



## Module 2

### Unit 5

#### Tasks

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## Module 2

### Unit 5: Time and space

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

##### Question 1

Which statement is not true?

- a) Knowing when and where something is happening is crucial for understanding the film plot.
- b) Temporal and spatial settings may change within seconds but such fast changes do not have to be included in audio description.
- c) The description should start from the general and include more details if they are needed and if time allows.
- d) A spatial setting may be described in just two or three words.

##### Question 2

The following description: “A morning in the forest. Silvery frost covers the ground and tree branches”

- a) indicates temporal settings by describing the spatial settings.
- b) indicates only temporal settings.
- c) indicates only spatial settings.
- d) starts with details and moves on to a more general picture.

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

### Question 3

Settings may have the following functions:

- a) They may be a background to the action and serve a narrative or symbolic function.
- b) They may be a background to the action but cannot serve a narrative or symbolic function.
- c) They may be a background to the action and serve a narrative function but they cannot serve a symbolic function.
- d) None of the above.

### Question 4

The fact that the plot is not linear and directors tell the story in a non-chronological order

- a) results in flashbacks and flashforwards.
- b) reflects the principle of continuity.
- c) makes the narrative impossible to reflect in proper AD.
- d) all of the above.

### Question 5

Spatio-temporal settings

- a) can be associated with a particular character.
- b) can be well-known or unfamiliar.
- c) are described depending on the background knowledge of the describer
- d) all of the above.

## Module 2

### Unit 5: Time and space

#### Task 2

##### Aim(s):

- Learners can identify organization of information in AD of spatio-temporal settings.
- Learners can formulate AD of spatio-temporal settings.

**Grouping:** individual and group discussion.

**Approximate timing:** 15 minutes.

##### Material and preparation needed:

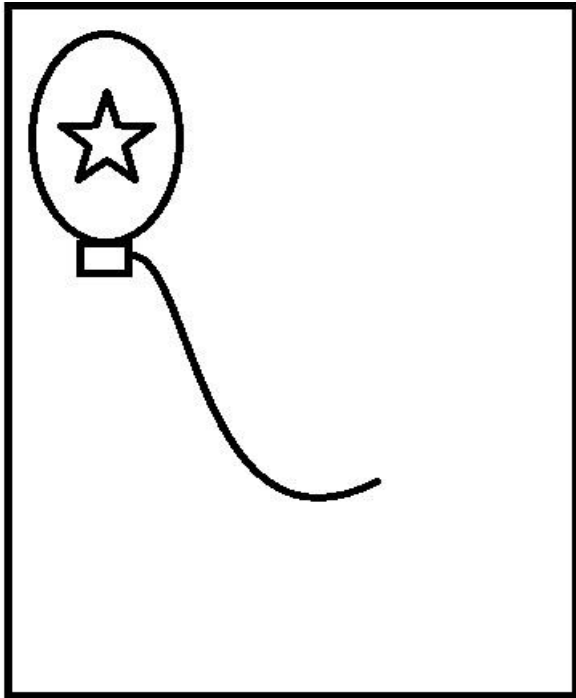
- A picture: Sadowska, A. (2014). Audiodeskrypcja do Ilustracji w Prasie. *Przekładaniec*, (28), 124–139.

<https://doi.org/10.4467/16891864PC.14.009.1716>

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- Two descriptions of the picture:

- Description 1

The drawing is on a rectangular piece of paper. In the upper left corner there is a circle. In the center of the circle there is a five-pointed star. At the bottom of the circle there is a small rectangle. A line emerges from it. It gently descends down, and then turns to the right.

- Description 2

The drawing is on a rectangular piece of paper. The paper is arranged horizontally. In the upper left corner there is an egg-shaped circle with equal points. It is drawn vertically. The circle is about two

centimetres in height and one centimetre in width. In the widest and longest points. The top edge of the circle is about half centimetre away from the top of the image. The left edge of the circle is about one centimetre away from the left edge of the drawing. Just below the bottom edge of the circle is a small rectangle. It is so close to the circle that it seems glued to it. From the right edge of the rectangle a wave flows. The wave first gently falls down and then more or less in the middle of its length it gently curves to the right. The wave ends approximately in half of the length and width of the page. Let's go back to the circle now. In its centre there is a small star. The centre of the star is exactly in the centre of the circle. The star has five arms. The first one is directed vertically upwards. The second and third are directed straight to the left and straight to the right. Fourth and fifth are directed diagonally down and to the left and diagonally down and to the right.

### **Development:**

1. Drawing 1: Learners listen to the first description and draw a picture.
2. Drawing 2: Learners listen to the second description and draw a picture.
3. Discussion: Learners compare their drawings and reflect on how easy it was to draw based on the two descriptions. They are then invited to propose what would make the task easier.
4. Display: The trainer finally displays the original drawing so that the learners can compare their drawings and notice to what

extent both descriptions were faulty. If needed, the two descriptions can be read out again.

### Additional comments:

1. This exercise was created by and is described courtesy of Anna Jankowska. The picture is taken from Sadowska, A. (2014). Audiodeskrypcja do Ilustracji w Prasie. *Przekładaniec*, (28), 124–139. <https://doi.org/10.4467/16891864PC.14.009.1716>
2. As a follow-up, learners can work in groups with other drawings (for example taken from Sadowska, A. (2015). Learning English vocabulary from film audio description: a case of Polish sighted students. *Roczniki humanistyczne*, 58(11), 101-123.). One group describes a picture and then the other group draws a picture based on that description to see if it matches the original one. Then the groups swap their tasks and work with another picture.



## Module 2

### Unit 5: Time and space

#### Task 3

##### Aim(s):

- Learners can identify organization of information in AD of spatio-temporal settings.
- Learners can formulate AD of spatio-temporal settings.

**Grouping:** individual, followed by an in-class activity for the whole group.

**Approximate timing:** 45 minutes.

##### Material and preparation needed:

- Whiteboard.

##### Development:

1. Description: Learners are asked to prepare a description of a room they know well (such as their own bedroom or dorm room). They have a time limit of 15 minutes and a text limit of 250 words.
2. Presentation: A learner reads out his/her description while another learner draws the plan of that room on the board.
3. Discussion: The author of the description evaluates the accuracy of the drawing. If the drawing is unsuccessful learners realise that (as describers) they have to position themselves in



the space in order to provide AD that would be appropriate for visualising by end users.

4. Improvement: Learners propose solutions that would improve the original description.
5. Round two: Other learners correct their descriptions taking into consideration what they have just discovered.
6. Presentation round two: Another learner reads out his/her description while yet another learner draws the plan of that room on the board.
7. Discussion round two: Learners discuss whether and to what extent the corrections introduced into the description improve drawing accuracy.

**Additional comments:**

1. This exercise was created by and is described courtesy of Aline Remael.
2. This exercise is best used in the initial stages of an AD course.

## Module 2

### Unit 5: Time and space

#### Task 4

##### Aim(s):

- Learners can identify organization of information in AD of spatio-temporal settings.
- Learners can formulate AD of spatio-temporal settings.

**Grouping:** individual and group discussion.

**Approximate timing:** 30 minutes.

##### Material and preparation needed:

- A picture of Edward Hopper's painting entitled "Cape Cod Evening" (available for instance here: <https://www.edwardhopper.net/cape-cod-evening.jsp>)

##### Development:

1. Description: The trainer displays Edward Hopper's "Cape Cod Evening" and instructs the learners to describe the picture in writing as if it were an opening scene of a film. The text limit is 140 words and the time limit is 20 minutes. Learners should ignore brush strokes and art-historical context. They should also keep the theme of the picture (loneliness) in mind when selecting information.

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2. Group discussion: The trainer randomly selects 5 descriptions and displays them in one document. The group is asked to identify what all have described, challenges relating to the setting (e.g. specificity of the house/symbolism), identify relationships between the characters and the environment (e.g. placement in the space), identify other challenges (e.g. description of characters)
3. Group drafting: Learners create a final version of their description as a group following the results of the discussion.

**Additional comments:**

This exercise was created by and is described courtesy of Aline Remael.



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