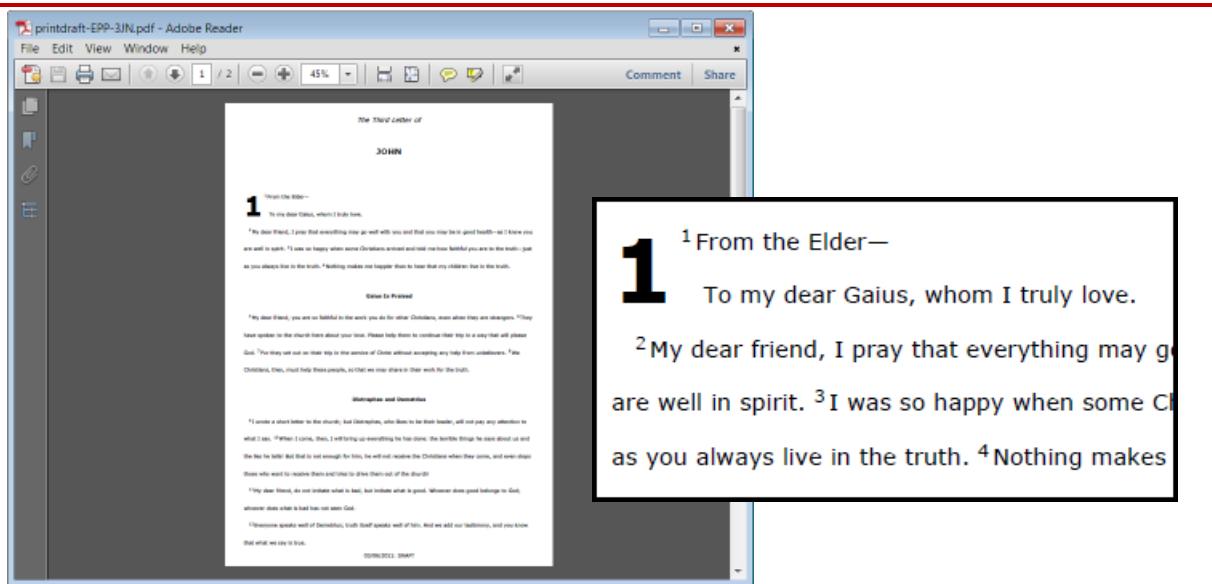


4. The following window displays:

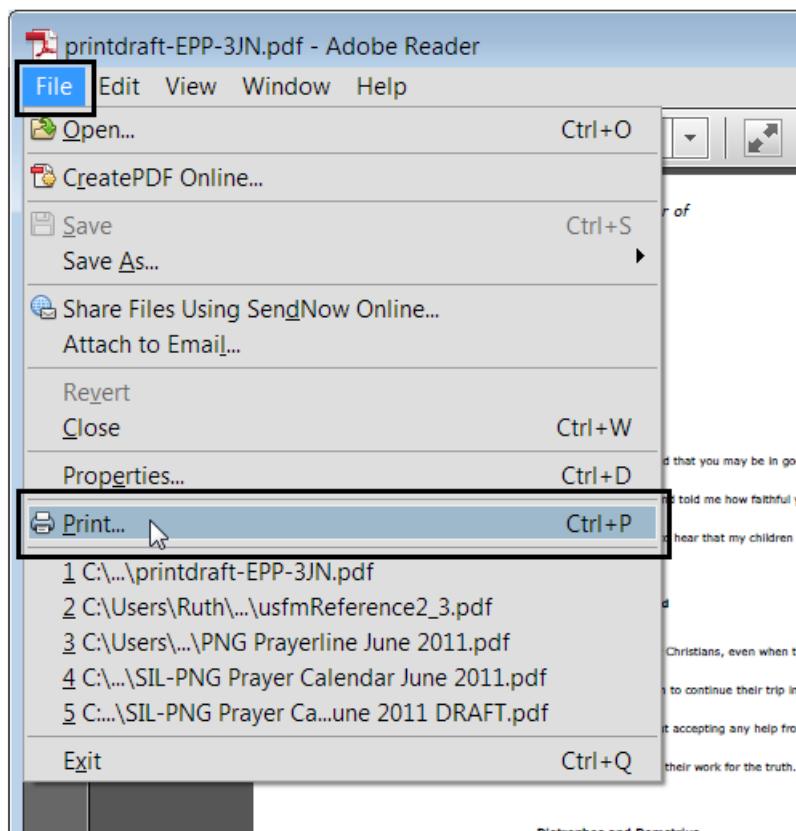


5. Check that the name of your project shows next to *Project*:
6. Check that *Current Book* is selected and shows the name of the book you want to print.
7. In the *Layout* section, choose a *Line Spacing* **OPTION**.
8. Click on **OK**.
9. Wait patiently until Adobe Reader opens. It shows the nice **FORMATTING** of the book that you want to print. **SCROLL** through the file to the end to check that it contains everything that you want to print.

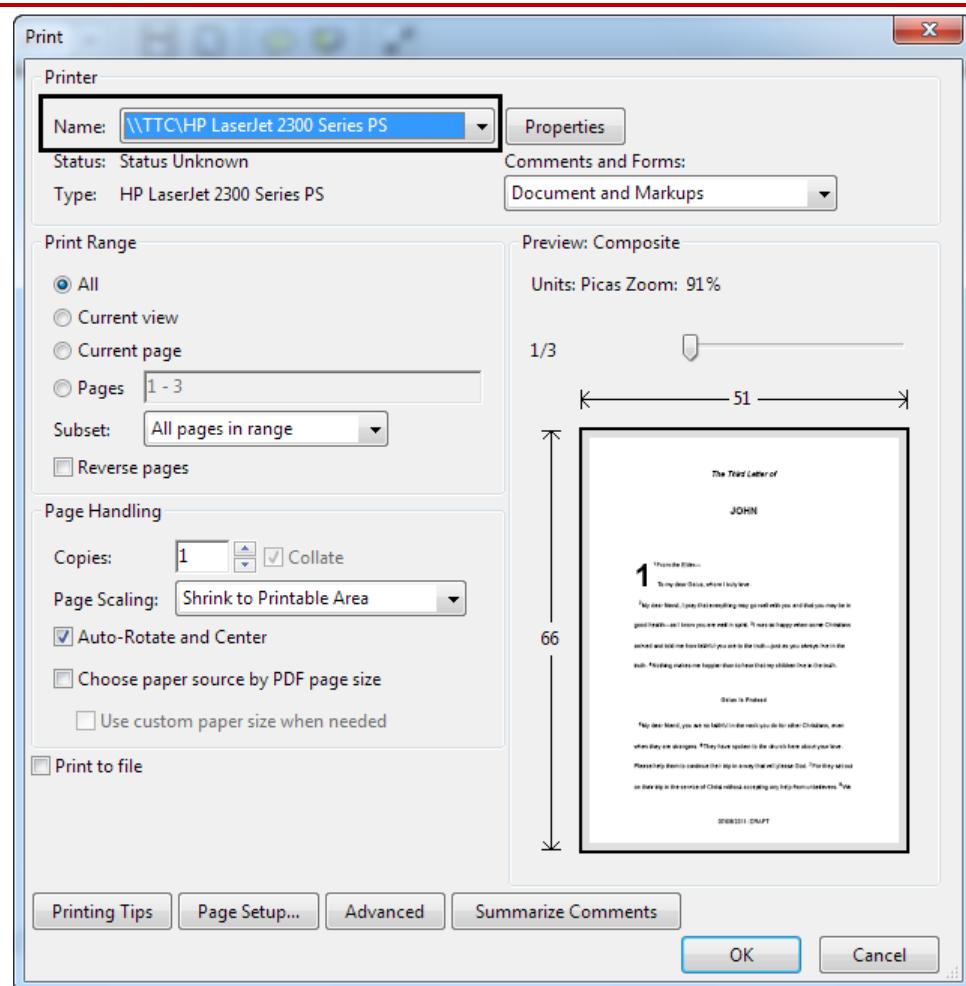




**10. Within *Adobe Reader*, go to the **File** menu and choose **Print...****



**11. The *Print* window will open.**



12. In the section labelled *Printer*, check that you can see the name of your printer.
13. Click on **OK**. Your file should print. The print-out should look the same as what you see on the computer screen.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 8.11 Collect your print-out from the printer and compare it to the PDF file on the screen. Compare it to the Paratext project too. Which is the easiest to read?
- .....

- 8.12 This time we used double line-spacing. But if you don't need lots of space on the print-out for notes, you can choose the *Line Spacing:* setting *Single*.

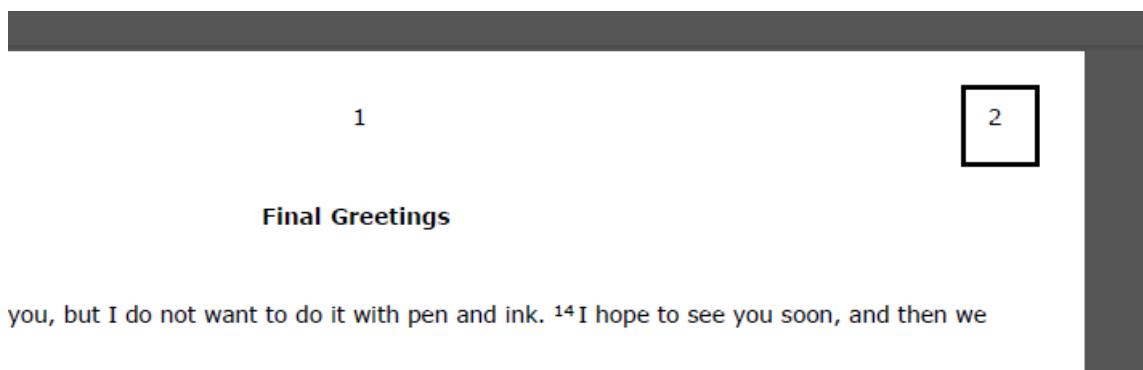
## 8-3 Printing part of a book

- 8.13 What if you only want to print part of a book? This time we'll just print chapter 1 of Titus (from the *English Practice Project*).

*Tutor demonstrates, learners watch. Click on Cancel rather than OK at the end so that you don't actually print.*

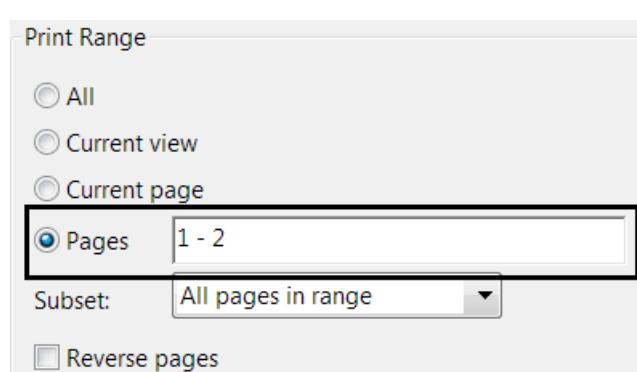
### Printing part of a book

- Follow the [Printing a single book](#) instructions until you get to step 9. **SCROLL** through the PDF file and decide which pages you need to print to get all the text you want. (Note: the page numbers are at the top right of each page, except the first one.)



- Within Adobe Reader, go to the **File** menu and choose **Print...** The *Print* window will open.
- In the section labelled *Printer*, check that you see the name of your printer.
- In the section *Print Range*, select *Pages* and type in the numbers of the pages that you want to print:

- consecutive pages, e.g. 1-6 (first page number, hyphen, last page number);
- non-consecutive pages, e.g. 1, 6, 12-15.



- Click on **OK**. Your file should print. The print-out should look the same as what you see on the computer screen.

*Tutor demonstrates, learners perform each step of demonstration after the tutor. Click on Cancel rather than OK at the end so that you don't actually print.*

- 8.14 How many pages did you need for Titus ch.1? How did you type it into Adobe Reader's *Print* window?

*Learners practise independently.*

- 8.15 Now practise by printing Matthew chapters 1-5. Follow the [Printing a single book](#) and [Printing part of a book](#) instructions. (But click on **Cancel** rather than **OK** at the end so that you don't actually print.)
- 8.16 How many pages did you need for Matthew chapters 1-5? How did you type it into Adobe Reader's *Print* window?

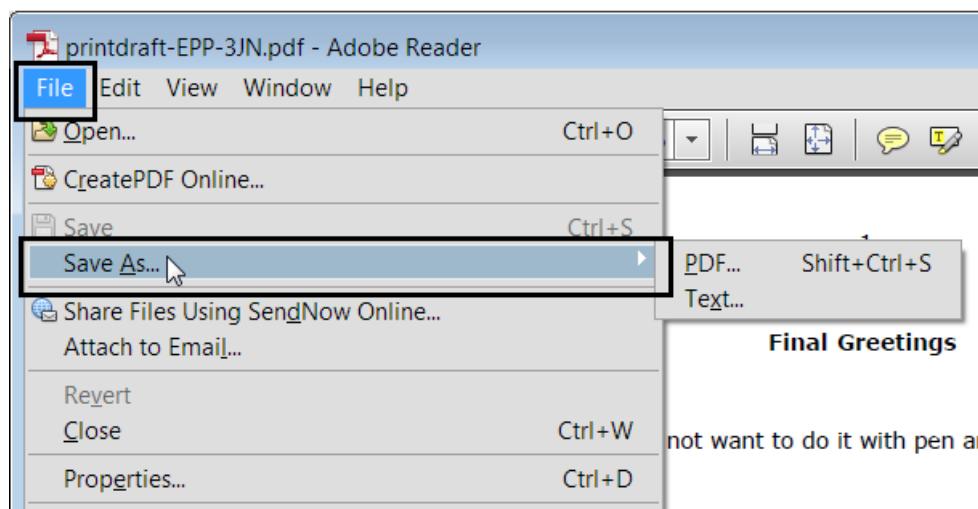
## 8-4 Saving the PDF file to a flash drive

- 8.17 What if you don't have a printer attached to your computer? You need to take the PDF file to another computer that does have a printer attached.

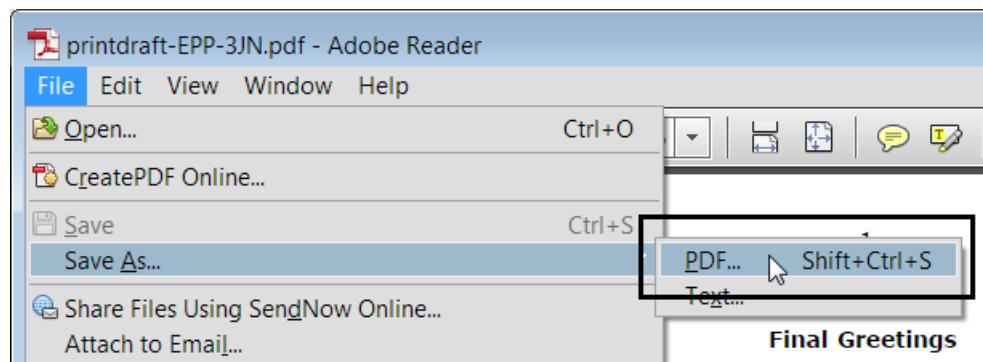
*Tutor demonstrates, learners watch.*

### Saving the Print Draft... PDF file to a flash drive

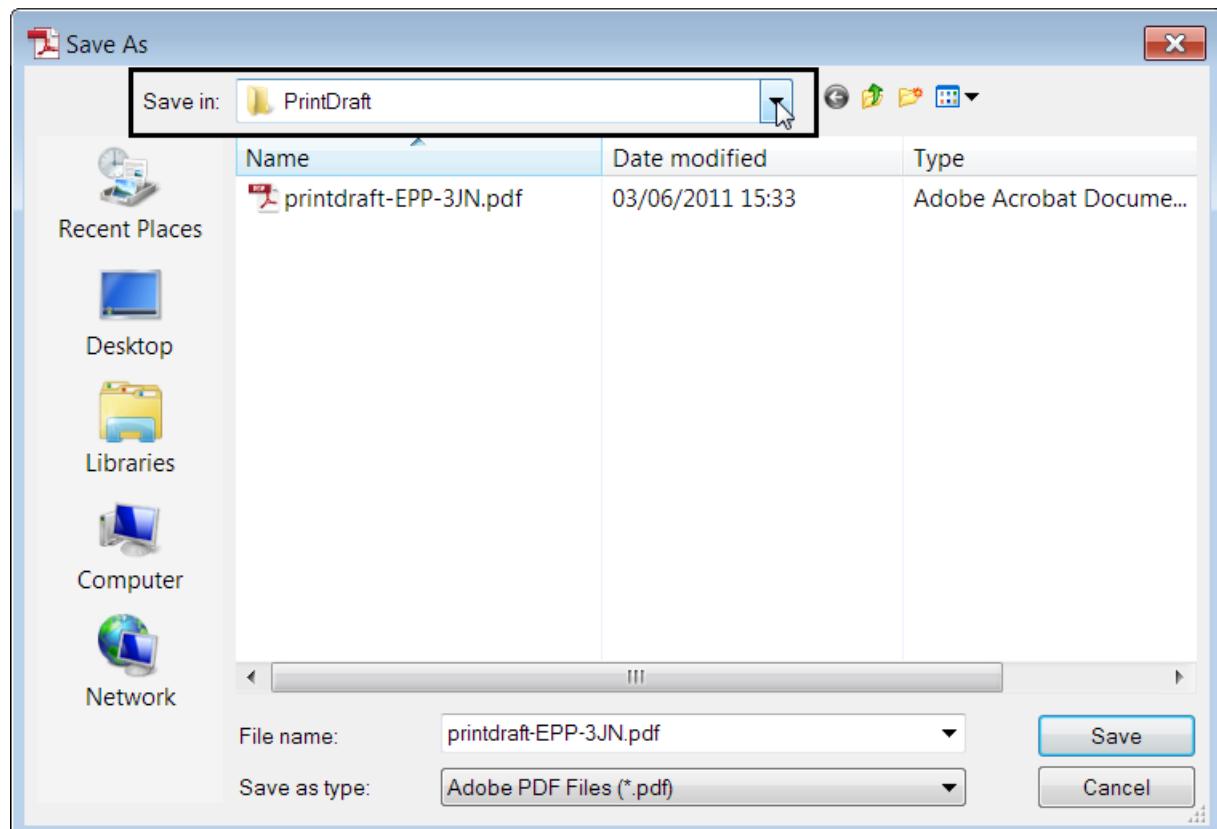
1. Insert a **VIRUS-free FLASH DRIVE** into a **USB PORT** on your computer.
2. Follow the [Printing a single book](#) instructions up to step 9, where the PDF file opens in Adobe Reader.
3. **Within Adobe Reader**, go to the **File** menu and click on **Save As...**



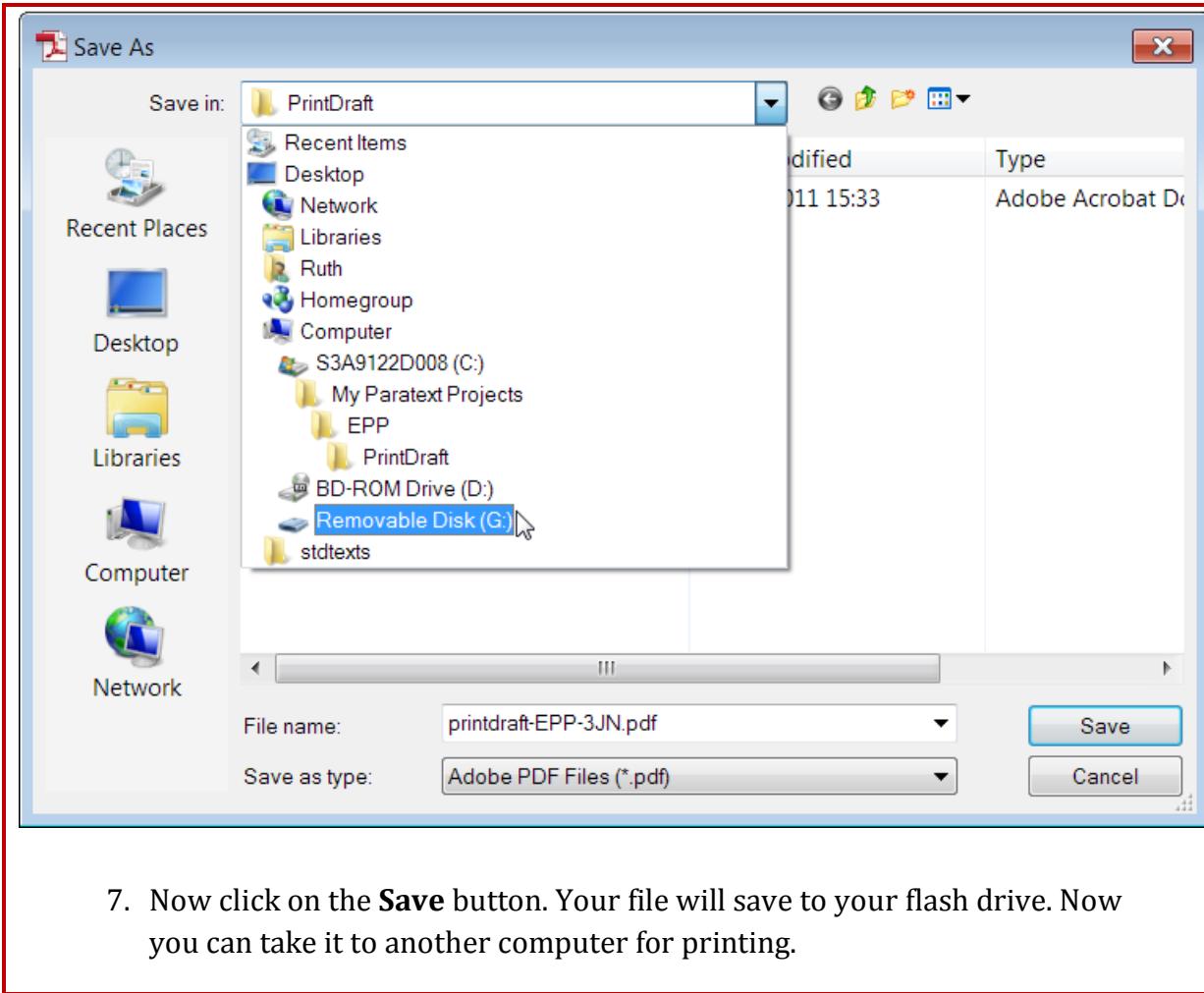
4. A SUBMENU will open at the right of the main **File** menu. Click on **PDF...** on that submenu.



5. A window labelled *Save As* opens up. Where it says *Save in:*, click on the downward-pointing arrow to bring up the list of places that you can save your file.



6. Under *Computer*, click on the name of your flash drive. (Your screen will not look exactly the same as this.)



7. Now click on the **Save** button. Your file will save to your flash drive. Now you can take it to another computer for printing.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Print a book.</i>	<ol style="list-style-type: none"><li>1. Open (or click in) the project that you want to print from, and go to the book that you want to print.</li><li>2. If necessary, do <i>Chapter/Verses Numbers</i> and <i>Markers</i> checks.</li><li>3. Go to the <b>File</b> menu and choose <b>Print Draft...</b></li><li>4. In the <i>Print Draft</i> window, check that the name of your project shows next to <i>Project</i>:</li><li>5. Check that <i>Current Book</i> is selected and shows the name of the book you want to print.</li><li>6. In the <i>Layout</i> section, choose a <i>Line Spacing</i> <b>OPTION</b>.</li><li>7. Click on <b>OK</b>.</li><li>8. Wait until Adobe Reader opens and displays your file. <b>SCROLL</b> through to check that it contains everything that you want to print.</li><li>9. <b>Within Adobe Reader</b>, go to the <b>File</b> menu and choose <b>Print...</b> The <i>Print</i> window will open.</li><li>10. In the section labelled <i>Printer</i>, check that you can see the name of your printer.</li><li>11. Click on <b>OK</b> to print.</li></ol>	68
<i>Print part of a book.</i>	<p>Follow the instructions above.</p> <ul style="list-style-type: none"><li>• At step 8, <b>SCROLL</b> through the PDF file and decide which pages you need to print.</li><li>• When the Adobe Reader Print window opens, in the section <i>Print Range</i>, select <i>Pages</i> and type the numbers of the pages that you want to print:<ul style="list-style-type: none"><li>• consecutive pages, e.g. 1-6;</li><li>• non-consecutive pages, e.g. 1, 6, 12-15.</li></ul></li></ul>	72

<p><i>Save a Print Draft... PDF to a flash drive.</i></p>	<ol style="list-style-type: none"><li>1. Insert a <b>VIRUS</b>-free <b>FLASH DRIVE</b> into your computer.</li><li>2. Follow the <b>Print a book</b> instructions up to step 8, where the PDF file opens in Adobe Reader.</li><li>3. Within Adobe Reader, go to the <b>File</b> menu and click on <b>Save As...</b></li><li>4. From the <b>SUBMENU</b>, click on <b>PDF...</b></li><li>5. A window labelled <i>Save As</i> opens up. Where it says <i>Save in:</i>, click on the downward-pointing arrow to bring up the list of places that you can save your file.</li><li>6. Click on the name of your flash drive.</li><li>7. Click on the <b>Save</b> button.</li></ol>	73
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## **9. Practice session 3 (simulation)**

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### **Module outline**

In this module you will perform a **SIMULATION** of working on a Bible translation, using the skills you have learnt so far.

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#### **9-1 Introduction**

- 9.1 As you learn new skills, the simulations are becoming more complicated (and realistic). This simulation includes *Chapter/Verses Numbers* and *Markers* checks, and printing.
- 9.2 Follow the instructions below to create a mini-translation in Tok Pisin. Remember to use the general **Outline of procedure** instructions below and also the **Specific instructions** for this simulation.
- 9.3 You need to pretend that this work takes place over several weeks or months. That is why you need to do **Send/Receive** and **Mark Point in Project History...** several times.
- 9.4 If you have forgotten how to perform some skills, refer back to the procedure instructions given in the previous modules. Use the **Table of Contents** at the front of this handbook to help you find the procedure you need. Or use the summaries at the end of the modules.
- 9.5 Don't forget to practise using these key combinations:

- **Copy SELECTED** text. **Ctrl + C**
- **Paste** copied text. **Ctrl + V**
- **DELETE** selected text. **Backspace** or **Delete**
- Change selected text. Type new wording while text is highlighted.
- **Undo** a mistake. **Ctrl + Z**

*Read the **Outline of procedure** together out loud.*

*Tutor explains clearly how to use the **Specific instructions**.*

*As the students work, tutor checks that they are doing each step correctly, and gives help as required.*

## Outline of procedure

1. Open Paratext.
2. If necessary, do these things:
  - Open your project.
  - Open the resources you need.
  - Arrange the project and resource windows.
3. Do **Send/Receive** to a flash drive.
4. Take a **Mark Point in Project History...** ‘photo’ and give it a suitable name.
5. Find the book/chapter/verse point in your project where you need to start typing.
6. Type your translation into your project.
7. **Save** your work regularly by pressing **Ctrl + S**.
8. When you finish entering the text, save your work again. Then take another **Mark Point in Project History...** photo.
9. Now check your work carefully for typing errors, and make any corrections needed.
10. Save your work again, then take another **Mark Point in Project History...** photo.
11. Perform a *Chapter/Verses Numbers* check. Keep checking until there are no more mistakes found.
12. Perform a *Markers* check. Keep checking until there are no more mistakes found.
13. Print out your work (the part you have just done).
14. Perform **Send/Receive**.
15. Some time passes and your team has decided on certain changes to the passage. Take another **Mark Point in Project History...** photo.
16. Make the changes.
17. Save your work. Take another **Mark Point in Project History...** photo.
18. Perform **Send/Receive**.

19. Now your team has decided to enter some headings into the translation.  
Take another **Mark Point in Project History...** photo.
20. Insert the headings.
21. Save your work. Take another **Mark Point in Project History...** photo.
22. Then perform **Send/Receive**.
23. Close Paratext.

## 9-2 Specific instructions

- 9.6 For this simulation, use the practice project **Tok Pisin simulation project**. Choose one other resource and open it. Choose the screen layout **Stacked 2 Column**.
- 9.7 You will be ‘translating’ John 1:1-18. This is the text that you need to type (it comes from the Tok Pisin Bible 1999):
  - 1 Bipo bipo tru, tok i stap. Tok i stap wantaim God na tok em yet i God.
  - 2 Bipo bipo tru tok i stap wantaim God.
  - 3 Long dispela tok tasol God i mekim kamap olgeta samting. Na i no gat wanelala samting i kamap long narapela rot. Nogat. Olgeta samting i kamap, em tok yet i mekim kamap.
  - 4 Laip i stap long em, na dispela laip em i lait bilong ol manmeri.
  - 5 Dispela lait i save lait i stap long tudak, na tudak i no bin daunim em.
  - 6 Wanpela man i kamap, nem bilong en Jon. God i bin salim em i kam.
  - 7 Em i kam bilong autim tok. Em i autim tok bilong dispela lait, bai olgeta manmeri i ken harim tok bilong em, na ol i ken bilip.
  - 8 Em yet em i no dispela lait. Nogat. Em i kam bilong autim tok tasol bilong dispela lait.
  - 9 Dispela lait em i lait tru na i save givim lait long olgeta manmeri, em i laik i kam long graun.
  - 10 Orait tok em i stap long graun. Long dispela tok tasol God i bin wokim graun, tasol ol manmeri bilong graun ol i no luksave long em.
  - 11 Em i go long as ples bilong em yet, tasol ol lain bilong en ol i no kisim em.
  - 12 Tasol sampela manmeri i kisim em, em ol lain i bilip long nem bilong em. Na em i givim namba long ol bai ol i ken kamap pikinini bilong God.
  - 13 Ol i no kamap pikinini bilong God long blut bilong papamama, o long laik bilong bodi, o long laik bilong man. Nogat. God i mekim ol i kamap pikinini bilong em.

14 Tok em i bin kamap man, na em i kam i stap klostu long mipela. Mipela i lukim pinis bikpela namba na strong bilong em. Em i namba bilong dispela wanelpela Pikinini tasol, Papa i salim em i kam. Marimari na pasin i tru i pulap long em.

15 Jon i tokim ol manmeri long em na i singaut olsem, “Em dispela man, bipo mi tokim yupela pinis long em. Mi bin tok olsem, ‘Man i kam bihain long mi, em i namba wan bilong mi. Long wanem, em i stap bipo, taim mi no kamap yet.’ ”

16 Marimari i pulap moa yet long dispela man, na long marimari bilong em, em i save mekim gut tru long yumi olgeta.

17 I tru, God i givim lo long yumi long han bilong Moses. Tasol long Jisas Krais yumi kisim marimari wantaim pasin i tru.

18 I no gat wanelpela man i bin lukim God. Nogat tru. Dispela wanelpela Pikinini Bilong God, em yet i God na em i stap klostu tru long Papa, em wanelpela tasol i bin soim God long yumi.

9.8 When you print out your work (step 13), just print out the section you have ‘translated’ (i.e. John 1:1-18).

9.9 Changes to make following the team review (step 15):

- v1 – after *Bipo bipo tru*, insert the phrase *taim olgeta samting i no kamap yet*, (note the comma at the end).
- in verses 1-3 and verse 10, put a capital ‘T’ on *tok* each time (but **not** in verses 7-8).
- v13 – insert *yet* after *God* in *God i mekim*.
- v14 – change *klostu* to *namel*.
- start new paragraphs at verses 6, 10, 14, 16.

9.10 Headings to insert (step 19):

- insert book title before the start of chapter 1 (before the /c 1 marker) – *\mt Gutnius Jon i raitim* (note the marker).
- insert section heading before v1 - *Tok i gat laip em i kamap man*.

### 9–3 Debrief

*Class discussion.*

9.11 After everybody has completed the simulation, discuss what was easy and what was hard. What could you do without looking at the procedure instructions?

.....  
.....

.....

9.12 What procedures did you need the instructions for?

.....

.....

.....

9.13 Did you understand why you needed to do certain procedures at certain stages of the process (e.g. taking a ‘photo’ of the project, doing a *Markers* check)? Were there any steps that you didn’t see the purpose of?

.....

.....

.....

9.14 Is there anything you would like the tutor to review with you at this point? If so, please let the tutor know (you can write it on a piece of paper if you like).

.....

.....

.....

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## **10. Using Paratext as a team**

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### **(backing up and sharing your project)**

#### **Module outline**

In this module, you will learn how to:

- decide on a **Send/Receive** routine for your team;
- avoid editing conflicts within a project;
- make your changes undo-able;
- edit a back translation.

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Note: Before trying to use **Send/Receive** with more than one computer, you need to have a computer specialist help you set up **Send/Receive** on your team's computers. **Send/Receive** must be started properly. A specialist can read the instructions for setting up **Send/Receive** in the UBS document *Paratext7.1ProjectSharingManual.pdf*.

***Do not try to use send/receive to share data with your team members until a specialist has done this.***

#### **10-1 Motivation (drama)**

*Two tutors act out the drama.*

Person #1: Oh, no! Our project is in a terrible mess! All of us have made changes and now we can't tell what is right and what is wrong.

Person #2: Did you discuss the changes first as a team?

Person #1: *No!*

Person #2: Did you keep to the rule about two people never working on the same chapter at the same time?

Person #1: *No!*

Person #2: Did you remember to take a photo?

Person #1: *No!*

Person #2: Did you do a print-out?

Person #1: *No!*

Person #2: Did you remember to do Send/Receive?

Person #1: Yes!

Person #2: Thank God! You did the right thing, and the clever people who wrote the Paratext program have made it possible for us to go back to an earlier version of the project.

- 10.1 In this module we will be discussing how to use Paratext together as a team. We won't be learning many new skills, but we will be talking about some good ideas and suggestions for using Paratext as effectively as possible.
- 10.2 If you are an experienced user, you will probably have some suggestions of your own that you can share with us.

## 10–2 Project sharing with Send/Receive

- 10.3 The **Send/Receive FUNCTION** doesn't just let you **BACKUP** your project efficiently. It also allows you to share your work with other team members who are working on different computers.
- 10.4 Suppose that you are making the first draft of one Bible book, and your team-mate is translating another book. Later she will check your work, and you will check hers. You need to exchange your work so that you both have the most up-to-date version of both books. **Send/Receive** lets you do this.
- 10.5 To ensure that all changes are exchanged between two users, **Send/Receive** has to be done three times.
- 10.6 Practise doing this by passing a flash drive around.

*Learners practise in pairs. Tutor supervises and assists.*

### Sharing project changes between two computers

1. When you and your team-mate would like to share your changes, both of you need to stop working.
2. Team member 1 does steps 3-6:
  3. Insert the **FLASH DRIVE**.
  4. On the **BUTTON BAR**, click the **Send/Receive** () button.
  5. Wait until the green progress meters have gone away. The flash drive will now contain the latest copy of your changes.
  6. Safely eject the flash drive.

7. Team member 2 takes the flash drive and does steps 3-6 on their computer. Now they have member 1's changes on their computer, but they have to share their own changes with member 1.
8. Team member 1 takes the flash drive and does steps 3-6 again. Now he/she has team member 2's changes, and both of you have up-to-date projects.

- 10.7 Remember: if you have two team members, you need to have member 1 do a **Send/Receive**, then member 2, then member 1 again.
- 10.8 If three or more people need to share their changes, the routine is a bit different.  
*Learners practise in groups of 3-4. Tutor supervises and assists.*

### Sharing project changes between 3+ computers

1. Everybody stops working.
2. Team member 1 does **Send/Receive** to a **FLASH DRIVE**, then safely ejects the flash drive.
3. Team member 2 does **Send/Receive** to a flash drive, then safely ejects the flash drive.
4. Each other team member in turn does **Send/Receive** to a flash drive, then safely ejects the flash drive.
5. Team member 1 takes the flash drive and does another **Send/Receive**, then safely ejects the flash drive.
6. Team member 2 takes the flash drive and does another **Send/Receive**, then safely ejects the flash drive.
7. Each other team member in turn takes the flash drive and does another **Send/Receive**, then safely ejects the flash drive.
8. Once everybody has done **Send/Receive** twice, every computer has the most up-to-date version of the project.

- 10.9 So if your team uses more than two computers, everybody needs to do **Send/Receive** twice in order to share all the changes.

### 10-3 Avoiding editing conflicts

*Class discussion, tutor writes responses on board. Some suggested answers are in the Appendix.*

- 10.10 A conflict happens when two or more people edit the same verse before doing the team's **Send/Receive** routine. When this happens, the edits that one of them made will be in the translation, and Paratext will save the other set of changes so somebody can decide later which ones should stay in the translation. This is extra work that you don't want to do, so the best thing is to avoid conflicts.
- 10.11 Don't **ever** have two people working on the same chapter!
- 10.12 If one person is doing a **GLOBAL** function (one that crosses over chapters), everybody else stops working until they have completed it.

### **Team procedure for global functions**

1. Everybody stops working.
2. Everybody shares their changes using the team's **Send/Receive** routine.
3. One team member performs the **GLOBAL FUNCTION**.
4. Everybody does **Send/Receive** again to receive the changes made by the global function.
5. Everybody starts working again.

- 10.13 What are some examples of 'global' functions?
- .....
- .....

### **10-4 Make your project undo-able**

- 10.14 Take **Mark Point in Project History** photos often. These make it possible to un-do big problems and mistakes.

### **10-5 Doing a back translation**

*Class discussion, tutor writes responses on board.*

- 10.15 Now we will think about how you can include your **BACK TRANSLATION** in Paratext.
- 10.16 It is very wise to be working on your back translation at the same time as you do your vernacular (tokples) front-translation.
- 10.17 What are some reasons for working on your back translation at the same time as doing your translation?

- 10.18 Your back translation will be a Paratext project just like your translation project. If you don't already have one, now may be a good time to have a computer expert create that project for you in Paratext.
  - 10.19 All the lessons you have learned for working on your translation in Paratext will help you when working on your back translation.
  - 10.20 A future version of Paratext will help us remember to keep our back translation up-to-date with our translation.

## 10-6 Sharing ideas

*Class discussion, tutor writes suggestions on board.*

- 10.21 Now is the time to share your ideas with everybody else. Has your team developed some routines to make sure you use Paratext well together?

## **10-7 Summary of the rules for working together using Paratext**

- Backup your project often using **Send/Receive**.
  - Share changes often between team members using your **Send/Receive** routine.
  - Never let two people work on the same chapter at the same time.
  - When global changes are being made with Basic Checks, Spell Checking or other tools, only one team member can be working on the project.
  - Make **Mark Point in Project History** photos often.
  - Keep your back translation up-to-date.
  - .....
  - .....

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Share project changes between two computers.</i>	<ol style="list-style-type: none"><li>1. Both team members stop working.</li><li>2. Team member 1 does the following:<ol style="list-style-type: none"><li>a) Insert the <b>FLASH DRIVE</b>.</li><li>b) Click the <b>Send/Receive</b> button on the button bar.</li><li>c) When the green progress meters have gone away, safely eject the flash drive.</li></ol></li><li>3. Team member 2 does step 2.</li><li>4. Team member 1 does step 2 again. Now both team members have up-to-date projects.</li></ol>	84
<i>Share project changes between 3+ computers.</i>	<ol style="list-style-type: none"><li>1. Everybody stops working.</li><li>2. Team member 1 does <b>Send/Receive</b> to a <b>FLASH DRIVE</b>, then safely ejects the flash drive.</li><li>3. Each other team member in turn does <b>Send/Receive</b> to a flash drive, then safely ejects the flash drive.</li><li>4. Team member 1 takes the flash drive and does another <b>Send/Receive</b>, then safely ejects the flash drive.</li><li>5. Each other team member in turn takes the flash drive and does another <b>Send/Receive</b>, then safely ejects the flash drive.</li><li>6. Once everybody has done <b>Send/Receive</b> twice, every computer has the most up-to-date version of the project.</li></ol>	85

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## 11. Project Notes

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### Module outline

In this module, you will learn how to:

- insert a Project Note;
  - change or delete a Note;
  - add another Note to an existing one;
  - mark a Note as Reviewed or Resolved;
  - view a list of Notes.
- 

### 11-1 Motivation (drama & discussion)

*Two tutors act out the drama.*

Person #1: Today we need to discuss the notes that we took during village checking.  
*(turns to Person 2) Did you bring the paper that we wrote them on?*

Person #2: Ah...no. My son turned the piece of paper into an aeroplane and threw it into the river. *(throws paper plane towards students)*

*Class discussion, tutor writes answers on board.*

11.1 What kinds of notes do you need to write about your project?

.....  
.....  
.....

11.2 Who reads the notes?

.....  
.....  
.....

11.3 At the moment, how do you record your notes, and how do you store them?

.....  
.....  
.....

## 11-2 What is a Project Note?

- 11.4 Paratext has a built-in notes **FUNCTION**. **PROJECT NOTES** are part of your project, but they are not part of the Bible text at all (don't confuse them with **FOOTNOTES** or study notes). They are just a helping tool for translators, advisers, consultants and other people working on the translation project. You won't see your Project Notes when you print out the text of your translation, but you can print them separately.
- 11.5 Because the Project Notes are part of the project, they get saved whenever the project does. And when you do **Send/Receive**, the Notes get shared around, just as the text does. This is a convenient way to share information between team members, and an easy way for a consultant or adviser to make suggestions on how you can improve your translation.

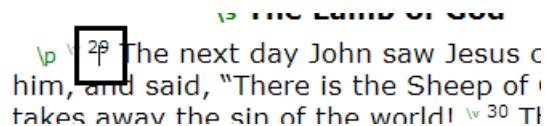
## 11-3 Inserting a Project Note

- 11.6 Start by opening the **English Practice Project**.
- 11.7 Go to John 1:29. Insert a Note about the word *Sheep* that reads *Is this the best word to use?*

*Tutor demonstrates, learners watch.*

### Inserting a Project Note

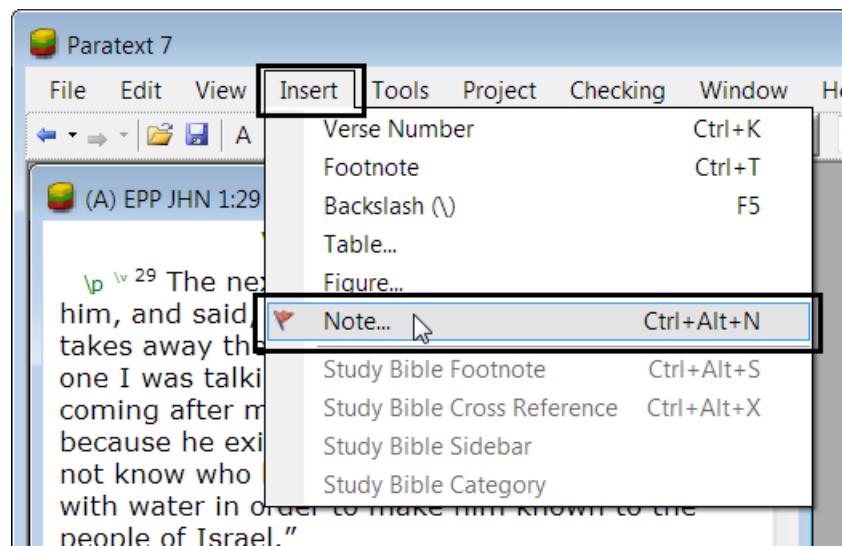
1. Insert the cursor inside the text that you want to make a Note about. There are three **OPTIONS** for doing this:
  - click inside a word;
  - **SELECT** some text;
  - click inside the verse number of the verse you want to make a Note about.

The next day John saw Jesus c  
him, and said, "There is the Sheep of  
takes awav the sin of the world! v 30 Th

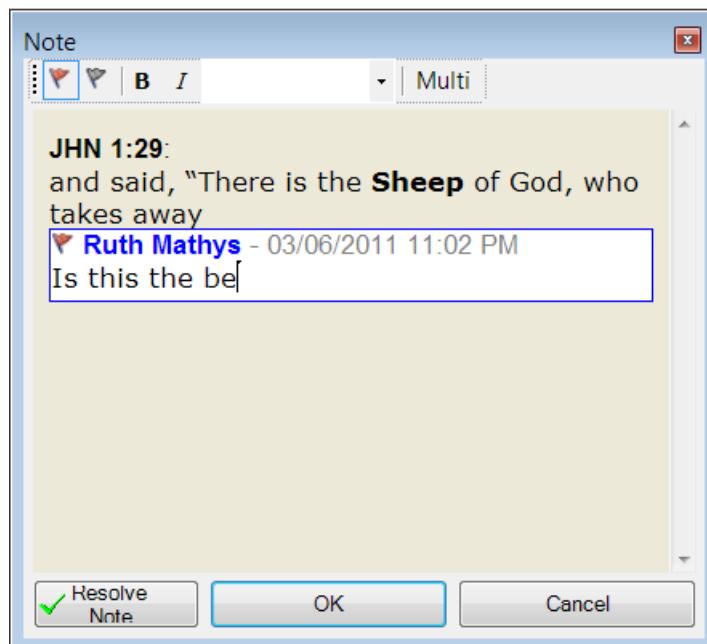
**ambo of God**  
ohn saw Jesus comin  
s the Sheep of God,  
he world! v<sup>30</sup> This is  
t when I said, 'A ma

**ambo of God**  
hn saw Jesus con  
the Sheep of Go  
e world! v<sup>30</sup> This  
when I said, 'A i

2. Go to the **Insert** menu and choose **Note...**



3. Type in the text of your Note.



4. Click on **OK**.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently.*

- 11.8 Notice the red flag that is now in the text, showing where the Note is. The red colour tells you that the **STATUS** of the Note is “To Do” – somebody needs to read the Note and do something about what it says.

- 11.9 Now make a Note about the word *Christ* in verse 41 (**HIGHLIGHT** the word before you insert the Note). The Note should read *Should we translate the word instead of using the Greek word?*
- 11.10 Now insert a Note about verse 51 (click inside the verse number first). The Note should read *We probably need a footnote here.*
- 11.11 Now make a Note about the words *fig tree* in verse 50 (**SELECT** the words before you insert the Note). You want the Note to say that it would be good to have a picture here. Write your own wording for the Note.
- 11.12 Enter two more Notes of your own.

#### 11-4 Viewing and changing Notes

*Class activity.*

- 11.13 Look at the window containing your project. How do you know where the Notes are?

 **\s The Lamb of God**  
*\p \v<sup>29</sup> The next day John saw Jesus coming to him, and said, "There is the Lamb of God, who takes away the sin of the world!" \v<sup>30</sup> This is the*

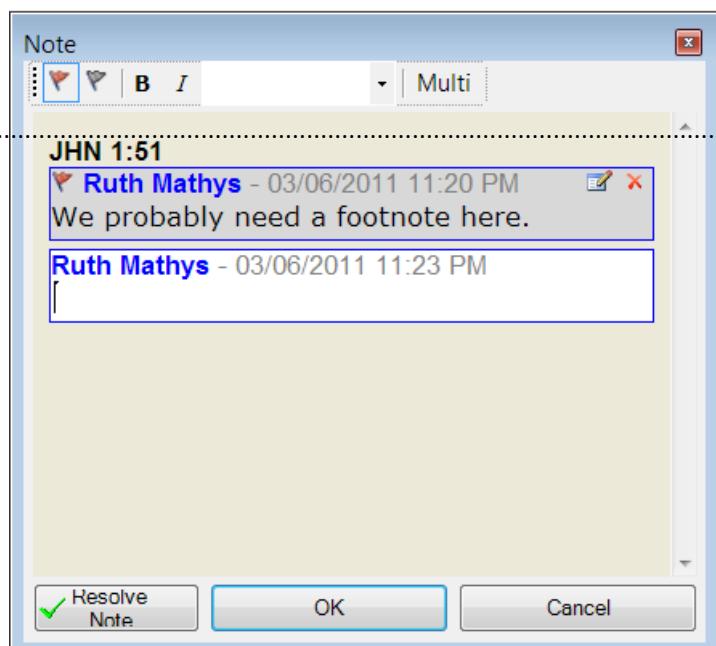
- 11.14 Notice that the word/words you attached the Note to are underlined.

- 11.15 Move the **CURSOR** over the Note flag icon at verse 51. What does the cursor turn into?

 **\s We probably need a footnote here.**

- 11.16 What else do you see?

- 11.17 Click on a Note flag. What do you see now?



*Tutor writes answers on board, adds any that students may miss. Answers are in the Appendix.*

### 11.18 What useful information do you see in this window?

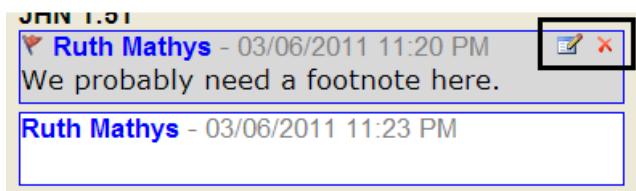
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- 11.19 Paratext thinks you might want to type a new Note under the first one, so it has created a new Note box for you. But instead, you want to change the original Note that you wrote.

- 11.20 Notice there are two little **BUTTONS** at the top right of the original Note that you wrote. Click on the one that looks like a paper and pencil.



- 11.21 Paratext automatically highlights all the text of the Note that you typed before. If you just start typing straightaway, what will happen? Try it and see!
- 

- 11.22 Change the Note to read *Do we need a footnote explaining what this refers to?*

- 11.23 Click on **OK**.

- 11.24 Now you decide that you don't want a Note here at all. Click on the flag again.

- 11.25 Now click on the red cross **BUTTON** next to the first Note.



- 11.26 What is the message that comes up on the screen?
- 

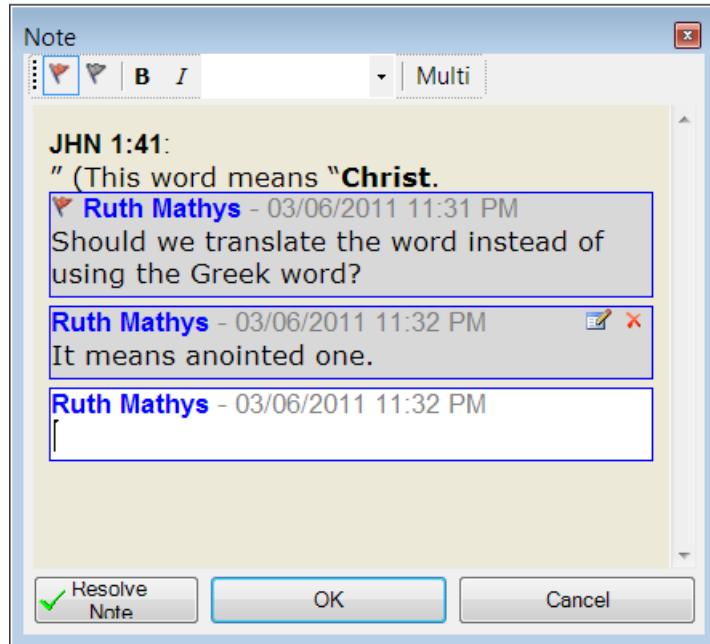
- 11.27 Yes, you really do want to delete this Note. Click on **Yes**. Confirm that the Note flag has disappeared from verse 51.

- 11.28 Go to the Note at verse 41 and click on the flag.

- 11.29 Once again, Paratext provides you with a box to type a second Note into. Type in *It means "Anointed One"*. Then click **OK**.

- 11.30 Now hold the cursor over the flag again. What is different now?
- 

- 11.31 Click on the Note flag again. Notice that now your original Note doesn't have the little buttons at the top right any more. You can't change or delete it now. But you *can* change or delete your **second** Note (or add a third one!).



11.32 Go to Revelation 1:4. There is a Note here. Who made the Note?

---

11.33 Try to delete the Note. Can you do it?

---

## 11-5 Reviewing and Resolving a Note

11.34 Remember that a red flag means “To Do” – the Note is telling you about a problem that needs fixing. Your team will eventually come back to all the difficult verses and find a solution to the problems in the Notes. Now you need to indicate in each Note that the problem has been solved.

11.35 There are two stages to doing this. You can mark a Note as Reviewed to indicate that the problem has been seen and discussed. Then when it has been completely dealt with, you can mark the Note as Resolved.

11.36 This two-stage process makes good sense if the person making the original Note is not the person responsible for finding a solution to the problem. For example, an advisor or consultant may make a Note that a particular verse has an exegetical problem. Then it is the translation team’s job to come up with a revised translation. So the sequence of steps is:

- the advisor/consultant makes a Note to point out a problem;
- the translation team discuss the problem and come up with a solution – they add a second Note explaining the solution and mark the Note as Reviewed;

- the advisor/consultant checks the translation team's solution and marks the Note as Resolved if he approves the solution. If not, he may write a new Note and put the Note's STATUS back to 'red flag' again so the team knows they are not done with this problem.

11.37 To practise this process, go back to John 1. We will start with the Note in verse 29, changing its status to Reviewed and adding a second Note that *We have decided to use the word 'Lamb' instead.*

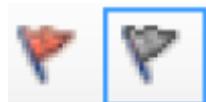
*Tutor demonstrates, learners watch. Then the tutor undoes the changes to the Note to be able to demonstrate again.*

### Marking a Note as Reviewed

- Click on the flag ICON for the Note.  This brings up the Note window.
- Type a new Note explaining what has been done about the problem in the original Note.
- At the top left of the Note window are two BUTTONS, one with a red flag and one with a grey flag. The red flag button currently has a blue box around it.



- Click on the grey flag BUTTON. The blue box moves from the red flag to the grey flag.
- If you are happy with the wording of the Note, click on **OK**.



*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 11.38 What does the flag **ICON** in the text look like now?

*Learners practise independently.*

- 11.39 Open the Note at verse 41. Hold the **CURSOR** over the grey flag button at the top left of the window. What writing comes up to tell you the **FUNCTION** of the button?

- 11.40 Now change the Note's **STATUS** to Reviewed. The new Note should read *We decided to stay with 'Christ'*.

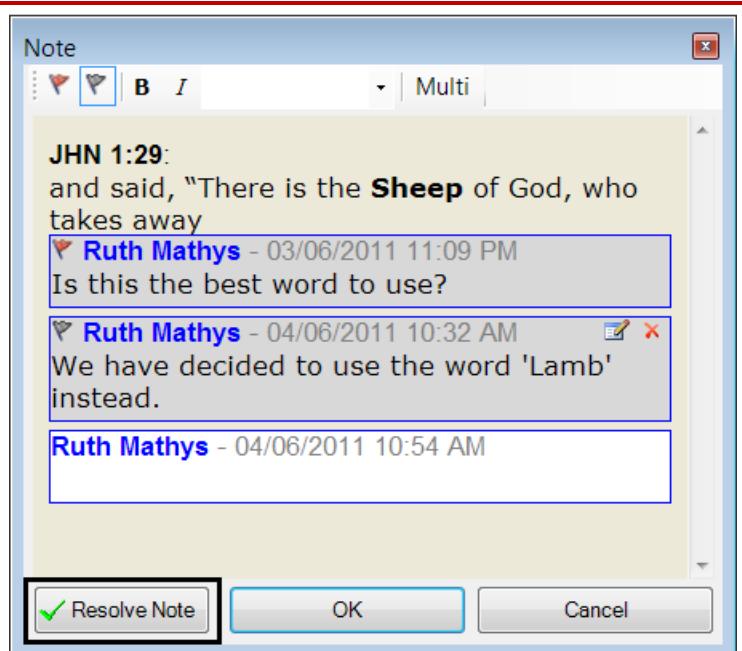
- 11.41 Now change one of your other Notes to Reviewed. Make sure you add a second Note to explain how you solved the problem.

- 11.42 Now suppose that everybody is happy with the solutions to the problems, and we can mark the Notes as Resolved. Go back to the Note at John 1:29.

*Tutor demonstrates, learners perform each step of demonstration after the tutor. (It isn't straightforward to revert this change, so don't do a separate initial demonstration.)*

### Marking a Note as Resolved

1. Click on the Note's flag **ICON** to open the Note window.
2. You can add another Note if you like.
3. Then click on the **Resolve Note** button.



- 11.43 What has happened to the flag icon in the text?

- 11.44 You can't see the flag any more, but the Note is still there. It hasn't been deleted, and there is still a way to view it.

*Learners practise independently.*

11.45 Mark the other Notes in John 1 as Resolved.

## 11–6 Viewing a list of Notes

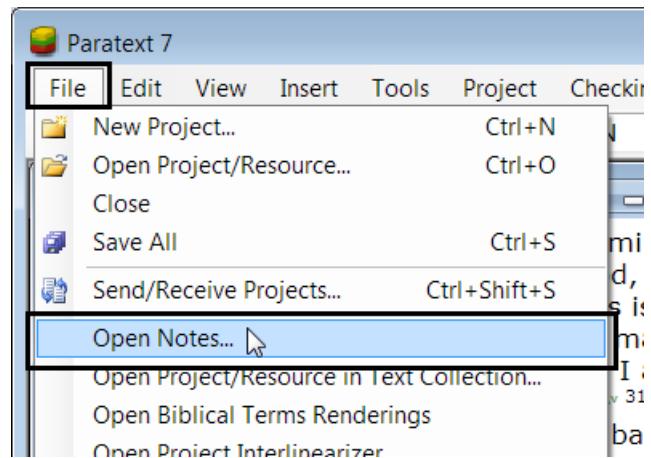
11.46 You may find it useful to view several Notes at once, to check which ones have been Reviewed or Resolved and which ones still need to be dealt with. This is especially helpful when you only have a few Notes left to work on in a big book, and scrolling to find them would take a long time.

11.47 Before you start this exercise, set your windows layout to **Stacked 2 Column**.

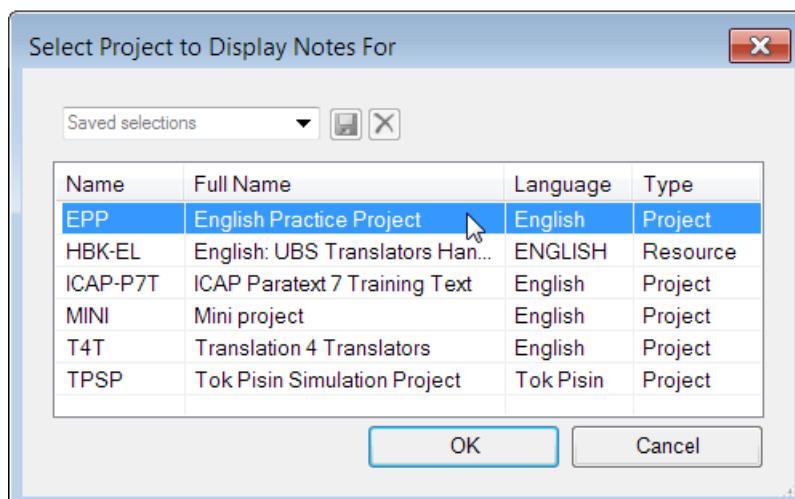
*Tutor demonstrates, learners watch.*

### Viewing a list of Project Notes

1. If necessary, open your project and go to the book/chapter/verse you want to see the Notes for.
2. Go to the **File** menu and choose **Open Notes...**



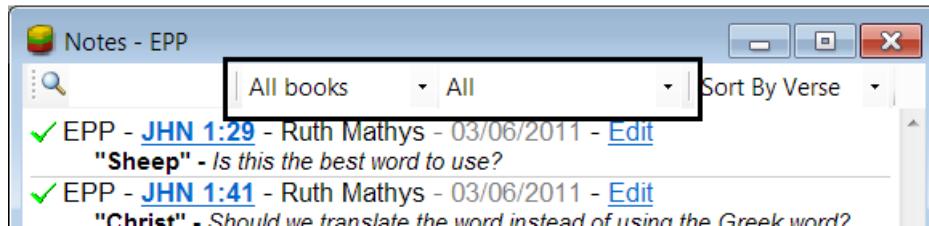
3. A window comes up with a list of projects. If you were already working in your project or opened it at step 1, the name of it will be highlighted. If not, **SELECT** the project you want.



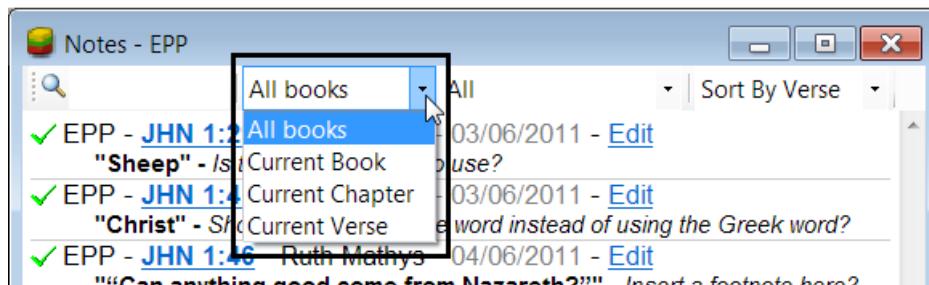
4. Click on **OK**. A window opens up with a list of Notes.



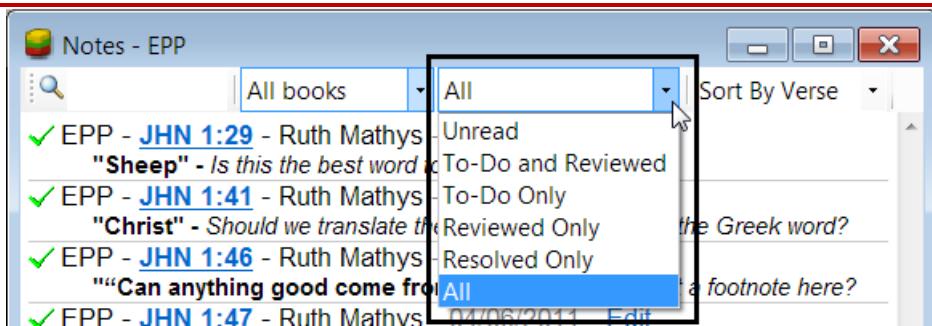
5. At the top there are two lists that let you restrict the number of Notes you see.



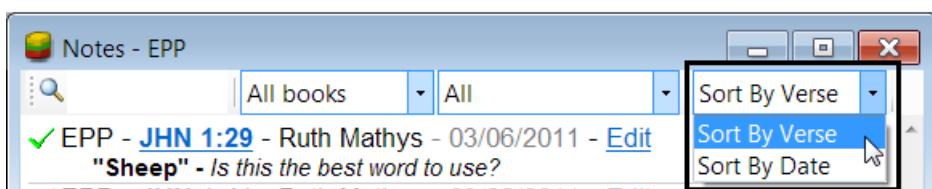
- The first list lets you choose *All books*, *Current Book*, *Current Chapter* or *Current Verse*, by clicking on the downward-pointing arrow.



- The second list lets you choose Notes by **STATUS** (e.g. *Unread*, *To-Do*, *Reviewed* or *Resolved*), by clicking on the downward-pointing arrow.



6. The third list lets you list the Notes by verse or by the date that the Note was written (the most recent Note is at the top).



7. This window only shows the first Note in each sequence. To see all the Notes attached to a particular flag, click on **Edit** for that Note sequence. This will open up the Note window.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 11.48 Look at the list of Notes for John's Gospel in the **English Practice Project** (select *Current Book* from the first list). Confirm that your Resolved Notes are still there.

*Class discussion, tutor writes responses on board.*

- 11.49 What information can you see about each Note?
- .....  
.....  
.....

- 11.50 Go to Revelation 1 in the project window. What happens in the Notes list?
- .....

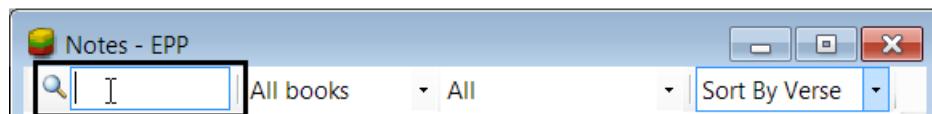
- 11.51 Mark one of these Notes as Reviewed. How does it change in the Notes list?
- .....

11.52 Mark a Note as Resolved. Is it still listed in the Notes list? What has changed?

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11.53 Try out the different buttons that let you restrict the number of Notes you see.

11.54 If you are wondering about the box with a magnifying glass next to it, that's the **SEARCH BOX**. You can type some text here to find a lost Note!



11.55 Set the middle buttons to say *All books* and *All*.

11.56 Now type *lamb* into the search box. Watch what happens to the list of Notes as you type. (If you couldn't see what happened, delete the word from the search box and type it again.)

11.57 Click on the **Edit** button for the Note to confirm that it does in fact contain the word *lamb*. Did this find capitalised words too?

11.58 When you have finished practising, close the Notes list window.

## 11-7 Tips for using Notes

*Class reads these together.*

11.59 Be careful what you write! You may not be able to change your Note after you've written it. If you're making a comment about somebody else's work, be polite!

11.60 You can't change or delete other people's Notes. You will become familiar with this when you share your project with other team members using **Send/Receive**.

11.61 You can only change or delete your own Note if it is the last one in the list.

11.62 Just because you **can** delete a Note doesn't mean you **should**! Only delete a Note if you're really sure that you don't want it there. Don't delete it just because your team has resolved the issue in the Note – mark it as Resolved instead.

11.63 Looking at the list of Project Notes can be very useful when you only have a few notes for a whole book and scrolling to find the flags would take a long time.

11.64 If you are a translator, when looking at the list of Project Notes, you may want to just list the Notes that are marked with the status ToDo (the red flag).

11.65 If you are a consultant or adviser, you may want to just list the notes with either the status of ToDo and Reviewed.

11.66 If you want the consultant to read a Note, put it in the **BACK TRANSLATION** project. Make sure that Notes for the consultant are in English or Tok Pisin.

## 11-8 Review

11.67 Watch the video ***Paratext7ProjectNotes.mp4*** or ***.html*** (except for the final section, on printing a Notes Report – instructions for this can be found in the [Appendix](#)).

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Insert a Project Note.</i>	<ol style="list-style-type: none"><li>1. Highlight the text that you want to make a Note about.</li><li>2. Go to the <b>Insert</b> menu and choose <b>Note...</b></li><li>3. Type in the text of your Note, then click on <b>OK</b>.</li></ol>	91
<i>Change an existing Note.</i>	<ol style="list-style-type: none"><li>1. Click on the flag <b>ICON</b> for the Note.</li><li>2. In the Note window, click on the <b>Change BUTTON</b> for the Note.</li><li>3. Change the text, then click on <b>OK</b>.</li></ol>	92
<i>Delete an existing Note</i>	<ol style="list-style-type: none"><li>1. Click on the flag <b>ICON</b> for the Note.</li><li>2. In the Note window, click on the <b>Delete BUTTON</b> for the Note.</li><li>3. Click on <b>Yes</b> in the message box, then click on <b>OK</b> in the main Note window.</li></ol>	93
<i>Add a second Note to an existing one.</i>	<ol style="list-style-type: none"><li>1. Click on the flag <b>ICON</b> for the Note.</li><li>2. Type the new Note into the blank Note box.</li><li>3. Click on <b>OK</b>.</li></ol>	93
<i>Mark a Note as Reviewed.</i>	<ol style="list-style-type: none"><li>1. Click on the flag icon for the Note.</li><li>2. Type a new Note explaining the change of status.</li><li>3. Click on the grey flag <b>BUTTON</b>.</li><li>4. Click on <b>OK</b>.</li></ol>	95
<i>Mark a Note as Resolved.</i>	As for marking a Note as Reviewed, but click on the <b>Resolve Note</b> button.	96

<p><i>View a list of Notes.</i></p>	<ol style="list-style-type: none"> <li>1. Open your project and go to the book/chapter/verse you want to see the Notes for.</li> <li>2. Go to the <b>File</b> menu and choose <b>Open Notes...</b></li> <li>3. A window comes up with a list of projects. <b>SELECT</b> the project you want, then click on <b>OK</b>.</li> <li>4. A window opens up with a list of Notes.           <ul style="list-style-type: none"> <li>• Type some text into the <b>SEARCH BOX</b> to find Notes containing that text.</li> <li>• The first <b>BUTTON</b> lets you choose <i>All books, Current Book, Current Chapter or Current Verse</i>.</li> <li>• The second button lets you choose Notes by <b>STATUS</b>.</li> <li>• The third button lets you list the Notes by verse or by the date that the Note was written.</li> </ul> </li> <li>5. To see all the Notes attached to a particular flag, click on <b>Edit</b> for that Note sequence.</li> </ol>	<p>97</p>
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## **12. Practice session 4 (real work)**

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### **Module outline**

In this practice session you will transfer the skills you have learnt so far to working on your own translation project.

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#### **12-1 Planning your practice session**

*Class reads through instructions out loud together.*

- 12.1 This is your first opportunity to use your new knowledge of Paratext on your own translation project. So you will be working more independently at this point. You (or your team) need to decide what work needs to be done on your project. That should include some of the new skills that you've learnt in the last 11 modules.
- 12.2 The tutors are here to help you, so this is a good opportunity to try out something you're not sure about. Ask a tutor to come over and help you through the difficult skill until you can perform it by yourself.
- 12.3 Some suggested skills to practise:
  - use **Send/Receive** to **BACKUP** your translation project and **BACK TRANSLATION** project to a flash drive (make sure a specialist has set up **Send/Receive** on your team's computers first, following the instructions in the UBS document ***Paratext7.1ProjectSharingManual.pdf***);
  - use **Send/Receive** to share your project between team members;
  - take **Mark Point in Project History...** 'photos';
  - review your translation or back translation and make changes using keyboard shortcuts;
  - run a *Chapter/Verses Numbers* check and fix any mistakes;
  - run a *Markers* check and fix any mistakes;
  - print a book or part of a book;
  - insert some Notes into your project or your back translation project.
- 12.4 Other things you could do:
  - look through the list of resources and decide which ones you will use regularly in your project;
  - decide how to work on your back translation;
  - make some team rules for using Paratext.

12.5 There is no fixed procedure to follow in this practice session because everybody will be doing different things. But...

If any of your activities involve actual changes to your translation project or back translation project:

- Do a **Send/Receive** backup at the start and end of the session!
- Take a **Mark Point in Project History...** ‘photo’ before and after making changes!
- Save your changes frequently using **Ctrl + S!**

12.6 Now spend some time thinking about (or discussing) what work you want to do on your project during this practice session. This is only a short session, so don’t try to do too much. You will have other opportunities to practise later.

.....  
.....  
.....  
.....  
.....  
.....  
.....

## 12-2 Action

*As the students work, tutor gives appropriate help.*

12.7 Work on the activities you chose to do, until the tutor tells you it is time to stop.

.....  
.....  
.....  
.....

## 12-3 Debrief

*Class discussion.*

12.8 Discuss the kinds of activities that you chose to do. Make a note of other people’s ideas. You might like to try them in the next practice session.

.....  
.....  
.....  
.....

12.9 Which skills were easy to use on your own project?

---

12.10 Which skills needed some thinking before you could use them on your own project?

---

12.11 Which skills did you still need the instructions for?

---

12.12 Did you remember to do **Send/Receive** at the start and end of the session?

12.13 Did you remember to use **Mark Point in Project History...** before and after making any changes?

12.14 Did you remember to save regularly as you worked?

## 12–4 Self-evaluation

12.15 At this point in the course you should stop to check that you have understood everything we have covered so far. Please complete the following skills list.

- Tick the “**Yes**” column if you can complete this task without even looking at the instructions.
- Tick the “**Instructions**” column if you can complete the task by following the instructions.
- Tick the “**No**” column if you can only complete this task with someone’s help.

Skill	Yes	Instructions	No
Open and close Paratext.			
Open a project or resource (in a new window).			
Change the resource that a window is displaying.			
Arrange windows into three columns.			
Move a window.			
Change the size of a window.			
Find a specific book/chapter/verse in a resource.			
<b>SELECT</b> text.			
<b>DELETE</b> selected text.			
<b>Copy</b> selected text.			
<b>Paste</b> copied text.			

Skill	Yes	Instructions	No
Undo a mistake you just made.			
Save your work quickly.			
Recognise a <b>USFM MARKER</b> .			
Start a new paragraph in your text (by inserting a paragraph marker).			
Insert a section heading.			
Insert a verse marker.			
Take a 'photo' of your project.			
Backup your project onto a <b>FLASH DRIVE (Send/Receive)</b> .			
Share project changes between two computers.			
Share project changes between 3+ computers.			
Check your project for missing chapters or verses.			
Check your project for incorrect markers.			
Print the text of a book.			
Print part of a book.			
Save a <b>Print Draft...</b> PDF to a flash drive.			
Insert a Project Note.			
Change or delete an existing Note.			
Add another Note to an existing one.			
Mark a Note as Reviewed or Resolved.			
View a list of Notes.			

12.16 Is there anything you would like the tutor to review with you at this point?

.....

.....

.....

*Tutor passes around pieces of paper.*

12.17 Please write down the topics that you would like to review now.

*Tutor collects papers.*

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## **13. More on screen layout**

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### **Module outline**

In this module, you will learn how to:

- create a Text Combination (layout of windows);
  - create and open a Text Collection (several resources in one window);
  - view text as continuous from chapter to chapter;
  - change how your text displays markers.
- 

### **13-1 Review: arranging windows**

*Class discussion.*

13.1 In this module we will be looking at some other options for arranging windows on the screen in Paratext. But first, let's review what we learnt back in module 2. If you're not sure of the answers, try it out in Paratext!

13.2 What **FUNCTION** do you use to arrange your windows in two (or three) neat columns?

---

13.3 What happens when you open another window?

---

13.4 Can you change the size or position of a window when you choose this layout?

---

13.5 But what happens when you close Paratext and open it again?

---

13.6 What function do you use to arrange your windows any way you like, and have them stay that way?

---

### **13-2 Saving combinations of windows**

*Class discussion, tutor writes responses on board.*

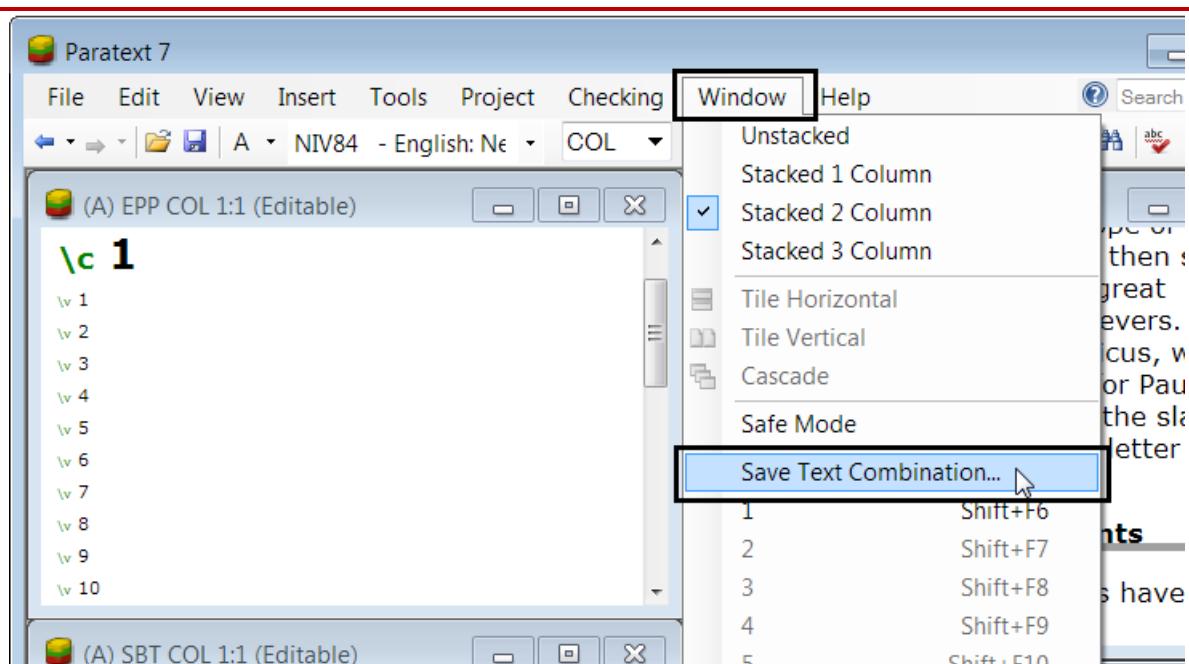
13.7 You may like to use different screen layouts for different tasks. What are some examples of different tasks that need different arrangements of windows?

- 
- 
- 13.8 It would be annoying to have to open or close windows, rearrange them and resize them every time you switch to a different task. But Paratext lets you save different screen layouts and change between them easily. These are called **TEXT COMBINATIONS**.
  - 13.9 We will start by creating a practice Text Combination, and then you can experiment and decide what kind of arrangement you would like to use for your own work.
  - 13.10 Open your own translation project, your **BACK TRANSLATION** project and two **RESOURCES** that you frequently use. Close any other windows.
  - 13.11 We'll call this Combination *Practice layout*. And since it is just a practice Combination, we'll make it #9 (number 9). We'll keep #1, #2 etc. for the real Combinations that you create for your work.

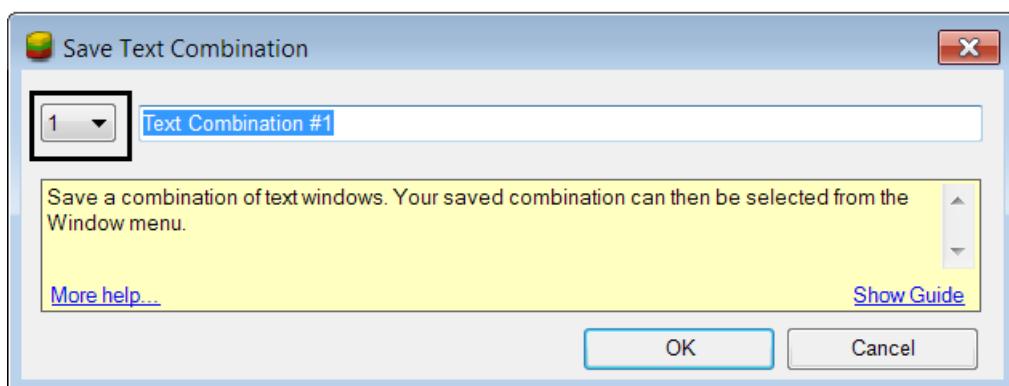
*Tutor demonstrates, learners watch.*

### Creating a Text Combination

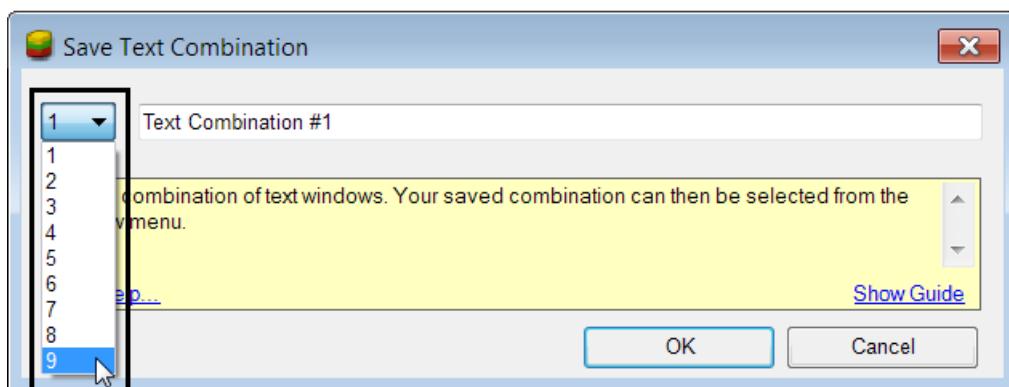
1. Open all the windows that you want to include in the Text Combination.
2. Arrange these windows in a way that you like (that will be comfortable to work with). You can use the 'stack' functions on the **Window** menu, and you can move or resize windows too.
3. In each window, you can make the text appear larger or smaller by holding the **Ctrl** key and tapping the **+** and **-** keys. **Ctrl + +** makes the text bigger. **Ctrl + -** makes the text smaller.
4. Go to the **Window** menu and choose **Save Text Combination...**



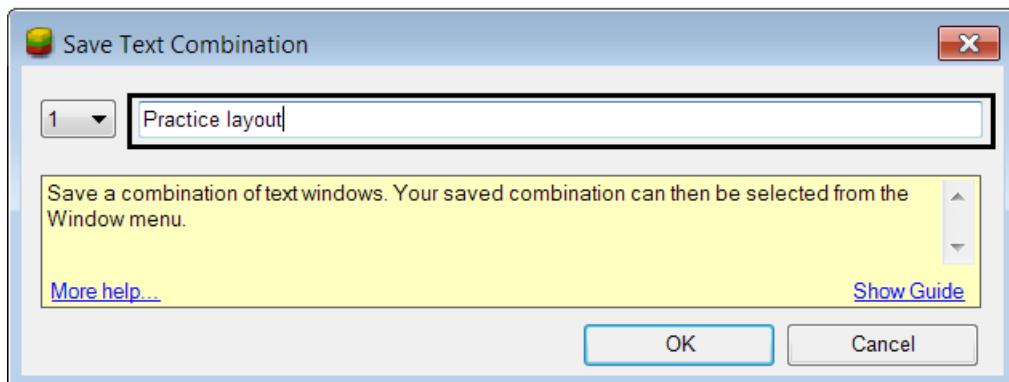
5. The *Save Text Combination* window opens.



6. At the top left, pick a number for your new Combination (use smaller numbers for Combinations that you use more often).



7. In the box you can type a name for your Combination that explains what task it is for (e.g. *First draft layout* or *English Bibles GNT NIV NET*).



8. Click on **OK**.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

13.12 Now we'll change the screen layout, then see what happens you choose your Text Combination again. Start by going to the **Window** menu and choosing **Unstacked**.

13.13 Move some windows around and change their size. Make them overlap.

13.14 Now open two more windows. Your screen should be very messy now!

13.15 Now go to the **Window** menu and choose **9 Practice layout**. What happens?

---

13.16 Now spend some time thinking about a real Text Combination that you would like to use when you work. What project and resource windows would you like to have open? (Don't open too many windows or the screen will be too crowded.)

---



---



---

13.17 Open and arrange those windows in a way that you like. Make sure there aren't any other windows open.

13.18 Save this layout as Text Combination #1. Give it a name that explains the task it is for.

13.19 Now go to the **Window** menu and choose **9 Practice layout** again. What happens?

- 13.20 Go to the **Window** menu again and look for the Text Combination that you made #1.  
What is its name in the menu?
- 

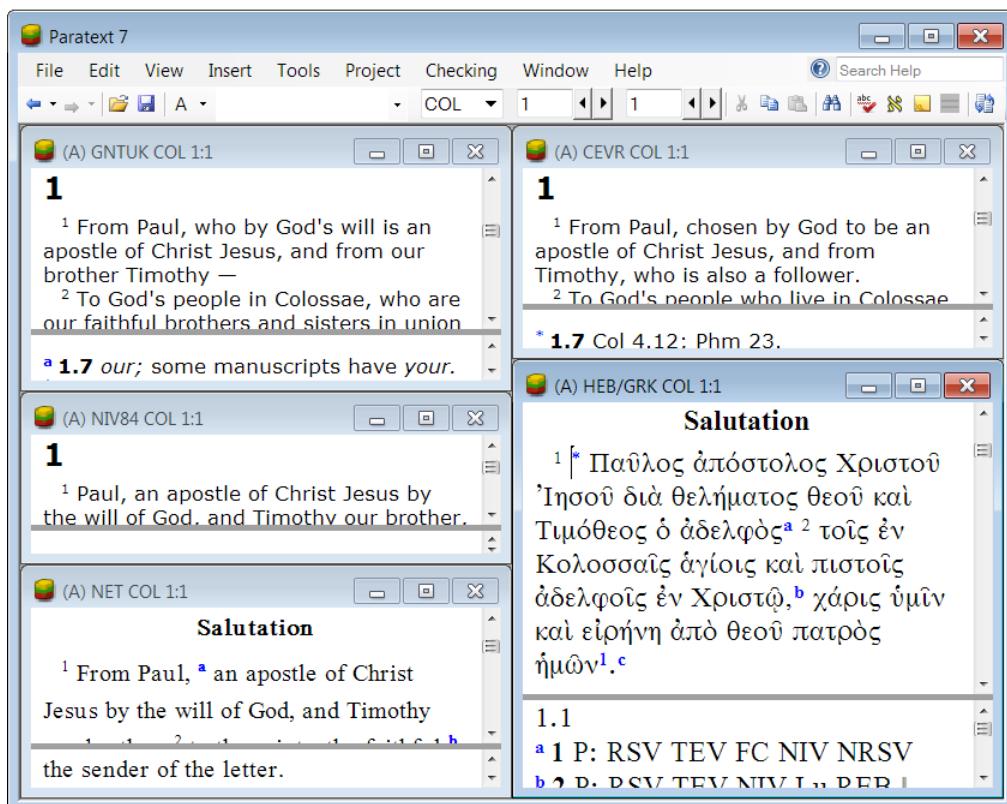
- 13.21 Choose that #1 Combination. What happens?
- 

- 13.22 If you decide later that you want to change your #1 Combination, just organise the windows the way you want them and save the layout as Text Combination #1 again. This will replace the original Text Combination #1 with the new Combination.

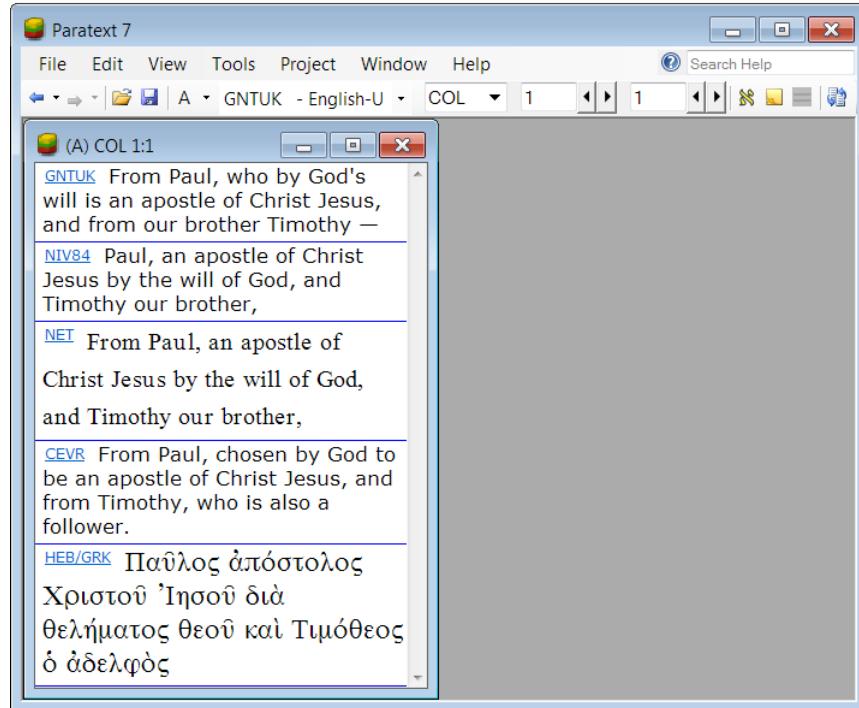
### 13-3 Text Collections

- 13.23 A **TEXT COMBINATION** of resources is very useful, but it does use up a lot of screen space. Paratext has another way to display resources which uses less space. It is called a **TEXT COLLECTION**.

- 13.24 Here are five texts as a Text Combination:



13.25 Here are the same five texts as a Text Collection:



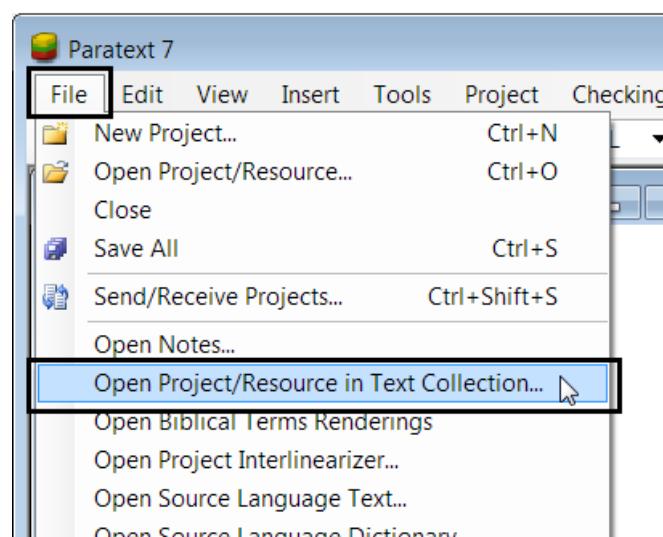
13.26 A Text Collection window allows you to see just one verse from different versions, without taking up too much screen space. When you change to another verse, all the resources in the Text Collection will change to show the new verse.

13.27 First of all, we'll look at a sample Text Collection (it's called *Sample collection!*). Close all the windows that you have open.

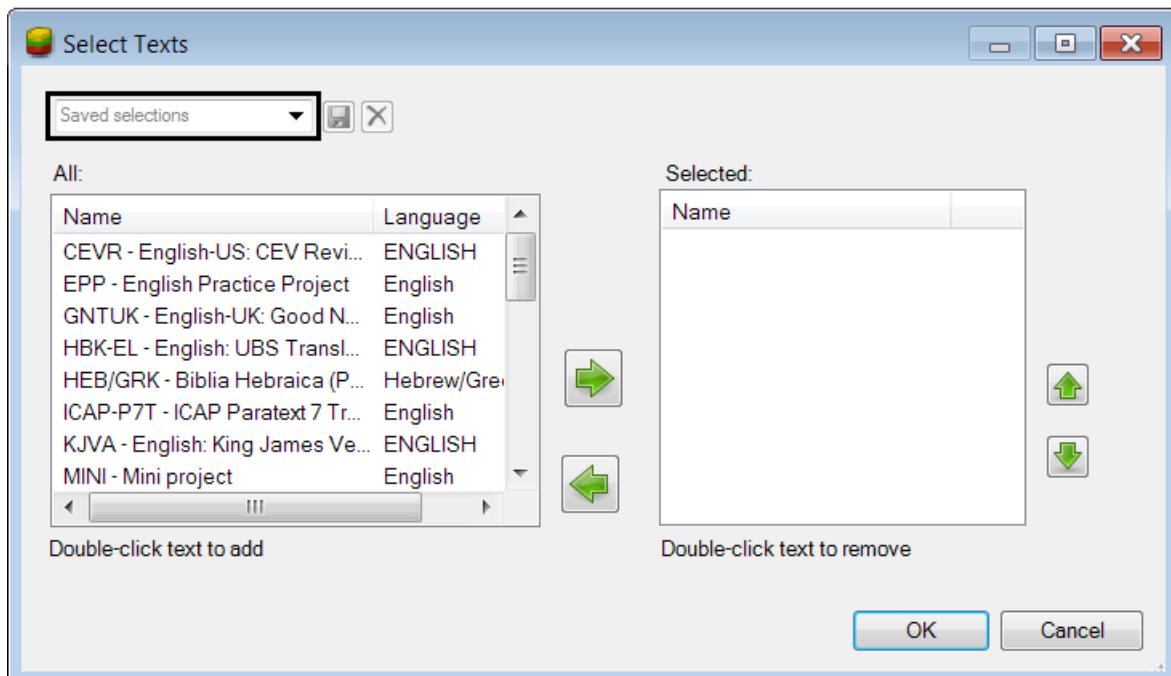
*Tutor demonstrates, learners watch.*

### Open a Text Collection

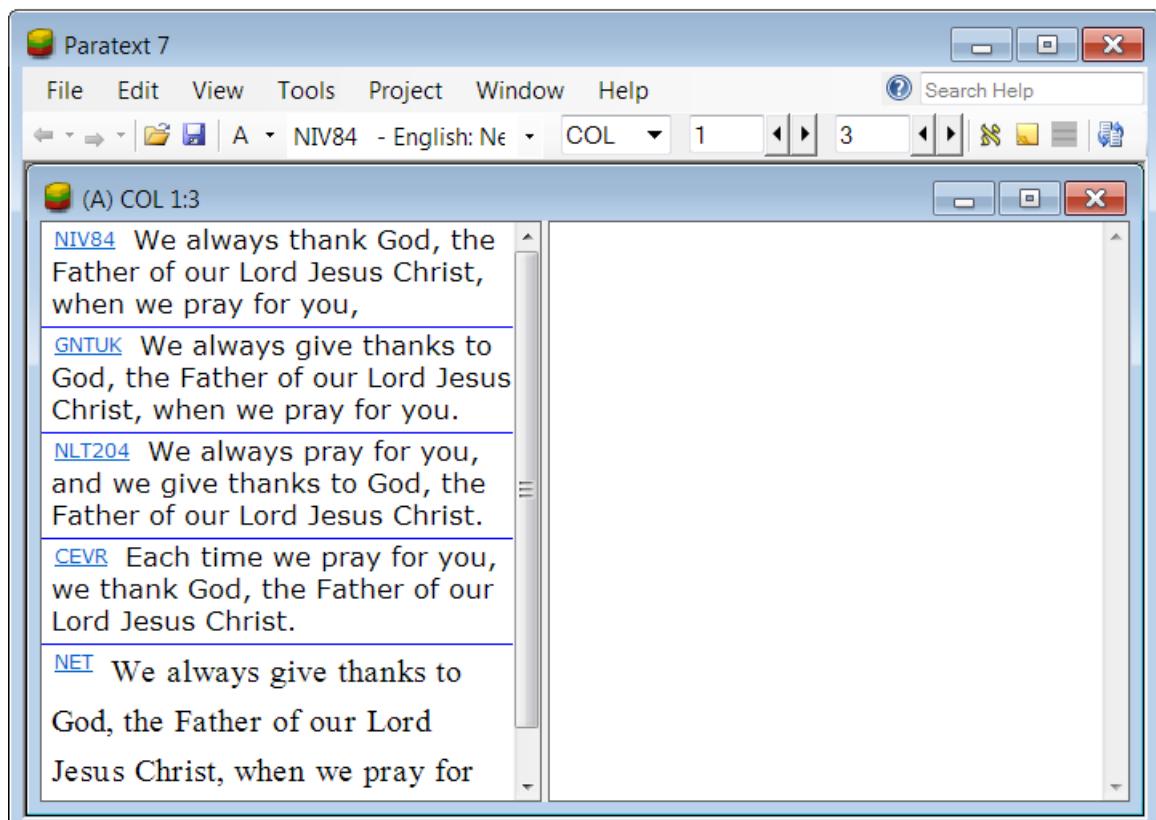
1. Go to the **File** menu and choose **Open Project/Resource in Text Collection...**



2. A window opens up. In the top left-hand corner is a box. Click on the downward-pointing arrow to the right of the box, and choose the Text Collection you want.



3. Then click on **OK**. A window opens up containing the Collection.



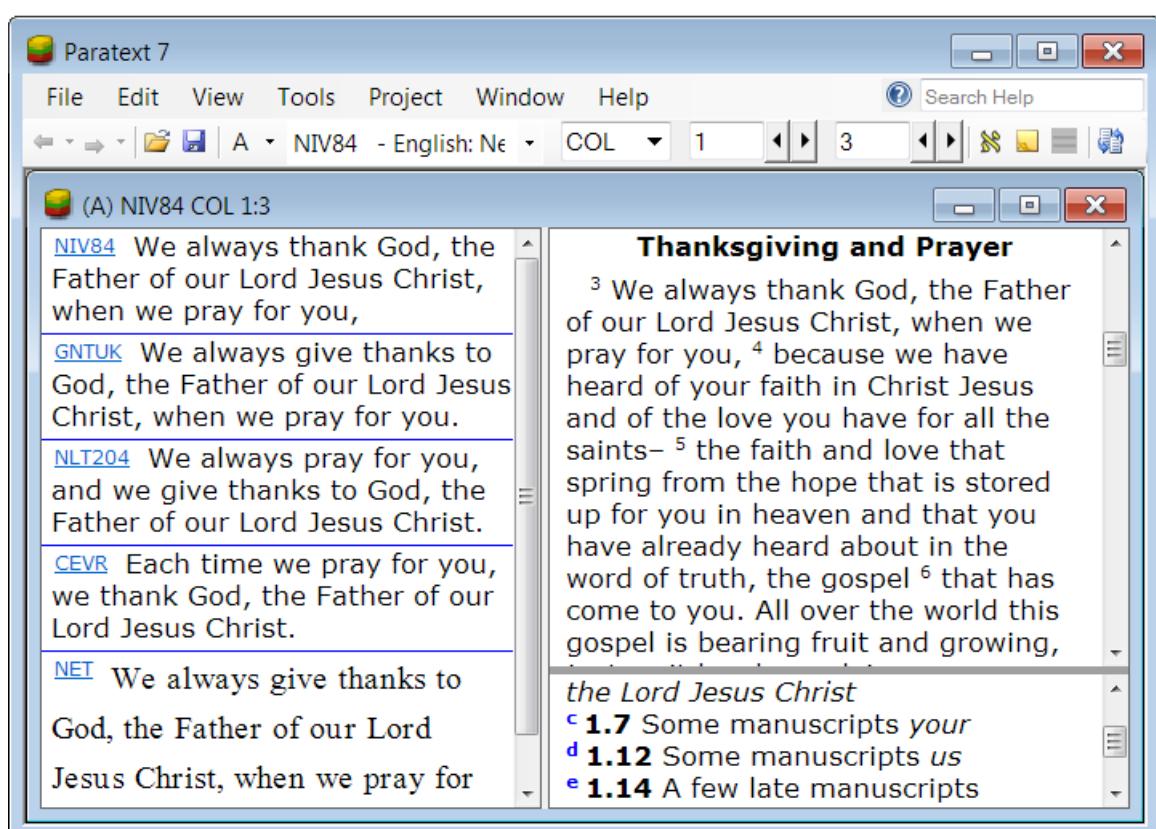
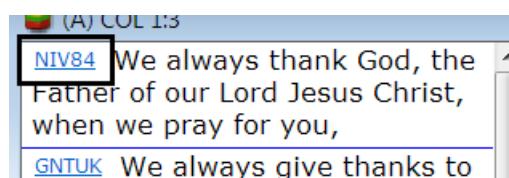
*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Class activity.*

- 13.28 Notice that the window has two PANCES. At the moment the right-hand pane is empty.  
What does the left-hand pane have?
- 

- 13.29 How much of each resource can you see?
- 

- 13.30 Each resource is labelled with its ABBREVIATED name (blue writing, underlined). Click on one of those resource names. What happens?



- 13.31 How much of the resource can you see in the right-hand pane?
- 

- 13.32 This is a way to show the context of the verse that the Text Collection shows. The left-hand pane lets you see how the same verse is translated in several versions, and

the right-hand pane lets you see the ‘bigger picture’ of the verse in one version. And all of this is in just one window instead of having to open lots of windows that fill up the screen.

- 13.33 Practise **SCROLLING** through the text in the right-hand pane. What happens to the text in the left-hand pane?
- 

- 13.34 How do you change which verse is showing in the left-hand pane? Try it!
- 

- 13.35 Hold the cursor over the ‘wall’ between the two panes. It changes to look like this:

- 13.36 Hold down the mouse button and drag the cursor to the left or right. What happens?
- 

- 13.37 Go to the **View** menu and choose **Two Panes**.

- 13.38 What happens? Do you prefer this?
- 

- 13.39 Now we’ll create our own Text Collection.

First of all, decide which resources you would like to have in your Collection. Look back at paragraph 2.19 on page 25 to see what you wrote there. Also decide what name you want to give your Text Collection.

Resources to use:

---

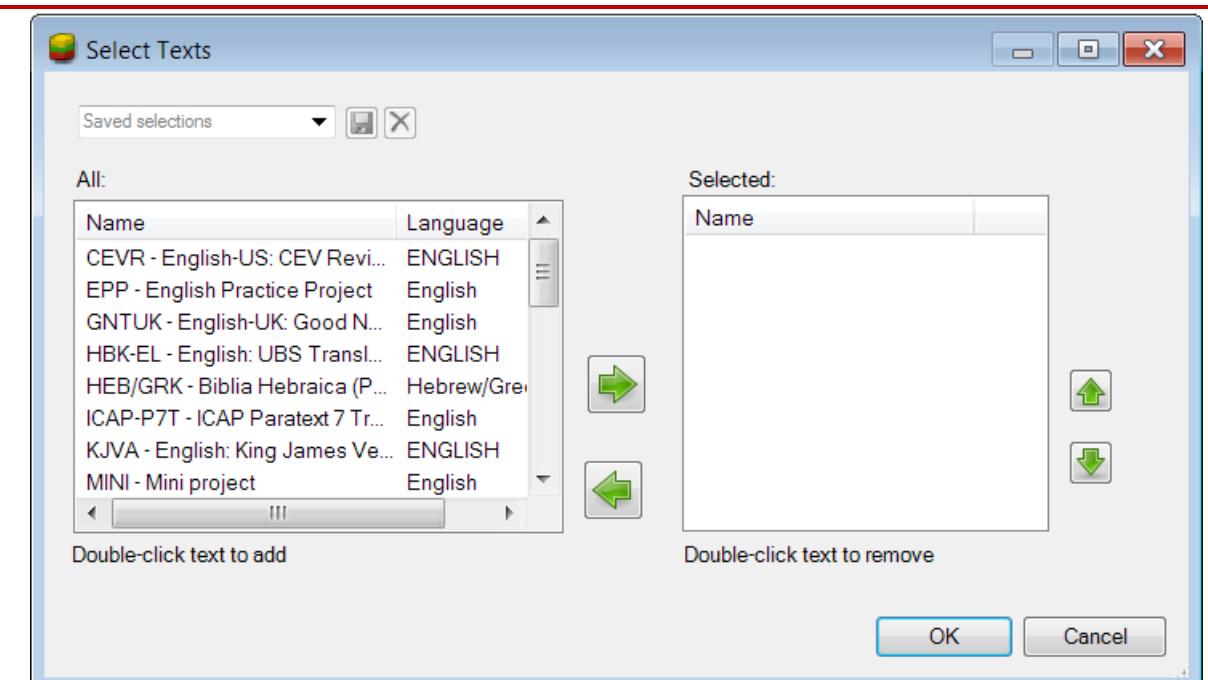
---

Name of Text Collection: .....

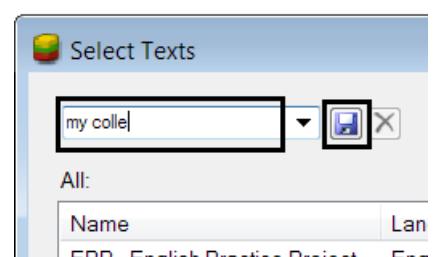
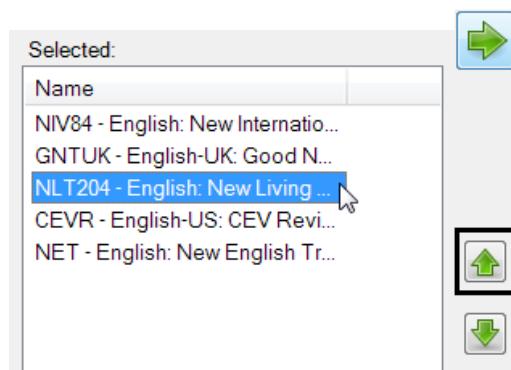
*Tutor demonstrates, learners watch.*

### Creating a Text Collection

1. Go to the **File** menu and choose **Open Project/Resource in Text Collection...**
2. A window opens that looks like this:



3. In the left-hand **PANE** of the window is a list of all your resources and projects. **DOUBLE-CLICK** on each resource that you want to add to the Text Collection. This moves the resource into the right-hand pane. (You can also click on the resource and then click the green right-pointing arrow.)
4. When all the resources you want are in the right-hand pane, decide if they are in the order you want (top to bottom). To move a resource higher in the list, click on it then click on the green upwards-pointing arrow. Each time you click the arrow, the resource will move up one place.
5. When all the resources are in the order you want, type a suitable name for your Text Collection into the box at the top left of the window.
6. Then click on the **Save BUTTON** to the right of the box (it has a disk **ICON**).
7. Click on **OK**. The new Text Collection window opens.
8. The window has two **PANES**. Click on the name of a resource in the left-hand pane to open it in the right-hand pane, showing the context of the verse.



*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 13.40 Close your new Text Collection window. Now open it again using the **Open a Text Collection** procedure on page 113. Practise changing the verse in the left-hand pane, and **SCROLLING** through the right-hand pane.
- 13.41 A Text Collection is the same as any other kind of window. You can use it in a ‘stacked’ or ‘unstacked’ layout, and you can even include it in a Text Combination.
- 13.42 Open your project and your **BACK TRANSLATION** project, and make a screen layout that includes these windows and your new Text Collection window. If you like this layout, save it as a Text Combination!

#### **13-4 Viewing continuous text or By Chapter**

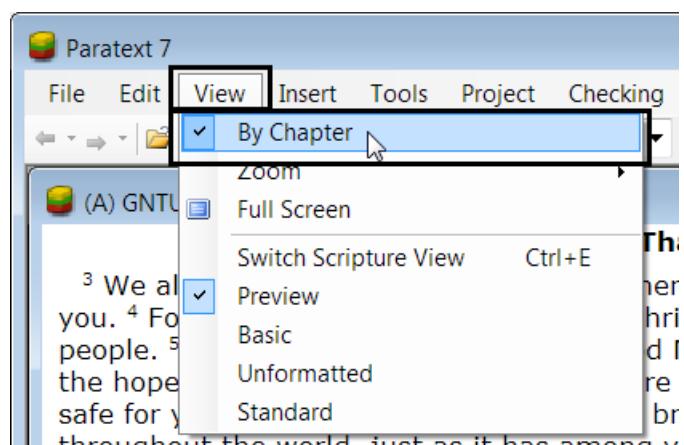
*Class activity.*

- 13.43 Go to the start of Mark’s Gospel in a resource (a normal resource window, not a Text Collection). What is the very first thing that you can see in the file?
- 

- 13.44 Now **SCROLL** down as far as you can. What is the last verse that you can see?
- 

- 13.45 Go to the **View MENU**. The first **FUNCTION** on the menu is called **By Chapter** and at the moment it has a **TICK** next to it. Choose this function (which will undo the **By Chapter OPTION**).

- 13.46 What is different about the behaviour of your resource window now?



- 13.47 How far can you scroll up?
- 

- 13.48 How far can you scroll down?
-

- 13.49 You have used this function before. Do you remember why? (Hint: look at paragraph 7.27 on page 63.)
- 

- 13.50 Choose **By Chapter** again. You should view projects and resources **By Chapter** most of the time. But it's useful to know that there is an alternative too.

## 13-5 Changing how markers display

*Class activity.*

- 13.51 Open the **New English Translation (NET Bible)** resource. Can you see the **MARKERS**?

- 13.52 Can you see the footnotes? Where?
- 

- 13.53 Open your project in a separate window. Can you see the USFM markers?

- 13.54 Click on the resource window that shows the **NET Bible**. Then go to the **View** menu.

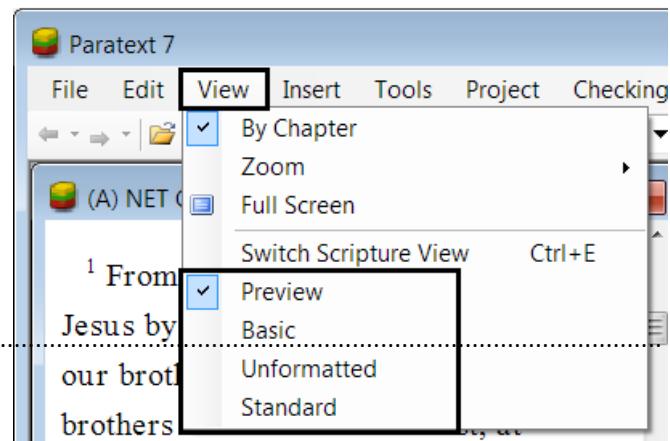
- 13.55 There are four **OPTIONS** at the bottom of the menu. Which one has a **TICK** next to it?

- 13.56 Now choose **Standard**. Can you see the USFM markers now?

- 13.57 Can you still see the footnotes?

- 13.58 Hold the mouse over one of the **ASTERISKS**. This lets you read the footnote, but it is rather confusing because it has the footnote markers in there too.

- 13.59 Paratext lets you view your project or a resource in four different ways:



to the saints, the faith  
and sisters \* in Christ, at  
peace and peace to you \*  
our Father! \*

<i>Preview</i>	The text displays with <b>FORMATTING</b> but you can't see the markers. Cross-references and footnotes are shown in a pane at the bottom of the window.	can't be edited
<i>Basic</i>	You can <b>EDIT</b> the translation text but you can't change any of the markers or chapter/verse numbers (which are displayed in grey).	text can be edited; markers can't

<i>Unformatted</i>	This View displays the text and markers with no formatting at all. The footnotes and cross-references are in the middle of the text.	can be edited
<i>Standard</i>	The text displays with formatting but you can see the markers too. Footnotes and cross-references are not visible, but are indicated in the text by asterisks. If you hold the mouse over the asterisk, you can read the footnote text. Double-click on the asterisk to edit the footnote text.	can be edited

13.60 Go back to the **NET Bible** window and choose each of these View options in turn.

Because the NET Bible has so many footnotes, the **Unformatted** option is very confusing. **Preview** is definitely the best way to view this resource.

13.61 Now try the different View options with your own project window. Which do you prefer?

.....

13.62 Which would be the best View option to use if you are worried about accidentally deleting a verse number?

.....

13.63 Which would be the best View option for entering section headings?

.....

## 13-6 Two useful resources

*Class activity.*

13.64 The **NET Bible (New English Translation)** is well known for having very detailed footnotes that might help you with your translation.

13.65 One of the resources available within Paratext is the **UBS Translators Handbook Series (HBK-EL or HBKENG)**. Even though it isn't a Bible translation, it behaves like any other resource. You can go to a verse reference in it, and it moves when you change your project to show a different reference. You can even include it in a Text Combination.

13.66 Open the **UBS Translators Handbook** in a separate window.

13.67 Practise going to different verse references.

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Create and save a Text Combination.</i>	<ol style="list-style-type: none"> <li>1. Open all the windows that you want to include in the Text Combination.</li> <li>2. Arrange these windows in a way that you like.</li> <li>3. Change the size of the text in a window by pressing <b>Ctrl + +</b> (larger) or <b>Ctrl + -</b> (smaller).</li> <li>4. From the <b>Window</b> menu, choose <b>Save Text Combination...</b></li> <li>5. At the left of the <i>Save Text Combination</i> window, pick a number for your new Combination.</li> <li>6. Type a name for your Combination that explains what task it is for.</li> <li>7. Click on <b>OK</b>.</li> </ol>	109
<i>Open a Text Collection.</i>	<ol style="list-style-type: none"> <li>1. Go to the <b>File</b> menu and choose <b>Open Project/ Resource in Text Collection...</b></li> <li>2. A window opens up. In the top left-hand corner is a box. Click on the downward-pointing arrow to the right of the box, and choose the Text Collection you want.</li> <li>3. Click on <b>OK</b>.</li> </ol>	113
<i>Create a Text Collection.</i>	<ol style="list-style-type: none"> <li>1. Go to the <b>File</b> menu and choose <b>Open Project/ Resource in Text Collection...</b> A window opens up.</li> <li>2. <b>DOUBLE-CLICK</b> on the name of each resource that you want to add to the Text Collection.</li> <li>3. In the right-hand <b>PANE</b>, click on the name of a resource then click on the green upwards-pointing arrow <b>BUTTON</b> if you want to move the resource higher in the list.</li> <li>4. Type a name for your Text Collection into the box at the top left of the window, then click on the <b>Save</b> button (it has a disk <b>ICON</b>).</li> <li>5. Click on <b>OK</b>.</li> <li>6. In the Text Collection window, click on the name of a resource to open it in the right-hand pane.</li> </ol>	116

<i>Switch between viewing <b>By Chapter</b> and viewing continuous text.</i>	<ul style="list-style-type: none"> <li>• Go to the <b>View</b> menu and choose <b>By Chapter</b>.</li> </ul>	118												
<i>Change how markers display in a window.</i>	<ul style="list-style-type: none"> <li>• Go to the <b>View</b> menu and choose one of the following options:</li> </ul> <table> <tbody> <tr> <td><b>Preview</b></td> <td>Text is <b>FORMATTED</b>; markers aren't shown.</td> <td>not editable</td> </tr> <tr> <td><b>Basic</b></td> <td>Markers are greyed out (can't be changed).</td> <td>text only</td> </tr> <tr> <td><b>Unformatted</b></td> <td>Plain text, including markers.</td> <td>editable</td> </tr> <tr> <td><b>Standard</b></td> <td>Text is formatted; markers are shown.</td> <td>editable</td> </tr> </tbody> </table>	<b>Preview</b>	Text is <b>FORMATTED</b> ; markers aren't shown.	not editable	<b>Basic</b>	Markers are greyed out (can't be changed).	text only	<b>Unformatted</b>	Plain text, including markers.	editable	<b>Standard</b>	Text is formatted; markers are shown.	editable	119
<b>Preview</b>	Text is <b>FORMATTED</b> ; markers aren't shown.	not editable												
<b>Basic</b>	Markers are greyed out (can't be changed).	text only												
<b>Unformatted</b>	Plain text, including markers.	editable												
<b>Standard</b>	Text is formatted; markers are shown.	editable												

## 14. Keyboard shortcuts

### Module outline

In this module, you will be introduced to keyboard shortcuts in the following areas:

- opening and viewing projects/resources;
- going to verse references, including ones you've visited already;
- moving around a text file and selecting text;
- inserting Project Notes.

### 14-1 Keyboard shortcuts

*Class reads out loud together.*

- 14.1 In this module we will see some keyboard shortcuts that can help you work a little bit faster. So far we have been using the mouse to choose most functions within Paratext. **SELECTING** a **FUNCTION** from a **MENU** by going click, click, click is a good way to learn about it. But using the mouse can be rather slow, especially if you have to take your hand off the keyboard all the time to reach for the mouse. It's time to learn the **KEYBOARD SHORTCUTS** for some functions that you already know.
- 14.2 What are some keyboard shortcuts that you have already been using?  
.....  
.....
- 14.3 Even after you practise using these keyboard shortcuts, you won't remember them all. In fact, you will probably be very confused by the time you get to the end of the module! But it is important to be aware of what keyboard shortcuts there are, and to start thinking about using them.
- 14.4 So your goal in this module is just to pick out a few keyboard shortcuts that you really want to learn straightaway, and practise them over the next few days.
- 14.5 There is a full list of keyboard shortcuts in the appendix **Keyboard shortcuts for common tasks** on page 259 at the back of this handbook. After you have learned your first few shortcuts and are using them all the time, look at this appendix and decide on some more shortcuts to learn. Look at the list at the start of each day's work to remind you what they are, then aim to practise one shortcut each day until you are using them all.

## **14-2 Shortcuts for opening and viewing projects/resources**

14.6 Start with Paratext open but all projects and resources closed.

*Tutor demonstrates, learners watch. You can open any project you like.*

### **Keyboard shortcut for opening a project/resource**

1. Press **Ctrl + O** (that's the letter 'O').
2. Type the first few letters of the project or resource's **ABBREVIATED** name, until it is **HIGHLIGHTED**.
3. Press **Enter**.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

14.7 **Ctrl + O** is the same as what menu function?

---

*Learners practise independently. Repeat if necessary. Make sure that you can do this without looking at the instructions.*

14.8 In the previous module you created a Text Combination (layout of windows on the screen). There is a keyboard shortcut to open each Text Combination too.

14.9 Look at the very top row of your computer's keyboard. The keys here are labelled **F1**, **F2**, **F3**, etc. (The F stands for 'function'.) This keyboard shortcut uses a **FUNCTION KEY**.

*Tutor demonstrates, learners watch.*

### **Keyboard shortcut for opening a Text Combination**

1. Press **Shift + F6** to open your #1 Text Combination.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

14.10 **Shift + F6** is the same as what menu function? (Note: the exact name of the function on the menu will be different for each person, because it depends on what name you gave your Text Combination.)

---

*Learners practise independently. Repeat if necessary. Make sure that you can do this without looking at the instructions.*

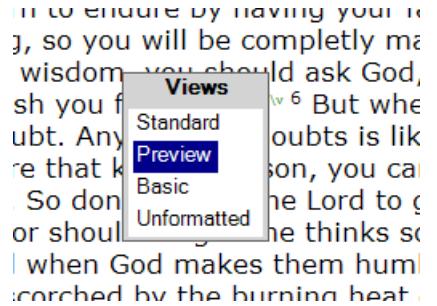
14.11 **Shift + F7** opens your #2 Text Combination, and so on.

- 14.12 In the previous module we also learned about switching to a different View to show or hide text **FORMATTING** and markers.

*Tutor demonstrates, learners watch.*

### Keyboard shortcut for switching View in a project/resource window

1. Press **Ctrl + E**. Release the **E** key but keep your finger/thumb on the **Ctrl** key. This brings up a list of View options.
2. Now every time you press **E**, the next **OPTION** on the list will be **HIGHLIGHTED**.
3. Once the option you want is highlighted, lift your finger/thumb off the **Ctrl** key and the selected option will take effect.



*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 14.13 **Ctrl + E** is the same as what group of menu functions?

*Learners practise independently. Repeat if necessary. Make sure that you can do this without looking at the instructions.*

- 14.14 Usually you want to switch backwards and forwards between two Views, e.g. between **Standard** (to view markers) and **Preview** (to see what the text looks like without markers). Paratext is clever enough to put your previous View as the first option on the list each time.

## 14-3 Shortcuts for going to verse references

*Class activity.*

- 14.15 You already learnt a keyboard shortcut (**Ctrl + B**) when you originally learnt how to go to a specific Bible verse. Now we'll learn a few more helpful shortcuts for going to verse references.

- 14.16 First of all, make sure you know where the **ARROW KEYS** are on your keyboard.

- 14.17 Go to Luke 1:1.

*Tutor writes correct answers on the board. Answers in Appendix.*

- 14.18 Now try out the following shortcuts. What does each one do?

- **Ctrl + ↓** .....

- **Ctrl + ↑** .....
- **F8** .....
- **Ctrl + F8** .....
- **F9** .....
- **Ctrl + F9** .....

14.19 Experiment with these shortcuts until you are clear about what each one does.

## **14-4 Shortcuts for going back to verses you've already visited**

*Class activity.*

14.20 Go to each of the following verses in a resource: John 3:16, 1 John 4:7, 1 Corinthians 13: 2.

14.21 Now press **Alt + ←**. What happened?

.....

14.22 Press **Alt + ←** again. Now what happened?

.....

14.23 Now press **Alt + →**. What happened?

.....

14.24 These keyboard shortcuts give a quick way to move backwards and forwards between a few different verses without having to choose book/chapter/verse each time.

*Class discussion, tutor writes suggestions on board.*

14.25 Can you think of a situation where this might be useful?

.....

## **14-5 Shortcuts for moving around a text file and selecting text**

*Class activity.*

14.26 When you are typing, you don't want to be stopping to use the mouse all the time. There are keyboard shortcuts that help you move the **CURSOR** and **SELECT** text without having to use the mouse.

14.27 Use **Ctrl + O** to open the ***English Practice Project***. (Close other windows if the screen is too crowded.)

14.28 Go to Revelation 1:1.

14.29 Now try out all the following shortcuts. What does each one do?

- **←** .....
- **→** .....
- **↑** .....
- **↓** .....
- **Ctrl + ←** .....
- **Ctrl + →** .....
- **Home** .....
- **End** .....
- **Ctrl + Home** .....
- **Ctrl + End** .....

14.30 **Ctrl + ↑** and **Ctrl + ↓** are useful here too. (If you've forgotten what they do, look back at 14.18.)

14.31 Now go back through the list of shortcuts in 14.29, but this time hold down the **Shift** key as well. What is the effect of holding down the **Shift** key?  
.....

14.32 Go straight to the beginning of the chapter. Which keyboard shortcut did you use?  
.....

14.33 Go to the start of verse 3. Which shortcut did you use?  
.....

14.34 **SELECT** the first three words of verse 3. Which shortcut did you use?  
.....

14.35 Go to the end of the line of text. Which shortcut did you use?  
.....

14.36 Go to the start of the next chapter. Which shortcut did you use? (Hint: look back at 14.18!)

---

14.37 The good thing about these particular shortcuts is that they are not specific to Paratext. They will work in Word and many other programs such as email. Try them out sometime!

## 14–6 Shortcuts for Project Notes

14.38 In the **English Practice Project**, go to Titus 1:5 and select the word *Crete* without using your mouse.

14.39 We'll insert a Note that says *Could we put a map here?*

*Tutor demonstrates, learners watch.*

### Keyboard shortcuts for inserting a Project Note

1. Move the **CURSOR** to the point where you want to put the Note (or **SELECT** the text you want the Note to be about).
2. Press **Ctrl + Alt + N** to insert a Note.
3. Type the text of your Note.
4. Press **Alt + Enter** to close the Note window.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

14.40 **Ctrl + Alt + N** is the same as what menu function?

---

*Class activity.*

14.41 Move to verse 7 and select *church leader*.

14.42 Insert another Note and type *This is traditionally translated 'bishop'*.

14.43 Now press **Enter**. What happens?

---

14.44 This is why you need to use **Alt + Enter** to close the Note window. Do that.

14.45 Now use **Shift + F6** to open your #1 Text Combination.

14.46 Go to a place in your project or **BACK TRANSLATION** that needs a Note.

14.47 Insert a Note and close the Note window using the keyboard shortcuts.

## **14-7 Practising with keyboard shortcuts**

*Learners practise independently. Repeat if necessary.*

14.48 Close all the project and resource windows that you have open.

14.49 Now go back through this module and practise all the keyboard shortcuts again.

14.50 Write down four shortcuts that you thought were very useful.

.....  
.....  
.....  
.....

14.51 You won't remember them all straightaway! But choose one that you will practise and use today and tomorrow.

.....

## Module summary

This module has shown the following keyboard shortcuts:

Task	Shortcut	Page
<i>Open a resource.</i>	• <b>Ctrl + O</b>	124
<i>Open a Text Combination.</i>	• <b>Shift + F6</b>	124
<i>Switch View.</i>	• <b>Ctrl + E</b>	125
<i>Move to next/previous verse.</i>	• <b>Ctrl + ↓, Ctrl + ↑</b>	125
<i>Move to next/previous chapter.</i>	• <b>F8, Ctrl + F8</b>	125
<i>Move to next/previous book.</i>	• <b>F9, Ctrl + F9</b>	125
<i>Go to last verse reference visited.</i>	• <b>Alt + ←</b>	126
<i>Return to next verse reference.</i>	• <b>Alt + →</b>	126
<i>Move to next/previous CHARACTER.</i>	• <b>→, ←</b>	127
<i>Move to next/previous line.</i>	• <b>↓, ↑</b>	127
<i>Move to start of next/previous word.</i>	• <b>Ctrl + →, Ctrl + ←</b>	127
<i>Move to start/end of line.</i>	• <b>Home, End</b>	127
<i>Move to start/end of chapter.</i>	• <b>Ctrl + Home, Ctrl + End</b>	127
<i>Select text.</i>	• Hold down <b>Shift</b> while using a shortcut that moves the cursor.	127
<i>Insert a Project Note</i>	• <b>Ctrl + Alt + N</b>	128
<i>Save Note text and close the window.</i>	• <b>Alt + Enter</b>	128

## 15. Practice session 5 (real work)

### Module outline

This practice session gives you another opportunity to practise the skills you have learnt so far, by working on your own translation project.

#### 15-1 Planning your practice session

*Class reads through instructions out loud together.*

- 15.1 As with the first ‘real work’ practice session, you (or your team) need to decide what work needs to be done on your project.
- 15.2 In the last two modules you learnt about screen layout options and keyboard shortcuts. Make sure you practise those new skills! You could:
  - improve your Text Combination, or make extra ones for different tasks (maybe create one with the **NET Bible** or **UBS Translators Handbook Series** in it);
  - practise switching between the different View options using **Ctrl + E**;
  - choose a task that requires text editing and moving between verses, so that you can practise the keyboard shortcuts (especially the one you listed at 14.51).
- 15.3 If you’re not familiar with the **NET Bible**, look through its footnotes and think about whether you want to use it regularly in your translation work. Also look at the **UBS Translators Handbook**.
- 15.4 Look back at the previous practice session (module 12, page 104) for other ideas about what to do now. Also look at the ideas you wrote down from other people (page 105).
- 15.5 Look back at the self-evaluation checklist at the end of the previous practice session (page 106). If there were some skills that you still found difficult, practise those. The tutors are here to help you, so this is a good opportunity to try out something you’re not sure about. Ask a tutor to come over and help you through it until you can perform that skill by yourself.
- 15.6 There is no fixed procedure to follow in this practice session because everybody will be doing different things. But...

If any of your activities involve actual changes to your translation project or **BACK TRANSLATION** project:

- Do a **Send/Receive** backup at the start and end of the session!

- Take a **Mark Point in Project History**... ‘photo’ before and after making changes!
- Save your changes frequently using **Ctrl + S**!

15.7 Now spend some time thinking about (or discussing) what work you want to do on your project during this practice session.

.....  
.....  
.....  
.....  
.....  
.....  
.....

## 15-2 Action

*As the students work, tutor gives appropriate help.*

15.8 Work on the activities you chose to do, until the tutor tells you it is time to stop.

## 15-3 Debrief

*Class discussion.*

15.9 Discuss the kinds of activities that you chose to do. Make a note of other people’s ideas. You might like to try them in the next practice session.

.....  
.....  
.....  
.....  
.....

15.10 Did you remember to do **Send/Receive** at the start and end of the session?

15.11 Did you remember to use **Mark Point in Project History**... before and after making any changes?

15.12 Did you remember to save regularly as you worked?

15.13 Which skills were easy to use on your own project?

.....

15.14 Which skills needed some thinking before you could use them on your own project?

.....

15.15 Which skills did you still need the instructions for?

.....

15.16 Is there anything you'd like the tutor to review at this point?

.....

.....

.....

---

## 16. More on markers

---

### Module outline

In this module, you will learn how to:

- create a verse bridge;
  - copy parallel passage references from a published Bible translation into your project;
  - insert a footnote, and change or delete it.
- 

16.1 In this module we will learn a few tasks that involve using **USFM MARKERS**. If necessary, refresh your memory about markers by looking back at module 4, [Using markers](#).

### 16-1 Creating a verse bridge

*Class activity.*

16.2 Close all the windows that you currently have open. Choose the **Stacked 2 Column** window layout.

16.3 Open the resource **GNTUK (Good News Translation 1994)**. Use the keyboard shortcut for opening a resource!

16.4 Go to Matthew 1:2. How is the verse number written?

.....

16.5 What does this mean?

.....

16.6 This is called a **VERSE BRIDGE**. Several verses have been combined or reordered in the translation, and the verse number is written in a way that gathers them all together.

16.7 Have you found that sometimes when you are translating, you have to rearrange the sentence parts and even change the order of verses, just to make your translation make sense?

16.8 Now open the **English Practice Project** (leave the **GNT** open too). Go to John 9:13.

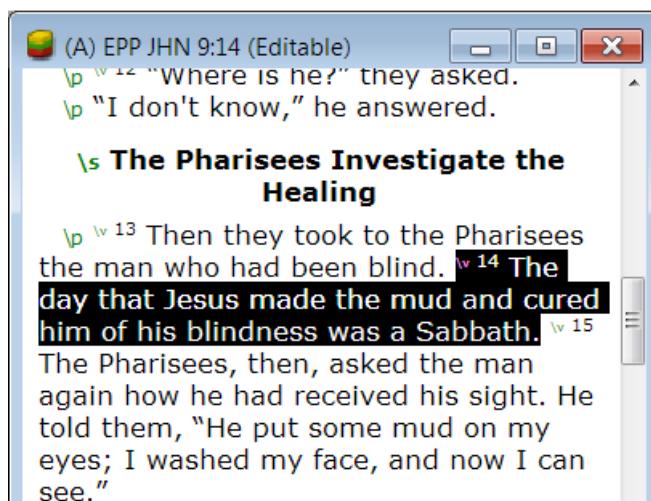
16.9 Read verses 13-15.

16.10 The following sentences summarise the different events in the order that they are described in John's Gospel. Now put numbers next to the sentences to show what order the events **happened** in.

- They took the man to the Pharisees.
- The man was blind.

- Jesus made mud.
- Jesus cured the man of his blindness.
- The Pharisees asked the man a question.
- The man received his sight.
- The man answered the Pharisees.

- 16.11 In some languages, it just isn't possible to tell the story with the order of events mixed up like this. You have to tell the story in the order that the events actually happened.
- 16.12 We will change the order of the verses to be more like the order of events. Then we'll create a verse bridge to show that two verses have been combined together.
- 16.13 Since we're making a significant change to our project, take a **Mark Point in Project History...** 'photo'. Call it *Before verse bridges*.
- 16.14 Insert the **CURSOR** right at the start of verse 14, ***before*** the verse marker.
- 16.15 Now **SELECT** all of verse 14, including the full stop.



- 16.16 Move the selected text to come before verse 13 (insert it between the paragraph marker and the verse marker for verse 13).
- 16.17 You can quickly move the selected text either by **DRAGGING** it with the mouse, or by using **Ctrl + X** to **Cut** it and **Ctrl + V** to **Paste** it where you want it.
- 16.18 The English doesn't read very nicely now, but we'll ignore that.
- 16.19 **Save** the project.
- 16.20 Now do a *Chapter/Verses Numbers* check. Ignore all the lines that say *Empty verse*. Just scroll down to chapter 9. What does the error message say?

16.21 We need to create a verse bridge so we don't have verse 14's number coming before verse 13's number.

*Tutor demonstrates, learners watch.*

### Creating a verse bridge

1. Decide what changes you need to make to the text.
2. Make a note of the verse numbers that are affected by the change.
3. Make your changes to the order of the verses, and to the wording if necessary.
4. **SELECT** and delete all the verse **MARKERS** and numbers except the first one.
5. Go to the first verse marker of the **VERSE BRIDGE** sequence. Select the number.
6. Type in the range of verse numbers. That is, type the first number of the sequence, then a hyphen [ - ], then the last number of the sequence.

#### \s The Pharisees Investigate the Healing

\p \v 13 Then they took to the Pharisees the man who had been blind. \v 14 The day that Jesus made the mud and cured him of his blindness was a Sabbath. \v 15 The Pharisees, then, asked the man again how he had received his sight. He told them, "He put some mud on my eyes; I washed my face, and now I can see."

#### \s The Pharisees Investigate the Healing

\p \v 13-14 The day that Jesus made the mud and cured him of his blindness was a Sabbath. Then they took to the Pharisees the man who had been blind. \v 15 The Pharisees, then, asked the man again how he had received his sight. He told them, "He put some mud on my eyes; I washed my face, and now I can see."

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

16.22 **Save** the project.

16.23 Do a *Chapter/Verses Numbers* check again. Has the mistake been fixed?

*Learners practise independently.*

16.24 Now go to John 11:1-2 and read those verses. The descriptions of Lazarus, Mary and Martha might sound a bit strange, because we only find out at the end of verse 2 that they are all from the same family. And there is also a mention of an event that doesn't happen until the next chapter!

16.25 These verses are easier to understand (in English, anyway), if they are translated as the *Contemporary English Version* does:

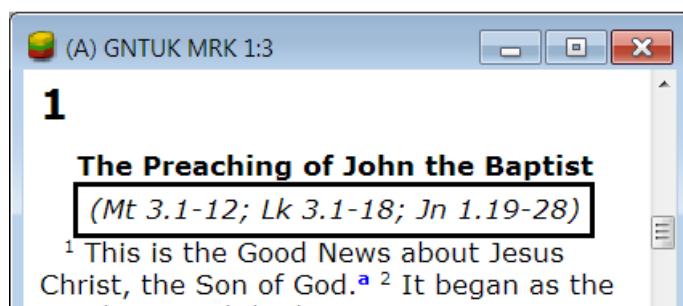
A man by the name of Lazarus was sick in the village of Bethany. He had two sisters, Mary and Martha. This was the same Mary who later poured perfume on the Lord's head and wiped his feet with her hair.

- 16.26 Change the wording of the ***English Practice Project*** to match the **CEV**. Then make a verse bridge for verses 1 and 2.
- 16.27 Do a *Chapter/Verses Numbers* check to make sure you've made the verse bridge correctly.

## 16-2 Inserting parallel passage references

*Class activity.*

- 16.28 Go to Mark 1:1 and look at the resource **GNTUK (Good News Translation 1994)**. What is written under the section heading?



- 16.29 This is a **PARALLEL PASSAGE REFERENCE** (we looked at these briefly back in module 4). It is a special kind of **CROSS-REFERENCE** that gives the book/chapter/verse reference for a similar passage elsewhere in the Bible. Most parallel passages are in the Gospels, but there are other parallel passages such as between 1-2 Chronicles and other Old Testament books, or between 2 Samuel 22 and Psalm 18.
- 16.30 The parallel passage reference is inserted straight after a section heading.
- 16.31 You don't need to do the hard work of deciding what the references should be. Just copy and paste them from a published resource such as the **Good News Translation** or **Tok Pisin Bible** (Buk Baibel). Make sure, of course, that the names of the Bible books are the ones that you use in your own language (don't just use the English or Tok Pisin book names).
- 16.32 Note: we will not be looking at other kinds of cross-references in this course. These will be inserted into your translation text at the typesetting stage.
- 16.33 Change the **GNT** to **Standard View** if it isn't already (use **Ctrl + E**).
- 16.34 What is the **USFM MARKER** for the parallel passages reference?

*Tutor demonstrates, learners watch.*

## Copying a parallel passage reference from a resource to your project

1. Make sure the resource and the project both show **Standard View**.

2. **SELECT** the parallel passage reference in the resource (select the marker and everything else in the line).

3. **Copy** the selected text.

4. Insert the **CURSOR** under the appropriate section heading in your project. Make sure you insert it **before** the paragraph marker.

5. **Paste** the text.

\c 1

\s1 The Preaching of John the Baptist

\r (Mt 3.1-12; Lk 3.1-18; Jn 1.19-28) ]

\p \v<sup>1</sup> This is the Good News about Jesus Christ, the Son of God.\* \v<sup>2</sup> It began as

\c 1

\s The Preaching of John the Baptist

\p \v<sup>1</sup> This is the Good News about Jesus Christ, the Son of God.\* \v<sup>2</sup> It began as the prophet Isaiah had written: "God said,

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 16.35 Notice that because the pasted text already has the correct marker, it automatically shows a special **FORMATTING**.

*Learners practise independently.*

- 16.36 Go through Mark 1 and copy all the parallel passage references from the **GNT** to the **English Practice Project**. (You already entered one parallel passage reference earlier in the course.)

### 16-3 Using footnotes

*Class discussion, tutor writes suggestions on board.*

- 16.37 What are some different uses for **FOOTNOTES** in Bibles?

.....  
.....  
.....

- 16.38 As noted above, you don't need to create cross-reference footnotes in your project. This will be done at the typesetting stage. We will look briefly at the cross-references in an existing resource but we will only practise inserting footnotes.

- 16.39 Your team needs to decide whether you will use footnotes in your published translation. What are some things that you need to consider when you decide whether to use footnotes or not?
- .....  
.....  
.....

## 16-4 What do footnotes look like?

*Class activity.*

- 16.40 Look at Mark chapter 1 in the **GNT** window (make sure it is still in **Standard View**). Can you see any footnotes (any actual text)?

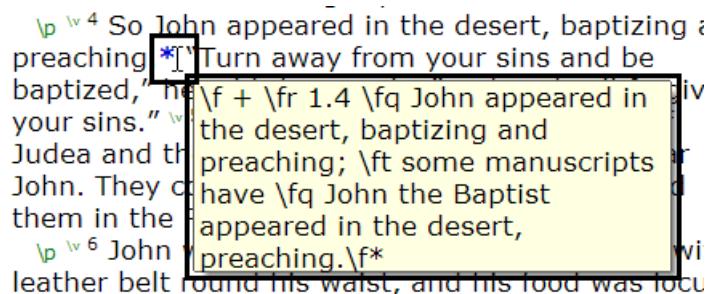
- 16.41 There are two special symbols in the text.

- \* (asterisk) indicates a .....
- † (dagger) indicates a .....

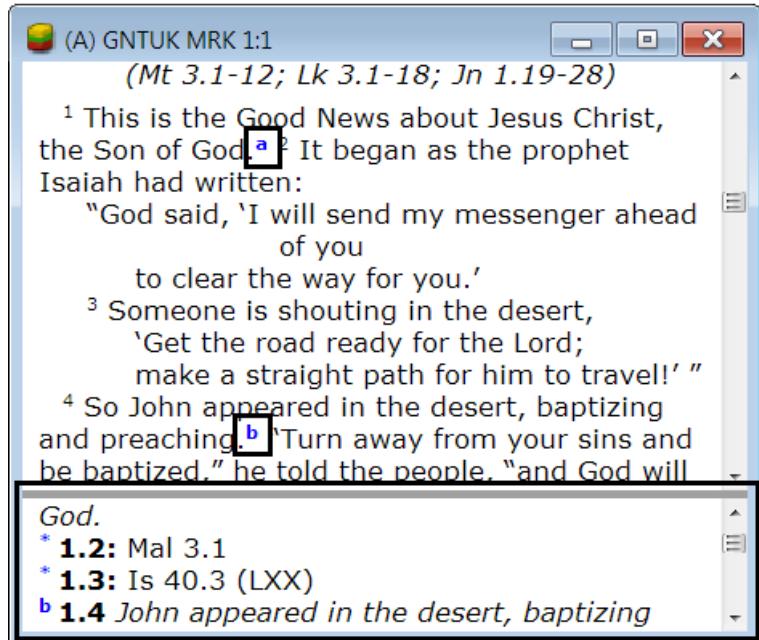
eu ill  
ig.\* "T  
hantizi  
. veg  
n:†

- 16.42 These symbols are called **CALLERS**.

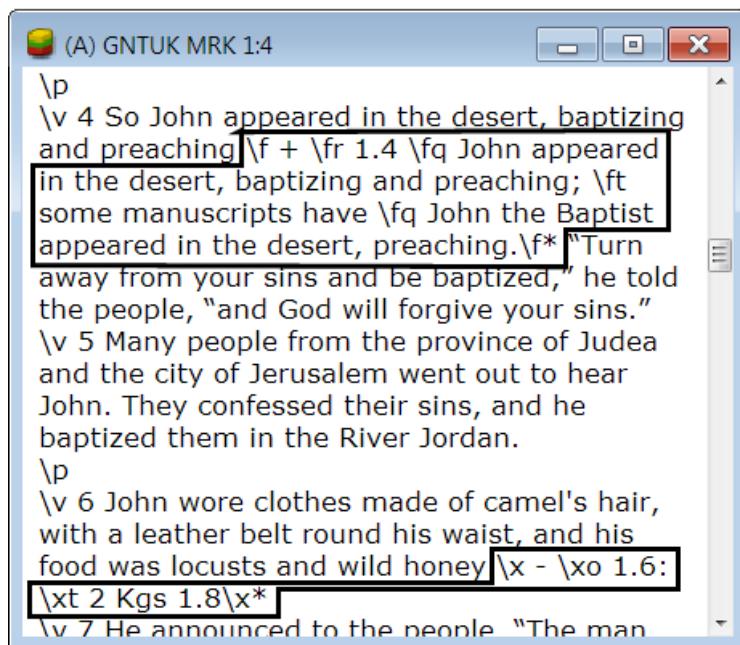
- 16.43 Hold the mouse over a \* to see what the text of the footnote says. It is rather hard to read because the markers are there alongside all the other text.

A screenshot of the GNT software interface. A yellow tooltip box is overlaid on the text. It contains the following text:  
 \p v 4 So John appeared in the desert, baptizing :  
 preaching \* Turn away from your sins and be  
 baptized,' he \f + \fr 1.4 \fq John appeared in :  
 your sins." \v the desert, baptizing and  
 Judea and th preaching; \ft some manuscripts  
 John. They c have \fq John the Baptist  
 them in the appeared in the desert,  
 \p v 6 John \preaching.\f\* wi  
 leather belt round his waist, and his food was locu

- 16.44 Use **Ctrl + E** to switch to **Preview** View. Can you see the text of the footnotes and cross-references now? Where?
- .....



- 16.45 What CALLER (symbol) in the text tells you that there is a footnote? .....
- 16.46 Can you see a caller for the cross-references? ..... There won't be callers in your published translation either, just the cross-references.
- 16.47 Use **Ctrl + E** to switch to **Unformatted View**. Can you see the text of the footnotes and cross-references now? Where?



- 16.48 We need to understand about the footnote markers before we can enter our own footnotes successfully. So now we will spend some time looking at the different kinds of footnote markers.

16.49 Footnotes have a ‘grammar’ that you need to understand, just like a sentence has grammar. The basic pattern for a footnote ‘sentence’ is:

**\f + \fr <reference> <footnote content>\f\***

<b>\f</b>	The opening marker that indicates the start of the footnote.
<b>+</b>	The footnote CALLER. Using a + symbol means that Paratext and typesetting software will make the caller automatically (e.g. a, b, c...).
<b>\fr</b>	The marker for the reference of the verse(s) that the footnote is about.
<b>&lt;reference&gt;</b>	The verse REFERENCE itself.
<b>&lt;footnote content&gt;</b>	Everything that goes into the main text of the footnote, including special footnote elements such as KEYWORDS, quotations or alternative translations (these special elements each have their own marker).
<b>\f*</b>	The closing marker that indicates the end of the footnote (notice the ASTERISK *).

16.50 Look carefully at Mark 1:1. Make sure you can find:

- the opening marker of the footnote;
- the caller symbol;
- the verse reference marker;
- the verse reference;
- the closing marker of the footnote.

\v 1 This is the Good News about Jesus Christ,  
the Son of God.\f + \fr 1.1\f Some  
manuscripts do not have \fq the Son of  
God.\f\*

16.51 There are two other markers that are part of the footnote. Write them down.

\v 1 This is the Good News about Jesus Christ,  
the Son of God.\f + \fr 1.1\f Some  
manuscripts do not have \fq the Son of  
God.\f\*

16.52 What does the actual text of the footnote say? (This is what is left over when you take out all the markers.)

16.53 Switch to **Preview** View to see if you were right. What did the \fq marker do?

16.54 Now switch back to **Unformatted** View, and go to verse 40. Make sure you can find:

- the opening marker of the footnote;
- the caller symbol;

- the verse reference marker;
- the verse reference;
- the closing marker of the footnote.

16.55 There are two other markers that are part of the footnote. Write them down.

.....

16.56 What does the actual text of the footnote say?

.....

16.57 Switch to **Preview** View to see if you were right. What did the `\fk` marker do?

.....

16.58 Compare the footnote in verse 40 with the one in verse 41. What marker do you think is used twice in verse 41? .....

16.59 Switch back to **Unformatted** View to see if you were right.

16.60 Each element of the footnote content needs to have an appropriate marker inserted before it. This will produce consistent formatting when the translation is published. When you write a footnote, you need to think carefully about using consistent wording and using the correct markers so that all the footnotes have a similar pattern. That will help readers to understand what the footnote means. Sometimes it helps to look at footnotes in resource texts. If one has the same footnote you want to make in your translation, see how the footnote in the resource text is formatted.

16.61 Remember that the formatting you see in Paratext is not the actual formatting that will be printed in your published translation. That is the typesetter's decision. But Paratext does adjust the display of the text to reflect the fact that a marker is there.

16.62 We saw three different markers in the **GNT**:

- `\fq`: The *q* stands for 'quotation' because it marks words that are quoted from the main text, or that are an alternative to the words in the main text. For example, this marker is used when there is some question about the correctness of the wording given in the main text (there might be another way to translate the same words, or there might be two possible wordings in the Greek or Hebrew).
- `\fk`: The *k* stands for **KEYWORD**. A keyword is a word (or group of words) that you want to explain in the footnote.
- `\ft`: The *t* stands for 'text'. This is the marker for ordinary unformatted text in the footnote.

- 16.63 Different published versions of the Bible have different styles for their footnotes. Switch your window to show the **CEVR (CEV Revised)**. This uses a very simple style for footnotes, which is easy for inexperienced readers to understand. Look at several chapters in both **Preview** and **Unformatted** View.
- 16.64 Apart from the basic footnote markers, the **CEVR** only uses one other kind of footnote marker. What is it? .....
- 16.65 For more information about footnote markers, look at page 253 in the Appendix called **Common USFM markers**.

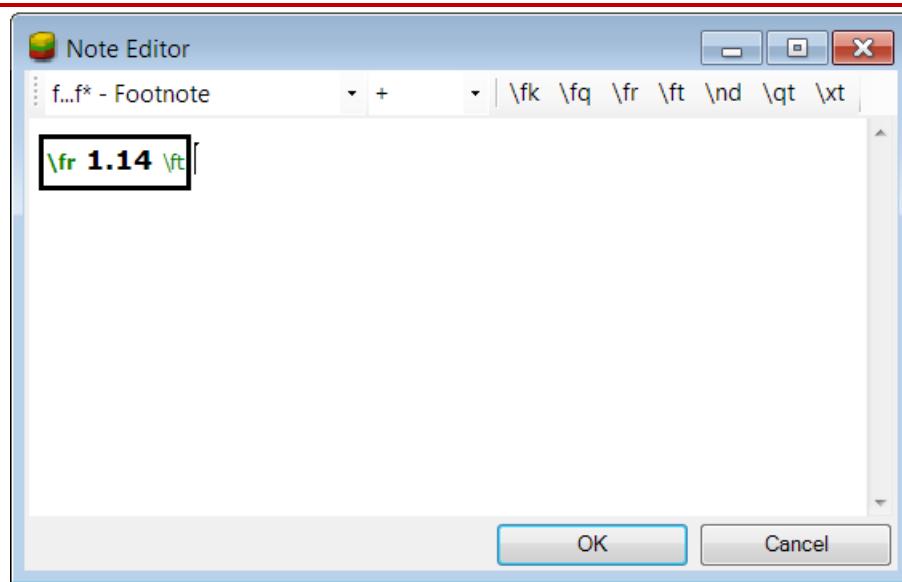
## 16-5 Inserting a footnote

- 16.66 Now we'll put some footnotes into the practice project. We'll use the same footnotes as the **GNT**. Switch the resource window to show the **GNT** in **Preview** View.
- 16.67 Go to Philippians 1:14 in the **English Practice Project**. Insert the cursor after the word *message*.
- 16.68 The footnote text is:
- the message; some manuscripts have God's message.*
- 16.69 The first bit of text in **ITALICS** is a quote from the passage. So start the footnote content with the **/fq** marker, then type *the message*;. After you type the semicolon (;), insert a **\ft** marker to mark the main text of the footnote, and type *some manuscripts have*. Then insert another **/fq** marker to indicate that the next bit of text is an alternative to the quoted text. Type *God's message*. to finish the footnote text.

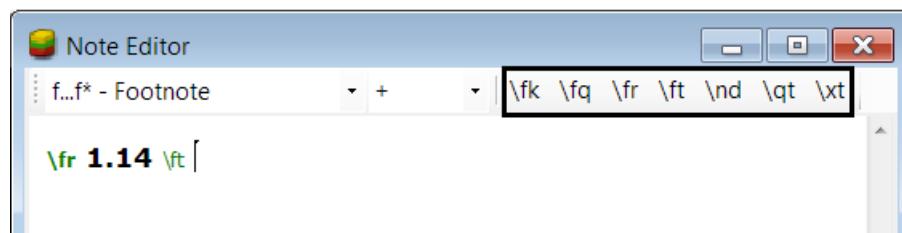
*Tutor demonstrates, learners watch.*

### Inserting a footnote

1. Decide what the wording of the footnote needs to be. Also decide which parts of the footnote need markers, and what markers to use.
2. Switch your project to **Standard** View.
3. Place the cursor in the translation text where you need the **CALLER** to go.
4. Go to the **Insert MENU** and choose **Footnote**, or press **Ctrl + T**. This brings up the *Note Editor* window. It already has the verse reference marker, the verse reference and a footnote text marker **\ft** inserted.



5. If you want to start the footnote with a different marker, **DELETE** the `\ft`. Then click on the **BUTTON** that has the marker you want.



6. Type in the text of the footnote. Make sure you insert the correct marker for each part of the text.
7. When you have finished typing the footnote, click on **OK**.
8. Paratext automatically puts the `\f` and `\f*` markers at the beginning and end of the footnote.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently.*

16.70 Go to Philippians 2:1 and read the **GNT**'s footnote. Which parts of the footnote will need a special marker?

.....  
16.71 What marker will you use? .....

16.72 Insert the footnote and type it up.

- 16.73 Then switch your project to **Preview** View. Check that the formatting of the footnote matches the one in the **GNT**. If it does, you've inserted the right markers. If it doesn't, check the **GNT** and your project in **Unformatted** View and look to see what is different between the two.
- 16.74 Insert the footnote at 2:6 (use the **GNT**'s wording and formatting). Again, check in **Preview** View to make sure you got it right.
- 16.75 Go to verse 10 and look at the **GNT** in **Preview** View. What is different about the formatting of this footnote?

.....

16.76 Use the marker `\fk` in this footnote.

16.77 After you've inserted the footnote, again check in **Preview** View to make sure you got it right.

## 16–6 Editing a footnote

16.78 It is simple to change a footnote. We'll change the footnote in verse 10 so that it has a `\fq` marker (not `\fk`) and the footnote reads *People used to think that the dead...*

*Tutor demonstrates, learners watch.*

### Editing a footnote

1. View your project in **Standard** View.
2. Hold the **CURSOR** over the **CALLER** for the footnote. When you can see the text of the footnote, click.

\q1 v<sup>10</sup> And so, in honor of the name of Jesus  
 \q2 all beings in heaven, on earth, and in the world  
 below \*  
 \q2 will fall on their \|f d \|fr 2.10: \fk world below: \|ft  
 \q1 v<sup>11</sup> and all will open \|f d  
 \q2 to the glory of G \|ft  
 \s Shining \|f\*

3. Make your changes to the footnote.
4. Click on **OK**.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

## **16-7 Deleting a footnote**

16.79 Deleting a footnote is also easy.

*Tutor demonstrates, learners watch.*

### **Deleting a footnote**

1. Select the **CALLER** for the footnote, and **DELETE** it. That's it!

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

16.80 That was dangerously easy! You will remember to use **Mark Point in Project History...** when you insert, change or delete footnotes, won't you?!

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Create a verse bridge.</i>	<ol style="list-style-type: none"> <li>1. Make changes to the order and wording of the verses.</li> <li>2. <b>SELECT</b> and delete all the verse <b>MARKERS</b> and numbers except for the first one.</li> <li>3. Go to the remaining verse marker, and select the number.</li> <li>4. Type in the range of verse numbers: the first number of the sequence, then a hyphen <b>,</b>, then the last number.</li> </ol>	136
<i>Insert a parallel passage reference.</i>	<ol style="list-style-type: none"> <li>1. Open the resource that you want to copy from.</li> <li>2. Make sure the resource and the project both show <b>Standard View</b>.</li> <li>3. <b>SELECT</b> and <b>COPY</b> the parallel passage reference in the resource (the marker and everything else in the line).</li> <li>4. Insert the <b>CURSOR</b> under the appropriate section heading in your project (<b>before</b> the paragraph marker).</li> <li>5. <b>PASTE</b> the text.</li> </ol>	138
<i>Insert a footnote.</i>	<ol style="list-style-type: none"> <li>1. Make sure your project is in <b>Standard View</b>.</li> <li>2. Place the cursor at the point in the text where you need the <b>CALLER</b> to go.</li> <li>3. Go to the <b>Insert MENU</b> and choose <b>Footnote</b>, or press <b>Ctrl + T</b>, to bring up the <i>Note Editor</i> window.</li> <li>4. Type in the text of the footnote. Make sure you insert the correct <b>MARKER</b> for each part of the text.</li> <li>5. Click on <b>OK</b>.</li> </ol>	143
<i>Edit a footnote.</i>	<ol style="list-style-type: none"> <li>1. Make sure your project is in <b>Standard View</b>.</li> <li>2. Click on the <b>CALLER</b> for the footnote.</li> <li>3. Make your changes to the footnote.</li> <li>4. Click on <b>OK</b>.</li> </ol>	145
<i>Delete a footnote.</i>	<ul style="list-style-type: none"> <li>• Delete the <b>CALLER</b> for the footnote.</li> </ul>	146

# 17. Using Paratext's Help function

## Module outline

In this module, you will learn how to:

- use the Paratext Help system to find out more about different functions.

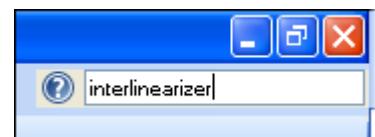
THIS MODULE IS NOT COMPLETE.

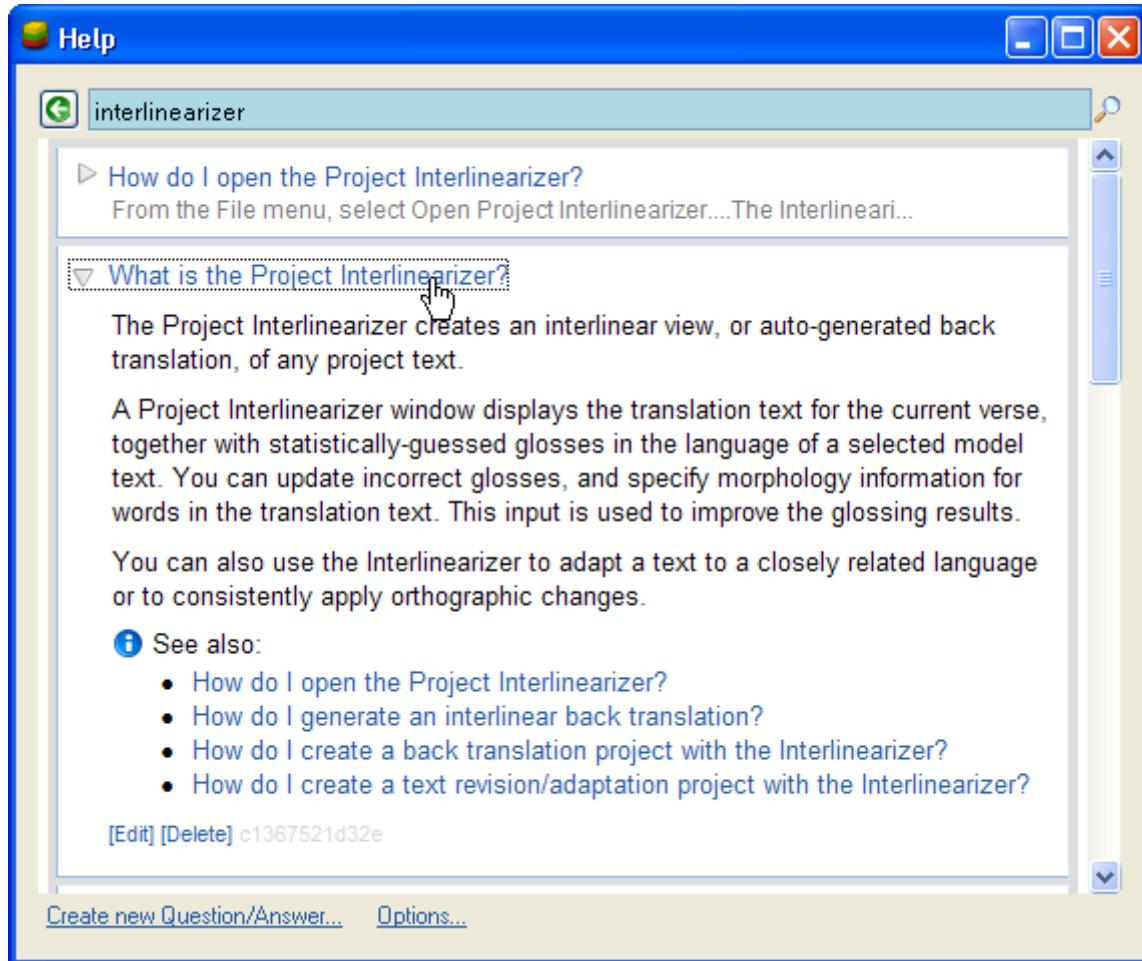
### 17-1 Motivation (discussion)

- Even a handbook as big as this one doesn't contain everything! Sometimes you will need to find out how to use a Paratext FUNCTION that isn't covered in this book. And since the Paratext program is still being developed, there will be new functions added to it in future that also aren't covered in this book.
- A quick way to find out about a Paratext function is to use the Help system. This is built into Paratext itself.
- The instructions in Help are not always written very clearly. Sometimes they use difficult English words or assume that you know a lot about computers. But there is some very useful information in there too.

### 17-2 Searching for a specific topic

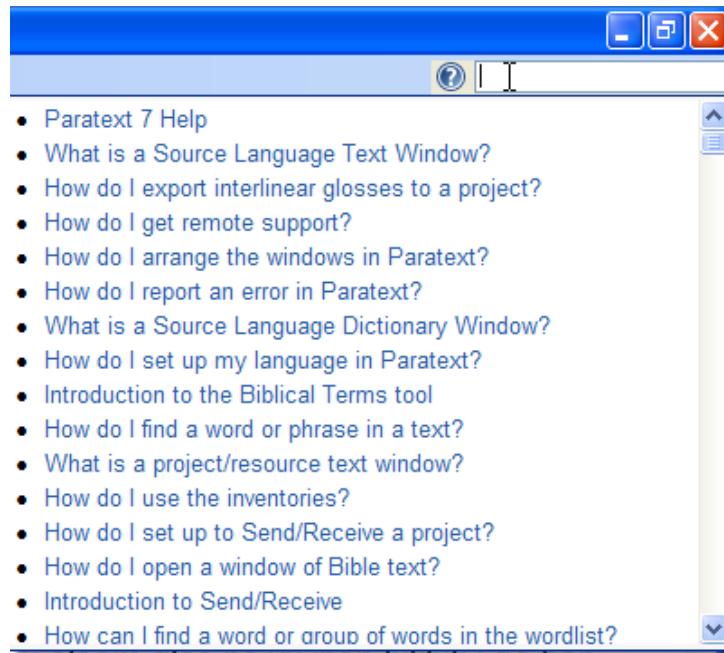
- If you know what topic or function you want to find out about, the easiest way to use the Help system is to type something into the Search Help box at the top of the Paratext window. Type a word or phrase that describes the function or tool you want to learn about. If I want to learn about the project interlinearizer, I could start by typing the word *interlinearizer* into the Search Help box, and then pressing **Enter**.
- The *Help* window will appear with a list of help topics that include the word you typed. Click on one of the topics listed to read about that topic.
- Note how the cursor changes to a hand when it is on the name of a topic. This means the name is a link that will open that topic. Some topics have links to related topics.





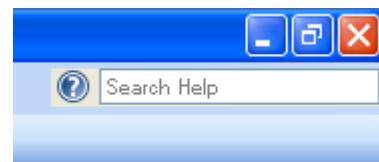
### 17-3 Scrolling through help topics

17.7 If you don't know what you want to look for, you can scroll through a list of help topics. Just click in the *Search Help Window* and a list of topics will appear. You can scroll through them and click on one you want to read about.



## 17-4 Browsing Help

17.8 Another way to use Paratext help is to click the help button to bring up the main Paratext help window. From there you can click on links to topics that interest you or you can search for other topics.



## Module summary

This module has shown how you can:

Task	Summary of steps	Page

## **18. Practice session 6 (real work)**

### **Module outline**

This practice session gives you another opportunity to practise the skills you have learnt so far, by working on your own translation project.

#### **18–1 Planning your practice session**

*Class reads through instructions out loud together.*

18.1 Once again, you (or your team) need to decide what work needs to be done on your project. It may be hard to actually use some of the skills you've learnt in recent modules, because your project is probably not ready for headings, footnotes, etc. But it is certainly not too early to start thinking about these things.

18.2 Some activities you could do:

- Research some topics in **Help**.
- Think about whether you want to use section headings. If so, how will you word them (do they need to be complete sentences)?
- Think about whether you want to include footnotes in your project. If so, what kind of **FORMAT** would be good to use? Look through different resources in Paratext to see how they do the footnotes. What footnote markers would be useful for you?

18.3 Here are some other suggestions for things to practise:

- Look back at the ideas you wrote down during the debrief of the last practice session (page 132).
- Continue to practise using keyboard shortcuts. Look at the list on page 259 and choose another one or two to practise.
- Revise a skill that was bothering you during a previous practice session.

18.4 And remember...

If any of your activities involve actual changes to your translation project or **BACK TRANSLATION** project:

- Do a **Send/Receive** backup at the start and end of the session!
- Take a **Mark Point in Project History...** 'photo' before and after making changes!
- Save your changes frequently using **Ctrl + S**!

- 18.5 Now spend some time thinking about (or discussing) what work you want to do on your project during this practice session.
- .....  
.....  
.....  
.....  
.....

## 18-2 Action

*As the students work, tutor gives appropriate help.*

- 18.6 Work on the activities you chose to do, until the tutor tells you it is time to stop.

## 18-3 Debrief

*Class discussion.*

- 18.7 Discuss the activities that you chose to do. Make a note of other people's ideas.
- .....  
.....  
.....  
.....  
.....

- 18.8 Did you remember to do **Send/Receive** at the start and end of the session?

- 18.9 Did you remember to use **Mark Point in Project History...** before and after making any changes?

- 18.10 Did you remember to save regularly as you worked?

- 18.11 Which skills were easy to use on your own project?
- .....

- 18.12 Which skills needed some thinking before you could use them on your own project?
- .....

- 18.13 Which skills did you still need the instructions for?
- .....

## 18-4 Self-evaluation

18.14 It's time for another check of your progress! Please complete the following skills list.  
(Some skills are listed in a separate 'keyboard shortcuts' section at the end.)

- Tick the "Yes" column if you can complete this task without even looking at the instructions.
- Tick the "Instructions" column if you can complete the task by following the instructions.
- Tick the "No" column if you can only complete this task with somebody's help.

Skill	Yes	Instructions	No
Start a new paragraph in your text (by inserting a paragraph marker).			
Insert a section heading.			
Take a 'photo' of your project.			
BACKUP your project onto a FLASH DRIVE ( <b>Send/Receive</b> ).			
Share project changes between two computers.			
Share project changes between 3+ computers.			
Check your project for missing chapters or verses.			
Check your project for incorrect markers.			
Print the text of a book.			
Print part of a book.			
Save a <b>Print Draft...</b> PDF to a flash drive.			
Change or delete an existing Note.			
Add another Note to an existing one.			
Mark a Note as Reviewed or Resolved.			
View a list of Notes.			
Create and save a Text Combination.			
Create a Text Collection.			
Open a Text Collection.			
Switch between viewing your project <b>By Chapter</b> and as continuous text.			
Create a verse bridge.			
Insert a parallel passage reference.			
Edit a footnote.			

Skill	Yes	Instructions	No
Delete a footnote.			
Use the <b>Search Help</b> box to find a specific <b>Help</b> topic.			
Scroll through a list of <b>Help</b> topics using the <b>Search Help</b> box.			
Browse <b>Help</b> by clicking on the <b>Help BUTTON</b> .			

18.15 The following part of the checklist applies to using keyboard shortcuts. Only **TICK** the “**Yes**” column if you can complete this task using the keyboard shortcut!

Skill	Yes	Instructions	Using mouse	No
Open a resource.				
Open a Text Combination.				
Switch to a different View option.				
Move to the next/previous verse.				
Move to the next/previous chapter.				
Move to the next/previous book.				
Go to the last verse reference you visited.				
Return to the next verse reference.				
Move to the next/previous CHARACTER.				
Move to the next/previous line.				
Move to the start of the next/previous word.				
Move to the start/end of the line.				
Move to the start/end of the chapter.				
Select text.				
<b>Copy</b> selected text.				
<b>Paste</b> copied text.				
<b>Undo</b> a mistake you just made.				
<b>Save</b> your work quickly.				
Insert a Project Note.				
Save Note text and close the window.				
Insert a footnote.				

18.16 Is there anything you would like the tutor to review with you at this point?

.....

.....

.....

.....

*Tutor passes around pieces of paper.*

18.17 Please write down the topics that you would like to review now.

*Tutor collects papers.*

## 19. Checking spelling

### Module outline

In this module, you will learn how to:

- approve the spelling of frequently used words;
- check the spelling of words Paratext thinks are wrong;
- check similarly spelled words;
- check spelling of words in context in your translation.

19.1 UBS have written a very good document on checking spelling in Paratext. The name of the document is *Paratext7.1WordlistandSpellCheckingManual.pdf*. This module, and the next one, contain the contents of that document. Because we have borrowed their material, it is not written in the same way as the rest of this handbook. Eventually we will re-write it in the same style.

### 19-1 Motivation

19.2 To do spell checking in Paratext, we'll use four different tools. It's like making a canoe. First you might use an axe or a chainsaw to cut down a tree. Then you need an adze to hollow out the cane. Later you might use a bushknife to shape parts of the ends of the canoe. Then, at the end, you need a small knife to finish the job by carving beautiful designs on the finished canoe. One canoe requires four different tools. Each one does a different job, and each one takes off smaller bits of wood than the previous tool.

19.3 But before you start to make spelling changes, make sure you take a **Mark Point in Project History...** photo.

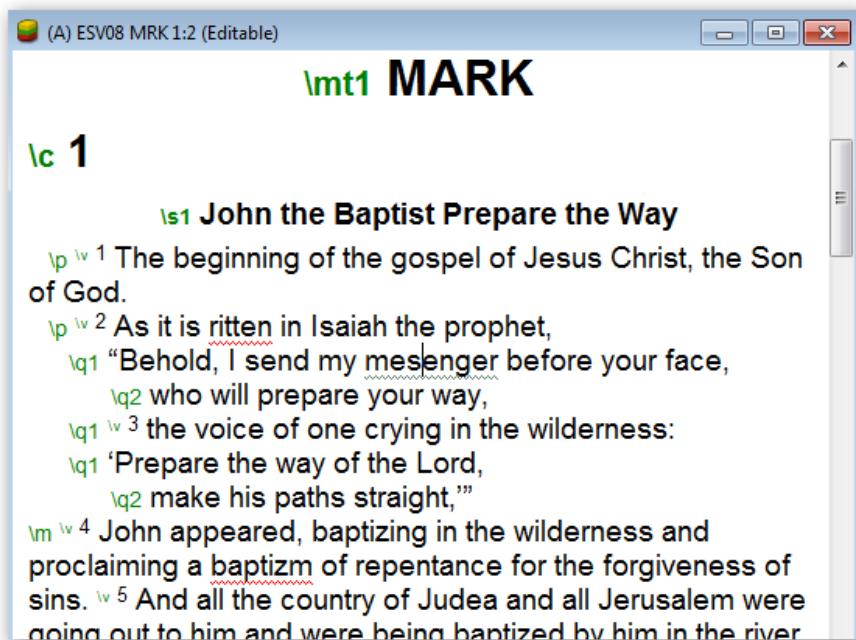
### 19-2 Introduction

19.4 An important goal for every translation project is to end up with text that is accurate and consistent. One way to ensure this is by validating every word found in the text. Up until now, the Wordlist tool has helped uncover some errors or inconsistencies in spelling. However, Paratext 7.1 introduces a new Wordlist tool which will go one step further in ensuring orthographic accuracy. The updated tool not only gives new options for working with the wordlist, but has also added the option to do "*spell checking*" in the main editor window of Paratext; a feature present in most text editors.

It is important to emphasize that this is a new Wordlist tool. While the look and feel may be similar to previous versions, most of the program has changed. With these changes, it is important to understand both “*what can be done*”, but also “*what should be done*”.

in the past	now
going through the wordlist was slow and tedious	filters make finding words easier
spell checking was done at the end of the project	spell checking can become a daily task
finding typos was difficult	Paratext highlights suspicious words

Although there are many aspects to cover, the option to check spelling in the main text window is a fundamental change in how translators can improve their work. How does the new Wordlist tool make that possible? This manual will help a team get started but also cover the details on how to use the tool effectively.



### 19–3 Getting Started

It is important to be familiar with various functions and to follow certain steps before investing a lot of time with any one aspect of spelling or the Wordlist tool. Following these steps will ensure better results and improved efficiency, from the beginning.

#### ***What should be done first?***

Open the Wordlist and do the following:

1. Approve spelling of frequent words
2. Check the words Paratext thinks are wrong
3. Check similarly spelled words

By doing these three first, as many words as possible will be marked as “correct”. It is the status as “correct” or “incorrect” which will impact spelling checking in the main editor window.

 These steps can be followed if there is already text that has been drafted. If there is no text then users will want to proceed to section #3, “**Using Spelling in the Main Editor Window,**” page 163.

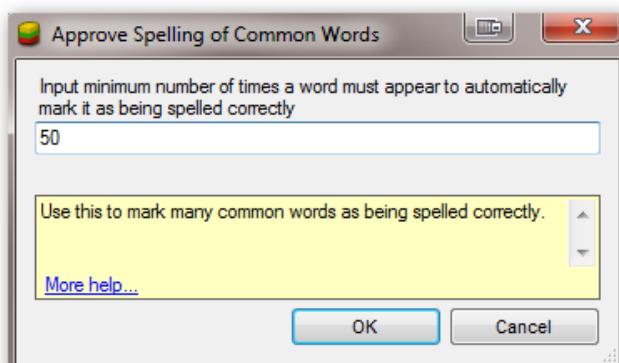
## 19-4 Approving spelling of common/frequent words

Words that occur many times in the text should normally be considered correct unless there is a specific reason to suspect an individual word. Marking the common words as correct is extremely helpful in getting a quick start with spell checking. In a few steps thousands of words can be marked as “correct”.

### Approving spelling of common/frequent words

1. Click in the window of your project, to make it the active window.
2. From the **Tools** menu, select **Wordlist...**
3. From the Wordlist **Tools** menu select **Approve Spelling of Common Words...**

Adjust the number of occurrences that must be present. The spelling status for any word with that amount of occurrences (and more) will be marked as correct. Paratext will alert you to the number of word status changes made by this procedure.

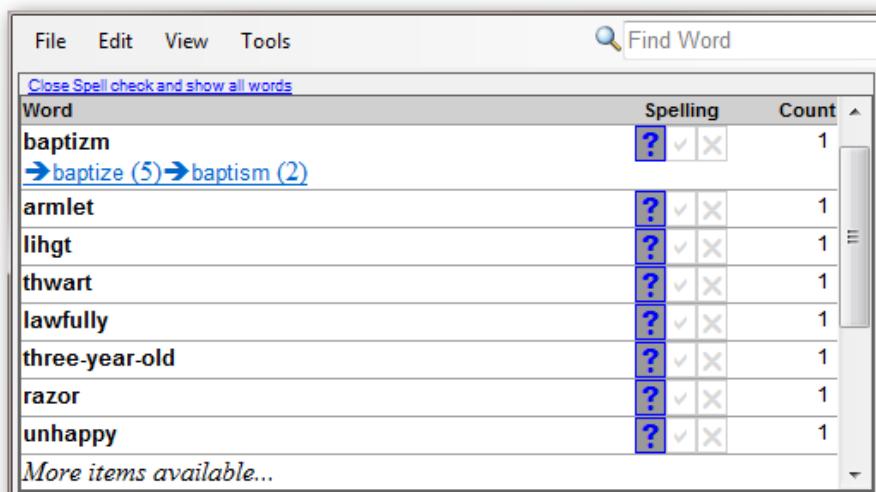


**①** An ideal number to approve will be based on the project. A text that is very clean and nearing publication will have fewer errors and so the number to approve can be lowered. Users should also take into account the total number of words in the wordlist. Generally, if a text has 50,000 unique words, the approval will be less helpful than a text containing only 10,000 unique words.

## 19–5 Checking words most likely to be misspelled

A new component of the Wordlist tool in Paratext 7.1 intelligently checks for suspiciously or incorrectly spelled words. The tool will present a list words, starting with the most suspicious. As words are indicated to be right or wrong Paratext develops a better idea of how to determine which are most suspicious.

1. Click in the window of your project, to make it the active window.
2. From the **Tools** menu, select **Wordlist...**
3. From the Wordlist **Tools** menu select **Spell Check...**

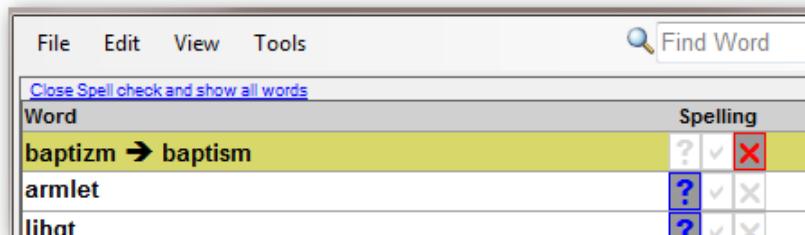


The suspicious word is always in bold. It is good practice to click on the suspicious word to see that word in its context before making any changes.

If the highlighted word is...	then...
spelled correctly...	click the <b>check mark</b>

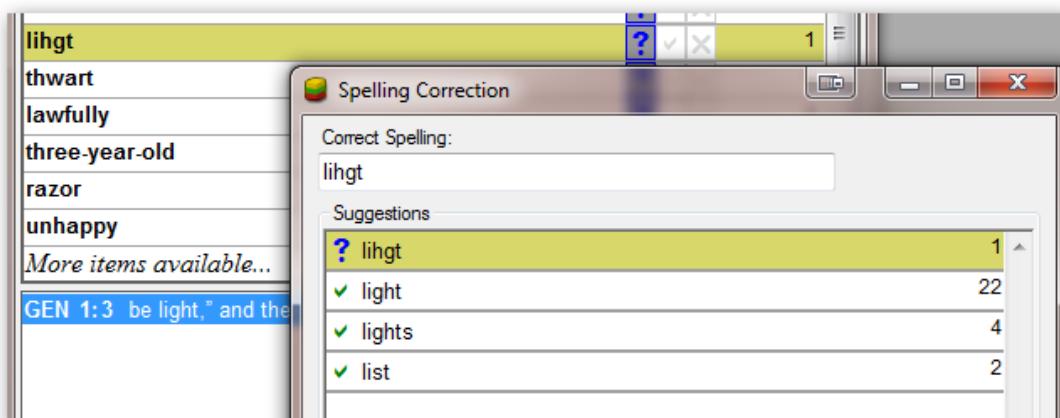
incorrect but one of the suggestions in the line below is correct...	click on the <b>correct suggestion</b>
incorrect and suggestions are not right (or not present)...	click on <b>the X</b> to specify the spelling

If you click on **one of the suggestions**, Paratext will mark the original misspelled word as incorrect and also make the correction in Paratext. If there is more than one occurrence - a Search and Replace dialog will allow you to change each occurrence.



❗ If there is one occurrence of the misspelled word and you click on a suggestion, Paratext will immediately make the correction in the text. **This cannot be undone.**

If you click on **the X**, a dialog opens with suggestions. From that list, a word can be chosen or the correct spelling entered manually. [this is the same view/option as right-click in main window]



Some misspellings are random. However, many misspellings are a result of different writers having similar but not identical ideas about how a word should be spelled.

Words are considered suspicious for one of the following reasons:

- Infrequent word is very similar to other correct or frequent words

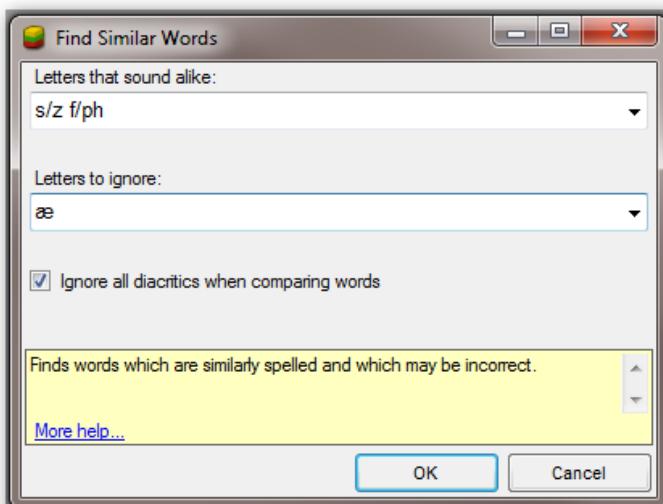
- Differing only by diacritics from other words
- Unusual letter combinations
- Matches pattern of other words that have been corrected
- Usually but not always capitalized, inconsistent case
- Word cannot be broken into morphemes
- No known or guessable morphological analysis

 Continue viewing words until getting to the place where very few of the words are incorrect. At this point, it **may not** be worthwhile to review additional words since Paratext is not helping to find additional misspellings. However, once morphology or a greater number of words are identified, Paratext is able to improve the results and may come up with suspicious words not previously presented as suspicious.

## 19–6 Checking similarly spelled words

The dialog for this check has changed, but the ability to look for similar word sets was present in previous versions of Paratext. There are three options for reviewing minimal pairs.

1. Click in the window of your project, to make it the active window.
2. From the **Tools** menu, select **Wordlist...**
3. From the Wordlist **Tools** menu select **Find Similar Words...**



The first box is for letters that may sound alike, or translators may be using one or the other to spell the same word. For example, if some speakers of a language tend to use the “s” in some words and others will use the letter “z” for the same word, then you would enter the following in the first box:

**s/z**  
ex: days~dayz

In second box enter letters which some spellers would tend to insert and others leave out. For example if some speakers include the “æ” in unaccented syllables and others don’t, enter the following in the second box:

**æ**  
ex: calæna ~ calna

If the language includes diacritics tick the “Ignore all diacritics when comparing words” box in order to consider words differing only in diacritics as similar. This option can be used by itself, with no entries in the other boxes.

ex: algun~algún, cómo~como

Once you have entered the letters or set any of the above options, Paratext will show a list of all the pairs (or sets) of words which reflect the options entered. It is good to review each set of words, making the corrections when needed. It is also suggested that as many possible combinations be entered. Each language or team is unique when it comes to these types of orthographic inconsistencies.

## 19-7 Using Spelling in the Main Editor Window

After marking as many words as possible correct, as discussed in section #2, spell checking can be done in the main editor window.

 During early stages of translation, it is recommended to only turn this on upon completion of a section or chapter. During stages of revision users might want to be checking the spelling of words at all times.

## 19-8 Turning on the spelling checking option

From the **Checking** menu select **Display Spelling** or click on the **ABC** icon located on the main toolbar. Words which are considered suspicious will have a red squiggly underline.



The first time a person clicks on this icon a lot of good words will appear with the red underline.

(A) ESV08 GEN 1:5 (Editable)

ls1 The Beginning of Creation

In the beginning, God created the heavens and the earth. The earth was without form and void, and darkness was over the face of the deep. And the Spirit of God was hovering over the face of the waters.

Red underlines mean the word is either wrong or not marked as correct; these are the most suspicious. Grey underlines mean that the word has “unknown” status in the wordlist (but Paratext does not see any reason to call it suspicious). Grey underlines are hidden if they make up the majority of words.

## 19–9 Making spelling corrections

If a word is underlined, that word is not yet recognized as a correct word.

**Right click** on the underlined word... Paratext will show a list which includes the underlined word, along with a list of suggestions.

Correct Spelling:

liht

Suggestions

✓ light	22
✓ lights	4
✓ list	2

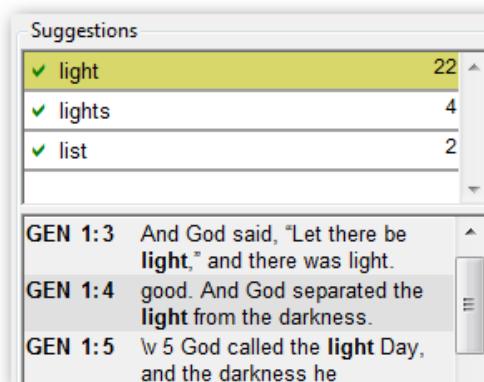
If the underlined word is...	... then
spelled correctly...	just click <b>OK</b>
incorrect and one of the suggestions is correct...	click on the <b>correct suggestion</b> , then <b>OK</b>

incorrect and there are no correct suggestions...

click in box and **type in correction**, or click **Cancel** and make correction in text window

Most of the time, it should be obvious which suggestion is the appropriate word to choose. However, the dialog window provides helpful information when deciding which word is the correct one for the current verse.

- the green check mark shows approved words
- the number of occurrences shows frequency
- verse references might confirm the spelling  
(look at books that have already been spell checked)



If you are having difficulty choosing the correct spelling it is often helpful to click on each spelling and review how it is used in context in the lower half of the pop up window. If no suggestions are given or it is not clear what to choose, it is best to click “cancel” and review the spelling in the main editor window.

If the incorrect word also occurs in other books that are assigned to you, the replace dialog will come up, giving you the option to make that same correction in your other books.

## 19-10 Red underline vs. Grey underline

At some point in the process, a team will start noting that there are two different types of underlines. Some words will be underlined in red and others will be grey. At first, only the red underlines will appear. When Paratext recognizes at least one half of all the words (in the text window) it will start using the grey underline to mark “unknown” words.

**Is1 The Six Days of Creation**

Ip <sup>v</sup>3 And God said, "Let there be lihgt," and there was light. <sup>v</sup>4 And God saw that the light was good. And God separated the light from the darkness. <sup>v</sup>5 God called the

In this example, the word “lihgt” was corrected before, so Paratext knows it is not a valid word and underlines it with red. The word “thare” has a spelling status of undecided. The structure of the word is not inconsistent with other words in the language, so Paratext marks it as suspicious. The basis for this difference is discussed in section 2.2.

## 19-11 Spell Checking the current book

The option to display suspicious words in the main editor window is very helpful for Spell Checking the current chapter. Once a book has been completed, a translator may want to Spell Check the entire book. This can also be done.

1. Click in the window of the project, to make it the active window.
2. From the **Checking** menu, select **Spell Check current book...**

The Wordlist tool will open up a new window showing suspicious words in the current book. This result is exactly the same as described in the section: [2.2 Checking words most likely to be misspelled](#), the only difference being: in section 2.2 the Wordlist tool is displaying suspicious words in the entire text and now will only display words in the current book. Procedures to follow are the same as described in Section 2.2.

① The suspicious words will be limited to the current book but (if necessary) the translator will be able to make corrections in all of his/her assigned books.

If a misspelled word occurs in a book not assigned to the current user, a warning message will say that not all corrections were made.

If the translator for the books with errors not yet corrected runs the **Spell Check** tool, any word that has been identified as wrong will be at the top of the list of suspicious words. The correct spelling has already be determined so clicking on “Apply Correction” will correct the word.

lihgt → light [Apply Correction](#)



1

## 19-12 Auto corrections in the editor window

If a person or team has trouble with spelling certain words, the autocorrect feature in Paratext can be utilized. One example is changing **teh** > **the**. For more information on this option, search for “autocorrect” in the Paratext Help system.

## Module summary

This module has shown how you can:

Task	Summary of steps	Page
<i>Approve the spelling of common/frequent words.</i>	<ol style="list-style-type: none"> <li>1. Click in the window of your project, to make it the active window.</li> <li>2. From the <b>Tools</b> menu, select <b>Wordlist...</b></li> <li>3. From the Wordlist <b>Tools</b> menu select <b>Approve Spelling of Common Words...</b></li> </ol>	159
<i>Check words that are most likely to be misspelled.</i>	<ol style="list-style-type: none"> <li>1. Click in the window of your project, to make it the active window.</li> <li>2. From the <b>Tools</b> menu, select <b>Wordlist...</b></li> <li>3. From the Wordlist <b>Tools</b> menu select <b>Spell Check...</b></li> </ol>	160
<i>Check similarly spelled words.</i>	<ol style="list-style-type: none"> <li>1. Click in the window of your project, to make it the active window.</li> <li>2. From the <b>Tools</b> menu, select <b>Wordlist...</b></li> <li>3. From the Wordlist <b>Tools</b> menu select <b>Find Similar Words...</b></li> </ol>	162
<i>Use spelling in the main editor window.</i>	<p>From the <b>Checking</b> menu select <b>Display Spelling</b> or click  on the <u>ABC</u> icon located on the main toolbar.</p>	163
<i>Make spelling corrections as you work.</i>	<ol style="list-style-type: none"> <li>1. <b>Right click</b> on the underlined word...</li> <li>2. If the word is spelled correctly, click <b>OK</b>.</li> <li>3. If the word is incorrect and one of the suggestions is correct, click on the correct suggestion, then <b>OK</b></li> <li>4. If the word is incorrect and there are no correct suggestions, click in the box and type the correct spelling, or click <b>Cancel</b> and make correction in text window.</li> </ol>	164
<i>Spell check the current book.</i>		166

## **20. Using the Wordlist tool**

### **(Advanced spell checking skills)**

#### **Module outline**

In this module, you will learn how to:

- use various views of the wordlist;
- find a word or group of words in the list;
- set the spelling status of a word in the list;
- tell Paratext how words are formed (morphology);
- tell Paratext how to hyphenate words (hyphenation);
- print all or part of a wordlist;
- use a Quick Edit window to make spelling corrections quickly.

The use of the various tools in the Wordlist program is discussed in section 2 of this manual. Those tools are essential for getting a “quick start” in spell checking text. Even though the use of those tools is emphasized for getting started, those tools should continue to be used throughout the project. The goal for each project should be to have a wordlist with every word marked as either correct or incorrect. The more disciplined a team is in the use of the Wordlist tool, along with spell checking in the main editor window, the more consistent the orthography of the text will be.

#### **20-1 Views that are available for a wordlist**

Both the columns to be displayed and the sort order can be chosen. To select from the options for viewing the wordlist, click the **View** menu.

##### **Columns**

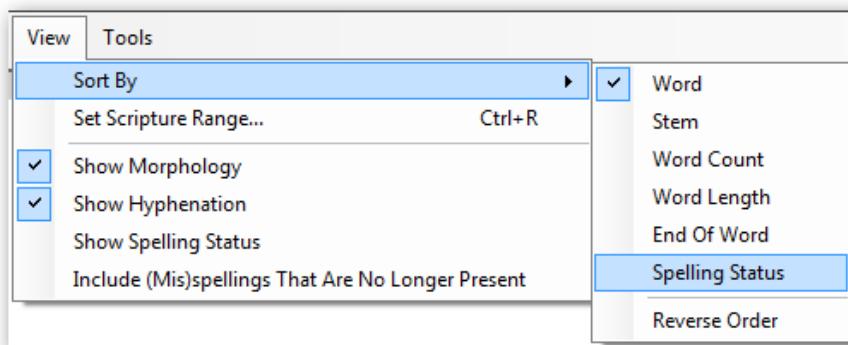
- Word and Count are always displayed
- Spelling - current status
- Hyphenation
- Morphology

Word	Hyphenation	Morphology	Spelling	Count
acceptance	✓ accept=ance	✓ /accept/-ance	?	1
accepted	✓ accept=ed	✓ /accepted/	?	2
accepting	✓ acce=pting	✓ /accept/-ing	?	1

##### **Sort Order**

- Word - Standard alphabetic order (default view)
- Stem - Review all words with the same stem. Useful if the language has affixes
- Word Count - Review very infrequent words

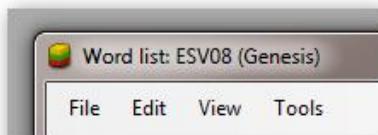
- Word Length - Review very long or short words
- End of Word - Review all words with the same suffix or ending
- Spelling Status - Review correct, incorrect, or undecided words



**ⓘ** The sort order for Word, Status, Count, etc. can be changed by clicking the text in the column header. Click the header again to reverse the current sort order.

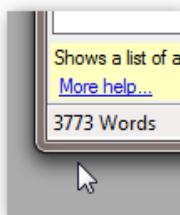
### Scripture Range

To review only the words found in one or more book(s) from the View menu, click on the **View** menu and select **Set Scripture Range...** If a range is applied to the list, the book or range will be in the Title Bar.



### Word Count

The total number of words displayed can always be found in the status bar. The number will vary if the range changes, or filters are applied.



## 20-2 Finding a word or groups of words in the list

There are various ways to look for a particular word in the Wordlist tool. The most basic way is to simply scroll down the list. This is good for reviewing the entire list but not if a particular word needs to be found. Another way to find words has always been to use the Find tool, from the Edit menu.

### Filter box

New to the Wordlist tool is the word **Filter Box**. When a word, or string, is typed in the **Find Word** box Paratext will immediately filter the results in the display window. From the thousands of words in a text, in a few seconds just a few will be displayed, as seen in this example.

Word	Spelling	Count
alike	?	2
like	?	83
likeness	?	11
likes	?	1
likewise	?	4

### Regular Expressions in the Filter box

Using the filter box, regular expressions can also be used to find words that might be difficult to find. Any regular expressions must be preceded by the string **regex:**

Examples:

Regular Expression	finds...
regex:c[aeiou]	words containing the letter c followed by one of these vowels
regex:c[^h]	words with c, not followed by the letter h
regex:\bc[^h]	words beginning with c and not followed by h

Here are the initial results of the final expression.

Word	Spelling	Count
Cabul	?	2
Caesar	?	33
Caesarea	?	18
cage	?	2
Caiaphas	?	10
Cain	?	20

### 20-3 Setting the spelling status in the wordlist

The spelling status is the key to accurate and efficient use of spell checking in Paratext. The sooner someone on the team works through the list of words in the project, the more the team will benefit in all stages of the translation process.

The spelling status for words are changed in various contexts. The section on **Getting Started** could also be called.. “*get as many words marked as correct or incorrect as quickly as possible*”. The

instructions in that section help to establish a good starting point for the team to begin spell checking in the main editor window. In short, words need to be identified as correct or incorrect.

Reviewing the entire list (or book range) should be done periodically. When doing this, it is good practice to sort the list of words by **Spelling** - that way the words that are unknown (any new words) or incorrect words will group together.

[**tip box:** If the status for a lot of words needs to be assigned, it is helpful to use the shortcuts keys. Ctrl+Y will set the status as correct and move the cursor to the next word.]

Whenever a correction is made Paratext will remember the correction. It can be a correction in the main editor window, or with the Spell Checking tool, or clicking on the X in the wordlist. The example of the correction for the word “light” in section 2.2 and 3.2 is remembered. Since an incorrect spelling for the word has reappeared Paratext will suggest the correction that was previously made. Clicking on **Apply Correction** will change that word in the text, wherever it occurs.

lighten	?	✓	X	1
lightning	?	✓	X	2
lights	?	✓	X	4
liht → light <a href="#">Apply Correction</a>	?	✓	X	1
like	?	✓	X	83
likeness	?	✓	X	11

There are times when a word is marked as correct and that word is usually capitalized. If the majority of cases are in upper case, Paratext may suggest that the lower case occurrences be reviewed. In the example below; “Amen” occurs 8 times and with 7 of those references it is capitalized. If you click on **Show Verses** only the verse(s) with “amen” appears in the context window. If you click on **Accept**, that will establish that both upper and lower cases of the word are acceptable. If the word in lowercase is not acceptable, then it must be fixed manually.

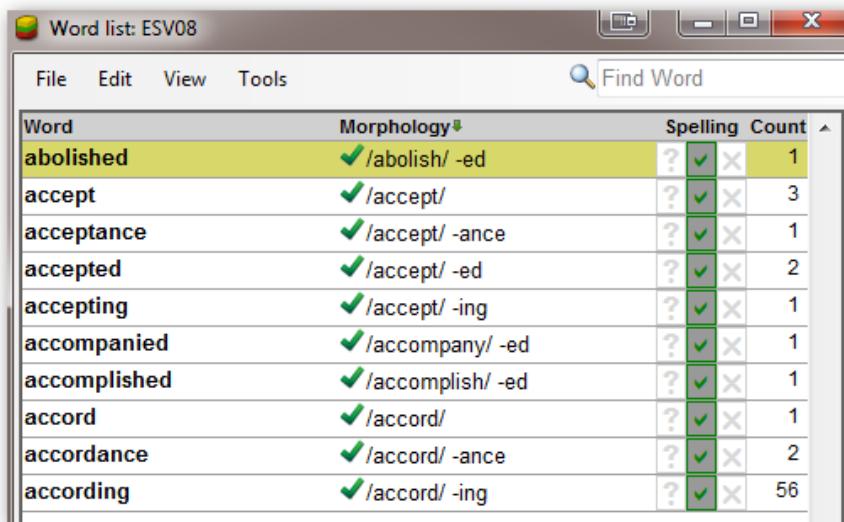
Word	Spelling	Count
ambush	?	2
Amen Not always capitalized	?	8
<a href="#">Show Verses</a>		
<a href="#">Accept</a>		
Amittai	?	1
Ammihud	?	1
Amminadab	?	3
1KI 1:36 Jehoiada answered the king, “amen! May the LORD, the God of my		
ROM 1:25 who is blessed forever! Amen.		
2CO 1:20 him that we utter our Amen to God for his glory.		
GAL 1:5 the glory forever and ever. Amen.		
1TI 1:17 and glory forever and ever. Amen.		
JUD 1:25 time and now and forever. Amen.		
REV 1:6 dominion forever and ever. Amen.		
REV 1:7 on account of him. Even so. Amen.		

## 20-4 Wordlist - Morphology

“Morphology is the identification, analysis and description of the structure of words.” (*Wikipedia*) A translator can specify how words in the text are broken down into stems and affixes. This

information about morphology will help Paratext to mark a word as suspicious if it can not be created by a combination of known stems and affixes. In other words, the spell checking in the main editor window will be more accurate.

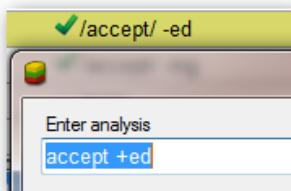
- From the **View** menu select **Show Morphology**



The screenshot shows a Microsoft Windows-style application window titled "Word list: ESV08". The window has a menu bar with File, Edit, View, Tools, and a "Find Word" search bar. The main area is a grid table with columns: Word, Morphology, Spelling, and Count. The rows list various words with their morphological breakdowns and status indicators (green checkmarks or question marks). The "Count" column shows the frequency of each word.

Word	Morphology	Spelling	Count
abolished	✓ /abolish/ -ed	?	1
accept	✓ /accept/	?	3
acceptance	✓ /accept/ -ance	?	1
accepted	✓ /accept/ -ed	?	2
accepting	✓ /accept/ -ing	?	1
accompanied	✓ /accompany/ -ed	?	1
accomplished	✓ /accomplish/ -ed	?	1
accord	✓ /accord/	?	1
accordance	✓ /accord/ -ance	?	2
according	✓ /accord/ -ing	?	56

If a word has the correct morphology specified click on the grey check mark in front of the word. It will turn **green**. If the morphology for the word is incorrect, click on the word in the morphology column and make the proper breaks, placing a "+" after every prefix and "+" before every suffix. These should be separated with a space.



**①** In Paratext an affix is either a prefix or a suffix. Paratext does not currently support infixes. Infixes would have to be specified as alternate forms of stems.

### How else can specifying the correct morphology for words help me?

In addition when Paratext is guessing the morphology of a word it will favour breakdowns into known stems and affixes.

If the morphology is defined in the wordlist, Paratext can use this with the interlinearizer, giving more accurate breakdown of words.

## 20-5 Wordlist - Hyphenation

When preparing to publish a Bible, one of the considerations should be whether or not to hyphenate words. Hyphenation can reduce the cost of printing a Bible by reducing the amount of white space

on a page. Not only does it reduce white space but gives the option of full justification. Hyphenation may also be necessary for languages with long words.

- From the **View** menu select **Show Hyphenation**

The screenshot shows a software window titled "Word list: ESV08". The menu bar includes File, Edit, View, Tools, and a "Find Word" search bar. The main area is a table with columns: Word, Hyphenation, Spelling, and Count. The "Word" column lists words like "a", "Aaron", "Abagtha", etc. The "Hyphenation" column shows suggested hyphenations (e.g., "a", "aaron", "aba=gtha"). The "Spelling" column contains icons: a question mark for unknown words, a green checkmark for correctly spelled words, and a red X for misspelled words. The "Count" column shows the frequency of each word. A yellow header row highlights the columns.

Word	Hyphenation	Spelling	Count
a	✓ a	?	365
Aaron	✓ aaron	?	8
Abagtha	✓ aba=gtha	?	1
abandoned	✓ aban=do=ned	?	1
Abednego	✓ abed=ne=go	?	1
Abiathar	✓ abia=thar	?	4
Abida	✓ abi=da	?	1
Abidan	✓ abi=dan	?	1

If a word already has the correct hyphenation, click on the grey check mark in front of the word. It will turn **green**. If the suggested hyphenation is incorrect, click on the word and make the proper breaks, inserting or removing the equal sign (=) where necessary.

As corrections to the hyphenation of words are made, the automatically-supplied hyphenation should get better, reflecting the kinds of acceptable breaks. At some point it might be clear that the automatic hyphenation is good enough. In that case, it is not necessary to validate the hyphenation of every word in the list. **Print Draft** will use both the validated and suggested hyphenation breaks.

If you have certain impolite words that you do not wish to be broken off onto the next line you can use the filter box in the toolbar to find words containing these words and verify that the hyphenation does not create them as stand-alone words.

### Why would I not want to hyphenate words?

- Hyphenation takes time to do.
- Hyphenation can make a text less readable, especially for new readers.

### How can I test whether my hyphenation causes reading problems?

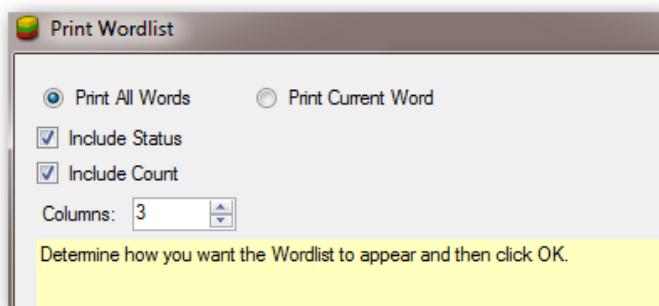
- Specify hyphenation as described above.
- From the File menu select Print Draft.
- Tick "Hyphenate?".
- Select a narrow page size to force many lines to be hyphenated.
- Ask several readers to read portions of the text containing hyphens. Pay special attention to whether readers tend to pause, repeat words, or read an incorrect word when they come to the end of the hyphenated line. If there are problems investigate whether changing the location at which the words are hyphenated helps; for example it might be that only allowing hyphenation at the break between a root and its suffixes helps.

## 20-6 Printing options

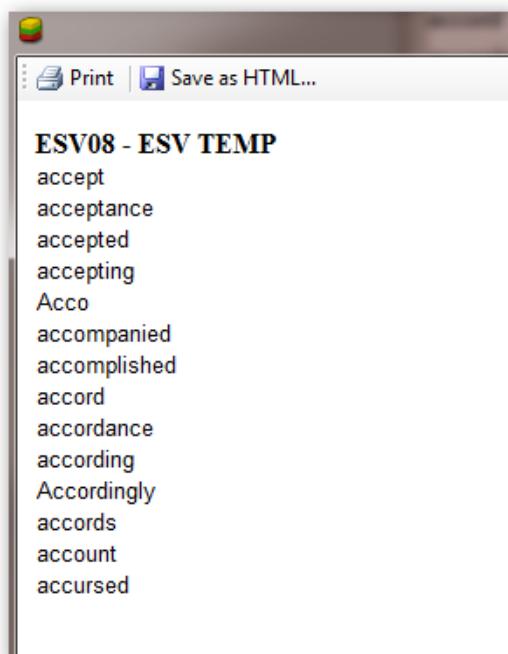
There are various options for printing with the Wordlist tool.

1. Print all words in the list
2. Print only the filtered words
3. Print current word - with verse text
4. Print words and include status or count
5. Print output to printer or html file

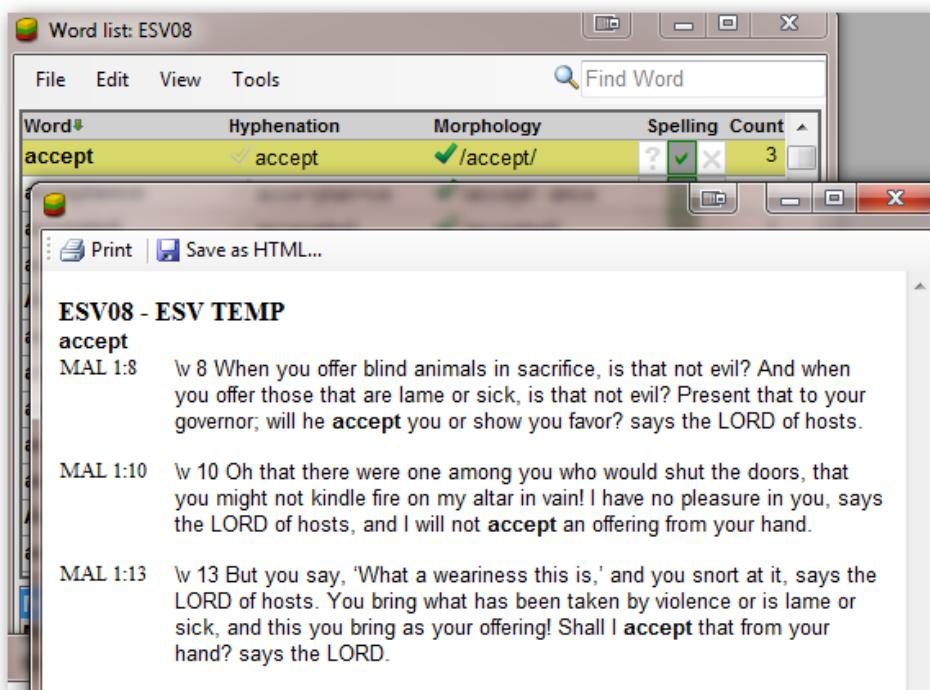
To print a list, from the **File** menu select **Print...**



Based on the options chosen, a window like the one pictured below will display a copy of the list to be printed. This list contains all the words with the string 'acc' - a filtered list, which can be directed to a printer or to an html file.



If no filter is set in the Wordlist tool, (Find Word box) the option to “***print current word***” will also print all the verses for that word.



## 20-7 Miscellaneous

### *Send/Receive*

What happens with shared projects and when more than one person makes changes to the wordlist? If the changes are to the status for different words, the changes will merge. Provided the send/receive is done with frequency, it should not be a problem when two or more people make changes.

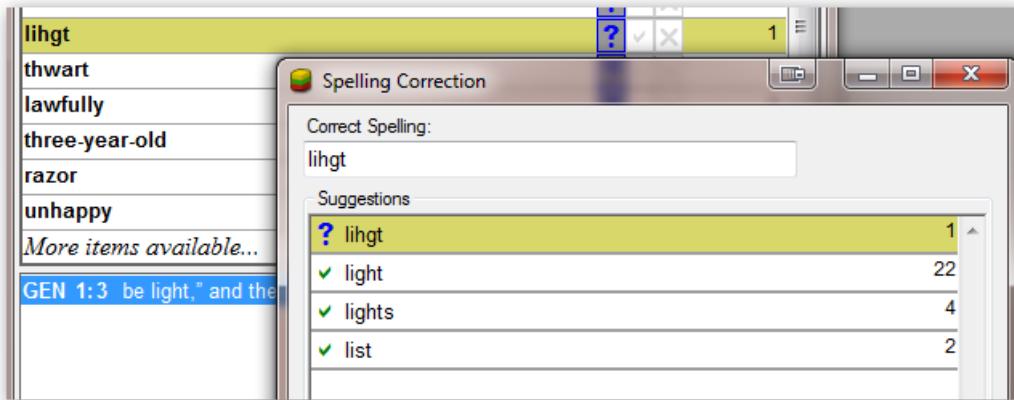
### *Making spelling corrections*

In section 2.2, 3.2, 3.4 and 4.3 this manual talks about making corrections. The reality is that a user can make corrections in any of these places, in various ways.

- Spell Check tool (entire text or current book)
- Spell checking in editor window
- Spelling status changes in Wordlist tool

#### **With each of these, or in each place:**

- clicking on X in Spell Check tool opens the dialog with suggestions
- right clicking on a word in editor window opens dialog with suggestions
- clicking on X in wordlist opens the dialog with suggestions

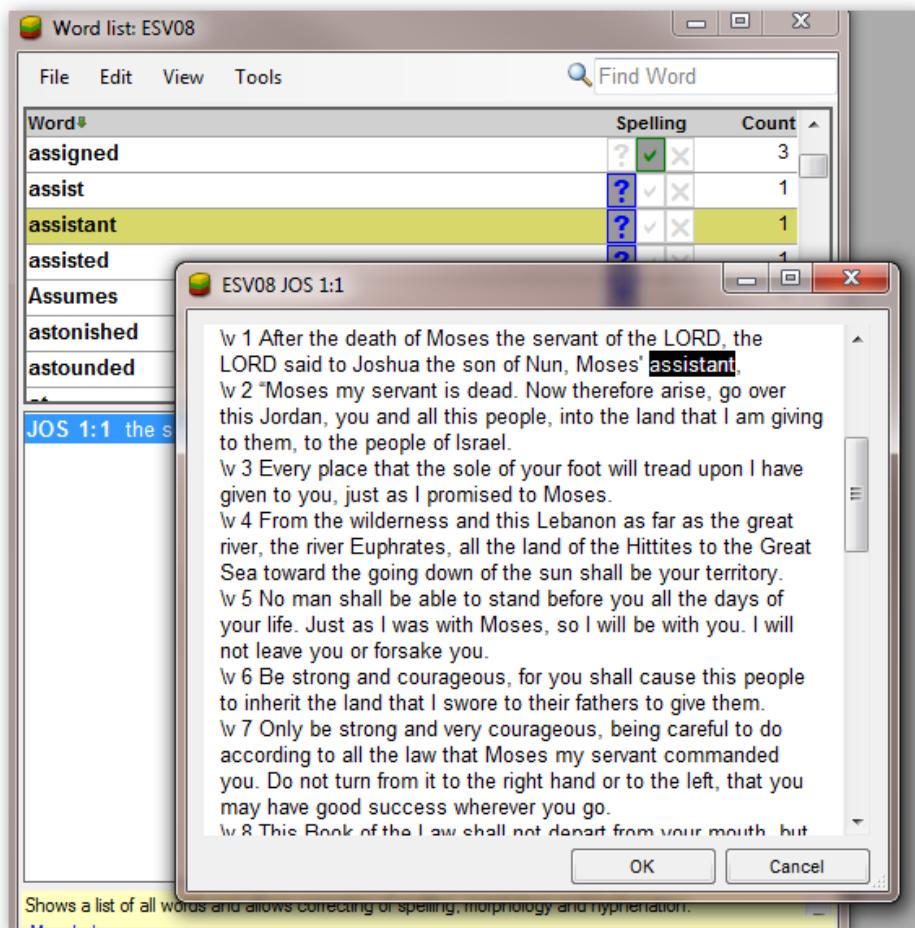


In each and every one of these situations when a correction is made, Paratext will:

- change the spelling status to incorrect for the word changed
- at the same time mark the word chosen in its place to be “correct” (if not already correct)
- Paratext will remember that word X went to word Y
- if word X occurs again, word Y will be the primary suggestion

## 20-8 Quick Edit window

In Paratext, whenever there is a list of references holding down the SHIFT KEY and double clicking the reference will open a **Quick Edit window**

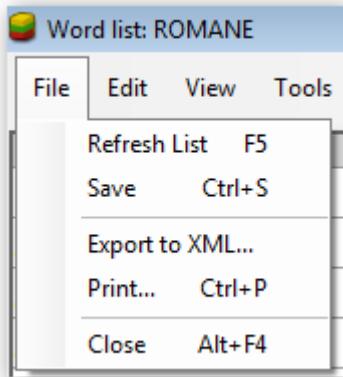


**For review:**

This manual does not mention the EXPORT TO XML. What should be said?

This manual does not mention REFRESH LIST. When might it be useful?

Something I have noticed that has surprised people... relating to windows being refreshed. When they are using the Spell Check tool... and need to go to the main Paratext window to review or change something... if they MAKE A CHANGE in Paratext and SAVE THE CHANGE... the **list of words** in the Spell Check tool **refreshes and the list will look totally different**. Words that were corrected disappear from the list.



## Module summary

This module has shown how you can:

Task	Summary of steps	Page

## **21. Practice session 7 (real work)**

---

### **Module outline**

This practice session gives you the opportunity to set up the spell checking function on your own translation project.

---

#### **21-1 Planning your practice session**

*Class reads through instructions out loud together.*

- 21.1 You have just had an introduction to the spell checking function. Now you will use this practice session to set up spell checking on your own project, with the help of your tutor.

*As the students work, tutor gives appropriate help.*

- 21.2 Start by doing a **Send/Receive** backup, and take a **Mark Point in Project History...** ‘photo’.
- 21.3 Go to the beginning of module 19 **Checking Spelling** on page 157 and follow all the steps in your own project.
- 21.4 If you have enough time, also go through module 20 **Using the Wordlist tool**.
- 21.5 Finish the session by doing a **Send/Receive** backup again.

#### **21-2 Debrief**

*Class discussion.*

- 21.6 How easy was it to set up spell checking in your own project?
- .....  
.....

- 21.7 Which skills were easy to use on your own project?
- .....  
.....

- 21.8 Which skills needed some thinking before you could use them on your own project?
- .....  
.....

- 21.9 Which skills did you still need the instructions for?
- .....  
.....

- 21.10 Did you remember to do **Send/Receive** at the start and end of the session?
- 21.11 Did you remember to use **Mark Point in Project History...** before and after making any changes?
- 21.12 Did you remember to save regularly as you worked?
- 21.13 Is there anything you'd like the tutor to review at this point?

.....  
.....  
.....

## **22. Adding supplementary material**

---

### **Module outline**

In this module, you will learn how to:

- add an introduction to a Bible book;
  - add an introduction to your translation project;
  - add a glossary to your project;
  - insert illustrations into your project.
- 

### **22-1 Motivation (discussion)**

*Class discussion. Tutor writes responses and correct answers on board.*

- 22.1 In this module we are going to look at three kinds of material that you can add to your Bible translation to help readers. We've already learnt how to add footnotes. Now we will think about introductions, a glossary and illustrations.
- 22.2 An **INTRODUCTION** is extra information included at the start of the Bible, or at the start of each book, that helps readers to understand the actual Bible text better.
- 22.3 A **GLOSSARY** is like a dictionary. It explains difficult words or expressions, especially if they describe things from Bible times and cultures that the readers of the translation won't know about.
- 22.4 **ILLUSTRATIONS** are pictures, maps and diagrams – anything that people can look at to help them understand the text better.
- 22.5 Do you ever look at these features in a published Bible? Do you find them helpful?
- 

- 22.6 What are some advantages of these features?
- 
- 
- 

- 22.7 What are some disadvantages, or problems that need to be solved in order to make them useful?
- 
- 
-

- .....  
 .....  
 .....
- 22.8 Think briefly about whether you want to include them in your own published translation.
- .....  
 .....

## 22-2 Introductions

*Class activity.*

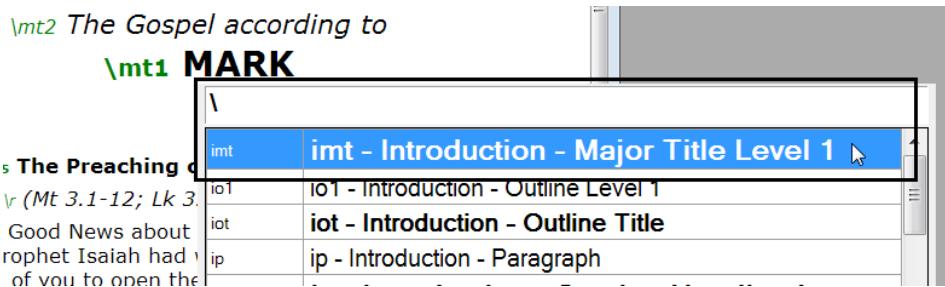
- 22.9 As with footnotes, the main difficulty is in deciding whether to have introductions and if so, what they should say. There is nothing particularly difficult about how you enter them into your project. You just have to use different **USFM MARKERS** designed specifically for introduction content.
- 22.10 Look at these two resources: **GNT**, **CEVR**. Go to the start of several books (e.g. Matthew, Romans, Revelation). What kinds of information are in the introductions?
- .....  
 .....

- 22.11 Some good advice: keep the introduction short! You want people to start reading the actual Bible text as quickly as possible.

## 22-3 Adding an introduction to a book

*Class activity.*

- 22.12 To start with, we will learn how to add an introduction to a specific Bible book. The text of the introduction is simply added at the start of the book and given the right markers to show that it is an introduction, not part of the translation itself.
- 22.13 Open the **English Practice Project** and go to Mark 1:0 (yes, you can enter this verse reference!).
- 22.14 Place the cursor at the end of the line that reads `\mt1 MARK`.
- `\mt2 The Gospel according to`  
`\mt1 MARK` 
- 22.15 Now insert the following marker: `imt - Introduction - Major Title`. If you've forgotten how to insert a marker, look back at **Entering a marker** on page 41.



- 22.16 Type the name of the introduction: *Introduction to the Gospel of Mark*.
- 22.17 Now insert a section heading for the introduction (*is – Introduction – Section Heading*).

\is	is - Introduction - Section Heading Level 1
is1	is1 - Introduction - Section Heading Level 1
is2	is2 - Introduction - Section Heading Level 2

- 22.18 Type the section heading: *About the author*.
- 22.19 As with regular section headings, this needs a paragraph marker after it. There is a special paragraph marker for introductions: \ip. Insert one here.

\ip	ip - Introduction - Paragraph
ipi	ipi - Introduction - Indented Para - first line indent
ipq	ipq - Introduction - Paragraph - quote from text
ipr	ipr - Introduction - Paragraph - right aligned

- 22.20 Type in this text for the introduction (you've already done the first section heading):
- ```
\is About the author
\ip The author of this Gospel did not give his name. However, it is almost certain that
the author was a man named Mark. Mark is mentioned a number of times in the
New Testament. Sometimes he is referred to as "John, also called Mark." Many
Christian leaders who lived during the first centuries after Christ said that Mark
was the author. Most modern Bible scholars agree.

\ip Mark got most of his information about Jesus from the apostle Peter. Peter was one
of Jesus' closest followers and one of the main leaders in the Christian church. Mark
was with Peter for some years at the end of Peter's life, and the Christians begged
```

him to write what he had learned from Peter. When Mark wrote about Jesus, his facts were accurate because he wrote what Peter knew from being with Jesus.

- \is Place of writing and intended readers
- \ip Mark probably wrote this gospel in Rome sometime around A.D. 60 and before A.D. 70. Many scholars believe that he wrote it to provide a written record of the life and teachings of Jesus for people living in Rome who wanted to follow Jesus. These people included both Jews and non-Jews (Gentiles).

22.21 Notice that you can have more than one paragraph after a section heading.

22.22 When you've finished, your introduction should look something like this:

### \imt Introduction to the Gospel of Mark

#### \is About the author

\ip The author of this Gospel did not give his name. However, it is almost certain that the author was a man named Mark. Mark is mentioned a number of times in the New Testament. Sometimes he is referred to as "John, also called Mark." Many Christian leaders who lived during the first centuries after Christ said that Mark was the author. Most modern Bible scholars agree.

\ip Mark got most of his information about Jesus from the apostle Peter. Peter was one of Jesus' closest followers and one of the main leaders in the Christian church. Mark was with Peter for some years at the end of Peter's life, and the Christians begged him to write what he had learned from Peter. When Mark wrote about Jesus, his facts were accurate because he wrote what Peter knew from being with Jesus.

#### \is Place of writing and intended readers

\ip Mark probably wrote this gospel in Rome sometime around A.D. 60 and before A.D. 70. Many scholars believe that he wrote it to provide a written record of the life and teachings of Jesus for people living in Rome who wanted to follow Jesus. These people included both Jews and non-Jews (Gentiles).

## 22-4 Adding an introduction to a project

*Class activity.*

- 22.23 It is also possible to create an introduction for your entire project. We will do this by creating a new book, called *Front Matter* (abbreviated *FRT*). Obviously this is not a regular book of the Bible, but for Paratext it is a book just like Matthew, Mark, etc.
- 22.24 Look at the **CEVR** in **Standard View**. Go to the *Front Matter* book (type *F* into the book **SEARCH BOX**).
- 22.25 **SCROLL** through the *Front Matter* to see what is there. Notice how different markers are used (\periph means *peripheral*, an extra thing that is not part of the main Bible).

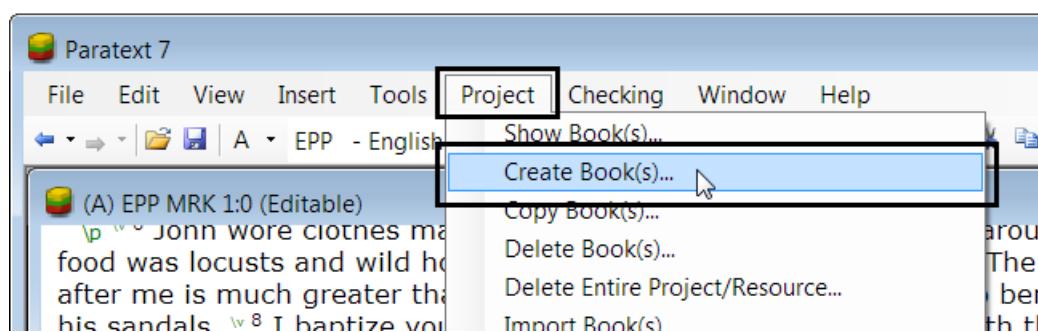
22.26 The *Front Matter* of the **CEVR** tells about how the translators did the job of translating the Bible into English. However, you can use your *Front Matter* to talk about other things that you think your readers need to know.

22.27 We'll practise by adding a *Front Matter* book to the **English Practice Project**.

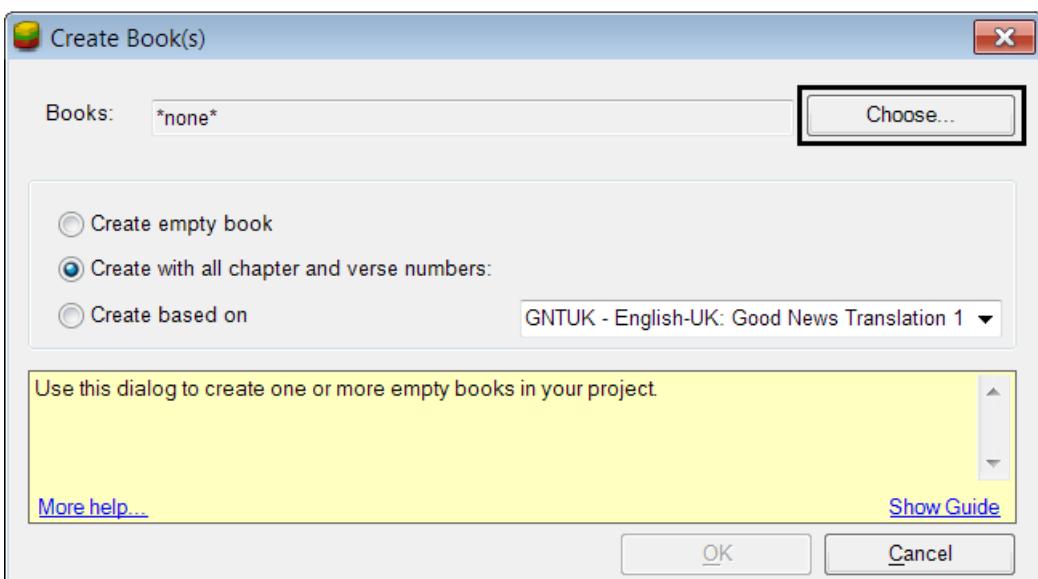
Tutor demonstrates, learners watch.

### Create a new book in your project

1. Go to the project that you want to add a book to.
2. Go to the **Project** menu and choose **Create Book(s)...**



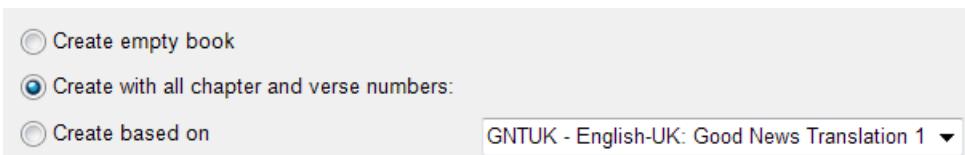
3. The *Create Book(s)* window opens. Click on the **Choose...** button.



4. From the list, select the book(s) that you want to add. For information about selecting books from the list, look at **Choosing from the book list** below. Note: the regular Bible books come first in the list. All extra books, such as *Front Matter*, *Back Matter* and the **DEUTEROCANONICAL** books, are

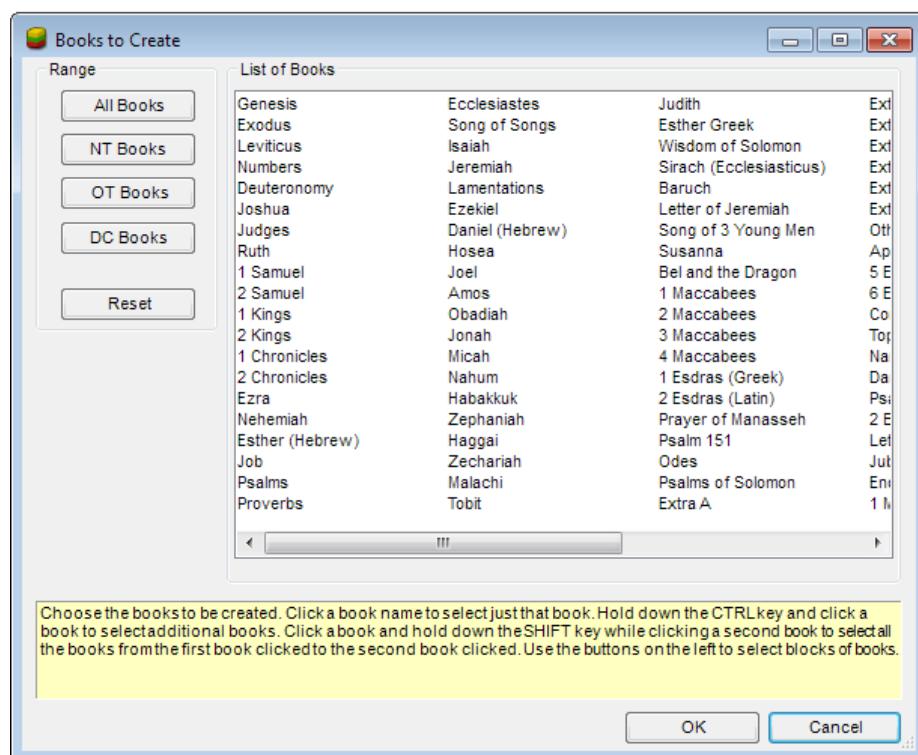
at the end of the list.

5. Click on **OK** in the *Books to Create* window.
6. Decide what content you want Paratext to put in your new book. For regular Bible books, the best option is *Create with all chapter and verse numbers*: . If you are doing an adaptation from another Bible, you might want to choose *Create based on*.



7. Click on **OK** in the main *Create Book(s)* window.

## Choosing from the book list



1. There are several ways to **SELECT** the books you want. You can select:
  - a single book;
  - a sequence of books (click on the first book, then **Shift** + click on the last book of the sequence);

|                 |                 |                         |     |
|-----------------|-----------------|-------------------------|-----|
| Genesis         | Ecclesiastes    | Judith                  | Ext |
| Exodus          | Song of Songs   | Esther Greek            | Ext |
| Leviticus       | Isaiah          | Wisdom of Solomon       | Ext |
| Numbers         | Jeremiah        | Sirach (Ecclesiasticus) | Ext |
| Deuteronomy     | Lamentations    | Baruch                  | Ext |
| Joshua          | Ezekiel         | Letter of Jeremiah      | Ext |
| Judges          | Daniel (Hebrew) | Song of 3 Young Men     | Otf |
| Ruth            | Hosea           | Susanna                 | Ap  |
| 1 Samuel        | Joel            | Bel and the Dragon      | 5 E |
| 2 Samuel        | Amos            | 1 Maccabees             | 6 E |
| 1 Kings         | Obadiah         | 2 Maccabees             | Co  |
| 2 Kings         | Jonah           | 3 Maccabees             | Top |
| 1 Chronicles    | Micah           | 4 Maccabees             | Na  |
| 2 Chronicles    | Nahum           | 1 Esdras (Greek)        | Da  |
| Ezra            | Habakkuk        | 2 Esdras (Latin)        | Psi |
| Nehemiah        | Zephaniah       | Prayer of Manasseh      | 2 E |
| Esther (Hebrew) | Haggai          | Psalm 151               | Let |
| Job             | Zechariah       | Odes                    | Jut |
| Psalms          | Malachi         | Psalms of Solomon       | En  |
| Proverbs        | Tobit           | Extra A                 | 1 N |

- several separate books (click on the first book, then **Ctrl** + click on each other book);

|                 |                 |                         |     |
|-----------------|-----------------|-------------------------|-----|
| Genesis         | Ecclesiastes    | Judith                  | Ext |
| Exodus          | Song of Songs   | Esther Greek            | Ext |
| Leviticus       | Isaiah          | Wisdom of Solomon       | Ext |
| Numbers         | Jeremiah        | Sirach (Ecclesiasticus) | Ext |
| Deuteronomy     | Lamentations    | Baruch                  | Ext |
| Joshua          | Ezekiel         | Letter of Jeremiah      | Ext |
| Judges          | Daniel (Hebrew) | Song of 3 Young Men     | Otf |
| Ruth            | Hosea           | Susanna                 | Ap  |
| 1 Samuel        | Joel            | Bel and the Dragon      | 5 E |
| 2 Samuel        | Amos            | 1 Maccabees             | 6 E |
| 1 Kings         | Obadiah         | 2 Maccabees             | Co  |
| 2 Kings         | Jonah           | 3 Maccabees             | Top |
| 1 Chronicles    | Micah           | 4 Maccabees             | Na  |
| 2 Chronicles    | Nahum           | 1 Esdras (Greek)        | Da  |
| Ezra            | Habakkuk        | 2 Esdras (Latin)        | Psi |
| Nehemiah        | Zephaniah       | Prayer of Manasseh      | 2 E |
| Esther (Hebrew) | Haggai          | Psalm 151               | Let |
| Job             | Zechariah       | Odes                    | Jut |
| Psalms          | Malachi         | Psalms of Solomon       | En  |
| Proverbs        | Tobit           | Extra A                 | 1 N |

- all the New Testament (click on **NT Books**);
- all the Old Testament (click on **OT Books**);
- all the **DEUTEROCANONICAL** books (click on **DC Books**);
- the whole Bible (click on **All Books**).

|                                          |
|------------------------------------------|
| Range                                    |
| <input type="button" value="All Books"/> |
| <input type="button" value="NT Books"/>  |
| <input type="button" value="OT Books"/>  |
| <input type="button" value="DC Books"/>  |
| <input type="button" value="Reset"/>     |

2. If you can't see the book that you want, there may be a

**SCROLL BUTTON** at the bottom. Slide it across to the right.

| List of Books   |                         |                         |     |
|-----------------|-------------------------|-------------------------|-----|
| Ecclesiastes    | Judith                  | Extra B                 | 2 M |
| Song of Songs   | Esther Greek            | Extra C                 | 3 M |
| Isaiah          | Wisdom of Solomon       | Extra D                 | Re  |
| Jeremiah        | Sirach (Ecclesiasticus) | Extra E                 | 4 E |
| Lamentations    | Baruch                  | Extra F                 | Lai |
| Ezekiel         | Letter of Jeremiah      | Extra G                 |     |
| Daniel (Hebrew) | Song of 3 Young Men     | Other Matter            |     |
| Hosea           | Susanna                 | Apocalypse of Ezra      |     |
| Joel            | Bel and the Dragon      | 5 Ezra (Latin Prologue) |     |
| Amos            | 1 Maccabees             | 6 Ezra (Latin Epilogue) |     |
| Obadiah         | 2 Maccabees             | Concordance             |     |
| Jonah           | 3 Maccabees             | Topical Index           |     |
| Micah           | 4 Maccabees             | Names Index             |     |
| Nahum           | 1 Esdras (Greek)        | Daniel Greek            |     |
| Habakkuk        | 2 Esdras (Latin)        | Psalms 152-155          |     |
| Zephaniah       | Prayer of Manasseh      | 2 Baruch (Apocalypse)   |     |
| Haggai          | Psalm 151               | Letter of Baruch        |     |
| Zechariah       | Odes                    | Jubilees                |     |
| Malachi         | Psalms of Solomon       | Enoch                   |     |
| Tobit           | Extra A                 | 1 Meqabyan              |     |



3. If you make a mistake with your selection, click on the **Reset BUTTON** and start again.
- 
4. When you have made your selection, click on **OK**.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 22.28 Since the *Front Matter* isn't a regular Bible book with chapter and verse numbers, you will just get an empty book even if you had *Create with all chapter and verse numbers*: selected in the *Create Book(s)* window.
- 22.29 We won't bother to type any text into our *Front Matter*. If you decide to add an introduction book to your own project, use the **CEVR's Front Matter** book as a model.

## 22–5 Glossary

*Class activity.*

- 22.30 Go to the **CEV99** in **Preview** View and look at the *Glossary (GLO)*. What is the name given to the **GLOSSARY**?
- .....
- 22.31 **SCROLL** through the glossary and look at the kinds of entries that it has. Think about whether a glossary would be useful in your own project. What kinds of words and phrases would your glossary need to explain?

- 
- 
- 
- 22.32 Look at how the **CEV99**'s glossary is FORMATTED. Each entry has a KEYWORD that is formatted differently to the explanation text. How do you think this is done?
- 

- 22.33 Now switch to Standard View and see if you were right.

- 22.34 Notice that each keyword has two markers – one before it and one after. What are the markers? What is the difference between them?

**\i1 \k aloes\k\*** A sweet-smelling spice used as a perfume.

**\i1 \k altar\k\*** A raised structure where sacrifices were presented to God or to pagan gods. It was usually made of packed earth, metal, or pottery.

**\i1 \k Amalekites\k\*** A nomadic nation that lived to the west and east of the Dead Sea. They were enemies of Israel.

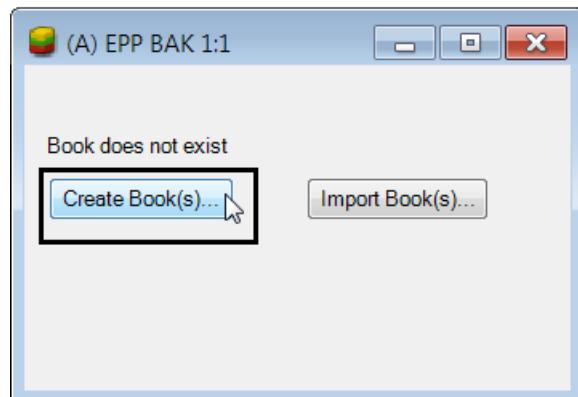
**\i1 \k Amen\k\*** A Hebrew word used to say "Amen".

- 
- 22.35 Keep the **CEV99** resource window open at the glossary. Now open a second window containing the **English Practice Project**. What message do you get?
- 

*Tutor demonstrates, learners perform each step after the tutor.*

- 22.36 Click on the **Create Book(s)...** BUTTON.

- 22.37 From this point on, the process of creating a new book is the same as using the **Create Book(s)...** function on the **Project** menu. Finish the procedure to create a *Glossary* book. If you're not sure what to do, look back at the **Create a new book in your project** instructions on page 186.



- 22.38 Give your glossary a title. Use the marker **\imt** (use the **CEV99**'s wording, or write your own).

- 22.39 Insert a paragraph marker. Because this isn't regular Bible text, we don't use the regular marker **\p**. Instead, use **\ip**. What does **\ip** stand for (look in the list of markers)?

- 
- 22.40 Now you need to insert the first marker to format the keyword. The procedure here is different because the pair of markers affect just a word/phrase, not a whole

paragraph. You need to press the backslash `\` key to bring up the list of possible markers – *not* the **Enter** key.

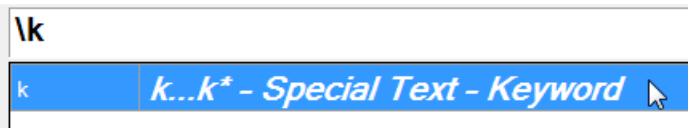
|                    |                                                                       |
|--------------------|-----------------------------------------------------------------------|
| <code>\</code>     |                                                                       |
| <code>f</code>     | <code>f...f*</code> - Footnote                                        |
| <code>nd</code>    | <code>nd...nd*</code> - Special Text - Name of Deity                  |
| <code>qt</code>    | <code>qt...qt*</code> - Special Text - Quoted Text - OT in NT         |
| <code>x</code>     | <code>x...x*</code> - Cross Reference                                 |
| <code>xt</code>    | <code>xt</code> - Cross Reference - Target References                 |
| <code>add</code>   | <code>add...add*</code> - Special Text - Translational Addition       |
| <code>addpn</code> | <code>(addpn...addpn*)</code> - Special Text for Chinese              |
| <code>bd</code>    | <code>bd...bd*</code> - Character - Bold Text                         |
| <code>bdit</code>  | <code>bdit...bdit*</code> - Character - BoldItalic Text               |
| <code>bk</code>    | <code>bk...bk*</code> - Special Text - Quoted book title              |
| <code>dc</code>    | <code>dc...dc*</code> - Special Text - Deuterocanonical/LXX Additions |
| <code>em</code>    | <code>em...em*</code> - Character - Emphasized Text                   |
| <code>fe</code>    | <code>fe...fe*</code> - Endnote                                       |

- 22.41 Then press `k` to bring the keyword marker to the top of the list, and **Enter** to select it.



- 22.42 Now type in the word *angel* to be the keyword.

- 22.43 Now you need to insert the second keyword marker. Press the backslash `\`. Notice that the marker you need, `\k*`, comes to the top of the list automatically. Just press **Enter** to select it.



- 22.44 Now type the explanation of the keyword (on the same line):

A supernatural being who tells God's messages to people or protects those who belong to God.

*Learners practise independently.*

- 22.45 Practise by making some more glossary entries. Each one should look like this:

`\ip \k <keyword> \k* <explanation text>`

**apostle** Jesus chose twelve of his followers to be his apostles, his special representatives.

**baptism** Baptism was a Jewish washing ritual that showed that a person had repented from his sins.

**Caesar** Caesar was the name given to the king of the people of Rome.

**disciple** The followers of Jesus. He was their teacher and they learned from him.

**Pharisees** The Pharisees were an important group of religious people among the Jews in Jesus' time.

- 22.46 When you have finished typing in the glossary entries, switch to **Preview View** and see if they look right.
- 22.47 In practice you may want to write your glossary entries in Word or another program rather than Paratext. Word has a sorting function that will automatically sort all your entries into alphabetical order once they're written. Ask an experienced Word user to help you with this!
- 22.48 Note: we have been using the **CEVR** resource as our model, and it uses Paratext's *Front Matter (FRT)* and *Back Matter (BAK)* books for the introduction and glossary. However, Paratext does also have specific *Introduction (INT)* and *Glossary (GLO)* books which you should use instead.

## 22-6 Inserting illustrations

*Class activity. Tutor writes suggestions on board.*

- 22.49 Pictures are very important for people who are new to reading. When many people pick up a book, the first thing they do is flip through it to see if there are any pictures. From the pictures, they try to get an idea of what the book is about. Consider adding pictures and other illustrations to your translation to help communicate some information more effectively.
  - 22.50 What are some different kinds of illustrations that are used in published Bible translations? What information do they give?
- 
- 
- 

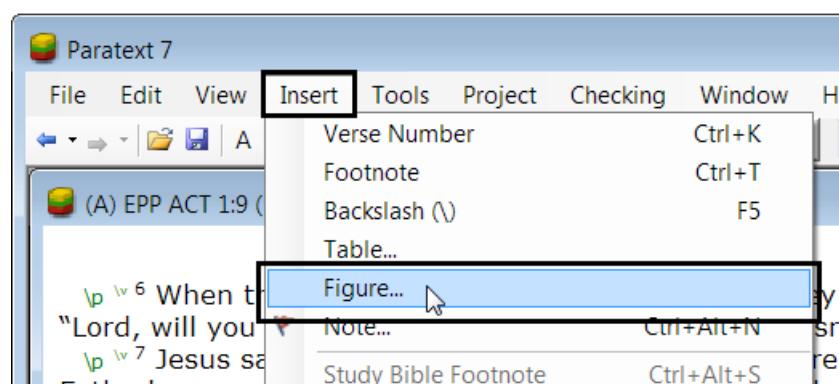
- 22.51 It is very important to make sure that you have copyright permission for all the illustrations that you want to use in your published Bible. Talk to the person who will typeset your book, portion, or New Testament, to determine which pictures you can use. In this course we will just use pictures that we have permission to use.
- 22.52 Inserting illustrations is another procedure done with markers.

- 22.53 We will insert some pictures into the book of Acts to help readers understand the stories better. The pictures come from the *Look, Listen & Live* series produced by Global Recordings Network. They can be obtained through the SIL-PNG Scripture Use office.
- 22.54 Paratext does not totally control where the illustration will be placed in your final printed Bible. The typesetter will decide what is the best place to put it. But in Paratext you will indicate what words in the translation the illustration is connected with.
- 22.55 It is usually best to put an illustration at the end of a paragraph so there is not another verse immediately following the illustration.
- 22.56 Go to Acts 1:9 in the ***English Practice Project***. We will put in a picture of Jesus ascending into heaven.
- 22.57 The file we want is called ***GR-IIIh01c.jpg***. Your tutor will tell you where to find it.
- 22.58 The picture needs a **CAPTION** (a few words under the picture that explain what it is). Paratext will automatically insert the Scripture reference into the caption too. For this picture, we will use some wording taken from the Scripture passage: *He was taken up to heaven*.
- 22.59 The copyright information is: *Copyright Global Recordings Network. Used with permission.*

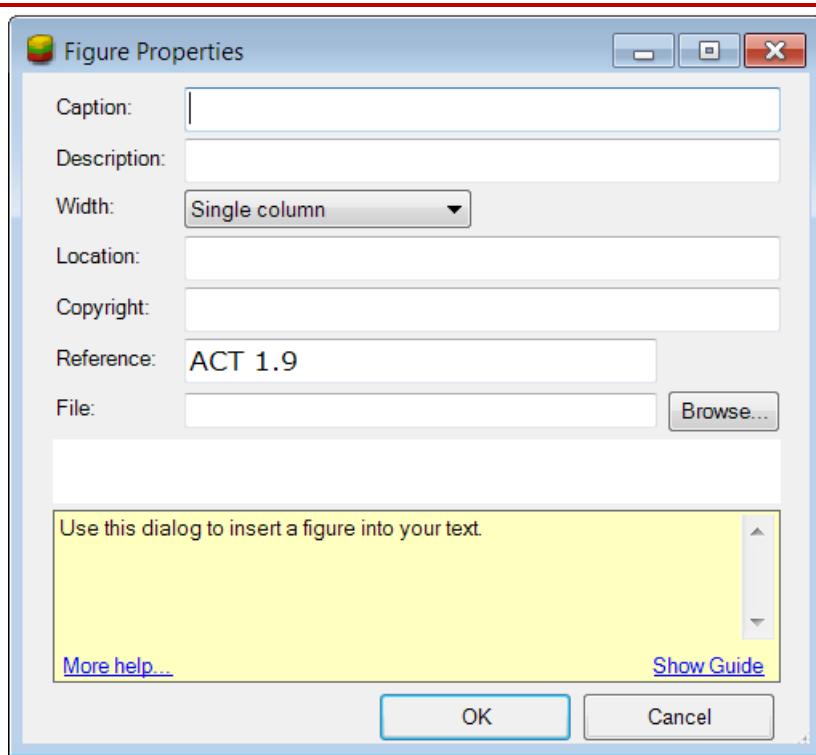
*Tutor demonstrates, learners watch.*

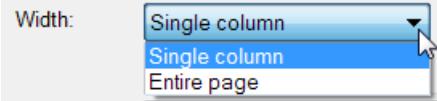
### Inserting an illustration into your project

1. Make sure your project is in **Standard View**. **INSERT** the cursor at the text that the illustration is connected with.
2. Go to the **Insert** menu and choose **Figure...**



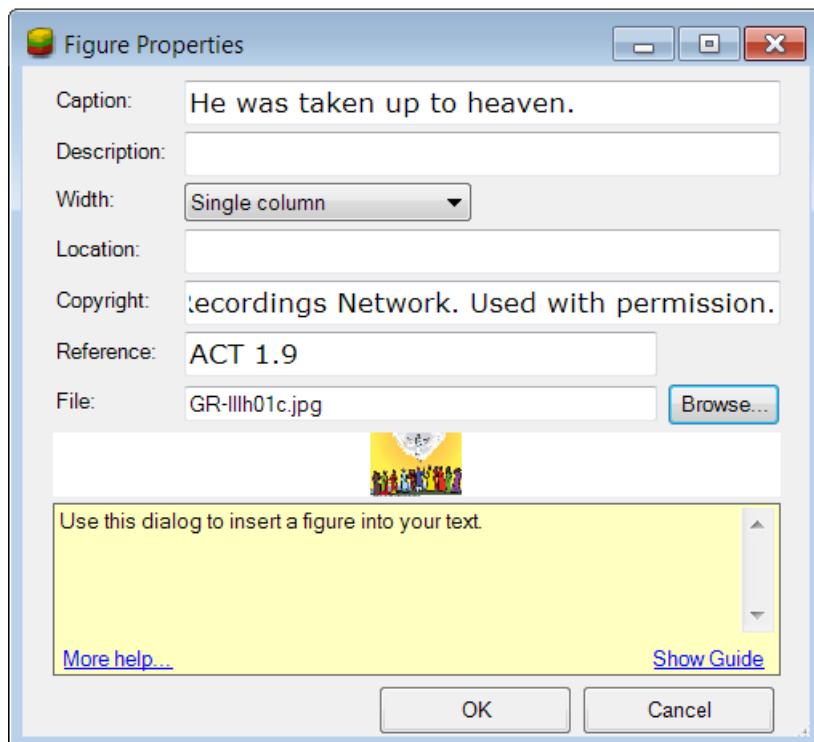
3. The *Figure Properties* window will open.



4. In the *Caption:* box, type a short **CAPTION** for the illustration. The caption will appear in your printed Bible, together with the verse **REFERENCE**.
5. In the *Description:* box, you can type more information about the illustration. This information will **not** appear in your printed Bible.
6. From the *Width:* list, decide whether you want the illustration to just be as wide as a single column of text, or the full width of the page. (If your printed Bible will only have a single wide column, this doesn't matter.) 
7. In the *Location:* box, you can describe in more detail where you would like the typesetter to place the picture (e.g. a range of verses that it could go with).
8. In the *Copyright:* box, provide the copyright information.
9. The Bible reference is automatically entered into the *Reference:* box because of where you inserted the cursor. But you can change it if you need to.
10. In the *File:* box, you need to tell Paratext where the computer file of the illustration is located. Enter this information automatically 

by clicking on the **Browse...** button.

11. Now search on your computer until you find the file. When you do, click on **Open**. You can now see a little picture of the illustration in the main *Figure Properties* window.



12. Click on **OK**. Paratext automatically inserts the necessary markers into your text.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

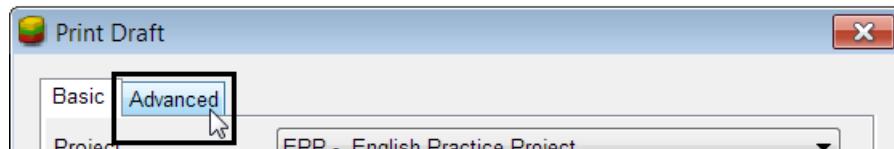
- 22.60 To see the picture in your text, switch to **Preview View**.
- 22.61 Now insert another picture at Acts 2:3. The picture file name is **GR-IIIh02c.jpg**. The text for the caption is *They saw what looked like tongues of fire*. The copyright information is the same as before.
- 22.62 Insert some more pictures into Acts. Make up your own captions for these.

|                       |           |
|-----------------------|-----------|
| <b>GR-IIIh03c.jpg</b> | Acts 2:14 |
| <b>GR-IIIh04c.jpg</b> | Acts 2:42 |
| <b>GR-IIIh05c.jpg</b> | Acts 3:7  |

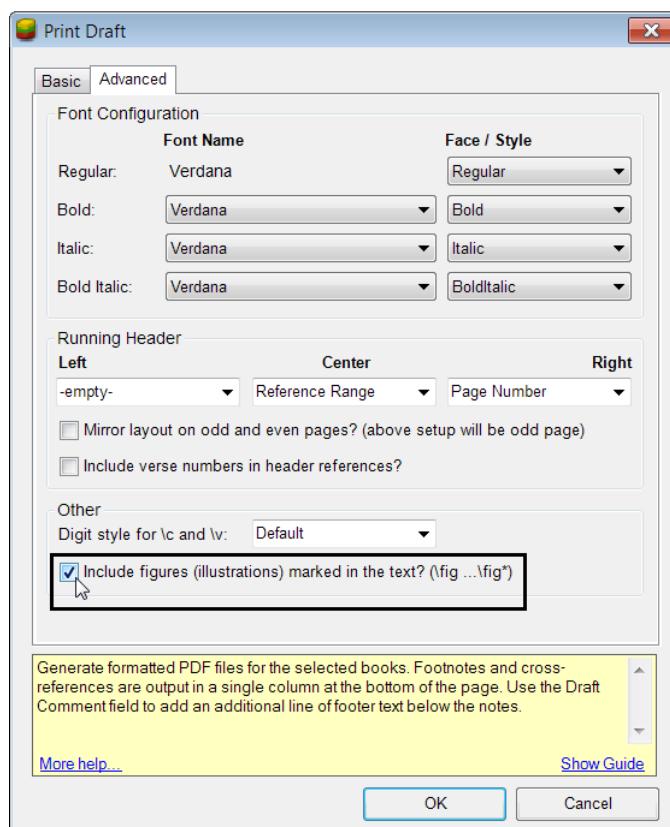
- 22.63 Switch to **Preview View** and look at the pictures you have inserted.
- 22.64 Now create a **PDF** of Acts, including the illustrations. First, go to the **File** menu and choose **Print Draft...**

22.65 In the *Print Draft* window, change the *Line Spacing*: to *Single*.

22.66 Click on the *Advanced TAB*.



22.67 Make sure that the *Include figures (illustrations) marked in the text? (\fig... \fig\*)* CHECKBOX IS TICKED.



22.68 Click on **OK** to create the PDF.

22.69 SCROLL through the PDF to check the illustrations. The positioning isn't good, but that doesn't matter unless you plan to print out this PDF. Your final typeset Bible will have the illustrations in the right place.

22.70 **Don't** print out the PDF unless you are willing to pay for the printing costs!

## Module summary

This module has shown how you can:

| Task                                      | Summary of steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Page |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <i>Add an introduction to a book.</i>     | <ol style="list-style-type: none"> <li>1. Place the cursor at the start of the book, just after the title.</li> <li>2. Use the <b>MARKER</b> <code>\imt</code> to give the introduction a title.</li> <li>3. Use the marker <code>\is</code> for section headings within the introduction.</li> <li>4. Use the marker <code>\ip</code> for paragraph markers within the introduction.</li> <li>5. Type in your introduction text.</li> </ol>                                                                                                                                                                                                                                                                                                                         | 183  |
| <i>Create a new book in your project.</i> | <ol style="list-style-type: none"> <li>1. Go to the project that you want to add a book to.</li> <li>2. Go to the <b>Project</b> menu and choose <b>Create Book(s)...</b></li> <li>3. The <i>Create Book(s)</i> window opens. Click on the <b>Choose... BUTTON</b>.</li> <li>4. <b>SELECT</b> the book(s) that you want to add (see <a href="#">Choosing from the book list</a> below).</li> <li>5. Click on <b>OK</b> in the <i>Books to Create</i> window.</li> <li>6. Choose a content option: <ul style="list-style-type: none"> <li>• <i>Create empty book</i>;</li> <li>• <i>Create with all chapter and verse numbers</i>;</li> <li>• <i>Create based on</i>.</li> </ul> </li> <li>7. Click on <b>OK</b> in the main <i>Create Book(s)</i> window.</li> </ol> | 186  |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><i>Choosing from the book list.</i></p> | <ol style="list-style-type: none"> <li>1. There are several ways to <b>select</b> the books you want:           <ul style="list-style-type: none"> <li>• a single book;</li> <li>• a sequence of books (click on the first book, then <b>Shift</b> + click on the last book of the sequence);</li> <li>• several separate books (click on the first book, then <b>Ctrl</b> + click on each other book);</li> <li>• all the New Testament (click on <b>NT Books</b>);</li> <li>• all the Old Testament (click on <b>OT Books</b>);</li> <li>• all the <b>DEUTEROCANONICAL</b> books (click on <b>DC Books</b>);</li> <li>• the whole Bible (click on <b>All Books</b>).</li> </ul> </li> <br/> <li>2. If you can't see the book that you want, slide the <b>SCROLL BUTTON</b> across to the right.</li> <br/> <li>3. If you make a mistake with your selection, click on the <b>Reset BUTTON</b> and start again.</li> <br/> <li>4. When you have made your selection, click on <b>OK</b>.</li> </ol> | <p>187</p> |
| <p><i>Create a glossary.</i></p>           | <ol style="list-style-type: none"> <li>1. Create a <i>Back Matter (BAK)</i> or <i>Glossary (GLO)</i> book for your project.</li> <li>2. Use the marker <code>\imt</code> to give the glossary a title.</li> <li>3. Use the following format for each glossary entry:<br/> <code>\ip \k &lt;keyword&gt; \k* &lt;explanation text&gt;</code> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>190</p> |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <i>Insert an illustration into your project.</i> | <ol style="list-style-type: none"><li>1. <b>INSERT</b> the cursor at the text that the illustration is connected with.</li><li>2. Go to the <b>Insert</b> menu and choose <b>Figure...</b> The <i>Figure Properties</i> window will open.</li><li>3. In the <i>Caption:</i> box, type a short <b>CAPTION</b>.</li><li>4. In the <i>Description:</i> box, you can type more information about the illustration (this will not print).</li><li>5. From the <i>Width:</i> list, decide whether you want the illustration to just be as wide as a single column of text, or the full width of the page.</li><li>6. In the <i>Location:</i> box, you can describe in more detail where you would like the typesetter to place the picture (e.g. a range of verses that it could go with).</li><li>7. In the <i>Copyright:</i> box, provide copyright information.</li><li>8. Click on the <b>Browse...</b> button and locate the illustration file on your computer. Then click on <b>Open</b>.</li><li>9. Click on <b>OK</b>. Paratext automatically inserts the necessary markers into your text.</li></ol> | 193 |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

## **23. Checking and reporting project progress**

---

### **Module outline**

In this module, you will learn how to:

- use Paratext's own record system for recording translation project progress;
  - report project progress as a graph;
  - report project progress in written form.
- 

Before doing this module, a team must decide what stages of their translation process they want to track. Then they need to have a computer specialist make the appropriate changes to the **BookEfforts.csv** file. See the Paratext **Help** topic “How do I customize Project Progress stages?”

### **23-1 Checking progress**

*Class discussion, tutor writes responses on board.*

- 23.1 As your translation project moves ahead, you need to keep a clear record of what steps have been done for each chapter of the Bible.
  - 23.2 How have you been keeping a record so far?
- .....  
.....  
.....

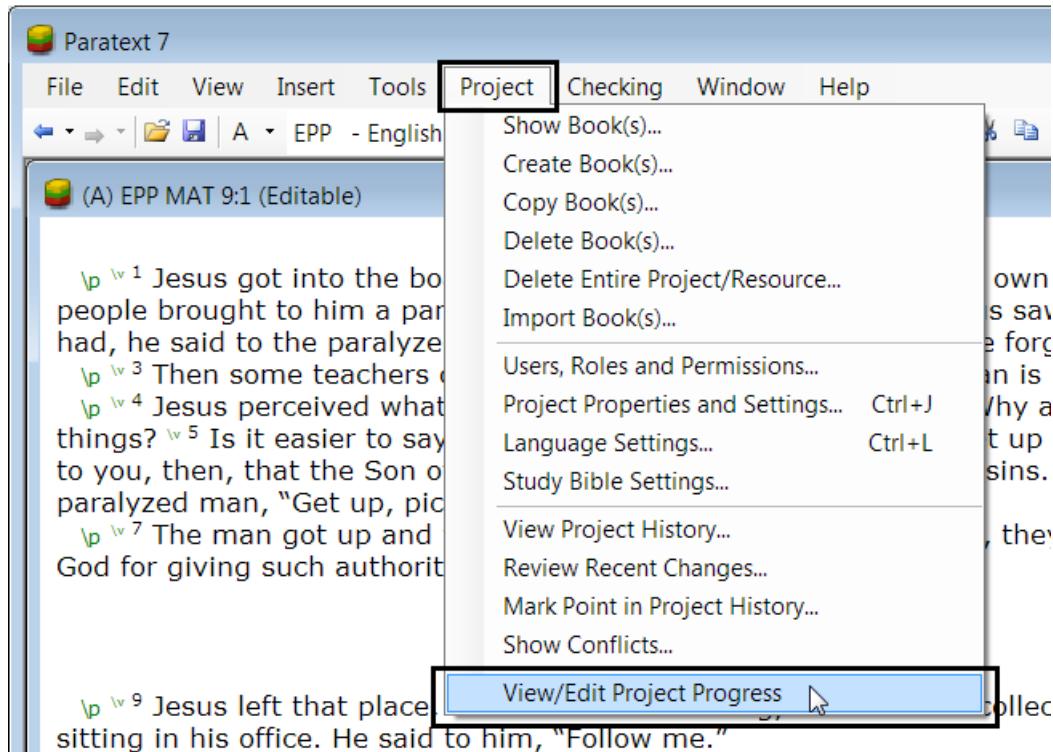
- 23.3 What kinds of steps in the translation process do you need to keep a record of?
- .....  
.....  
.....

- 23.4 Paratext has a way of keeping a record of what steps have been completed for each book. This information is saved with your project. But you should keep using your current record-keeping method as well.
- 23.5 We'll start by practising with our **English Practice Project**. We will report our progress on Philippians and Titus.

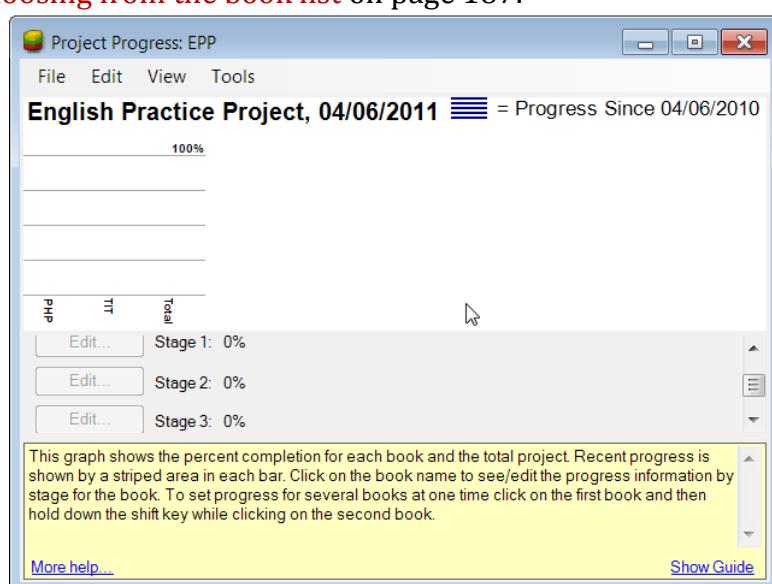
*Tutor demonstrates, learners watch.*

## Checking project progress

1. Open your translation project.
2. Go to the **Project** menu and choose **View/Edit Project Progress**.



3. If this is the first time that you have used this function, it will open a list of Bible books. (Otherwise, skip to step 7).
4. **SELECT** the books that you want to keep records for. If you've forgotten how, look back at **Choosing from the book list** on page 187.
5. Then click on **OK**.
6. This opens up a picture or **GRAPH** that shows the project's progress. At the bottom of the window there are various stages in the process for translating a book. You need to tell Paratext what you

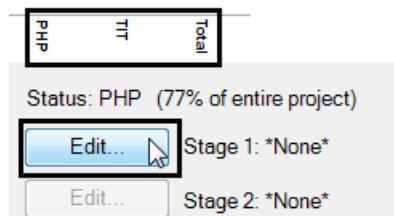


have completed for each chapter within each book.

7. First, click on the name of the book that you want to report progress on. The book name is at the bottom of the graph.
8. Then click on **Edit...** next to the name of the stage that you want to report. The next window lets you enter the actual progress information.

### English Practice Project,

100%

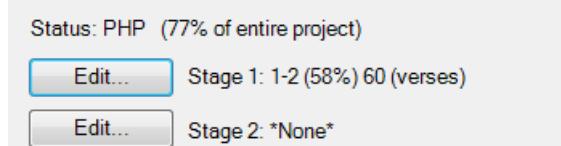
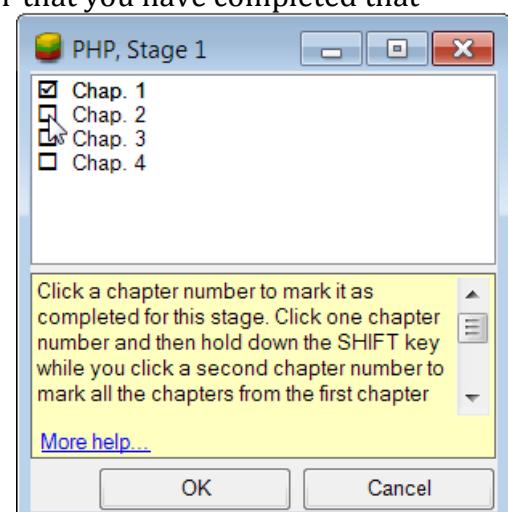
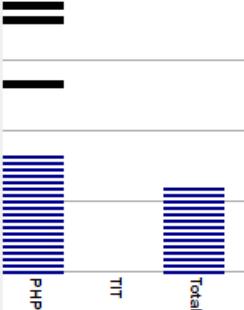


9. Click in the **CHECKBOXES** for every chapter that you have completed that stage for.
10. Then click on **OK**. Now the progress graph shows some blue bars indicating how much you have done for that book. (You may have to wait a bit until the bars appear.)

### English Practice Project, 04/06/2011

Estimated Completion: 2014

100%



11. If you want, you can now report on a later stage for the chapters you just reported (click the **Edit...** button next to the name of the next stage).

12. Repeat steps 7-11 for each book that you want to report on.
13. When you've finished, close the *Project Progress* window.

*Tutor demonstrates and talks the learners through the following steps.*

- 23.6 Do steps 1-3 of the **Checking project progress** procedure.
  - 23.7 At step 4, choose Philippians and Titus. Then do steps 5-6.
  - 23.8 Look at the *Project Progress* window. What are the translation stages listed?
- 
- 
- 

- 23.9 Notice that you can't report a later stage until you have reported all the earlier stages for that book (you can't click on the **Edit...** button next to the later stages yet).
  - 23.10 Do steps 7-10 for Philippians. Just click on the first stage. We've only translated chapters 1-2 so far, so only click on the **CHECKBOXES** for those two chapters.
  - 23.11 Notice that once you've reported the first stage for some chapters of Philippians, you can now click on the **Edit...** button for the second stage. But we won't do that yet, because we haven't finished translating all of Philippians.
- Status: PHP (77% of entire project)

|                |                                |
|----------------|--------------------------------|
| <b>Edit...</b> | Stage 1: 1-2 (58%) 60 (verses) |
| <b>Edit...</b> | Stage 2: *None*                |
- 23.12 Now do steps 7-11 for Titus. We've translated all of Titus, so for the first stage you can **TICK** all the checkboxes. For the second stage, tick chapters 1 and 2.
  - 23.13 Look at the progress graph to see how the project progress is shown now. Then close the window.
  - 23.14 When you select the books to keep records for (step 4), only add the books you are currently working on. You can add other books later.
  - 23.15 Use the **View/Edit Project Progress FUNCTION** to keep a record of progress on your **BACK TRANSLATION** too.

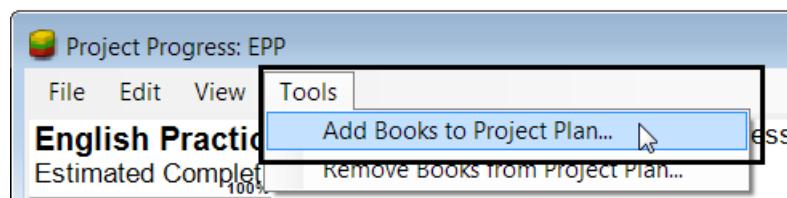
## 23-2 Adding new books to the progress record

- 23.16 If you only entered a few books onto the progress list the first time, you need to know how to add more. Or maybe your team has decided to add a glossary to your project, so you need to add that to the list.
- 23.17 We will add John's Gospel to the progress list.

*Tutor demonstrates, learners watch.*

### Adding new books to the progress record

1. Open your project.
2. Go to the **Project** menu and choose **View/Edit Project Progress**.
3. The *Project Progress* window has a menu bar. Go to the *Project Progress Tools* menu and choose **Add Books to Project Plan...**



4. Select the books you want to add to the progress list. If you can't remember how to select books on the list, look at the [Choosing from the book list](#) instructions on page 187, and follow the instructions you need.
5. Then click on **OK** to return to the main *Project Progress* window.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Learners practise independently.*

- 23.18 Spend a few minutes practising the **Project Progress** function in the practice project. Practise adding books, and recording different stages of progress for different books.
- 23.19 In the next practice session you will have the opportunity to add a **Project Progress** record to your own project. Start thinking now about how you would like to do this.

### 23-3 Reporting progress

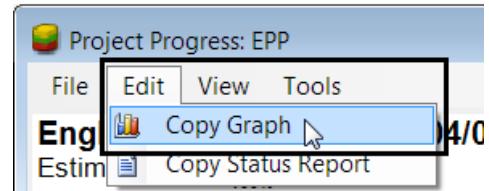
- 23.20 As well as **recording** progress on your project, you also want to be able to **report** your progress. If you record your progress in Paratext, you can also create summary reports easily.
- 23.21 There are two different kinds of report:
  - a graph report;
  - a written report.

- 23.22 We will create a progress report about our **English Practice Project**. First we'll make a graph report.

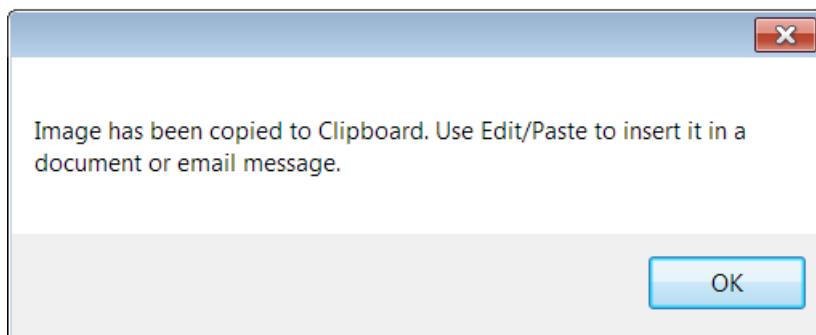
*Tutor demonstrates, learners watch.*

## Creating a Project Progress graph report

1. Decide where you want the graph report to go (a Word document, email, etc.). Create and prepare the Word file/email/etc.
2. Open your project.
3. Go to the **Project** menu and choose **View/Edit Project Progress**.
4. From the *Project Progress* window's **Edit** menu, choose **Copy Graph**.



5. The following message comes up:



6. Click on **OK**.
7. Go to the program that you want to put the graph into.
8. Press **Ctrl + V** to **Paste** the graph into the other program file.
9. The graph that you've just pasted should look the same as the one in the *Project Progress* window.

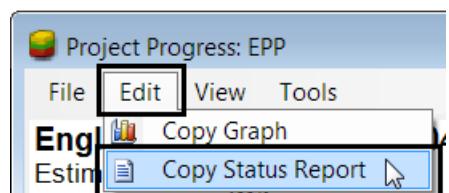
*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

23.23 Now we'll make a written report.

*Tutor demonstrates, learners watch.*

## Creating a Project Progress written report

1. Follow the [Creating a Project Progress graph report](#) instructions, but at step 4 choose **Copy Status Report**.



*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

23.24 The written report will look something like this (yours will probably look different because of the practising you did at 23.18):

Chapters/Verses Completed By Stage

PHP: (40%)

Stage 1: 1-2 (58%) 60 (verses)

TIT: (83%)

Stage 1: \*All\*

Stage 2: 1-2 (67%) 31 (verses)

Overall Projection Completion: 49%

Stage 1: 69%

Stage 2: 0%

Stage 3: 0%

Stage 4: 0%

## Module summary

This module has shown how you can:

| Task                                                                   | Summary of steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Page |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <i>Create a project progress record and enter information into it.</i> | <ol style="list-style-type: none"> <li>1. Open your translation project.</li> <li>2. Go to the <b>Project</b> menu and choose <b>View/Edit Project Progress</b>. If you have already created the record previously, skip to step 5.</li> <li>3. From the list, select the Bible books you want to keep records for. Click on the first book you want, then: <ul style="list-style-type: none"> <li>• <b>Shift</b> + click on the last book of a sequence;</li> <li>• <b>Ctrl</b> + click to select individual books.</li> </ul> </li> <li>4. Click on <b>OK</b>.</li> <li>5. On the <b>GRAPH</b>, click on the name of the book that you want to report progress on.</li> <li>6. Click on <b>Edit...</b> next to the name of the stage that you want to report.</li> <li>7. Click in the <b>CHECKBOXES</b> for every chapter that you have completed that stage for.</li> <li>8. Click on <b>OK</b> to return to the main graph window.</li> <li>9. If you want, you can now report on a later stage for the chapters you just reported (click <b>Edit...</b> next to the name of the next stage).</li> <li>10. Repeat steps 5-9 for each book that you're reporting on.</li> <li>11. Close the <i>Project Progress</i> window.</li> </ol> | 201  |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><i>Add a new book to the progress record.</i></p>    | <ol style="list-style-type: none"> <li>1. Open your project.</li> <li>2. Go to the <b>Project</b> menu and choose <b>View/Edit Project Progress</b>.</li> <li>3. Go to the <i>Project Progress Tools</i> menu and choose <b>Add Books to Project Plan...</b></li> <li>4. Select the books you want to add to the progress list:           <ul style="list-style-type: none"> <li>• <b>Shift</b> + click to add a sequence of books;</li> <li>• <b>Ctrl</b> + click to add separate books.</li> </ul> </li> <li>5. Click on <b>OK</b> to return to the main <i>Project Progress</i> window.</li> </ol> | <p>204</p> |
| <p><i>Create a project progress graph report.</i></p>   | <ol style="list-style-type: none"> <li>1. Create the Word document/email/etc. that you want the report to go into.</li> <li>2. Open your project.</li> <li>3. Go to the <b>Project</b> menu and choose <b>View/Edit Project Progress</b>.</li> <li>4. From the <i>Project Progress</i> window's <b>Edit</b> menu, choose <b>Copy Graph</b>.</li> <li>5. Click on <b>OK</b> in the message window.</li> <li>6. Go to the program that you want to put the graph into.</li> <li>7. Press <b>Ctrl + V</b> to <b>Paste</b> the graph into the other program file.</li> </ol>                              | <p>205</p> |
| <p><i>Create a project progress written report.</i></p> | <ul style="list-style-type: none"> <li>• Follow the instructions for creating a graph report, but at step 4 choose <b>Copy Status Report</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>205</p> |

## 24. Practice session 8 (real work)

### Module outline

This practice session gives you another opportunity to practise the skills you have learnt so far, by working on your own translation project.

#### 24-1 Planning your practice session

*Class reads through instructions out loud together.*

- 24.1 Once again, you (or your team) need to decide what work needs to be done on your project. One thing you should do is start keeping a record of your project's progress. This is something you can and should do right from the very beginning of your project.
- 24.2 Decide which books you want to include in the project progress record for your own translation and **BACK TRANSLATION** projects. Do you just want to include a few books to start with, or the whole NT (or OT)?
  
- 24.3 During the 'Action' time, open your own translation and back translation projects and create progress records for them. You can enter specific progress information for individual books and chapters too, ***if you have that information with you***. Don't go entering wrong information into your real project.

#### 24.4 xxx

- Think about adding introductions, a glossary or illustrations to your translation.
- Look at the **CEVR**'s Glossary and note some **KEYWORDS** that you would like to include in your own glossary.

#### 24.5

#### 24.6

#### 24.7

#### 24.8

#### 24.9

- 24.10 Look back at the previous practice session (module 12, page 80) for other ideas about what to do now. Also look at the ideas you wrote down from other people (page 81).

24.11 Look back at the self-evaluation checklist at the end of the previous practice session (page 81). If there were some skills that you still found difficult, practise those. The tutors are here to help you, so this is a good opportunity to try out something you're not sure about. Ask a tutor to come over and help you through it until you can perform that skill by yourself.

24.12 There is no fixed procedure to follow in this practice session because everybody will be doing different things. But...

If any of your activities involve actual changes to your translation project or **BACK TRANSLATION** project:

- Do a **Send/Receive** backup at the start and end of the session!
- Take a **Mark Point in Project History...** 'photo' before and after making changes!
- Save your changes frequently using **Ctrl + S!**

24.13 Now spend some time thinking about (or discussing) what work you want to do on your project during this practice session.

.....

.....

.....

.....

.....

.....

## 24-2 Action

*As the students work, tutor gives appropriate help.*

24.14 Work on the activities you chose to do, until the tutor tells you it is time to stop.

## 24-3 Debrief

*Class discussion.*

24.15 Discuss the kinds of activities that you chose to do. Make a note of other people's ideas. You might like to try them in the next practice session.

.....

.....

.....

.....

24.16 Did you remember to do **Send/Receive** at the start and end of the session?

24.17 Did you remember to use **Mark Point in Project History...** before and after making any changes?

24.18 Did you remember to save regularly as you worked?

24.19 Which skills were easy to use on your own project?

.....

24.20 Which skills needed some thinking before you could use them on your own project?

.....

24.21 Which skills did you still need the instructions for?

.....

#### 24-4 Self-evaluation

24.22 It's time for another check of your progress! Please complete the following skills list. (Some skills are listed in a separate 'keyboard shortcuts' section at the end.)

- Tick the “**Yes**” column if you can complete this task without even looking at the instructions.
- Tick the “**Instructions**” column if you can complete the task by following the instructions.
- Tick the “**No**” column if you can only complete this task with somebody’s help.

| Skill                                                                 | Yes | Instructions | No |
|-----------------------------------------------------------------------|-----|--------------|----|
| Start a new paragraph in your text (by inserting a paragraph marker). |     |              |    |
| Insert a section heading.                                             |     |              |    |
| Take a ‘photo’ of your project.                                       |     |              |    |
| Backup your project onto a <b>FLASH DRIVE (Send/Receive)</b> .        |     |              |    |
| Share project changes between two computers.                          |     |              |    |
| Share project changes between 3+ computers.                           |     |              |    |
| Check your project for missing chapters or verses.                    |     |              |    |

| Skill                                                                         | Yes | Instructions | No |
|-------------------------------------------------------------------------------|-----|--------------|----|
| Check your project for incorrect markers.                                     |     |              |    |
| Print the text of a book.                                                     |     |              |    |
| Print part of a book.                                                         |     |              |    |
| Save a <b>Print Draft...</b> PDF to a flash drive.                            |     |              |    |
| Change or delete an existing Note.                                            |     |              |    |
| Add another Note to an existing one.                                          |     |              |    |
| Mark a Note as Reviewed or Resolved.                                          |     |              |    |
| View a list of Notes.                                                         |     |              |    |
| Create and save a Text Combination.                                           |     |              |    |
| Create a Text Collection.                                                     |     |              |    |
| Open a Text Collection.                                                       |     |              |    |
| Switch between viewing your project <b>By Chapter</b> and as continuous text. |     |              |    |
| Create a verse bridge.                                                        |     |              |    |
| Insert a parallel passage reference.                                          |     |              |    |
| Edit a footnote.                                                              |     |              |    |
| Delete a footnote.                                                            |     |              |    |
| Add a new book to a project.                                                  |     |              |    |
| Format a keyword.                                                             |     |              |    |
| Insert an illustration.                                                       |     |              |    |
| Create a progress report and enter information.                               |     |              |    |
| Add a new book to the progress report.                                        |     |              |    |
| Create a progress report graph.                                               |     |              |    |
| Create a written progress report.                                             |     |              |    |

24.23 The following part of the checklist applies to using keyboard shortcuts. Only tick the “Yes” column if you can complete this task using the keyboard shortcut!

| Skill                              | Yes | Instructions | Using mouse | No |
|------------------------------------|-----|--------------|-------------|----|
| Open a resource.                   |     |              |             |    |
| Open a Text Combination.           |     |              |             |    |
| Switch to a different View option. |     |              |             |    |

| Skill                                        | Yes | Instructions | Using mouse | No |
|----------------------------------------------|-----|--------------|-------------|----|
| Move to the next/previous verse.             |     |              |             |    |
| Move to the next/previous chapter.           |     |              |             |    |
| Move to the next/previous book.              |     |              |             |    |
| Go to the last verse reference you visited.  |     |              |             |    |
| Return to the next verse reference.          |     |              |             |    |
| Move to the next/previous CHARACTER.         |     |              |             |    |
| Move to the next/previous line.              |     |              |             |    |
| Move to the start of the next/previous word. |     |              |             |    |
| Move to the start/end of the line.           |     |              |             |    |
| Move to the start/end of the chapter.        |     |              |             |    |
| Select text.                                 |     |              |             |    |
| <b>Copy</b> selected text.                   |     |              |             |    |
| <b>Paste</b> copied text.                    |     |              |             |    |
| <b>Undo</b> a mistake you just made.         |     |              |             |    |
| <b>Save</b> your work quickly.               |     |              |             |    |
| Insert a Project Note.                       |     |              |             |    |
| Save Note text and close the window.         |     |              |             |    |
| Insert a footnote.                           |     |              |             |    |

24.24 Is there anything you would like the tutor to review with you at this point?

.....  
.....  
.....  
.....

*Tutor passes around pieces of paper.*

24.25 Please write down the topics that you would like to review now.

*Tutor collects papers.*

# **25. Find/Replace**

---

## **Module outline**

In this module, you will learn how to:

- use Paratext's **Find...** function;
  - use Paratext's **Replace...** function.
- 

### **25-1 Motivation**

*Class discussion, tutor writes responses on board. Some suggestions are in the Appendix.*

- 25.1 If you've ever used Find or Replace in Word or a similar program, you already understand the basics of Paratext's Find... and Replace... functions too. Find... will go through your project and find all the places where a particular word or phrase has been used. Replace... does the same, but it also lets you replace the word/phrase with another word or phrase.
- 25.2 If you want to change the spelling of a word throughout your translation, it is better to use the Wordlist tool. You can read about using it in module 17 [Checking spelling](#) on page 148.
- 25.3 What are some uses for **Find...** and **Replace...**?
- .....
- .....
- .....

- 25.4 What are some dangers of **Replace...**?
- .....
- .....
- .....

- 25.5 You do need to be very careful with **Replace...** It is a powerful tool, but you can make a real mess of your project if you go replacing things without being careful. Make sure you always take a **Mark Point in Project History...** photo first, so you can undo your changes if things go wrong.

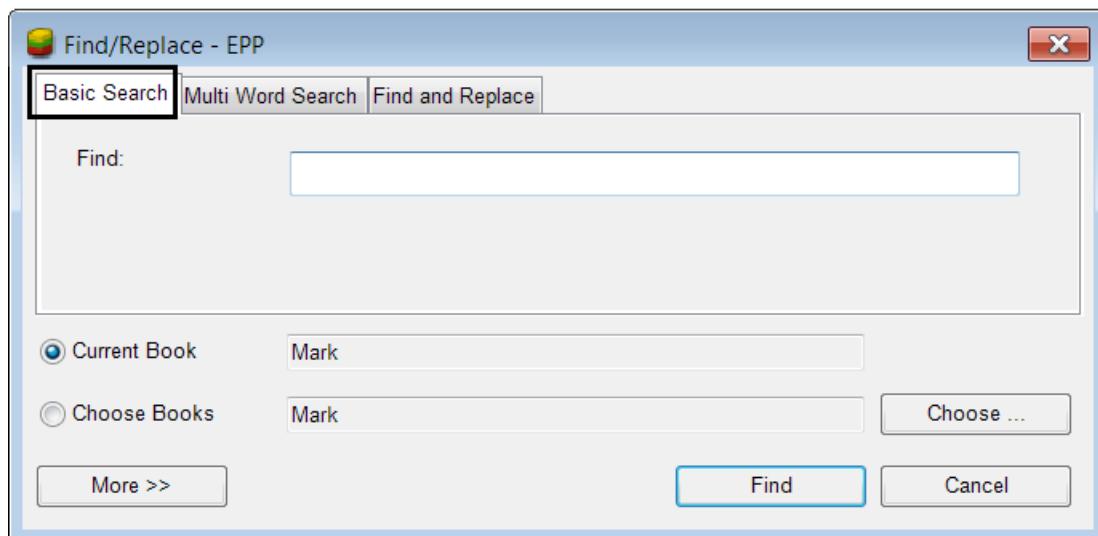
## 25-2 Find

- 25.6 To start with, we want to find all the places where the **GNT (Good News Translation)** uses the word *father* in Matthew, Mark, Luke and John.
- 25.7 Paratext includes all text (including introductions, headings and footnotes) in the search.

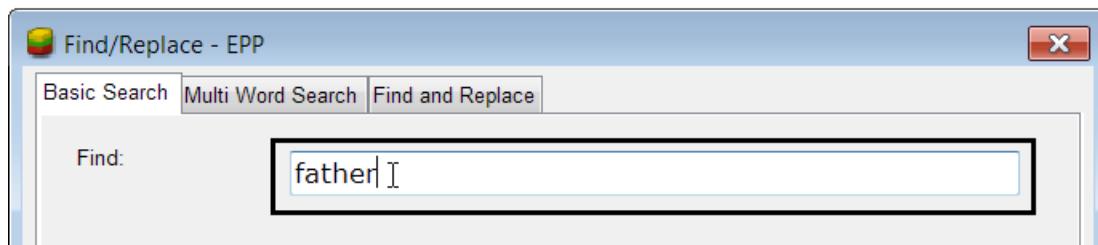
*Tutor demonstrates, learners watch.*

### Using the Find function

1. Make sure the project or resource that you want to search is open and **SELECTED**.
2. Go to the **Edit MENU** and choose **Find...**, or press **Ctrl + F** to start the **Find...** function. This opens a window with three **TABS** along the top, starting with the *Basic Search* tab.



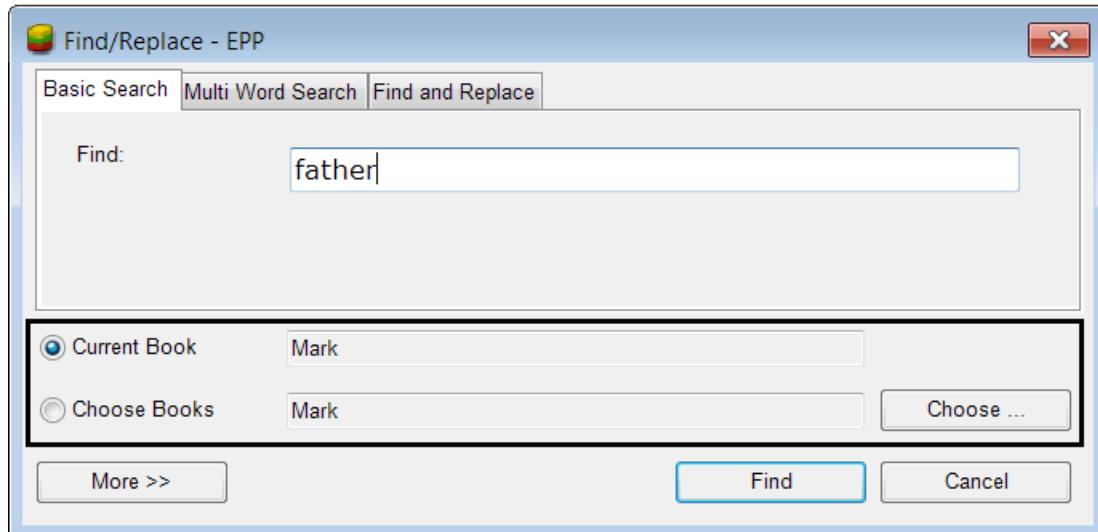
3. Type the word or phrase that you want to search for into the box.



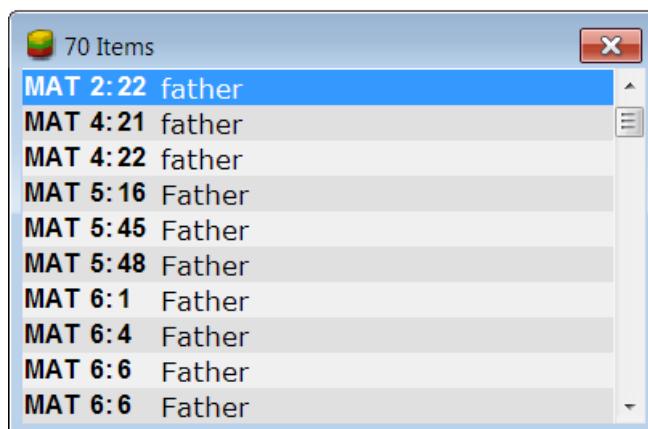
4. Choose where you want to search:
  - To search in the book that your project/resource is open at, click on

*Current Book.*

- To search somewhere else, click on **Choose...** If you can't remember how to select books on the list, look at the [Choosing from the book list](#) instructions on page 187, and follow the instructions you need.



5. Click on **Find**.
6. A new window opens up with all the 'hits' (examples) of the word/phrase that you searched for. If you **DOUBLE-CLICK** on an entry in the list, you can go to that verse in the project/resource.



*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

*Class activity.*

- 25.8 Look at the top of the window with the list of 'hits'. How many examples of the word *father* did the search find? .....

- 25.9 You needed to search in the four Gospels. What did you do to select the books you wanted?
- 
- 

- 25.10 **DOUBLE-CLICK** on one of the 'hits' in the list to see what happens in the **GNT** resource window.

- 25.11 The text is **HIGHLIGHTED** in the resource that you searched, but not in any other project/resource that is open.

- 25.12 Now repeat the search for *father* in the **GNT**, but this time search the whole NT.

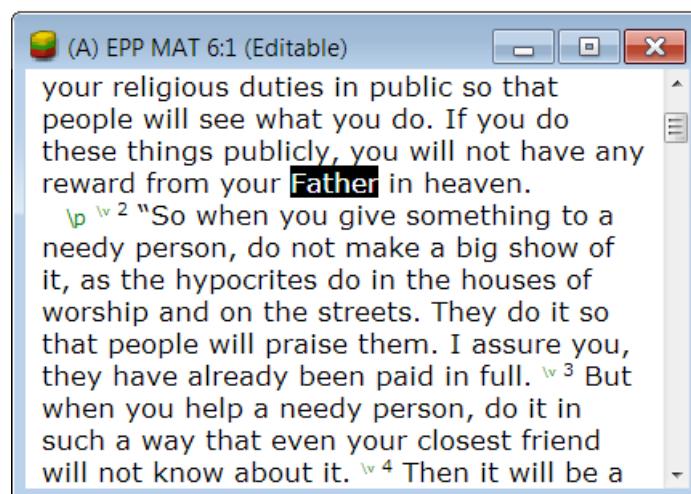
25.13 How many examples of the word *father* did you find this time? .....

- 25.14 Now repeat the search in the whole NT, but this time search in the **English Practice Project** (click on the project to **SELECT** it).

25.15 How many examples of the word *father* did you find this time? .....

- 25.16 Go back to the **GNT** and go to Matthew 5:16. Select the words *Father in heaven* (use the keyboard shortcuts to move to and select the text!).

- 25.17 Press **Ctrl + F** to start the **Find...** function. What does the typing box say?
- 



- 25.18 Now search for this phrase in the whole NT (in the **GNT**).

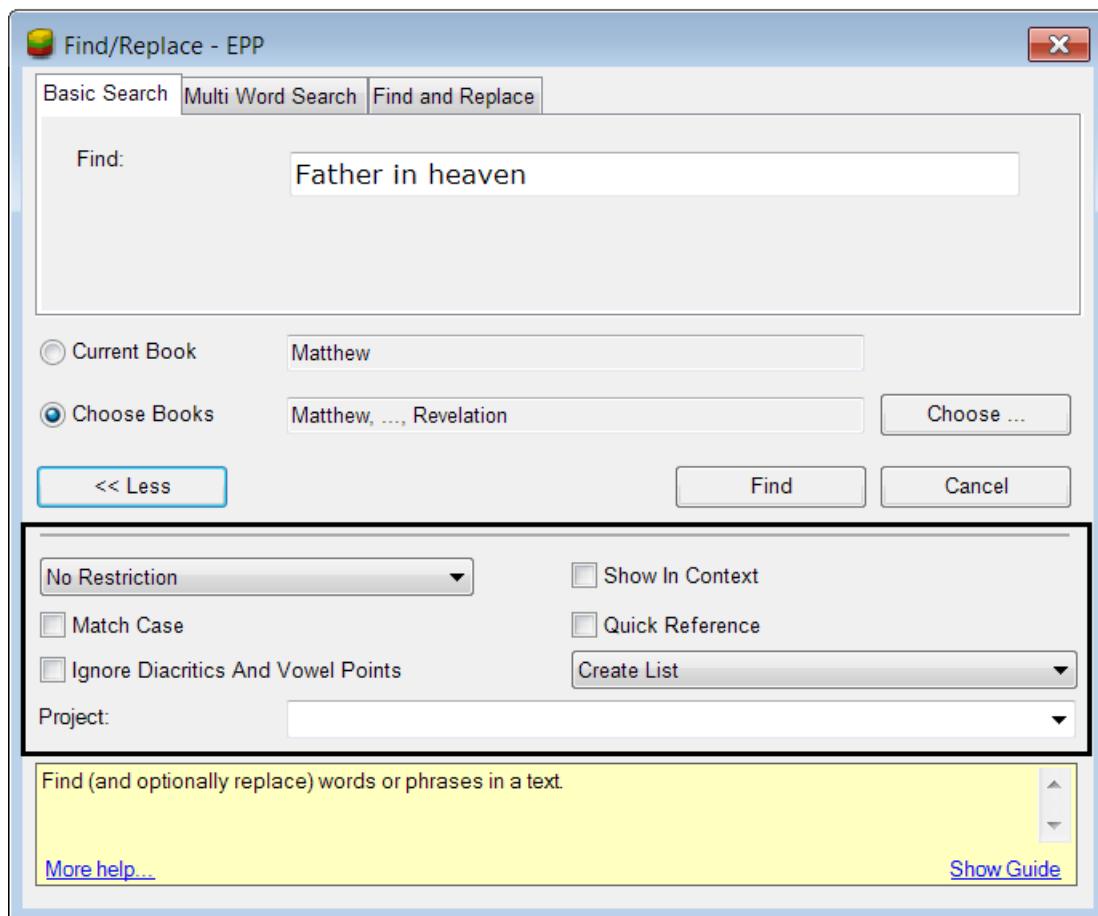
25.19 How many examples of the phrase *Father in heaven* did you find? .....

- 25.20 So if you select an example of the word or phrase that you want to search for, you don't have to type it into the **Find...** window.

- 25.21 There are even more **OPTIONS** to explore in the **Find...** function. Press **Ctrl + F** to start another search.

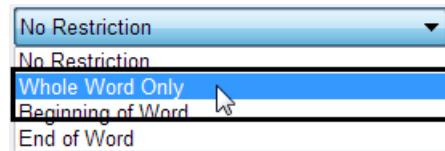
- 25.22 Press on the button that says **More >>**. More >>

- 25.23 Now there are a lot more options in the *Find/Replace* window.

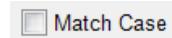


### Find... options using the **More >>** button

*No Restriction:* if you want to only find 'hits' that exactly match the letters that you typed into the box, click on this button and choose *Whole Word Only*. For example, if you typed *father*, *Whole Word Only* won't put *fathers* on the list. If the button says *No Restriction*, *fathers* counts as a 'hit' for *father*.



*Match Case:* **TICK** this box if you want to only find the same capitalisation as what you typed. For example, if you typed *Father* with a capital *F*, ticking this box means you only find *Father* and not *father*.



*Ignore Diacritics And Vowel Points:* ignore this unless your language uses special markings (diacritics) on some letters.

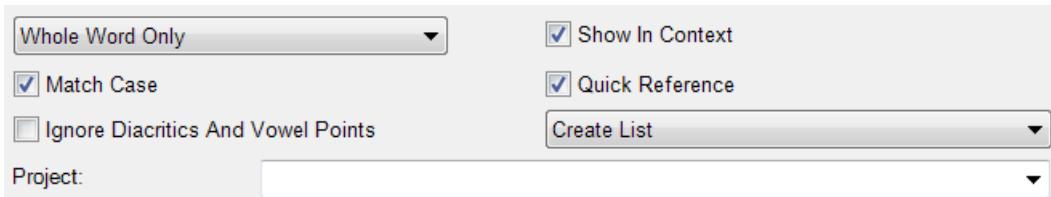
*Show In Context:* if you tick this box, the list of 'hits' shows some of the surrounding words for each verse as well as the actual word(s) you were searching for. This can be helpful if you're looking for a particular verse that has a key term.

**Quick Reference:** when you double-click on a verse to read it, you'll get a separate window that shows the verse. Your main resource/project windows won't move to the verse **REFERENCE**.

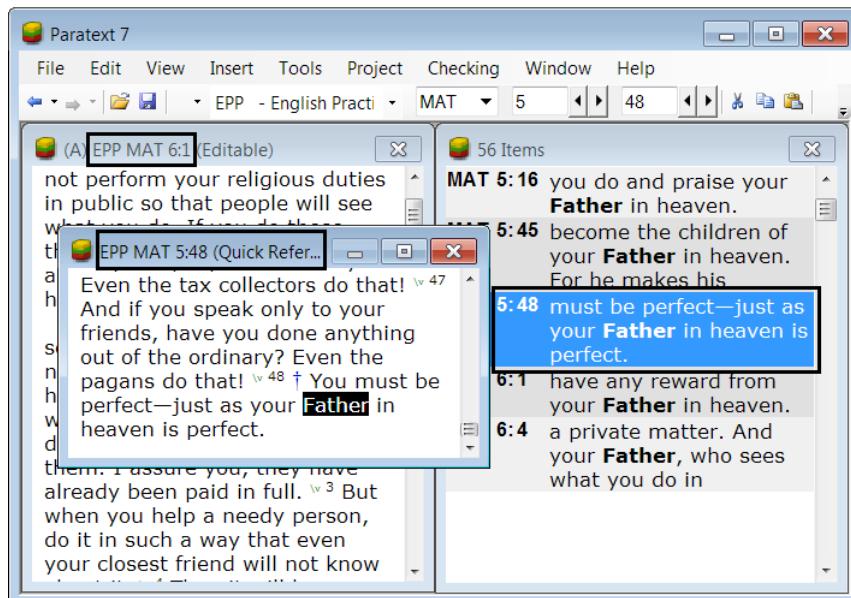
**Create List:** gives complicated options for increasing or reducing the number of 'hits' in the list. Experiment with this in your own time if you're interested!

**Project:** lets you choose a different project/resource to search than the one in your window.

- 25.24 Select the options *Whole Word Only*, *Match Case*, *Show In Context* and *Quick Reference*. Type *Father* into the search box (with a capital *F*). Search the whole NT of the **GNT**.



- 25.25 How many examples of the word *Father* did you find this time?
- 25.26 Compare this to your answer in paragraph 25.13.
- 25.27 Double-click on one of the 'hits'. Notice how a separate window opens with the verse reference because of the *Quick Reference* option. Close that window again.



- 25.28 Note: whatever options you choose with the **More >>** button will 'stick' until you clear them. If you use the **Find...** function sometime and don't get the results you

expect (e.g. not enough ‘hits’), look at these options in case one of the boxes is ticked.

25.29 Press **Ctrl + F** to open the *Find/Replace* window again. **UNTICK** all the boxes and choose *No Restriction* again.

25.30 If you don’t want to see all these options again, click on the << **Less** button.

25.31 Then click on the **Cancel** button (you don’t want to actually do a search).

### 25–3 Replace

25.32 We’ll look briefly at the **Replace...** function. This function cannot be undone with **Ctrl + Z** in the usual way! However, Paratext automatically takes a **Mark Point in Project History...** photo for you whenever you start the **Replace...** function. So if something goes badly wrong, you can put your project back the way it was. (You should take your own photo anyway.)

25.33 Start the **Replace...** function by going to the **Edit MENU** and choosing **Replace...**, or by pressing **Ctrl + H**. Or if the *Find/Replace* window is already open, click on the third **TAB**, labelled *Find and Replace*.

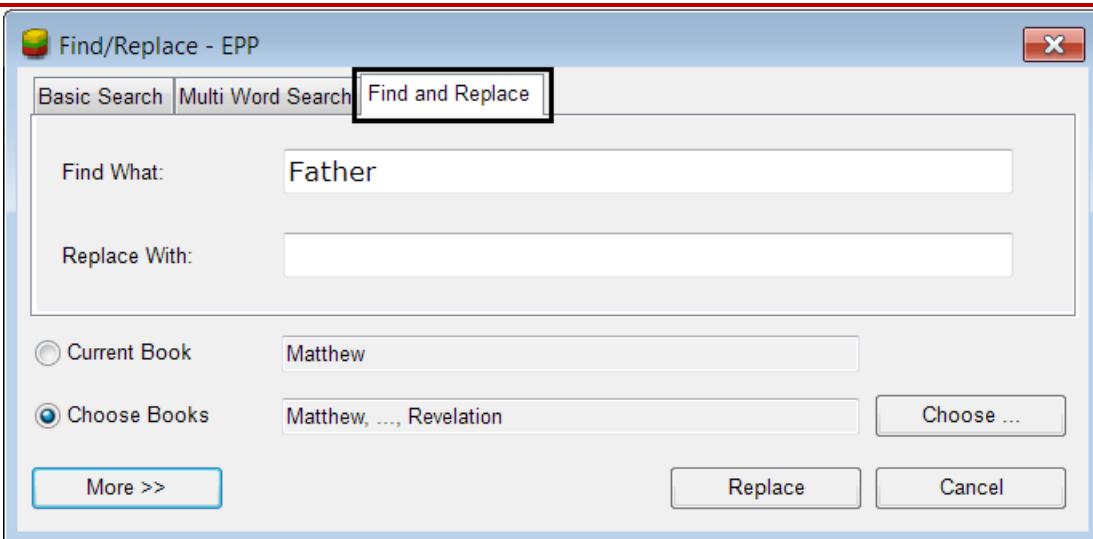
25.34 Imagine that after a lot of discussion, your translation team has decided to use the words *the Messiah* in your translation, instead of *Christ*. You want to test that change in the book of Titus first.

25.35 Close all windows except the **English Practice Project**.

*Tutor demonstrates, learners watch.*

#### Using the Replace... function

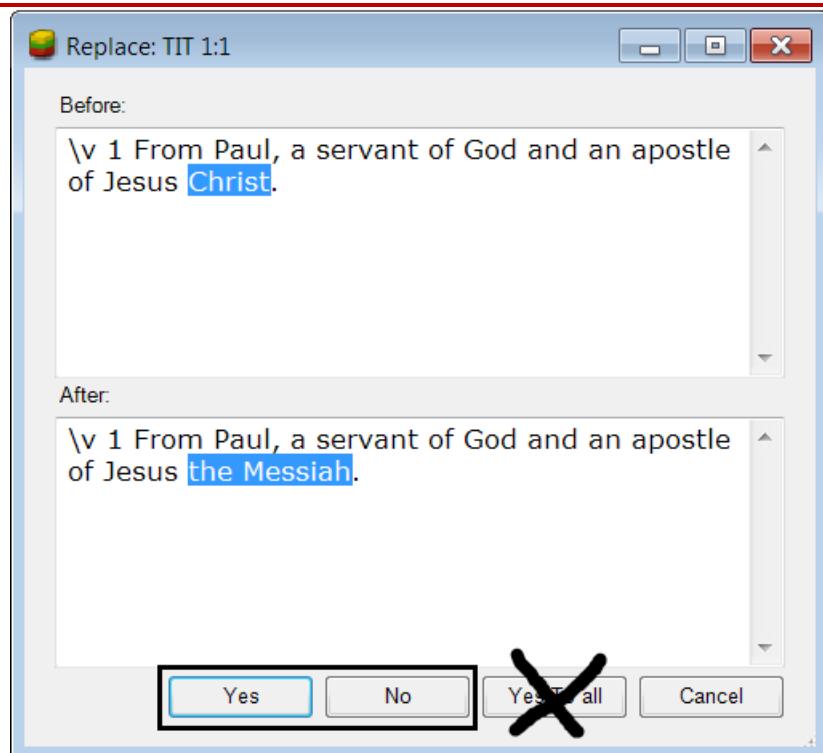
1. Make sure your project is the selected window.
2. Go to the **Edit MENU** and choose **Replace...**, or press **Ctrl + H** to open the *Find/Replace* window with the *Find and Replace* TAB at the top.



3. In the *Find What:* box, type the text to find (that you want to change).
4. In the *Replace With:* box, type the new text that you want.

|               |                                          |
|---------------|------------------------------------------|
| Find What:    | <input type="text" value="Christ"/>      |
| Replace With: | <input type="text" value="the Messiah"/> |

5. Select all the options you need, including the book(s) that you want to make the change in. See **Choosing from the book list** (page 187) and **Find... options using the More >> button** (page 218).
6. Click on **Replace**.
7. A new window opens that has two **PANES**. Paratext is displaying the first 'hit' for the word(s) to be replaced. The top pane shows your translation text with the original wording. The bottom pane shows your translation with the new wording. This gives you a chance to check that you want to make the change.



8. If you want to make the change for this bit of text, click on **Yes**. If you don't want to make the change, click on **No**. **Don't** use the **Yes To All** button!
9. After you've clicked **Yes** or **No**, Paratext automatically moves to the next example of the word(s) to be replaced. Repeat step 8 until the search is complete (the window will close automatically).

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

25.36 There was one place where you needed to say **No** to the change (this was actually in a section heading). Why?

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25.37 That's why you don't use the **Yes To All** button!

25.38 You should also choose *Whole Word Only* when you are searching for a word. Otherwise, you could put the replacement *inside* another word where you don't want it. *Whole Word Only* is one of the **OPTIONS** you can reach by clicking on the **More >> BUTTON**.

## Module summary

This module has shown how you can:

| Task                                       | Summary of steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Page |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <i>Use the <b>Find...</b> function.</i>    | <ol style="list-style-type: none"> <li>1. Open the project/resource you want to search.</li> <li>2. Go to the <b>Edit MENU</b> and choose <b>Find...</b>, or press <b>Ctrl + F</b> to start the <b>Find...</b> function.</li> <li>3. In the typing box, type the word/phrase that you want to search for.</li> <li>4. Choose where you want to search: <ul style="list-style-type: none"> <li>• Click on <i>Current Book</i> to search the book that your project/resource is open at.</li> <li>• Click on <b>Choose...</b> if you want to search somewhere else (see the <b>Choosing from the book list</b> instructions on page 187).</li> </ul> </li> <li>5. Click on the <b>More &gt;&gt; BUTTON</b> for other <b>Find...</b> options (see page 218).</li> <li>6. Click on <b>Find</b>. A new window opens up with all the 'hits' for your word/phrase. <b>DOUBLE-CLICK</b> on a list entry to go to that verse in the project/resource.</li> </ol>               | 215  |
| <i>Use the <b>Replace...</b> function.</i> | <ol style="list-style-type: none"> <li>1. Make sure your project is the selected window.</li> <li>2. Go to the <b>Edit MENU</b> and choose <b>Replace...</b>, or press <b>Ctrl + H</b> to open the <i>Find/Replace</i> window.</li> <li>3. In the <i>Find What:</i> box, type the text to find (that you want to change).</li> <li>4. In the <i>Replace With:</i> box, type the new text.</li> <li>5. Select all the options you need, including the book(s) that you want to make the change in.</li> <li>6. Click on <b>Replace</b>.</li> <li>7. A new window opens up, showing the first 'hit' for the word(s) to be replaced. The top pane shows your translation text with the original wording. The bottom pane shows your translation with the new wording.</li> <li>8. To make the change in this bit of text, click on <b>Yes</b>. To not make the change, click on <b>No</b>.</li> <li>9. Repeat the previous step until the search is complete.</li> </ol> | 220  |

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## **26. Checking parallel passages**

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### **Module outline**

In this module, you will learn how to:

- use Paratext's **Parallel Passages...** function to help you translate parallel passages consistently.
- 

### **26-1 Motivation (discussion)**

*Class discussion, tutor writes responses on board.*

26.1 Back in module 16 we looked at inserting parallel passage references into your translation. Can you give some specific examples of passages that are parallel? Look some up in an English or Tok Pisin Bible.

.....

.....

26.2 If passages are parallel and have similar wording in the original language, you want your translation to reflect this by also using similar wording. So Paratext has a tool that lets you easily compare the parallel passages to see where the wording needs to be the same.

26.3 Paratext regards both of these as a kind of parallel passage:

- Sometimes the same event is described in two or more Bible books. For example, Jesus' crucifixion is described in all four Gospels.
- Sometimes a New Testament writer quotes an Old Testament passage.

26.4 If you are currently working on New Testament translation, the first kind of parallel passage is the most important for you (unless you have already translated the OT passage!). If you are working on Old Testament translation, you need to consider the second kind as well as the first. You need to make sure that your translation in the Old Testament is not completely different to the way you translated the quotation in the New Testament.

26.5 Once you have translated parallel passages in two different books, you can compare them to each other. You also need to check against a published source version to see where the wording of the parallel passages is the same and where it is different. (It's even better if you can check against the original language!)

## 26-2 Checking parallel passages

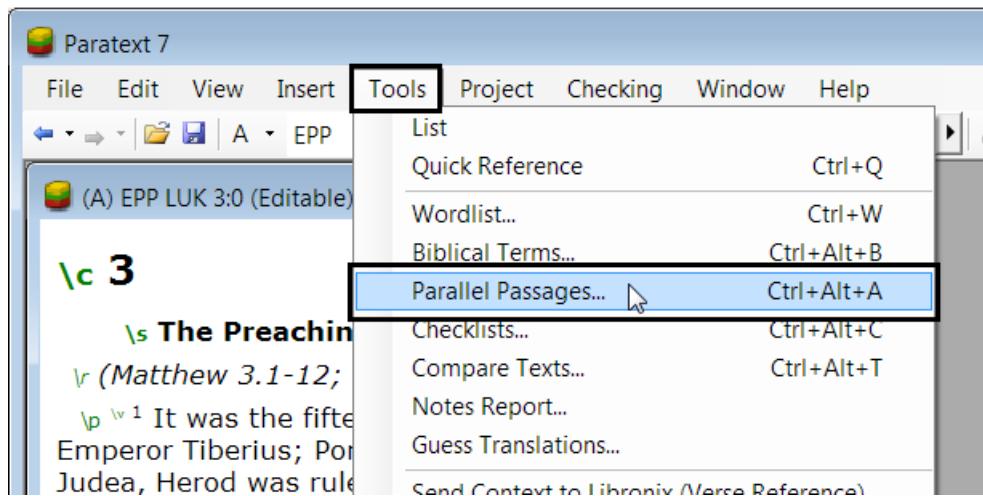
*Class activity.*

- 26.6 Open the **English Practice Project** at Luke chapter 3. This passage tells about John the Baptist. We will compare Luke 3:1-17 with its parallel passages.
- 26.7 According to the parallel passage reference at the start of the chapter, how many other parallel passages are there? .....
- 26.8 Imagine that we have already translated the parallel passages in Matthew and Mark, and compared them to each other. So now we need to make sure that the passage in Luke is consistent with them. Sometimes you may actually decide to change the wording of the passage you translated first, but in this exercise we will assume that the Luke translation is the one that needs changing each time.
- 26.9 Sometimes Paratext will show a parallel to an Old Testament passage (an OT quotation in the NT passage). Since we only want to compare to Matthew and Mark, we'll skip these ones.
- 26.10 We will use the **New International Version (NIV)** as our source version to check against.

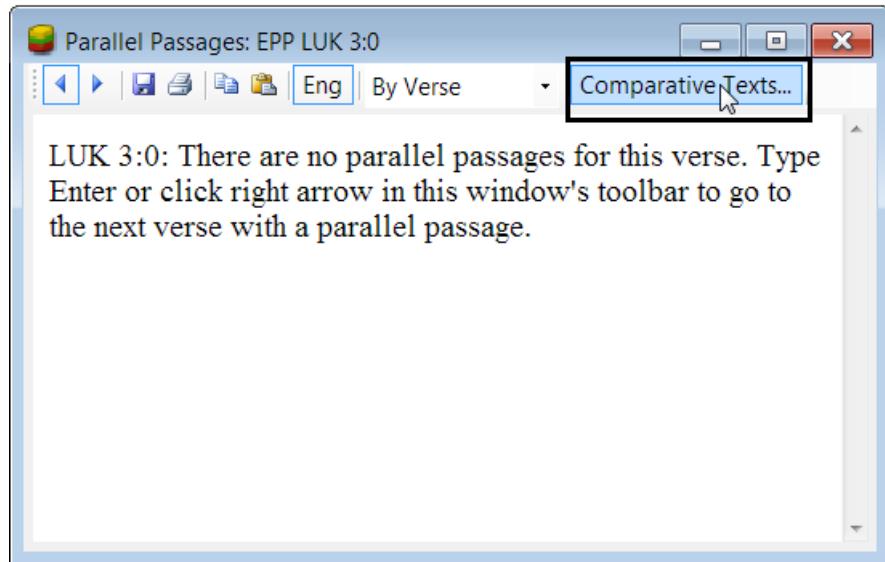
*Tutor demonstrates the first two parallel passages, learners watch. Each time, discuss what wording change needs to be made.*

### Checking parallel passages

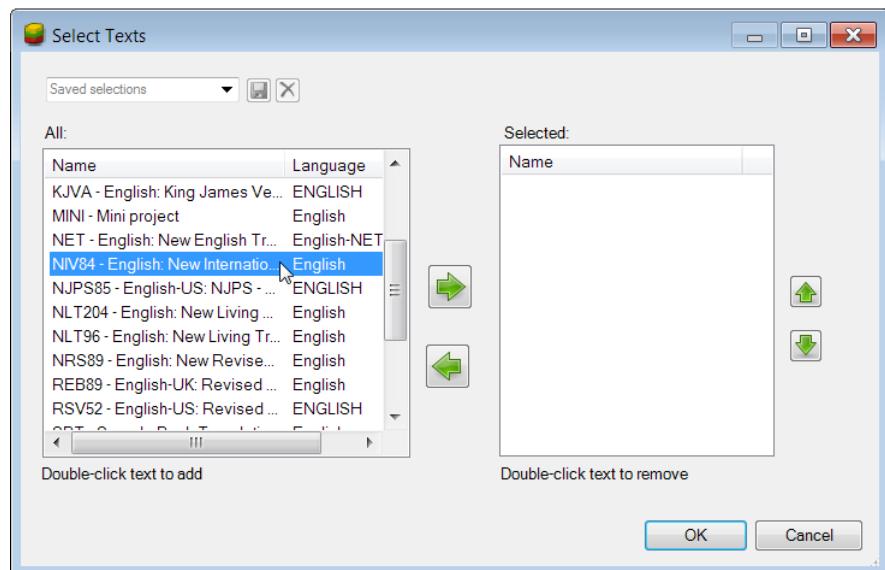
1. Open your project and go to the start of the passage that you want to check.
2. Take a **Mark Point in Project History...** photo, because you will be making changes to your project.
3. Go to the **Tools** menu and choose **Parallel Passages...** A new window opens.



- Click on the Comparative Texts... BUTTON.

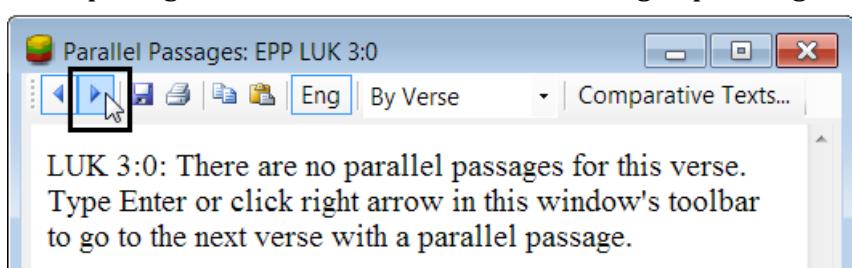


- Now select the source version(s) that you want to check against. DOUBLE-CLICK on a name in the left-hand PANE to move it to the right-hand pane.



- Then click on OK. This takes you back to the main *Parallel Passages* window.

- If there is no parallel passage for the first verse, click on the right-pointing arrow button to move to the next verse that has a parallel passage.



8. Look carefully at the wording of the parallel passages in the source version. Note where they are the same (**HIGHLIGHTED** in green) and where they are not the same (no highlighting).

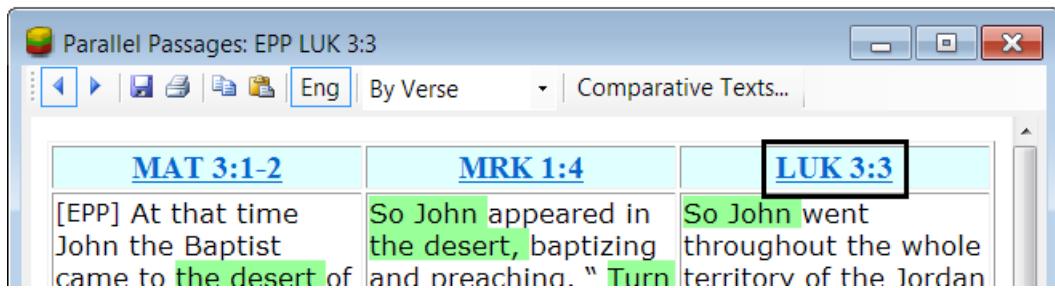
Parallel Passages: EPP LUK 3:3

| MAT 3:1-2                                                                                                                                                                                                  | MRK 1:4                                                                                                                                                                                           | LUK 3:3                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| [EPP] At that time John the Baptist came to <b>the desert of Judea</b> and started preaching. " Turn <b>away from your sins,</b> " he said, " because the Kingdom of heaven is near!" <a href="#">Edit</a> | So John appeared in <b>the desert</b> , baptizing and preaching. " Turn away from your sins and be baptized," he told the people, " and God will forgive <b>your sins.</b> " <a href="#">Edit</a> | So John went throughout the whole territory of the Jordan River, preaching, " Repent from your sins and be baptized, and God will forget <b>your sins.</b> " <a href="#">Edit</a> |
| [NIV84] In those days John the Baptist came, preaching <b>in the Desert of Judea</b> and saying, " Repent, <b>for the kingdom of heaven is near.</b> "                                                     | And so John came, baptizing <b>in the</b> desert region and preaching a baptism of repentance for the forgiveness of sins.                                                                        | He went into all the country around the Jordan, <b>preaching a baptism of</b> repentance for the forgiveness of sins.                                                             |

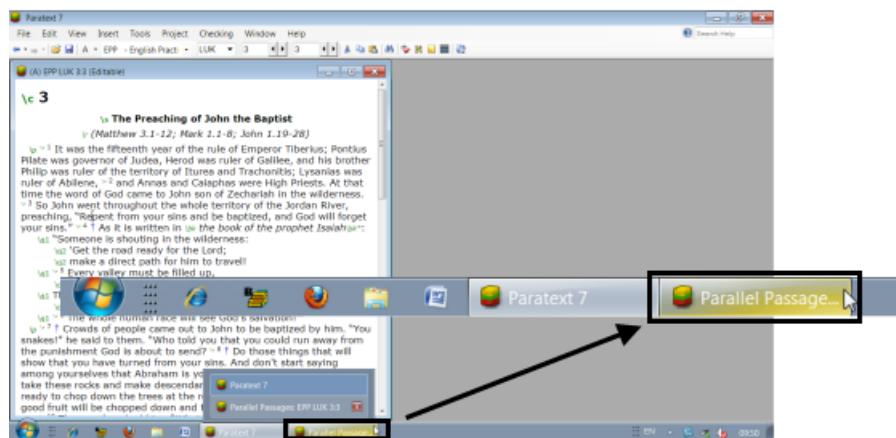
9. Now look carefully at the wording of the parallel passages in your own translation. Does the highlighting seem to be in the same places, or are there gaps in the highlighting of your translation because the passages are not consistent?

| MAT 3:1-2                                                                                                                                                                                                  | MRK 1:4                                                                                                                                                                                                  | LUK 3:3                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| [EPP] At that time John the Baptist came to <b>the desert of Judea</b> and started preaching. " Turn <b>away from your sins,</b> " he said, " because the Kingdom of heaven is near!" <a href="#">Edit</a> | So John appeared in <b>the desert</b> , baptizing and preaching. " Turn <b>away from your sins</b> and be baptized," he told the people, " and God will <b>forgive your sins.</b> " <a href="#">Edit</a> | So John went throughout the whole territory of the Jordan River, preaching, " Repent from your sins and be baptized, and God will <b>forget</b> <b>your sins.</b> " <a href="#">Edit</a> |
| [NIV84] In those days John the Baptist came, preaching <b>in the Desert of Judea</b> and saying, " Repent, <b>for the kingdom of heaven is near.</b> "                                                     | And so John came, baptizing <b>in the</b> desert region and preaching a baptism of repentance for the <b>forgiveness of sins.</b>                                                                        | He went into all the country around the Jordan, <b>preaching a baptism of</b> repentance for the <b>forgiveness of sins.</b>                                                             |

- If you find a problem, decide which parallel passage has the best wording. Also decide how to change the other passage(s) to match. If the source version shows that the two passages are actually a little bit different, you need to keep that difference too.
- Above each parallel passage is a verse **REFERENCE** in blue writing. Click on the reference for the passage that you have decided to change. This takes you to that place in your actual project.



- SELECT** the wording that you want to change. Now **INSERT** a **PROJECT NOTE** to explain what you think should be changed.
- The *Parallel Passages* window has hidden itself as a button at the bottom of your screen. Click on the button to make it big again.



- Click on the right-pointing arrow to move to the next parallel passage. Continue checking each passage until you finish the amount of text that you want to check.

*Tutor demonstrates to end of section for checking, learners learners perform each step of demonstration after the tutor. Several verses have more than one problem word/phrase. Each time, discuss what wording change needs to be made. Problem wordings are listed in the Appendix.*

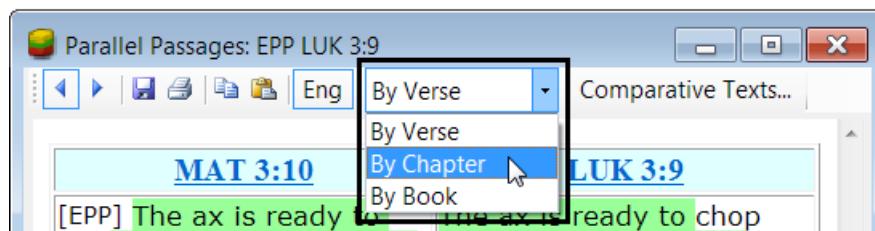
- For each verse, write down the problem(s) that you found, and what change(s) you decided to make.

|           | Problem wording | Agreed change |
|-----------|-----------------|---------------|
| Luke 3:3  |                 |               |
| Luke 3:4  |                 |               |
| Luke 3:7  |                 |               |
| Luke 3:8  |                 |               |
| Luke 3:9  |                 |               |
| Luke 3:16 |                 |               |
| Luke 3:17 |                 |               |

26.12 Why do you think we just inserted a Note into the passage each time, instead of actually changing the wording of the passage?

---

26.13 The *Parallel Passages* window gives you the choice of viewing passages **By Verse**, **By Chapter** and **By Book**. Try the different options and decide which one you prefer.



## Module summary

This module has shown how you can:

| Task                            | Summary of steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Page |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <i>Check parallel passages.</i> | <ol style="list-style-type: none"><li>1. Open your project and go to the start of the passage that you want to check.</li><li>2. Take a <b>Mark Point in Project History...</b> photo.</li><li>3. Go to the <b>Tools</b> menu and choose <b>Parallel Passages...</b> A new window opens.</li><li>4. Click on the <b>Comparative Texts... BUTTON.</b></li><li>5. <b>SELECT</b> the source version(s) that you want to check against. <b>DOUBLE-CLICK</b> on a name in the left-hand <b>PANE</b> to move it to the right-hand pane.</li><li>6. Click on <b>OK</b> to go back to the main <i>Parallel Passages</i> window.</li><li>7. Click on the right-pointing arrow button to move to the next verse with a parallel passage.</li><li>8. Look carefully at the wording of the parallel passages in the source version. Note where they are the same (<b>HIGHLIGHTED</b> in green) and where they are not the same (no highlighting).</li><li>9. Now look carefully at the wording of the parallel passages in your own translation. Does the highlighting seem to be in the same places, or are there gaps in the highlighting of your translation because the passages are not consistent?</li><li>10. If you find a problem, decide which parallel passage has the best wording and how to change the other passage(s) to match.</li><li>11. Click on the blue verse <b>REFERENCE</b> to go to that place in your actual project.</li><li>12. <b>SELECT</b> the wording that you want to change and <b>INSERT</b> a <b>PROJECT NOTE</b> to explain what you think should be changed.</li><li>13. Return to the Parallel Passages window and repeat steps 7-13 until you finish the amount of text that you want to check.</li></ol> | 225  |

## 27. Practice session 9 (real work)

### Module outline

This practice session gives you the opportunity to set up the spell checking function on your own translation project.

#### 27-1 Planning your practice session

*Class reads through instructions out loud together.*

- 27.1 Once again, you (or your team) need to decide what work needs to be done on your project. As we get into the more advanced procedures, it is harder to apply them immediately to your project. You certainly don't want to be using the **Replace...** function on your translation without a good reason!
- 27.2 Look at the ideas you wrote down from other people after the previous practice session (page 153).
- 27.3 Look back at the self-evaluation checklist at the end of the previous practice session (page 154). If there were some skills that you still found difficult, practise those. The tutors are here to help you, so this is a good opportunity to try out something you're not sure about. Ask a tutor to come over and help you through it until you can perform that skill by yourself.
- 27.4 And remember...

If any of your activities involve actual changes to your translation project or **BACK TRANSLATION** project:

- Do a **Send/Receive** backup at the start and end of the session!
- Take a **Mark Point in Project History...** 'photo' before and after making changes!
- Save your changes frequently using **Ctrl + S!**

- 27.5 Now spend some time thinking about (or discussing) what work you want to do on your project during this practice session.
- .....
- .....
- .....
- .....

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## 27-2 Action

*As the students work, tutor gives appropriate help.*

- 27.6 Work on the activities you chose to do, until the tutor tells you it is time to stop.
- 

## 27-3 Debrief

*Class discussion.*

- 27.7 Discuss the kinds of activities that you chose to do. Make a note of other people's ideas. You might like to try them in the next practice session.
- 
- 
- 

- 27.8 Did you remember to do **Send/Receive** at the start and end of the session?

- 27.9 Did you remember to use **Mark Point in Project History...** before and after making any changes?

- 27.10 Did you remember to save regularly as you worked?

- 27.11 Which skills were easy to use on your own project?

- 27.12 Which skills needed some thinking before you could use them on your own project?

- 27.13 Which skills did you still need the instructions for?

- 27.14 Is there anything you'd like the tutor to review at this point?

## 28. Advanced text checking

### Module outline

In this module, you will learn how to use the **Run Basic Checks...** function to check these things in your translation project:

- Punctuation;
- Capitalization;
- Repeated Words;
- Matched Pairs;
- Quotations.

### 28-1 Motivation

### 28-2 Why it's important

- 28.1 In order for your text to communicate the message clearly, it needs to be complete, free from typing mistakes and correctly formatted. These checks allow you to be sure that all the chapters and verses are present and help you to find typing mistakes such as incorrect characters, punctuation etc. We have already learnt how to check chapter/verse numbers and markers.
- 28.2 When you learn how to use these checks, you should run them all on your translation project until the entire text has no errors. When it has no errors, we say the text is “clean”. If you run the checks again often to keep your text “clean”, doing the checks will never be a big job, and preparing for typesetting will be much easier.

### 28-3 What you will be doing

- 28.3 Paratext has many checks to help you correct any mistakes you make in your translation. Before you use these checks, you will need to prepare several **INVENTORIES**. These inventories are new to Paratext 7 and replace the old options settings in Paratext 6. Once you have identified the invalid items in the inventories, you can run the various checks.
- 28.4 Ensuring that the inventories are correct may require help from a computer specialist.

**THIS MODULE IS NOT YET COMPLETE.**

28.5 Information about the Basic Checks can be found by searching for “Introduction to Basic Checks” in the Paratext help system. See page [Error! Bookmark not defined.](#) for information on how to use Paratext help.

## 28–4 Setting up inventories

28.6 The first time you check for mistakes, it is best to do only one check at a time in case there is a long list of errors (i.e. not all the possible checks simultaneously).

- Characters
- Punctuation
- Capitalization
- Matched Pairs

**Module summary**

This module has shown how you can:

| Task | Summary of steps | Page |
|------|------------------|------|
|      |                  |      |
|      |                  |      |

## **29. Using the Project Interlinearizer**

---

### **Module outline**

In this module, you will learn how to use the Interlinearizer:

- to help produce a back translation;
  - to adapt a translation from one language to another;
  - as a consultant, to see a literal back translation.
- 

### **29-1 Module content**

This module has not been written yet. You can get information about the Interlinearizer by searching for the word “interlinearizer” in Paratext help. See “Using Paratext’s built-in Help” on page **Error! Bookmark not defined.** if you don’t already know how to use the Help system.

29.1

**Module summary**

This module has shown how you can:

| Task | Summary of steps | Page |
|------|------------------|------|
|      |                  |      |

## **30. Checking Biblical Terms**

---

### **Module outline**

In this module, you will learn how to:

- use the **Biblical Terms...** tool to make sure you have all the names of people and places spelled consistently in your translation project;
- let Paratext guess how you have spelled names in your project;
- record a rendering (translation) for a Biblical Term in a verse;
- view all occurrences of a Biblical Term in a text;
- show only Biblical Terms renderings that are missing;
- use the Biblical Terms Renderings window to display Biblical Terms in the currently selected verse;
- enter Biblical Terms renderings using wildcards (the \* character).

---

This module is not written yet. You can get information about the Interlinearizer by searching for the word “Biblical Terms” in Paratext help. See module 17 ([Using Paratext’s Help function](#)) on page 148 for more information about using the **Help** system.

**Module summary**

This module has shown how you can:

| Task | Summary of steps | Page |
|------|------------------|------|
|      |                  |      |

# **31. Comparing versions of a translation project**

## **Module outline**

In this module, you will learn how to:

- compare the current version of a translation to a previous version;
- undo some changes that were made to a translation;
- revert a book to a previous version.

THIS MODULE IS NOT YET COMPLETE. A TRANSLATOR SHOULD NOT ATTEMPT TO USE THE PROCEDURES COVERED IN THIS LESSON ON A REAL TRANSLATION PROJECT WITHOUT COMPLETELY UNDERSTANDING THEM FIRST. THESE PROCEDURES CAN DO A LOT OF GOOD IF UNDERSTOOD, AND A LOT OF DAMAGE IF THEY ARE USED INCORRECTLY.

### **31-1 Comparing photos**

*Tutor demonstrates, learners watch.*

#### **Comparing your project to a Mark Point in Project History... ‘photo’**

1. Make sure your project window is **SELECTED**.
2. Go to the **Tools** menu and choose **Compare Texts...**

INSERT IMAGE –command on menu

3. A window opens up that has two **PANES** (sections). Both panes should be showing your project. If you want the panes to be wider, resize the window or choose a different layout option in the **Window** menu (look back at **Arranging windows** on pages 13-15).

INSERT IMAGE –window

4. To start with, both panes are showing the *Current Version* of your project (what it looks like now).

INSERT IMAGE –top of window showing buttons

5. To choose an older ‘photo’ to compare to, click on the right-hand **Select... BUTTON** (the one above the right-hand pane).
6. From the list, select the ‘photo’ that you want to compare to.

INSERT IMAGE –list

7. Now both windows should show some writing in red. The left-hand pane shows what has been added since the comparison photo (red and underlined). The right-hand pane shows what has been deleted since the comparison photo (red with a line through it).

INSERT IMAGE –two panes with changes showing

8. Notice that all changes are marked, i.e. changes to punctuation and markers as well as to the actual words.

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

- 31.1 Look at the words, punctuation and markers that are in red. Compare these to the changes that you made in 5.14-5.18.
- 31.2 At the moment we are comparing the current version with the oldest photo that you took, before you made any changes. Now click the right-hand **Select...** button again and choose the photo named *Before entering section headings*.
- 31.3 What is **HIGHLIGHTED** in red in the two window panes now? How is this different to what you saw with the other photo?

.....

.....

- 31.4 Now compare the current version with the photo *Before wording changes*. What is highlighted in red now?

.....

- 31.5 It's possible to view all the changes in a single pane rather than side-by-side in two panes. Click on the **Switch between one and two pane view** BUTTON.

INSERT IMAGE –one-pane view button

- 31.6 Now you can see both the original wording and the changed wording next to each other within the text.

INSERT IMAGE –one-pane view of text

- 31.7 Compare the current version to the first photo, *Before error corrections*, again. (Notice that the **Select...** button is still at the top right of the screen.)
- 31.8 Which do you like best – two panes or one? Which will be best for you when you need to compare changes?

.....

31.9 If you prefer to look at two panes side-by-side, click on the **Switch between one and two pane view** button again.

## 31-2 Reverting to an earlier form of the text

31.10 Now imagine that your team has reviewed the changes made and decided that you actually prefer the original wording in two places. (Or perhaps two people made changes at the same time and you have to choose between them.) It is possible to use the **Compare Texts...** window to REVERT back to an earlier form of the translation.

31.11 WARNING: Just because you **can** go back to an earlier form doesn't mean you **should**! All changes need to be made as a team decision! However, undoing a change is a good example of how you can benefit by taking **Mark Point in Project History...** 'photos' regularly.

31.12 There are two changes that your team wants to undo in James 1:1:

- v1 – change *12* back to *twelve*;
- v2 – change *problems* back to *trouble*.

*Tutor demonstrates, learners watch.*

### Reverting to an earlier form of the text

1. Compare two **Mark Point in Project History...** 'photos', as outlined above. Choose a photo that has the form of the text that you want to REVERT to.
2. Locate a change that you want to undo.
3. **RIGHT-CLICK** on the red text that you want to revert (in either PANE). A little MENU will come up.

**INSERT IMAGE** –drop-down menu

4. Select **Undo Changed Text** (sometimes it says **Undo Removed Text** or **Undo Added Text**, depending on the kind of change). The text reverts to the original form (visible in the right-hand pane) and goes from red to black. (If you accidentally select **Undo All Changes In Chapter**, quickly press **Ctrl + Z** to undo your undo!)

*Tutor uses Ctrl + Z to undo the changes that were just made, so the demonstration can be repeated.*

*Tutor demonstrates, learners perform each step of demonstration after the tutor.*

31.13 Now go to James 3:1-8 in **English Practice Project**.

*Learners practise independently, but will probably need plenty of tutor help.*

31.14 Several changes were made to these verses after the text was originally typed in. Use **Compare Texts...** to compare the current version to the photo *Before James 3 changes* (go back to page 31 and use the [Comparing your project to a Mark Point in Project History... ‘photo’ instructions](#)).

31.15 See if you can find the following changes:

- 1 heading inserted
- 1 spelling mistake corrected to
- 1 word changed to
- 1 phrase changed to a single word to
- 1 word deleted
- 1 word inserted
- 1 punctuation mark changed (in v. )
- 1 punctuation mark deleted (in v. )
- 1 paragraph marker inserted (after v. )

*Class discussion to check answers.*

*Learners practise independently.*

31.16 Now suppose that your team wants to **REVERT** some of the changes. Undo the following changes:

- v5 – change exclamation mark back to full stop;
- v7 – change *birds* back to *flying animals*.

### 31-3 View History for Verse

## Module summary

This module has shown how you can:

| Task                                             | Summary of steps                                                                                                                                                                                                                                                                              | Page |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <i>Compare your project to an earlier point.</i> | <ol style="list-style-type: none"><li>1. Go to the <b>Tools</b> menu and choose <b>Compare Texts...</b></li><li>2. Click on the right-hand <b>Select...</b> button.</li><li>3. From the list, select the 'photo' that you want to compare to.</li><li>4. Changes are marked in red.</li></ol> |      |
| <i>REVERT to an earlier form of the text.</i>    | <ol style="list-style-type: none"><li>1. Compare two <b>Mark Point in Project History...</b> 'photos'.</li><li>2. <b>RIGHT-CLICK</b> on the red text that you want to revert.</li><li>3. Select <b>Undo Changed Text</b>.</li></ol>                                                           |      |
|                                                  | •                                                                                                                                                                                                                                                                                             |      |

# Appendices

## ***Running a training course using this handbook***

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The main principle of this course is that people will be able to use Paratext better if they understand ***why*** they should be using the different skills. The separate procedures are taught within a context of discussing what they are for and how they help a translation team to work well. This lets the participants contribute to their own learning because they can draw on what they already know about the process of translating and publishing a Bible.

The course is designed as a single sequence of modules, starting with the basics and building up to the most complex and advanced functions. The expectation is that complete beginners will work slowly through the initial modules and complete 12-15 modules within a 2-week course. Then they should go away and use Paratext for a while before coming to another course and covering the later material. People who come to the course with some knowledge of Paratext already will be able to move more quickly through the earlier modules and can complete more (maybe all) modules by the end of the 2<sup>nd</sup> week.

After every couple of modules introducing new skills, there is a ‘practice session’ module. The purpose of this module is to allow learners to practise the new skills in a realistic work context, and consolidate what they’ve learnt before moving on. At first these practice sessions are only simulations, but eventually the learners will shift to working on their actual translation projects during these consolidation sessions.

There are basically three different kinds of learning activities within the learning modules:

- Demonstration and practice. First the tutor demonstrates and the learners watch. Then the tutor demonstrates each step in turn and the learners repeat the step on their own computer. Then the learners practise independently. The step-by-step instructions are provided in the handbook.
- Class activity. A sequence of learning that everybody in the class does together. Some of it is hands-on practice, and some of it is discussion or questions. Everybody works through the handbook together. At various points along the way, there may be questions that the learners need to think about and supply responses. There is space in the handbook for people to write in their responses, but the questions should be discussed in class too. If there is a definite right answer to a question, the tutor needs to make this clear and ensure that everybody writes the correct answer into their book. But some questions are just to stimulate thought, and everybody’s answer will be different (or the class will brainstorm answers and the tutor will write them all on a board for learners to copy down if they like).
- Class discussion. Like a class activity, but just the talking (no hands-on exercises). These discussions provide the motivation and context for using a skill.

## Pre-course skills assessment

Before the course, ask students to complete the questionnaire “How much do you know about Paratext already?” This is a separate Word file and should be handed out on paper so it can be collected. Look through the questionnaires to gauge how much participants know already, and stream them into beginner/advanced classes if required.

## Post-course skills assessment

At the very end of the course, as part of the wrap-up, participants should complete the skills checklist found in the [Skills checklist/list of procedures](#) appendix on page 269. This will show participants how much they’ve learnt and give them guidelines for what to practise and revise. For participants who didn’t complete all the modules, it will also show them what to learn next. Moreover, the course tutors should also make photocopies of the students’ checklists and look through them to evaluate how successful the course was.

## Practical tips

If two or more people are learning on the one computer, they each select a single practice project number and always use the projects with that number (i.e. student 1 always uses ***Mini Project 1, English Practice Project 1*** and ***Tok Pisin simulation project 1***, student 2 always uses ***Mini Project 2, English Practice Project 2*** and ***Tok Pisin simulation project 2***, etc.).

Because the exercises build on each other step by step, it’s important for learners to complete each step correctly. Otherwise they might get confused at a later step because their project no longer matches the instructions.

## Answers to right/wrong questions

### *Module 1: Basics*

- 1.38 Always keep your backup copy in a different building to where you keep your computer.
- 1.40 Use anti-virus software, vaccinate your flash drive, don’t use your flash drive for anything except Paratext backups.

### *Module 4: Using markers*

04.12

- introduction: `\is1`
- parallel passage reference: `\r`
- translation info: `\rem`

### *Module 7: Checking your text for basic mistakes*

- 7.24 Check verse 14.
- 7.26 Chapter 3’s chapter marker is missing.

- 7.30 Verse 6 is missing completely. Insert a verse marker. The second check will indicate that there is no text, so a translation for verse 6 also needs to be entered.
- 7.33 Put a space between the verse marker and the verse number in verse 4.
- 7.34 Enter a proper verse marker in verse 15.
- 7.37 Insert a paragraph marker after the section heading.

### *Module 8: Printing*

#### 8.2

- It's much easier to revise and check your work on paper than on the computer.
- You can share a single paper copy with many people.
- You can print multiple copies to give to people.
- If your computer breaks down, you can keep working on paper.
- It's easy to write notes on paper.

### *Module 10: Using Paratext as a team*

#### 10.13

- spell checking
- **Run Basic Checks...**
- **Biblical Terms...**

### *Module 11: Project Notes*

#### 11.18

- verse reference
- context of Note (part of the verse) – the text that the Note is about is in bold format
- author of Note
- date and time that Note was written

### *Module 14: Keyboard shortcuts*

#### 14.18

|                  |                  |
|------------------|------------------|
| <b>Ctrl + ↓</b>  | next verse       |
| <b>Ctrl + ↑</b>  | previous verse   |
| <b>F8</b>        | next chapter     |
| <b>Ctrl + F8</b> | previous chapter |
| <b>F9</b>        | next book        |
| <b>Ctrl + F9</b> | previous book    |

#### 14.29

|                    |                                |
|--------------------|--------------------------------|
| <b>←</b>           | move one character to left     |
| <b>→</b>           | move one character to right    |
| <b>↑</b>           | move up one line               |
| <b>↓</b>           | move down one line             |
| <b>Ctrl + ←</b>    | move to start of previous word |
| <b>Ctrl + →</b>    | move to start of next word     |
| <b>Home</b>        | move to start of line          |
| <b>End</b>         | move to end of line            |
| <b>Ctrl + Home</b> | move to start of chapter       |
| <b>Ctrl + End</b>  | move to end of chapter         |

- 14.31 **Shift** selects text (it's a bit unpredictable how much text it will actually select:  
**Shift + Ctrl + ↑/↓** selects a paragraph rather than a verse).

### *Module 20: Find/Replace*

25.3

- To see where a key term was used before.
- To do a word study/see everywhere in the Bible where a word is used.
- To replace a phrase with one word or vice versa.

### *Module 21: Checking parallel passages*

26.11

|           |                                                                         |
|-----------|-------------------------------------------------------------------------|
| Luke 3:3  | repent<br>forget                                                        |
| Luke 3:4  | wilderness<br>direct                                                    |
| Luke 3:7  | run away                                                                |
| Luke 3:8  | Do those things that are suitable for turning from your sins.<br>father |
| Luke 3:9  | chop                                                                    |
| Luke 3:16 | bigger<br>It is not right for me<br>shoes                               |
| Luke 3:17 | in a constant fire                                                      |

## Required setup on students' computers

For beginners it is better to have their translation and back translation projects set up for them, including all the books they need, before the workshop begins. Then you don't have to teach that skill. If advanced students will be in the workshop, or Paratext support staff who need to know these skills, perhaps the pre-workshop set-up could be conducted with their help.

### *Paratext*

Install Paratext, and any updates.

### *Projects and resources*

- actual translation project (already named, with alphabet set up)
- actual back translation project (already named)
- practice projects (**Mini Project**, **English Practice Project**, **Tok Pisin simulation project**)
- resources (make sure this includes the **NIV**, **GNT**, **NET**, **CEVR**)

### *Paratext options/setup*

- **Options...** (**Tools** menu)
- **Send/Receive**: set to send to flash drive (trainee's practice projects, actual project and actual back translation project)
- layout (start with **Unstacked**, **Standard View**, **By Chapter**)
- **Print Draft...** settings (A4, font and size, margins, etc.)
- sample Text Collection (create this and call it *Sample collection*)
- **Project Progress** (names of progress stages)
- **Interlinearizer settings**
- **Inventories**
- *Other*
- Global Recordings Network illustration files (**GR-IIIh01c.jpg**, **GR-IIIh02c.jpg**, **GR-IIIh03c.jpg**, **GR-IIIh04c.jpg**, **GR-IIIh05c.jpg**)
- Charis font
- Adobe Reader (for printing)
- word processing program (for pasting progress reports)
- USFM reference document (**usfmReference2\_3.pdf**)
- UBS videos

## More procedures

### Update Paratext to a new version

1. Close Paratext.
2. Find the **.PUD** file that contains the update.
3. Double-click the **.PUD** file.
4. Wait while the computer copies the files.
5. Close the window.
6. Start Paratext again.

### Create a project

### Delete a book from a project

### Show books in an existing project

### Setting up language properties for a project

### Setting up sharing via Send/Receive

Most Paratext users will not be able to set up sharing via **Send/Receive** on their own. They should ask a computer specialist to do it. A specialist should read the UBS manual ***Paratext7.1ProjectSharingManual.pdf*** before attempting to set up **Send/Receive** for a translator or translation team.

### Other backup methods

*Send/Receive to Internet*

Trouble-shooting Send/Receive ?

*Backup*

*Restore*

### Print a Notes Report

### Advanced printing options

#### Printing more than one book

1. Follow the **Printing a single book instructions** until you get to step 5.

Here, select *Choose Books*. Then click on the **Choose...** button.

7. Click on the first book that you want to print.
8. Hold down the **Ctrl** key and click on the second book that you want to print.
9. Continue until you have selected all the books you want.
10. Click on **OK**.
11. Continue with steps 6-9.
12. At step 10, scroll carefully through the PDF file to check that it contains all the books that you want to print.
13. Continue with step 11 to the end.

## **Using Paratext 6 Checklists**

### **Reference Notes**

### **Source language tools**

## Common USFM markers

This appendix only gives some common USFM markers. A full list of USFM markers can be found in the document *USFM User Reference 2.3*, © 2010 United Bible Societies – ICAP (*usfmReference2\_3.pdf*). It can be found at <http://paratext.ubs-translations.org/about/usfm> and is also available on the SIL-PNG FTP site. The information below is adapted from that document.

### Identification

**\id <CODE>** (*Name of file, Book name, Language, Last edited, Date etc.*)

File identification – the initial USFM marker in any Scripture text file. <CODE>

**\id** MRK My Translation, June 2011

is normally the standard 3 letter UBS/SIL Scripture book abbreviation.

**\rem text...**

Used for adding brief comments about the book file.

**\rem** Assigned to <translator's name>.

**\rem** First draft complete, waiting for checks.

### Introductions

**\imt# text...**

Introduction major title. # denotes the title level or relative weighting.

**\mt2** THE GOSPEL ACCORDING TO

**\mt1** MARK

**\imt** INTRODUCTION

\ip Mark's Gospel begins with the statement that it is "the Good News about Jesus Christ, the Son of God".

**\ip text...**

Paragraph of an introduction.

See previous example.

### Titles, Headings, and Labels

**\mt# text...**

Major title. # represents a portion of the title (\mt1 is the most important part).

See previous example.

**\s# text...**

Section heading. # indicates the level of division of the text (\s1 is a major break).

(Mark 1:9)

**\s** The Baptism and Temptation of Jesus

**\p**

\v 9 Not long afterward Jesus came from Nazareth in the province of Galilee, and was baptized by John in the Jordan.

**\r text...**

Parallel passage reference(s). Usually located under a section heading \s#.

(Matthew 3:1)

\c 3

\s1 The Preaching of John the Baptist

\r (Mark 1:8; Luke 3:1-18; John 1:19-28)

\p

\v 1 At that time John the Baptist came to the desert of Judea and started preaching.

\v 2 “Turn away from your sins,” he said, ...

**\d text...**

Descriptive title (or “Hebrew subtitle”) – sometimes used in Psalms under the section title (e.g. *For the director of music*).

(Psalm 3)

\c 3

\d A Psalm of David, when he fled from his son Absalom.

\q1

\v 1 O Lord, how many are my foes!

## Chapters and Verses

**\c #**

Chapter number. The marker is followed by the chapter number #, but no other text.

See previous examples.

**\v #**

Verse number. Marker is followed by the verse number #, and the text of the verse.

See previous examples.

## Paragraphs

**\p ( text... )**

Normal paragraph. Followed immediately by a space and paragraph text, or by a new line and a verse marker.

(Mark 1:9-13)

\s The Baptism and Temptation of Jesus

\p

\v 9 Not long afterward Jesus came from Nazareth in the province of Galilee, and was baptized by John in the Jordan.

\v 10 As soon as Jesus came up out of the water, he saw heaven opening and the Spirit coming down on him like a dove.

\v 11 And a voice came from heaven, “You are my own dear Son. I am pleased with you.”

\p

\v 12 At once the Spirit made him go into the desert,

\v 13 where he stayed forty days, being tempted by Satan. Wild animals were there also, but angels came and helped him.

## Poetry

\q#( *text...*)

Poetic line. # represents the level of indent (i.e. \q1, \q2, \q3 etc.).

(*Habakkuk 3:1-2*)

\c 3

\s A Prayer of Habakkuk

\p

\v 1 This is a prayer of the prophet Habakkuk:

\b

**\q1**

\v 2 O Lord, I have heard of what you have done,

**\q2** and I am filled with awe.

**\q1** Now do again in our times

**\q2** the great deeds you used to do.

**\q1** Be merciful, even when you are angry.

\b

Blank line. Use for stanza breaks in poetry, or between poetry and prose. No text should follow this marker.

## Footnotes

Footnotes are entered within the main Scripture body text using the following general format. The boundaries of the footnote text are indicated by an opening and closing marker \f ... \f\*.

\f + \fr <reference> <footnote content>\f\*

|                    |                                                                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| \f                 | The opening marker that indicates the start of the footnote.                                                                                                                                               |
| +                  | The footnote CALLER. Using a + symbol means that Paratext will make the caller automatically (e.g. 1, 2, 3... or a, b, c...).                                                                              |
| \fr                | The marker for the reference of the verse(s) that the footnote is about.                                                                                                                                   |
| <reference>        | The verse reference itself. It has the format ##SEP##, which means that the reference is written as digits with a separator (a colon : or full stop .).                                                    |
| <footnote content> | Everything that goes into the main text of the footnote, including special footnote elements such as keywords, quotations or alternative translations (these special elements each have their own marker). |
| \f*                | The closing marker that indicates the end of the footnote (notice the asterisk *).                                                                                                                         |

Each element of the footnote content needs to have the appropriate marker inserted before it. The markers are:

### \ft

Footnote text – the main text of the footnote. See following examples.

### \fq

Footnote translation quotation – a quotation from the main Scripture text that the footnote is about. Longer quotations are sometimes shortened using an ellipsis ... .

(*1 Corinthians 1:13*)

\v 13 Christ has been divided \f + \fr 1.13 **\fq** Christ has been divided; \ft some manuscripts have \fqa Christ cannot be divided.\f\* into groups! Was it Paul who died on the cross for you? Were you baptized as Paul's disciples?

### \fqa

Footnote alternate translation. Used to indicate an alternative translation. See previous example.

### \fk

Footnote keyword – the specific word(s) from the text that the footnote is about.

(*Genesis 3:20*)

\v 20 Adam \f + \fr 3.20: **\fk** Adam: \ft This name in Hebrew means “all human beings.” \f\* named his wife Eve, \f + \fr 3.20: **\fk** Eve: \ft This name sounds similar to the Hebrew word for “living,” which is rendered in this context as “human beings.” \f\* because she was the mother of all human beings.

### \f

Footnote “label” text. Can be used for marking a word which is used consistently in the footnotes to indicate a specific thing.

(*1 Corinthians 2:9, NET Bible*)

\v 9 But just as it is written, “\qt Things that no eye has seen, or ear heard, or mind imagined, are the things God has prepared for those who love him\qt\*. ” \f + \fr 2:9 **\f** Study Note \f\* \ft A quotation from Is 64:4. \f\*

Note: In **Preview** View the footnotes appear in a separate pane at the bottom of the resource window. In **Standard** View only a **CALLER** appears, but the footnote text (with markers) appears if you hold the mouse over the caller. In **Unformatted** View the footnotes (with markers) appear within the main Scripture text.

## Special Text and Character Styles

Each of these markers is actually a pair of markers that are inserted into the text either side of the word(s) that they relate to.

### \nd ... \nd\*

Name of God (name of Deity).

(*Exodus 3:15*)

\v 15 Tell the Israelites that I, the **\nd** Lord**\nd\***, the God

of their ancestors, the God of Abraham, Isaac, and Jacob, have sent you to them.

### \qt ... \qt\*

Quoted text – Old Testament quotations in the New Testament, or other quotations.

(*Mark 1:2-3*)

\p

\v 1 This is the Good News about Jesus Christ, the Son of God.

\v 2 It began as the prophet Isaiah had written:

\q1 \qt "God said, 'I will send my messenger ahead of you \qt"

\q2 \qt to open the way for you.'\qt\*

### \tl ... \tl\*

Transliterated (or foreign) word(s).

(*Matthew 27:46*)

\v 46 At about three o'clock Jesus cried out with a loud shout, \tl "Eli, Eli, lema sabachthani?" \tl\* which means, "My God, my God, why did you abandon me?"

### \w ... \w\*

Wordlist/glossary/dictionary entry.

## Illustrations

### \fig DESC/FILE/SIZE/LOC/COPY/CAP/REF\fig\*

For defining illustrations to be used within a publication. A series of parameters for the illustration are provided between the opening and closing \fig... \fig\* markers. Parameters are separated by a vertical bar. Required parameters are indicated in the list below with an asterisk (\*).

DESC — Illustration description. (This material does not show up on the printed page.)

\*FILE — Illustration filename.

\*SIZE — Illustration relative size. Options are:

- col – illustration should be inserted inline within the current text column

(*Mark 1:31*)

\v 31 He went to her, took her by the hand, and helped her up. The fever left her, and she began to wait on them. \fig |avnt017.tif| col || | Took her by the hand, and...the fever left her. |1.31\fig\*

\p

\v 32 After the sun had set and evening had come ...

- span – illustration should be inserted across (spanning) text columns

(*Mark 1:18*)

\v 18 At once they left their nets and went with him. \fig |avnt016.tif| span || | At once they left their nets. |1.18\fig\*

\v 19 He went a little farther on ...

**LOC** — Illustration location/range. Specify a range of references at which the illustration might be inserted.

**COPY** — Illustration copyright info. This material will be used to give the appropriate illustration credits.

**\*CAP** — Illustration caption. This text will be printed with the illustration.

**\*REF** — Illustration reference (e.g. Luke 19.5). This text will be printed together with the illustration caption.

# Keyboard shortcuts for common tasks

## Paratext actions

|                                                   |                       |
|---------------------------------------------------|-----------------------|
| <i>Open a resource.</i>                           | <b>Ctrl + O</b>       |
| <i>Open a Text Combination.</i>                   | <b>Shift + F6</b>     |
| <i>Switch View.</i>                               | <b>Ctrl + E</b>       |
| <i>Make the writing in a window look bigger.</i>  | <b>Ctrl + +</b>       |
| <i>Make the writing in a window look smaller.</i> | <b>Ctrl + -</b>       |
| <i>Go to a verse reference.</i>                   | <b>Ctrl + B</b>       |
| <i>Insert a Project Note.</i>                     | <b>Ctrl + Alt + N</b> |
| <i>Save Note text and close the window.</i>       | <b>Alt + Enter</b>    |
| <i>Start the Find... function.</i>                | <b>Ctrl + F</b>       |
| <i>Start the Replace... function.</i>             | <b>Ctrl + H</b>       |

## Moving around

|                                             |                                |
|---------------------------------------------|--------------------------------|
| <i>Move to next/previous character.</i>     | <b>→, ←</b>                    |
| <i>Move to next/previous line.</i>          | <b>↓, ↑</b>                    |
| <i>Move to start of next/previous word.</i> | <b>Ctrl + →, Ctrl + ←</b>      |
| <i>Move to start/end of line.</i>           | <b>Home, End</b>               |
| <i>Move to next/previous verse.</i>         | <b>Ctrl + ↓, Ctrl + ↑</b>      |
| <i>Move to start/end of chapter.</i>        | <b>Ctrl + Home, Ctrl + End</b> |
| <i>Move to next/previous chapter.</i>       | <b>F8, Ctrl + F8</b>           |
| <i>Move to next/previous book.</i>          | <b>F9, Ctrl + F9</b>           |
| <i>Go to last verse reference visited.</i>  | <b>Alt + ←</b>                 |
| <i>Return to next verse reference.</i>      | <b>Alt + →</b>                 |

## Text editing

*Select text.*

Hold down **Shift** while using a shortcut that moves the cursor.

*Copy selected text.*

**Ctrl + C**

*Cut copied text.*

**Ctrl + X**

*Paste copied text.*

**Ctrl + V**

*Delete selected text.*

**Backspace** or **Delete**

*Undo a mistake.*

**Ctrl + Z**

## Glossary

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>abbreviated</i>                  | The shortened form of a word or name. For example, <b>GNT</b> is the abbreviated name of the <b>Good News Translation</b> . Bible books have abbreviated names too.                                                                                                                                                                                                                                                                                                                                                               |
| <i>Adobe Reader</i>                 | A computer program that lets you open and print <b>PDF</b> files.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>arrow keys</i>                   | The arrow keys are usually located on a computer keyboard at the bottom right of the letter keys, below the <b>Shift</b> key. There are four arrow keys:     (up, down, left, right). |
| <i>asterisk</i>                     | A symbol that looks like this: * .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <i>back matter</i>                  | Helper material that is placed at the back of a published Bible translation, such as a glossary or a set of maps.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>backslash</i>                    | A symbol that looks like this: \ . The backslash key on your keyboard should be under the <b>Backspace</b> key.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>back translation</i>             | The consultant who checks your translation won't be able to read your tokples. You need to provide them with a back translation into English or Tok Pisin that they can understand.                                                                                                                                                                                                                                                                                                                                               |
| <i>backup</i>                       | An extra copy of your computer file that you store somewhere away from your normal work computer. It might be on a <b>FLASH DRIVE</b> , another computer, an external hard drive or even on the Internet.                                                                                                                                                                                                                                                                                                                         |
| <i>Basic View</i>                   | A way of looking at your <b>PROJECT</b> that lets you change the text but not the verse numbers, headings, <b>FOOTNOTES</b> or anything like that. Find it on the <b>View MENU</b> .                                                                                                                                                                                                                                                                                                                                              |
| <b>Biblical Terms...</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>book list</i>                    | For some Paratext <b>FUNCTIONS</b> like <b>View/Edit Project Progress</b> , you need to <b>SELECT</b> the Bible books that you want to work on. The book list is a special <b>WINDOW</b> that lets you select Bible books.                                                                                                                                                                                                                                                                                                        |
| <i>button</i>                       | A special place on the computer screen. Clicking with the mouse on a button makes something happen. A button might have an <b>ICON</b> on it, or just a word.                                                                                                                                                                                                                                                                                                                                                                     |
| <i>button bar</i>                   | The row of <b>BUTTONS</b> near the top of the Paratext <b>WINDOW</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <i>By Chapter</i>                   | Normally you just view one chapter of your project at a time. If you want to be able to <b>SCROLL</b> continuously through your whole project, go to the <b>View MENU</b> and <b>UNTICK</b> this <b>OPTION</b> .                                                                                                                                                                                                                                                                                                                  |
| <i>caller</i>                       | The symbol in the main text of a book that tells you there is a <b>FOOTNOTE</b> to look at. In Paratext you will see <b>ASTERISKS</b> * and alphabet letters to indicate a footnote, and daggers † to indicate <b>CROSS-REFERENCES</b> .                                                                                                                                                                                                                                                                                          |
| <i>caption</i>                      | A few words under an <b>ILLUSTRATION</b> that explain what it is. This will be printed in your published translation. Paratext will automatically <b>INSERT</b> the Scripture <b>REFERENCE</b> into the caption.                                                                                                                                                                                                                                                                                                                  |
| <i>Chapter/Verses Numbers check</i> | A Paratext <b>FUNCTION</b> that checks whether a particular Bible book in your project has exactly the right number of chapters and verses that it should have. It is part of the <b>Run Basic Checks...</b> function.                                                                                                                                                                                                                                                                                                            |

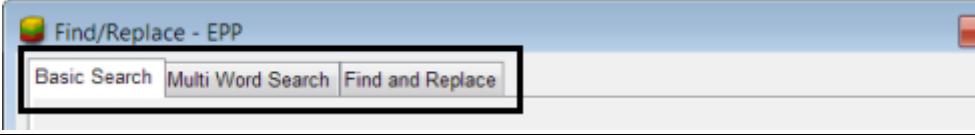
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>character</i>          | The smallest bit of text. Examples: the letter <i>b</i> , the digit (number) 9, the punctuation mark ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>checkbox</i>           | Sometimes you need to <b>SELECT</b> different <b>OPTIONS</b> in a <b>FUNCTION</b> . You click on a checkbox and a <b>TICK</b> appears in the box to show that you've chosen it.                                                                                                                                                                                                                                                                                                                                                                                             |
| <i>Checking menu</i>      | The Paratext <b>MENU</b> that lets you choose the different checks that you can run to make sure your text is 'clean' (doesn't have obvious mistakes).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <i>Close button</i>       | This <b>BUTTON</b> is at the top right of a <b>WINDOW</b> . It is red with a white cross in it. When you click on the <b>Close</b> button, the window closes.                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Compare Texts...</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <i>Copy</i>               | When you want the same bit of text in two or more places, <b>SELECT</b> the text and <b>Copy</b> it. Then you can <b>Paste</b> it into other places (and it will still be in the original place).                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <i>Copy Graph</i>         | Paratext's <b>Project Progress FUNCTION</b> uses a <b>GRAPH</b> to show how much work you have completed on each Bible book in your project. The <b>Copy Graph</b> function is on the <b>Project Progress Edit MENU</b> . After copying the graph, you can <b>Paste</b> it into a Word file or an email.                                                                                                                                                                                                                                                                                                                                                       |
| <i>Copy Status Report</i> | Paratext's <b>Project Progress FUNCTION</b> can report the progress of your project in a written form. The <b>Copy Status Report</b> function is on the <b>Project Progress Edit MENU</b> . After copying the report, you can <b>Paste</b> it into a Word file or an email.                                                                                                                                                                                                                                                                                                                                                                                    |
| <i>Create Book(s)...</i>  | If you want to add a new book to your project, use this <b>FUNCTION</b> on the <b>Project MENU</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>cross-reference</i>    | A special kind of <b>FOOTNOTE</b> that gives you a verse <b>REFERENCE</b> for another part of the Bible that talks about the same thing. For example, if an Old Testament passage is quoted in the New Testament, there will be a cross-reference to the OT passage. You don't need to insert cross-references into your Paratext <b>PROJECT</b> , because this will be done at the typesetting stage.                                                                                                                                                                                                                                                         |
| <i>cursor</i>             | The symbol on a computer screen that moves around as you move the mouse. The cursor shows where the 'action' is happening on the screen. If you want to type text, you <b>INSERT</b> the cursor at the place where you want to type. If you want to click on a <b>BUTTON</b> or a <b>MENU</b> , you move the cursor over the button or menu name.<br>In a typing area the cursor usually looks like this: <br>When it is over a menu or button, the cursor usually looks like this:  |
| <i>Cut</i>                | If you want to move a bit of text from one place to another, you can <b>SELECT</b> it and then <b>Cut</b> it. It is <b>DELETED</b> from the original place, but now you can <b>Paste</b> it somewhere else.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <i>delete</i>             | Remove text. Get rid of it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <i>deuterocanonical</i>   | Some churches include some extra books in their Bible besides the usual 39 Old Testament books and 27 New Testament books. These books are called deuterocanonical (secondary).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <i>double-click</i>       | Click the mouse button two times, very quickly. This makes things happen in a computer program (especially <b>SELECTING</b> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                      |                                                                                                                                                                                                                                                                                                                                    |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>drag</b>          | Move something around on the computer screen. Hold down the left mouse button over the thing you want to move, then move the mouse and the thing will move too. DRAG MOUSE TO SELECT TEXT                                                                                                                                          |
| <b>dragging text</b> | <b>SELECT</b> a bit of text to <b>HIGHLIGHT</b> it, then hold down the left mouse button over it. You can now <b>DRAG</b> it to another place in your text (move it there).                                                                                                                                                        |
| <b>edit</b>          | Change text (to make it better).                                                                                                                                                                                                                                                                                                   |
| <b>eject</b>         |                                                                                                                                                                                                                                                                                                                                    |
| <b>Figure...</b>     | This <b>FUNCTION</b> on the <b>Insert MENU</b> lets you <b>INSERT</b> an <b>ILLUSTRATION</b> into your project.                                                                                                                                                                                                                    |
| <b>File menu</b>     | The <b>MENU</b> that lets you do things to Paratext files, like opening a project, opening a list of <b>PROJECT NOTES</b> or printing a project book.                                                                                                                                                                              |
| <b>Find...</b>       | A Paratext <b>FUNCTION</b> that finds a specific word or phrase in your translation text. Press <b>Ctrl + F</b> to start this function. For information about <b>Find...</b> options, go to page 218.                                                                                                                              |
| <b>flash drive</b>   | A small object that you put into your computer's <b>USB PORT</b> to save files onto. It's also known as a thumb drive, memory stick or USB stick. Don't let your <b>BACKUP</b> flash drive get a <b>VIRUS</b> ! Don't put <b>any</b> files onto it except translation files.                                                       |
| <b>footnote</b>      | A note at the bottom of the page that provides extra information about something in the text. Bible footnotes often explain something in the text or give an alternative translation.                                                                                                                                              |
| <b>formatting</b>    | The way text looks on screen or printed. For example, verse numbers are usually printed as small numbers that are raised slightly above the text. <b>FOOTNOTES</b> are in small writing at the bottom of the page. That is their format. You control the formatting of different parts of your text by using <b>USFM MARKERS</b> . |
| <b>front matter</b>  | Helper material that is placed at the front of a published Bible translation, such as a table of contents or an introduction.                                                                                                                                                                                                      |
| <b>function</b>      | An action that you can make a computer program do. Examples of functions: changing the screen view, opening a project, inserting a <b>PROJECT NOTE</b> , checking spelling.                                                                                                                                                        |
| <b>function keys</b> | These keys are in a row at the top of your computer keyboard. They are labelled with <b>F</b> for ' <b>FUNCTION</b> ': <b>F1</b> , <b>F2</b> , <b>F3</b> , ... <b>F10</b> , <b>F11</b> , ...                                                                                                                                       |
| <b>global</b>        | A global <b>FUNCTION</b> is one that affects more than one chapter. Examples are: <b>Run Basic Checks...</b> , <b>SPELL CHECKING</b> , <b>Biblical Terms...</b>                                                                                                                                                                    |
| <b>glossary</b>      | A mini dictionary that explains difficult words or expressions, especially things from Bible times and cultures that the readers of the translation won't know about. It is usually part of the <b>BACK MATTER</b> of a printed Bible.                                                                                             |
| <b>graph</b>         | A picture that displays number information. Looking at the graph shows the information more clearly than reading lots of numbers. Paratext's <b>Project Progress FUNCTION</b> uses a graph with lines to show how much of each book in your project has been completed.                                                            |
| <b>Help</b>          | If you need help to do something in Paratext, the <b>Help FUNCTION</b> might give you useful advice.                                                                                                                                                                                                                               |

|                                                    |                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>highlighted</b>                                 | Something highlighted looks a bit different. <b>INSERT PICTURE</b>                                                                                                                                                                                                                                                                         |
| <i>icon</i>                                        | A little picture on a <b>BUTTON</b> that helps you to know what the button does.                                                                                                                                                                                                                                                           |
| <i>illustration</i>                                | Something like a picture that the reader can look at to help them understand the text better. Drawings, photos, diagrams and maps are all kinds of illustration.                                                                                                                                                                           |
| <i>insert</i>                                      | Put something in. You can insert the <b>CURSOR</b> into text, or insert a <b>SECTION HEADING</b> into your translation.                                                                                                                                                                                                                    |
| <i>Insert menu</i>                                 | The Paratext <b>MENU</b> that has <b>FUNCTIONS</b> for <b>INSERTING</b> things like verse numbers, <b>FOOTNOTES</b> , <b>ILLUSTRATIONS</b> and <b>PROJECT NOTES</b> .                                                                                                                                                                      |
| <i>introduction</i>                                | Some writing at the start of a Bible or a Bible book that provides extra information to help the reader understand the actual Bible text better.                                                                                                                                                                                           |
| <i>inventory</i>                                   | A list of valid (acceptable) and invalid (not acceptable) text of a certain type. For example, the <b>Character Inventory</b> for a Paratext project determines whether the letter x is a valid character in that project. Paratext uses the inventories to find errors in the text using the <b>Run Basic Checks...</b> <b>FUNCTION</b> . |
| <i>italics</i>                                     | Writing that looks like <i>this</i> (sloping).                                                                                                                                                                                                                                                                                             |
| <i>keyboard shortcut</i>                           | Two or more keys that you press at the same time to do something. It's called a shortcut because it is quicker than using the mouse to perform the same <b>FUNCTION</b> . In this handbook, keyboard shortcuts are written <b>like this</b> .                                                                                              |
| <i>keyword</i>                                     | A word or phrase from the text that needs to be explained. You put the keyword at the start of the <b>FOOTNOTE</b> or <b>GLOSSARY</b> entry that explains it.                                                                                                                                                                              |
| <i>Mark Point in Project History...</i>            | A Paratext <b>FUNCTION</b> that lets you take a 'photo' of your project to record it. Then if something goes wrong with your project, you can look back at the 'photo' to see what it looked like before. Find it on the <b>Project MENU</b> .                                                                                             |
| <i>marker</i>                                      | See <b>USFM MARKER</b> .                                                                                                                                                                                                                                                                                                                   |
| <i>Markers check</i>                               | A Paratext <b>FUNCTION</b> that checks whether the <b>USFM MARKERS</b> in your <b>PROJECT</b> are correct. It is part of the <b>Run Basic Checks...</b> function.                                                                                                                                                                          |
| <i>menu</i>                                        | Along the top of the Paratext <b>WINDOW</b> , you will see words like <b>File</b> , <b>Edit</b> , <b>View</b> , etc. By clicking on these words, you open a menu, or list of different <b>FUNCTIONS</b> .                                                                                                                                  |
| <i>menu bar</i>                                    | The row of <b>MENU</b> names near the top of the Paratext <b>WINDOW</b> . The <b>Project Progress</b> window has a menu bar too.                                                                                                                                                                                                           |
| <i>Note...</i>                                     | This <b>FUNCTION</b> on the <b>Insert MENU</b> lets you insert a <b>PROJECT NOTE</b> into your project.                                                                                                                                                                                                                                    |
| <i>Open Notes...</i>                               | This <b>FUNCTION</b> on the <b>File MENU</b> lets you look at a list of <b>PROJECT NOTES</b> .                                                                                                                                                                                                                                             |
| <i>Open Project/Resource...</i>                    | This <b>FUNCTION</b> on the <b>File MENU</b> lets you open a project or resource.                                                                                                                                                                                                                                                          |
| <i>Open Project/Resource in Text Collection...</i> | This <b>FUNCTION</b> on the <b>File MENU</b> lets you open or create a <b>TEXT COLLECTION</b> .                                                                                                                                                                                                                                            |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>option</i>                     | A choice that you have. For example, <b>Standard</b> , <b>Unformatted</b> , <b>Preview</b> and <b>Basic</b> are View options (choices that you have for how you want to view your <b>PROJECT</b> ).                                                                                                                                                                                                                                                           |
| <i>pane</i>                       | Sometimes one <b>WINDOW</b> has two panes that each show different text, so that you can see things side-by-side to compare them. In <b>Preview</b> View, there is a separate pane at the bottom of the window that lets you read <b>FOOTNOTES</b> .                                                                                                                                                                                                          |
| <i>parallel passage</i>           | Two different Bible passages in different books can talk about the same event. For example, the story of Jesus' crucifixion occurs in all four Gospels. The four crucifixion passages are parallel.                                                                                                                                                                                                                                                           |
| <i>parallel passage reference</i> | A Bible <b>REFERENCE</b> that points the reader to a <b>PARALLEL PASSAGE</b> in another book. It is placed under the <b>SECTION HEADING</b> at the start of the passage.                                                                                                                                                                                                                                                                                      |
| <i>Parallel Passages...</i>       | This <b>FUNCTION</b> on the <b>Tools MENU</b> lets you compare <b>PARALLEL PASSAGES</b> for consistency.                                                                                                                                                                                                                                                                                                                                                      |
| <i>Paste</i>                      | If you have used the <b>Copy</b> or <b>Cut FUNCTIONS</b> to 'collect' a bit of text, you use <b>Paste</b> to <b>INSERT</b> it somewhere else in your text.                                                                                                                                                                                                                                                                                                    |
| <i>PDF</i>                        | A way of saving your text (a file format) that looks like a printed page, even on the computer screen. It has nice <b>FORMATTING</b> and looks good when it is printed out.                                                                                                                                                                                                                                                                                   |
| <i>port</i>                       | See <b>USB PORT</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <i>Preview View</i>               | A way of looking at your <b>PROJECT</b> . The text is <b>FORMATTED</b> but you can't see the <b>MARKERS</b> . <b>CROSS-REFERENCES</b> and <b>FOOTNOTES</b> are shown in a <b>PANE</b> at the bottom of the <b>WINDOW</b> . You can't <b>EDIT</b> your text. Find it on the <b>View MENU</b> .                                                                                                                                                                 |
| <i>Print...</i>                   | You can print a <b>PDF</b> of your project using <b>ADOBE READER's Print... FUNCTION</b> (you need to use <b>Print Draft...</b> in Paratext first).                                                                                                                                                                                                                                                                                                           |
| <i>Print Draft...</i>             | This <b>FUNCTION</b> on the <b>File MENU</b> turns your translation project into a <b>PDF</b> file with nice <b>FORMATTING</b> . You can print the PDF from a program like <b>ADOBE READER</b> .                                                                                                                                                                                                                                                              |
| <i>project</i>                    | A collection of files in Paratext containing a Bible translation in progress – it hasn't been completed yet and it can be changed. A project has a long name and an <b>ABBREVIATED</b> name that is 3 to 5 <b>CHARACTERS</b> long.                                                                                                                                                                                                                            |
| <i>Project menu</i>               | The Paratext <b>MENU</b> that contains <b>FUNCTIONS</b> for managing your project, such as <b>Create Book(s)...</b> , <b>Mark Point in Project History...</b> and <b>View/Edit Project Progress</b> .                                                                                                                                                                                                                                                         |
| <i>Project Note</i>               | A <b>FUNCTION</b> that lets you make a note about something in your project. <b>PROJECT NOTES</b> are part of your project, but not part of the Bible text (don't confuse them with <b>FOOTNOTES</b> or study notes). They are just a helping tool for people working on the project. They don't print as part of the translation text. To <b>INSERT</b> a Note, use the <b>Note... FUNCTION</b> on the <b>Insert MENU</b> , or press <b>Ctrl + Alt + N</b> . |
| <i>Project Progress</i>           | A Paratext <b>FUNCTION</b> that lets you keep a record of how much work has been done on each book of your translation or <b>BACK TRANSLATION</b> project. Go to the <b>Project</b> menu and choosing <b>View/Edit Project Progress</b> . The <i>Project Progress</i> window has its own <b>MENU BAR</b> with <b>File</b> , <b>Edit</b> , <b>View</b> and <b>Tools MENUS</b> .                                                                                |
| <i>reference</i>                  | The book name, chapter number and verse number that tells you where to find a Bible passage. <i>John 3:16</i> is an example of a reference.                                                                                                                                                                                                                                                                                                                   |

|                                 |                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Replace...</i>               | A Paratext <b>FUNCTION</b> that finds a specific word or phrase in your translation text, and also lets you change it to something else. Press <b>Ctrl + H</b> to start this function. For information about <b>Replace...</b> options, go to page 218.                                                                         |
| <i>Reset</i>                    | Put things back to the way they started. When you are choosing books in the <b>BOOK LIST</b> , sometimes you might accidentally <b>SELECT</b> the wrong ones. Click on the <b>Reset</b> button to clear all the selections and start again.                                                                                     |
| <i>Resolve Note</i>             | Click on this <b>BUTTON</b> in the <b>NOTE WINDOW</b> when your team has completely dealt with the problem in a <b>PROJECT NOTE</b> .                                                                                                                                                                                           |
| <i>resource</i>                 | A collection of files in Paratext that contains a finished Bible or a helper book like the UBS Translation Handbooks. It has already been completed and (usually) published. You can read it, but you cannot change the text. A resource has a long name and an <b>ABBREVIATED</b> name that is 3 to 5 <b>CHARACTERS</b> long.  |
| <i>revert</i>                   | Make something go back to the way it was before. If you <b>Undo</b> some changes that you made to your <b>PROJECT</b> , you have reverted the project to an earlier stage. Don't do this unless everyone in your team agrees to do it!                                                                                          |
| <i>right-mouse click</i>        | Click the right-hand button on your mouse. This sometimes shows a <b>MENU</b> .                                                                                                                                                                                                                                                 |
| <i>Run Basic Checks...</i>      | A Paratext <b>FUNCTION</b> that helps you find mistakes in your project such as missing verses or incorrect capitalisation. Find it on the <b>Checking MENU</b> .                                                                                                                                                               |
| <i>Save</i>                     | Using <b>Ctrl + S</b> will save all the open projects. You don't need to save your translation project and <b>BACK TRANSLATION</b> project separately.                                                                                                                                                                          |
| <i>Save As...</i>               | You can save a <b>PDF</b> of your project to a <b>FLASH DRIVE</b> using <b>ADOBRE READER's Save As...</b> <b>FUNCTION</b> (you need to use <b>Print Draft...</b> in Paratext first).                                                                                                                                            |
| <i>Save Text Combination...</i> | This <b>FUNCTION</b> on Paratext's <b>Window</b> menu lets you save a <b>TEXT COMBINATION</b> .                                                                                                                                                                                                                                 |
| <i>scroll</i>                   | Move text up or down in a <b>WINDOW</b> so you can read more of it. There are <b>SCROLL BUTTONS</b> on the right-hand side of a <b>WINDOW</b> if the text is too big to fit on the screen. If your computer mouse has a wheel, you can roll the wheel to scroll.                                                                |
| <i>scroll button</i>            | A scroll button looks like this. <b>DRAG</b> it to <b>SCROLL</b> through a window.<br>                                                                                                                                                      |
| <i>search box</i>               | If you need to search for a bit of text in a file, type the text into the search box.<br>                                                                                                                                                    |
| <i>section heading</i>          | A title at the top of a section of Bible text, that explains what the text is about. This is not part of the original Bible but something that translators add to help readers.                                                                                                                                                 |
| <i>select</i>                   | Choose something. When you open a file, you select the name of the file that you want. When you change some text, you select the text that you want to change. Usually you have to indicate what you're choosing by clicking on it with the mouse, or <b>DRAGGING</b> across it with the mouse until it is <b>HIGHLIGHTED</b> . |
| <b>Send/Receive</b>             |                                                                                                                                                                                                                                                                                                                                 |
| <i>shortcut</i>                 | See <b>KEYBOARD SHORTCUT</b> .                                                                                                                                                                                                                                                                                                  |
| <i>simulation</i>               | A pretend activity that is designed to be like a real activity so that you can practise a skill safely.                                                                                                                                                                                                                         |

|                         |                                                                                                                                                                                                                                                                                                                          |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>spell checking</i>   | A Paratext function that checks that the words of your translation are spelled correctly.                                                                                                                                                                                                                                |
| <i>Stacked layout</i>   | A way of organising the <b>WINDOWS</b> in Paratext so that they are placed neatly on the screen at all times. The Stacked <b>FUNCTIONS</b> are on the <b>Window MENU</b> and they are called <b>Stacked 1 Column</b> , <b>Stacked 2 Column</b> and <b>Stacked 3 Column</b> .                                             |
| <i>Standard View</i>    | A way of looking at your <b>PROJECT</b> that shows <b>FORMATTING</b> of the text but also shows the markers. You can edit anything. Read a <b>FOOTNOTE</b> by holding the mouse over the <b>CALLER</b> . Find it on the <b>View MENU</b> .                                                                               |
| <i>status</i>           | Some <b>FUNCTIONS</b> are like a ladder. Each time you do the function, you move your project one more step up the ladder. The status is the step of the ladder. For example, the status of a <b>PROJECT NOTE</b> can be: red flag (To Do), grey flag (Reviewed), or Resolved.                                           |
| <i>submenu</i>          | A little <b>MENU</b> that comes off the side of a main menu when you hold the mouse over an item on the main menu.                                                                                                                                                                                                       |
| <i>tab</i>              | Some windows have separate sections, with a tab at the top of each section. You only see one section at a time. If you want to go to another section, click on its tab.<br>                                                           |
| <i>Text Collection</i>  | A way of showing the same Bible verse from several resources in the same window (to save space on the screen). Go to the <b>File</b> menu and choose <b>Open Project/Resource in Text Collection...</b>                                                                                                                  |
| <i>Text Combination</i> | You can organise a set of <b>WINDOWS</b> the way you like on the screen (e.g. your project and favourite resources). Then you save them as a Text Combination that you can open easily with a <b>KEYBOARD SHORTCUT</b> . Go to the <b>Window</b> menu and choose <b>Save Text Combination...</b>                         |
| <i>tick</i>             | Sometimes you need to choose something by clicking in a box next to its name. This puts a tick in the box to say this is something you want: <input type="checkbox"/> or <input checked="" type="checkbox"/>                                                                                                             |
| <i>title bar</i>        | The area at the very top of a <b>WINDOW</b> that shows the name of the window. At the far right of the title bar is the <b>CLOSE BUTTON</b> .                                                                                                                                                                            |
| <i>Tools menu</i>       | This Paratext <b>MENU</b> contains some <b>FUNCTIONS</b> that don't get used very often. Note: the <b>View/Edit Project Progress</b> <b>FUNCTION</b> has its own <b>Tools MENU</b> that lets you add or remove books from the record. This is part of the <i>Project Progress WINDOW</i> , not the main Paratext window. |
| <i>Two Panes</i>        | This <b>FUNCTION</b> appears on the <b>View MENU</b> if you are working in a <b>TEXT COLLECTION WINDOW</b> . It lets you change the number of <b>PANES</b> . If the <b>Two Panes OPTION</b> is <b>TICKED</b> , Paratext shows a second pane where you can display the text of one resource with more context.            |
| <i>Undo</i>             | You just did something. <b>Undo</b> undoes it.                                                                                                                                                                                                                                                                           |
| <i>Unformatted View</i> | A way of looking at your <b>PROJECT</b> that shows the text and <b>MARKERS</b> with no <b>FORMATTING</b> at all. The <b>FOOTNOTES</b> and <b>CROSS-REFERENCES</b> are in the middle of the text. Find it on the <b>View MENU</b> .                                                                                       |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Unstacked layout</i>           | A way of organising the <b>WINDOWS</b> in Paratext so that you can move them wherever you want and change their size. The layout won't change when you open another window. The <b>Unstacked FUNCTION</b> is on the <b>Window MENU</b> .                                                                                                                                                                                                                                   |
| <i>untick</i>                     | If a <b>CHECKBOX</b> already has a <b>TICK</b> in it, click on it to untick it (make it not <b>SELECTED</b> ).                                                                                                                                                                                                                                                                                                                                                             |
| <i>USB port</i>                   | The hole/slot in your computer that you can insert other objects into, like a <b>FLASH DRIVE</b> , a printer cable or a cable connecting an external hard drive.                                                                                                                                                                                                                                                                                                           |
| <i>USFM marker</i>                | A marker is a short sequence of symbols and letters that indicates the purpose of the text that it marks, to control the way that it will be <b>FORMATTED</b> in the final printed Bible. Markers indicate the start of a book, chapter or verse; headings; <b>FOOTNOTES</b> ; poetry; etc. Unified Standard Format Markers are standard markers that Bible translation and publishing organisations have agreed to use. All USFM markers start with a <b>BACKSLASH \.</b> |
| <i>verse bridge</i>               | If you have changed the order of verses to make your translation more natural, you need to change how the verse numbers are written (otherwise Paratext will think there is a mistake). Create a verse bridge by writing the numbers like this, with a hyphen: <b>19-21</b> .                                                                                                                                                                                              |
| <i>Verse Number</i>               | This <b>FUNCTION</b> on the <b>Insert MENU</b> lets you <b>INSERT</b> a missing verse number <b>MARKER</b> into your project.                                                                                                                                                                                                                                                                                                                                              |
| <i>View/Edit Project Progress</i> | This <b>FUNCTION</b> on the <b>Project MENU</b> lets you record your <b>Project Progress</b> .                                                                                                                                                                                                                                                                                                                                                                             |
| <i>View menu</i>                  | This Paratext <b>MENU</b> has different <b>OPTIONS</b> for how you view your text on the screen, such as <b>By Chapter</b> and <b>Preview/Basic/Unformatted/Standard</b> .                                                                                                                                                                                                                                                                                                 |
| <i>virus</i>                      | A nasty computer program that can make your computer go bad and destroy your files. You need to protect your computer. Ask your tutor/mentor for help if you don't know how to do this.                                                                                                                                                                                                                                                                                    |
| <i>wildcard</i>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <i>window</i>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <i>Window menu</i>                | The Paratext <b>MENU</b> that contains <b>FUNCTIONS</b> for changing the way <b>WINDOWS</b> are arranged on the screen.                                                                                                                                                                                                                                                                                                                                                    |

## Skills checklist/list of procedures

This list contains all the skills and procedures taught in this course. Work through the list to see how much you have learned. If the skill has *(ks)* after it, there is a keyboard shortcut that you should learn. There is a list of common keyboard shortcuts on page 259.

- Tick the “**Yes**” column if you can complete this task without even looking at the instructions (and using the keyboard shortcut if there is one).
- Tick the “**Instructions/mouse**” column if you can complete the task by following the instructions (and/or with a mouse rather than the keyboard shortcut).
- Tick the “**No**” column if you can only complete this task if someone is helping you.

You can also use this checklist as an index to help you find the instructions for a particular procedure. The page number for each procedure is given in the right-hand column. The letter *m* after a page number means that the instructions on that page show how to do the procedure with the mouse, but there is also a keyboard shortcut method at the other page number.

### Paratext windows

| Skill                                                                         | Yes | Instructions/<br>mouse | No | Page<br>number |
|-------------------------------------------------------------------------------|-----|------------------------|----|----------------|
| Open and close Paratext.                                                      |     |                        |    | 11-12          |
| Open a project/resource in a new window <i>(ks)</i> .                         |     |                        |    | 13m, 124       |
| Change the resource that a window is showing.                                 |     |                        |    | 24             |
| Switch between viewing your project <b>By Chapter</b> and as continuous text. |     |                        |    | 118            |
| Switch to a different View option <i>(ks)</i> .                               |     |                        |    | 119m; 125      |
| Arrange windows using the “ <b>Stacked</b> ” options.                         |     |                        |    | 26             |
| Arrange windows using <b>Unstacked</b> .                                      |     |                        |    | 27             |
| Move a window.                                                                |     |                        |    | 28             |
| Change the size of a window.                                                  |     |                        |    | 29             |
| Open a Text Combination <i>(ks)</i> .                                         |     |                        |    | 124            |
| Create and save a Text Combination.                                           |     |                        |    | 109            |
| Open a Text Collection.                                                       |     |                        |    | 113            |
| Create a Text Collection.                                                     |     |                        |    | 116            |

## Moving around

| Skill                                             | Yes | Instructions/<br>mouse | No | Page<br>number |
|---------------------------------------------------|-----|------------------------|----|----------------|
| Find a specific book/chapter/verse in a resource. |     |                        |    | 22             |
| Move to the next/previous verse (ks).             |     |                        |    | 125            |
| Move to the next/previous chapter (ks).           |     |                        |    | 24m; 125       |
| Move to the start/end of the chapter (ks).        |     |                        |    | 127            |
| Move to the next/previous book (ks).              |     |                        |    | 125            |
| Go to the last verse reference you visited (ks).  |     |                        |    | 126            |
| Return to the next verse reference (ks).          |     |                        |    | 126            |
| Move to the next/previous character (ks).         |     |                        |    | 127            |
| Move to the next/previous line (ks).              |     |                        |    | 127            |
| Move to start of the next/previous word (ks).     |     |                        |    | 127            |
| Move to the start/end of the line (ks).           |     |                        |    | 127            |

## Text editing

| Skill                                     | Yes | Instructions/<br>mouse | No | Page<br>number |
|-------------------------------------------|-----|------------------------|----|----------------|
| Select text (ks).                         |     |                        |    | 16m; 127       |
| Delete selected text (ks).                |     |                        |    | 16             |
| <b>Copy</b> selected text (ks).           |     |                        |    | 16             |
| <b>Cut</b> selected text (ks).            |     |                        |    | 135            |
| <b>Paste</b> copied text (ks).            |     |                        |    | 16             |
| Drag text to move it.                     |     |                        |    | 135            |
| <b>Undo</b> a mistake you just made (ks). |     |                        |    | 16             |
| Use the <b>Find...</b> function (ks).     |     |                        |    | 215            |
| Use the <b>Replace...</b> function (ks).  |     |                        |    | 220            |

## Using markers

| Skill                               | Yes | Instructions/<br>mouse | No | Page<br>number |
|-------------------------------------|-----|------------------------|----|----------------|
| Insert a marker.                    |     |                        |    | 41             |
| Start a new paragraph in your text. |     |                        |    | 41             |

| Skill                                | Yes | Instructions/<br>mouse | No | Page<br>number |
|--------------------------------------|-----|------------------------|----|----------------|
| Insert a section heading.            |     |                        |    | 39             |
| Insert a verse marker.               |     |                        |    | 64             |
| Create a verse bridge.               |     |                        |    | 136            |
| Insert a parallel passage reference. |     |                        |    | 138            |
| Insert a footnote (ks).              |     |                        |    | 143            |
| Edit a footnote.                     |     |                        |    | 145            |
| Delete a footnote.                   |     |                        |    | 146            |
| Format a keyword.                    |     |                        |    | 190            |
| Insert an illustration.              |     |                        |    | 193            |

## Caring for your project

| Skill                                                                           | Yes | Instructions/<br>mouse | No | Page<br>number |
|---------------------------------------------------------------------------------|-----|------------------------|----|----------------|
| Save your work quickly (ks).                                                    |     |                        |    | 17             |
| Take a <b>Mark Point</b> in Project History... 'photo'.                         |     |                        |    | 49             |
| <b>BACKUP</b> your project onto a <b>FLASH DRIVE</b><br><b>(Send/Receive)</b> . |     |                        |    | 18             |
| Add a new book to a project.                                                    |     |                        |    | 186            |
| Share project changes between two computers.                                    |     |                        |    | 84             |
| Share project changes between 3+ computers.                                     |     |                        |    | 85             |
| Check your project for missing chapters/verses.                                 |     |                        |    | 60             |
| Check your project for incorrect markers.                                       |     |                        |    | 62             |
| Check parallel passages.                                                        |     |                        |    | 225            |
| Print the text of a book.                                                       |     |                        |    | 68             |
| Print part of a book.                                                           |     |                        |    | 72             |
| Save a <b>Print Draft...</b> PDF to a flash drive.                              |     |                        |    | 73             |
| Insert a Project Note (ks).                                                     |     |                        |    | 91m; 128       |
| Change an existing Note.                                                        |     |                        |    | 92             |
| <b>Delete</b> an existing Note.                                                 |     |                        |    | 93             |
| Add another Note to an existing one.                                            |     |                        |    | 93             |
| Mark a Note as Reviewed.                                                        |     |                        |    | 95             |

| Skill                                           | Yes | Instructions/<br>mouse | No | Page<br>number |
|-------------------------------------------------|-----|------------------------|----|----------------|
| Mark a Note as Resolved.                        |     |                        |    | 96             |
| Save Note text and close the window (ks).       |     |                        |    | 128            |
| View a list of Notes.                           |     |                        |    | 97             |
| Create a progress report and enter information. |     |                        |    | 201            |
| Add a new book to the progress report.          |     |                        |    | 204            |
| Create a progress report graph.                 |     |                        |    | 205            |
| Create a written progress report.               |     |                        |    | 205            |