



Module 2

Unit 2

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Module 2

Unit 2: Process

Task 1: Multiple choice¹

Question 1

In the first stage of AD production workflow:

- a) the script is written only by one audio describer.
- b) the script is written by a team of audio describers always including a blind consultant.
- c) the script is written and timed so that it does not interfere with dialogues.
- d) the script is written after viewing the film twice: first as a blind and then as a sighted viewer.

Question 2

In the second stage of AD production workflow:

- a) the script never undergoes any changes.
- b) changes in the script are possible.
- c) only the voice talent can make changes in the script.
- d) changes in the script are possible only if there are problems with rehearsing.

Question 3

When describing sounds in AD:

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

- a) the audio describer should not ignore obvious sounds.
- b) the audio describer should focus only on non-diegetic sounds.
- c) the audio describer should focus only on diegetic sounds.
- d) the audio describer should name them if they are not easy to identify.

Question 4

Which statement is not true?

- a) Proper synchrony is important in AD, as AD should make a natural complement to the film soundtrack.
- b) Sound in film includes speech, sound effects and music.
- c) Diegetic sounds are off-screen voices that do not belong to the reality depicted on the screen.
- d) Off-screen voices should be identified in AD if it is unclear who is speaking and if it is important to know that.

Question 5

When working under time constraints:

- a) the audio describer may omit direct identification of an illustrative sound.
- b) the audio describer should focus on detailed information about the setting.
- c) the audio describer should never add details later if time allows.
- d) the audio describer should focus more on the setting than the characters and actions.

Module 2

Unit 2: Process

Task 2

Aim(s):

- Learners understand the narrative function of the different types of information that can be included in the AD scripts.
- Learners can distinguish between more important and less important information in AD, as regards, for example, characters, settings and actions.
- Learners can reflect on why certain information needs to be prioritised from a narrative/multimodal perspective and can explain the effect of prioritising certain information over other.

Grouping: individual (first part) and in pairs (second part).

Approximate timing: 30 minutes.

Material and preparation needed:

- Photos including many details, for example:
- <https://www.pexels.com/photo/bonding-cold-cozy-dog-374845/>
- <https://www.pexels.com/photo/restaurant-party-architecture-windows-34166/>
- <https://www.pexels.com/photo/photograph-of-men-having-conversation-seating-on-chair-1015568/>

Development:

1. Description: Each learner selects a photo and prepares a description of this static image with a word limit of 200.
2. Editing: Learners are then asked to reduce their description by 50% so that they are left with a 100-word description only.
3. Further reduction: Learners are asked to reduce and edit their description even further to 50 words.
4. Final reduction: Learners reduce and edit their descriptions so that they are left with one short sentence.
5. Analysis: Learners work in pairs and discuss in what ways they have reduced their descriptions and prioritised information.
6. Discussion: Pairs report their findings and their final short descriptions to the whole class. The whole group draws conclusions based on their findings.



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Unit 2: Process

Task 3

Aim(s):

- Learners understand the importance of existing film dialogues and sounds for an AD.
- Learners can identify the right places where to insert descriptions in the ST.
- Learners understand the narrative function of the different types of information that can be included in the AD scripts.
- Learners can distinguish between more important and less important information in AD, as regards for example characters, settings and actions.
- Learners can reflect on why certain information needs to be prioritised from a narrative/multimodal perspective and can explain the effect of prioritising certain information over other.

Grouping: individual.

Approximate timing: 60 minutes and 30 minutes for presentations.

Material and preparation needed:

- None, learners choose their own clips.

Development:

1. Selection of material: Each learner selects a movie clip (approx. 3-4 minutes long). The clip should be suitable for showing off various AD strategies and choices.
2. AD drafting: Learners prepare audio description for their selected clip.
3. Presentation: Learners present their ADs. They can either read them live from the script or pre-record them. Before the presentation, they brief the group about the film and the context of the scene. After the presentation of AD, they present their problems and solutions and justify their choices. They may do that on the basis of a handout with examples or by using a PowerPoint presentation.



Module 2

Unit 2: Process

Task 4

Aim(s):

- Learners understand the narrative function of the different types of information that can be included in the AD scripts.
- Learners can distinguish between more important and less important information in AD, as regards for example characters, settings and actions.
- Learners can compile the parameters for a quality AD end product.
- Learners can assess/edit an AD for screen products.

Grouping: individual task and group discussion and peer feedback in pairs.

Approximate timing: 45 min.

Material and preparation needed:

- AD clips and scripts prepared by learners in Task 3.
- Flipchart or whiteboard.

Development:

1. Assignment of scripts: Learners exchange scripts they prepared for the previous task.
2. Checklist: Based on their knowledge from this unit and reading assignments, each learner prepares a checklist of quality criteria for a good audio description.
3. Evaluation: Each learner evaluates his/her peer's script based on the prepared checklist.
4. Group discussion: Learners discuss their quality criteria and create a unified list of quality criteria for a good AD. If needed, the discussion is moderated by the trainer.
5. Peer feedback: Learners work in pairs. They give feedback to their peers based on their individual evaluation and respond to feedback they receive from the peer.

Additional comments:

A reflective session might be conducted after peer feedback in pairs. Learners will thus have an opportunity to report on how they gave and received feedback.

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