



## **Module 2**

### **Unit 1**

#### **Tasks**

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## Module 2

### Unit 1: Screen AD: films and genres

#### Task 1: Multiple choice<sup>1</sup>

##### Question 1

Screen AD

- a) is always prepared in advance and always pre-recorded.
- b) might be pre-recorded or delivered live.
- c) is always delivered live.
- d) never uses professional voice talents.

##### Question 2

In screen AD

- a) all pauses must be filled to provide as much information as possible.
- b) some pauses should be left without AD so that AD users are not overloaded with information processing.
- c) overlaps with dialogues and special effects are generally allowed.
- d) overlaps are allowed only in quiz shows, news programmes and game shows.

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<sup>1</sup> The responses are based on the ADLAB PRO core videos. Only one answer is correct.

### Question 3

The main building blocks of a film narrative are:

- a) actions, characters, spatio-temporal settings, temporal relations.
- b) characters and the story.
- c) actions and temporal relations between them.
- d) spatio-temporal settings and temporal relations between them.

### Question 4

Film genre:

- a) is a type of comedy.
- b) is a way of classifying films according to specific features.
- c) is a way of audio describing films according to their repetitive features.
- d) is a combination of melodrama with an action film.

### Question 5

Which sentence is not true?

- a) Threatening music and startling scary moments are typical of a horror movie.
- b) AD script should match the film genre.
- c) AD in a comedy should be synched with a non-verbal comic sequence so that people with sight loss can laugh together with the sighted audience.
- d) Genres can never be mixed to create hybrid categories.

## Module 2

### Unit 1: Screen AD: films and genres

#### Task 2

##### Aim(s):

- Learners can exemplify how AD requirements differ depending on the material and genre due to genre characteristics.
- Learners can cooperate in a group, share responsibilities in a group project and present project results.
- Learners can characterise challenges specific to screen AD and different genres.

**Grouping:** groups. This task is best assigned as a group project prepared by learners as homework and presented in class.

**Approximate timing:** 2 hours (outside contact hours) and 60-90 minutes in class (depending on the number of groups).

##### Material and preparation needed:

- Flipchart or whiteboard.

##### Development:

1. Searching for examples: Learners search for examples of AD from various genres (such as action movies, romcoms, documentaries, children's shows, cartoons, etc.). They should choose approx. three 3-minute clips to present in class.

2. Analysis: Learners analyse selected clips and prepare a presentation about audio describer's choices and differences in AD between the genres due to genre-specific characteristics.
3. Presentation and discussion: In class, learners present the results of their group projects. Learners from other groups may comment and ask questions.
4. Discussion: After all the presentations are completed, learners discuss the results and come up with a list of AD characteristics per genre. A flipchart or a whiteboard is used to structure all the results. The discussion may be moderated by a trainer or a learner.

#### **Additional comments:**

As a preparation for the task, the trainer can assign the following reading to the learners:

ITC Guidance on standards for audio description. (2000).

Retrieved from

[http://audiodescription.co.uk/uploads/general/itcguide\\_sds\\_audio\\_desc\\_word3.pdf](http://audiodescription.co.uk/uploads/general/itcguide_sds_audio_desc_word3.pdf)

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