



Module 2

Unit 9

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Module 2

Unit 9: Audio introductions

Task 1: Multiple choice¹

Question 1

An audio introduction (AI) to a film is a piece of running text that includes:

- a) factual information about the film.
- b) visual information about the film.
- c) factual and visual information about the film.
- d) none of the above.

Question 2

Providing information about characters and locations or explaining the relevant intertextual references in an AI is an example of its:

- a) informative function.
- b) foreshadowing function.
- c) expressive-aesthetic function.
- d) instructive function.

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

Question 3

Which of the following statements about the instructive function of an AI is not true?

- a) It informs the users of how characters will be named in the AD.
- b) It informs the users of how locations will be named in the AD.
- c) It may instruct the users to increase volume on the headset in scenes with loud music.
- d) It may instruct the voice talent how to read out the AD.

Question 4

When drafting an AI it is best to:

- a) start with the factual information and then move on to descriptive details.
- b) start with the descriptive details and then move on to the factual information.
- c) mix the descriptive details and the factual information.
- d) the order of the presentation of the information is not relevant.

Question 5

Which sentence is not true?

- a) The AI should be finalised after the AD is finalised.
- b) The AD should be finalised after the AI is finalised.
- c) The AI can be recorded by the audio describer.
- d) The AI can be recorded by a voice talent.

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Unit 9: Audio introductions

Task 2

Aim(s):

- Learners can list strategies for creating an AI for film, with examples.

Grouping: individual, pairs.

Approximate timing: 90 minutes.

Material and preparation needed:

- Recommended reading: Fryer, L., & Romero-Fresco, P. (2014). Audiointroductions. In A. Maszerowska, A. Matamala & P. Orero (Eds.), *Audio description. New perspectives illustrated* (pp. 11-28). Amsterdam & Philadelphia: Benjamins.

Development:

1. Reading assignment: At home learners read the suggested chapter and list strategies for creating an AI for film, with examples.
2. Comparing and contrasting: In class learners work in pairs and compare their lists of strategies as well as critically assess the examples from the chapter.
3. Discussion: Learners discuss their lists with the trainer and the rest of the group and come up with a unified list of strategies for creating an AI (this time also based on other knowledge

acquired in this Unit, including the videos). A flipchart or a whiteboard may be used to structure the results. Critical assessment of selected AI examples should follow.

Additional comments:

As a preparation for the task, the trainer can assign the following reading to the learners: Reviere, N. (2015). Audio introductions. In A. Remael, N. Reviere & G. Vercauteren (Eds.), *Pictures painted in words. ADLAB audio description guidelines* (pp. 58-61). Trieste: EUT. Retrieved from https://www.openstarts.units.it/bitstream/10077/11838/1/ADLAB_UK.pdf



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Unit 9: Audio introductions

Task 3

Aim(s):

- Learners can identify AI elements for film.
- Learners can list examples for particular AI elements.
- Learners can critically assess an AI for film.

Grouping: individual, pairs.

Approximate timing: 90 minutes.

Material and preparation needed:

- An AI to *Slumdog Millionaire* (see AV_M2_U9_2).

Development:

1. The trainer plays the recording of the AI to *Slumdog Millionaire* twice. The learners' task it to listen to it attentively and note down the elements it includes, with examples.
2. In pairs learners compare their notes and critically discuss the examples.
3. Discussion: Learners discuss their findings with the trainer and the rest of the class. A flipchart or a whiteboard may be used to structure the results. Critical assessment of selected AI examples should follow.

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Unit 9: Audio introductions

Task 4

Aim(s):

- Learners can write an AI to a film.
- Learners can deliver an AI with appropriate voicing.

Grouping: pairs.

Approximate timing: 2 hours.

Material and preparation needed:

- A (short) film selected by the trainer.

Development:

1. Film viewing: At home each learner watches the film selected by the trainer and takes notes for AI purposes.
2. AI writing: In class, working in pairs learners write an AI to the film.
3. AI voicing: Learners practice the voicing of the AI. Both learners should voice a portion of the AI, so that each of them can practice the skill.
4. AI presentation and discussion: Learners present their AIs to the trainer and the rest of the group. The AIs may either be discussed one by one, or jointly after all the presentations. Attention should be paid both to content as well as voicing strategies.

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