



DIDACTIC SEQUENCE: AUDIO DESCRIPTION

This Didactic Sequence was developed by Sabela Melchor-Couto (University of Roehampton) and Inma Pedregosa (University of Roehampton).

| | | | |
|---------------------------|---|------------------|---|
| TOPIC: | Audio describing a scene from a TV series | | |
| AV RESOURCES: | <ul style="list-style-type: none"> • <i>Big Little Lies</i> (Created by David E. Kelley, 2017) [HBO series] • <i>Selected clips from: The Shawshank Redemption</i> (Frank Darabont, 1995), <i>Blue Jasmine</i> (Woody Allen, 2013), <i>The Great Gatsby</i> (Baz Luhrmann, 2013), <i>House of Cards</i> (Beau Willimon, 2013-2018), <i>Sex and the City</i> (Darren Star 1998-2004), <i>How I Met Your Mother</i> (Craig Thomas and Carter Bays, 2005-2014) | | |
| AVT MODALITY | Audio Description | | |
| TARGET CEFR LEVEL: | <ul style="list-style-type: none"> • Adult students • B1 | DURATION: | 4 sessions of 2 hours. Total duration: 8 hours |
| KEY COMPETENCES: | COMMUNICATIVE (CEFR) | | PLURILINGUAL (FREPA) |
| | Linguistic competences: <ul style="list-style-type: none"> • Lexical competence: describing people (appearance, mood, demeanour) and actions; expressing emotions; guessing relationships between the characters; describing places (layout, location, atmosphere, activity) | | Knowledge <ul style="list-style-type: none"> • K 3.4 Knows that there are language means to facilitate communication (simplification, reformulation, etc.) • K 6.5 Knows that each language has its own phonetic/phonological system |



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| | <ul style="list-style-type: none"> ● Grammatical competence (present and present continuous tenses) ● Semantic competence (synonymy/antonymy) ● Phonological competence (pronunciation of words, sentence phonetics, sentence stress and rhythm, intonation, etc.) ● Orthographic competence (spelling, punctuation marks and their conventions of use, typographical conventions, etc.) ● Orthoepic competence (delivering orally a written text with appropriate intonation and pronunciation) <p>Pragmatic competences:</p> <ul style="list-style-type: none"> ● Discourse competence (knowledge of and ability to control the ordering of sentences, knowledge of text design conventions, etc.) | <p>Attitudes</p> <ul style="list-style-type: none"> ● A 1.1 Attention to language /to cultures / to persons in general <ul style="list-style-type: none"> ○ A 1.1.1 Attention to verbal and non-verbal signs of communication ● A 2 Sensitivity to the existence of other languages/cultures/persons <ul style="list-style-type: none"> ○ A 2.2.1 Being aware of different aspects of language/culture which may vary from language/culture to language/culture <p>Skills</p> <ul style="list-style-type: none"> ● S 1 Can observe/analyse linguistic elements /cultural phenomena in languages/cultures which are more or less familiar <ul style="list-style-type: none"> ○ S 1.1.2 Can formulate hypotheses in view of an analysis of linguistic/cultural phenomena ● S 3.9 Can compare communicative cultures <ul style="list-style-type: none"> ○ S 1.1.2 Can formulate hypotheses in view of an analysis of linguistic/cultural phenomena |
| FINAL PRODUCT: | <ul style="list-style-type: none"> ● To write and record an audio description script for a chosen video sequence | |
| ASSESSMENT: | <ul style="list-style-type: none"> ● Peer-assessment ● Teacher feedback | |
| TOOLS: | <ul style="list-style-type: none"> ● Computer, microphone, Clipflair website, source material (videos), suggested audiovisual material, worksheets | |

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1st SESSION

A. WARM-UP ACTIVITY

Aim: To introduce the topic of the teaching unit and to elicit vocabulary, in several languages

Timing: 25'

Interaction: S-S (pairs), small groups

Feedback: peer assessment, teacher

A.1. Making hypotheses:

The students listen to the series theme music (approx. min 0.00-1.30 at the beginning of each episode of *Big Little Lies*) and in pairs are encouraged to write down the adjectives that it inspires in them.

Is it happy, sad, upbeat, romantic, tragic, nostalgic? What do they think the song is about? The adjectives can be produced in the target language (i.e. English) or in their L1.

The students watch the opening credits (same as above: the beginning of each episode) featuring the music they have just listened to. Do the images fit the song well? Do the adjectives above match the visuals now? If not, which new adjectives can match the visuals?

Split the class evenly in groups and hand out **Worksheet 1.1** with the photographs of the main characters of the series.

Worksheet 1.1. Big Little Lies Main Characters

Half of the class is going to think of a **likely** story to connect the protagonists in the clip they have watched. What are the names of the characters? What do they do? Where do they live? Are they married? How they know each other? Encourage your students to use these phrases:

I think / I feel / I believe

It is likely /probable/possible that

The most likely situation is that they know each other because...

X is probably/possibly/likely a

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She may/might/is/ married/single

Etc.

The other half is going to imagine an **unlikely** storyline (the most difficult to believe the better). They can use the following structures:

It is (very) unlikely /improbable/impossible that

The most unlikely situation is that they met...

X is definitely not...

Etc.

Members of groups with **likely** stories and **unlikely** stories meet and compare their versions. Which one is the more believable? Which one is plausible?

A.2. Audiovisual comprehension:

Show your students one of the first scenes of the series, where **Madeleine meets Jane** (Season 1 Episode 1, min. 4.45-6.12). Depending on the level of your students' English, show them the non-subtitled or the subtitled version.

Do a little short listening/audio visual comprehension text (**Worksheet 1.2**) to make sure the students have understood the key information.

Worksheet 1.2. Madeleine Meets Jane

B. CORE ACTIVITIES

Aim: To understand what audio description is for (to make audiovisual material accessible to blind and visually impaired audiences) and infer some of the linguistic characteristics

Timing: **60'**

Interaction: Small groups

Feedback: peer assessment, teacher

B.1. Introducing audio description:

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Find the audio described version of the very first scenes of, for instance, *The Shawshank Redemption* (Frank Darabont, 1995) and *Blue Jasmine* (Woody Allen, 2013). These two clips are good examples of audio description advancing the story but you can choose the beginnings of other films.

Explain to your students that you are going to view two clips from the beginning of two different films: *The Shawshank Redemption* and *Blue Jasmine*. After watching the clips, you can provide the AD and listen to it again.

Worksheet 1.3. The Shawshank Redemption

Worksheet 1.4. Blue Jasmine

Reflect with your students about the **narrating voice** that they have just heard. What/who is it for? What elements are described? In plenary, draw a mind map of all the elements that they mention (to be elicited from students: similar to narration verb tenses, word categories, simple sentences, sentence structure, etc.).

You can also play your students other audio description clips from a couple of famous films/series, both in English or in the common languages shared by your students, and point the students towards features which may or may not have been mentioned (use of present and present progressive tenses, vocabulary accuracy, sentence structure, etc.)

Teacher knowledge

Audio description (AD) is a service specially aimed at blind or partially sighted people. AD weaves a condensed commentary around the soundtrack, exploiting pauses to explain on-screen action, describe characters, locations, costumes, body language and facial expressions to enhance meaning and enjoyment in a neutral, informative, non-patronising tone

Because of European law, public televisions are obliged to provide this service in a percentage of their broadcast.

You can read here a suggested audio description of the **Madeleine Meets Jane** clip:

AUDIO DESCRIPTION SCRIPT

ESC: [1] TIMEIN: 00:00:05:00 DURATION: 08:07 TIMEOUT: 00:00:13:07



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"Lady just tripped"

In the middle of the road Pretty fair haired Madeline struggles to her feet.
 Attractive brunette Jane drives past. Her son Ziggy looks out of the window

DESC: [2] TIMEIN: 00:00:15:24 DURATION: 03:04 TIMEOUT: 00:00:19:03
 "Make sure the lady's OK"

Jane considers and pulls over at the side of the road.

DESC: [3] TIMEIN: 00:00:20:19 DURATION: 05:07 TIMEOUT: 00:00:26:01
 "Yuh"

Smartly dressed Madeline limps, grimaces in pain and sinks down on one knee.

DESC: [4] TIMEIN: 00:00:31:02 DURATION: 04:15 TIMEOUT: 00:00:35:17
 "Keep your seat belt on"

Ziggy watches as Jane gets out of the car and walks over to Madeline.

Now focus on the characters.

Give each group either the audio description for **Bonnie** (Season 1 Episode 4, min. 17.40-18.03, **Worksheet 1.5**) or for **Celeste** (Season 1 Episode 1, min. 7.44-8.30, **Worksheet 1.6**), in Spanish. Ask them to translate the AD into English. Do the tenses correspond between the two languages? How does the order of adjectives work? How do articles differ?

Can the students improve this AD? Students are encouraged to use dictionaries and keep glossaries of all the words they are learning in these workshops.

Worksheet 1.5. Bonnie

Worksheet 1.6. Celeste

Key aspects to consider when describing characters:

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Physical attributes

Age

Clothing

Facial expressions

Body language

Be aware of when to use characters' names and not 'she/he' to avoid confusing the audience.

If there is more time, give your students either the clip featuring **Jane** (Season 1 Episode 1, min. 46.26-47.15), **Madeleine** (Season 1 Episode 1, min. 42.38-43.05) or **Renata** (Season 1 Episode 3, min. 41.00-41.25). These are longish clips with no dialogue so there is an opportunity to audio describe more. Students can split the scene in parts or attempt a joint AD.

C. FINAL TASK

Aim: To reflect on what a good audio description is; to speak in front of the class

Timing: 35'

Interaction: groups, whole class

Feedback: peer assessment, teacher

C.1. Audio description competition:

Ask each group to read out loud their translated audio description for the class (either the one produced for **Worksheet 1.5** or **Worksheet 1.6**). Earlier, they would have made sure the pronunciation is as intelligible as possible, intonation is adequate, grammar is correct and vocabulary is accurate.

Ask the class to rate the quality of each group's English audio description on a scale of 1 to 10 or to use the peer-assessment rubric (See **Peer-Assessment Rubric**). Select samples of good practice and/or inspired solutions and discuss with the class why these are illustrative examples.

2nd SESSION

A. WARM-UP ACTIVITY

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Aim: To reflect on grammatical categories: to expand vocabulary specifically about accommodation and housing

Timing: 20'

Interaction: small groups

Feedback: peer assessment, teacher

A.1. *Head-body-legs* sentences:

In groups of 4-5, each person is given a sentence with an underlined **noun**, a **verb** and an **adjective**.
e.g.:

I love the tasty treats in my local shop.

Each person rewrites their underlined words to a synonym of close equivalent, e.g.:

I adore the delicious delicacies in my local shop.

See how many times you can repeat this process before you run out of options or the sentence becomes ridiculous.

Can you adopt the same approach using antonyms? E.g.:

I despise the inedible rubbish in my local shop.

This example has been taken from a **Translators in Schools** workshop. You can also use this warm-up activity to explore register and tone.

A.2. Describing accommodation:

Show your students several photographs of different styles of housing (**Worksheet 2.1**): large country houses, city flats, apartments, penthouses, modern, tacky, old-fashioned, etc. Use exterior shots, interior decorations, details of rooms, gardens, pools, garages, etc.

In groups, students prepare the vocabulary necessary to describe the photograph and present it to the rest of the class. This is an oral exercise where grammar is minimum and the focus is on

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vocabulary and oral expression. Encourage your students to use new and unpredictable vocabulary (*tacky, extravagant, joyous*), which they can ask you about or use dictionaries. To do this, ask them to list the words they would like to use in their first language.

They can start their sentences with these useful phrases:

This is a photograph of a ...

This room is very ...

There is a(n) / there are ...

It is + adjective

At the top/bottom/ to the right/to the left of the photograph there is a(n) / there are...

Worksheet 2.1. Types of accommodation

B. CORE ACTIVITIES

Aim: To draft an audio description script focusing on description of places, action and physical appearance

Timing: 60'

Interaction: S-S (pairs), large or small groups

Feedback: peer assessment, teacher

B.1. Listening and making hypotheses:

Prepare 2 clips (30s - 1min) from the chosen series/film showing places that feature frequently on the programme (e.g. **Jane's house**, Season 1 Episode 1, min. 32.47-34.05 or **Madeleine's house** Season 1 Episode 1, min. 22.53-23.15; min. 26.52-27.00). Organise your students in Partner A-Partner B pairs.

All Partners A watch **Jane's House** Clip (see above) together twice and take notes while Partners B look away from the screen or leave the room. The roles are inverted with **Madeleine's House** Clip (see above).

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All Partner As and Partner Bs work together in two groups (which can be split into smaller groups) give them time to prepare the audio description of the clip.

A modern/old-fashioned kitchen/room/bedroom

There is/there are

Etc.

The original pairs get back together and listen to each other's descriptions. They will have to identify the place they have just had heard audio described from a range of the photographs in **Worksheet 2.2**).

How good was the audio description of the other group? What was missing/wrong/misleading? Discuss in plenary.

Worksheet 2.2. Guess the scene

B.2. Describing events:

Show the group the swimming pool party scene in *The Great Gatsby* (Baz Luhrmann, 2013), without any sound. This is a busy scene with lots of people and movement. Can the students express what is happening using the typical AD features:

simple present/progressive present

fixed sentence structure

vocabulary accuracy, etc.

This can be done in pairs.

In the board, write down inspired solutions (or the opposite, bad examples of AD, for instance use of past tense).

Play the AD version and show the students the AD script (**Worksheet 2.3**) so that they can compare the official AD with their own suggestions.

Worksheet 2.3. The Great Gatsby Pool Party Scene

B.3. Describing physical appearance:

Show the class suitable slides to elicit vocabulary about clothing, hair styles, facial features, etc. (**Worksheet 2.4**). After a few slides, add some movement/action, so that students can talk about

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clothing, hair, personal features, etc. as well as describe actions (using the present progressive or present tense).

What verbs can you think of to describe movement apart from the usual go, walk, run, etc.?

You can review the **key aspects to consider when describing characters**:

Physical attributes

Age

Clothing

Facial expressions

Body language

Elicit as much vocabulary as possible and encourage students to use dictionaries, each other or you to find out the correct words in the target language.

Worksheet 2.4. Describing people

B.4. Describing events and physical appearance:

Prepare two clips of eventful scenes **Amabella's party** (Season 1 Episode 3, min. 13.53-14.26), a **funeral** (Season 1 Episode 7, min. 50.51-51.40), which the students will have to describe (see final task). A scene in the **Classroom** (Season 1 Episode 4, min. 20.52-21.15) can also be used for this.

What to describe

Characters (as above)

Locations (including scene changes, whenever possible)

Time of day, where appropriate

On-screen action

Sounds or sound effects which are not readily identifiable

Any on-screen signs/writing/hieroglyphics, which are relevant

Teacher knowledge: language

Describe in the present tense. This includes the present continuous, which often allows a description to flow more naturally, so doesn't become stilted. It is also used to establish a character is still doing.

Use the present participle, where appropriate at the beginning of a sentence or phrase.

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As much as possible, use complete sentences.

A wide vocabulary should be encouraged, particularly with reference to verbs. 'She scuttles into the room' rather than the simple fact 'She enters the room' creates a clearer image for the viewer.

Avoid the term, "we see".

Language should be descriptive, accurate, easily understood, succinct and appropriate.

C. FINAL TASK

Aim: To reflect on what a good audio description is; to speak in front of the class

Timing: 40'

Interaction: pairs or whole class

Feedback: peer assessment, teacher

Option 1

In pairs, each partner writes an AD for half of each scene and presents it to their partner.

Option 2

In pairs or small groups, the ADs are stuck on the wall for students to vote (with sticky colour dots, a maximum of 5, for instance, so that it is visual and anonymous).

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3rd SESSION

A. WARM-UP ACTIVITY

Aim: To reflect on grammatical categories, to expand vocabulary

Timing: 15'

Interaction: small groups

Feedback: peer assessment, teacher

A.1 Wordweb

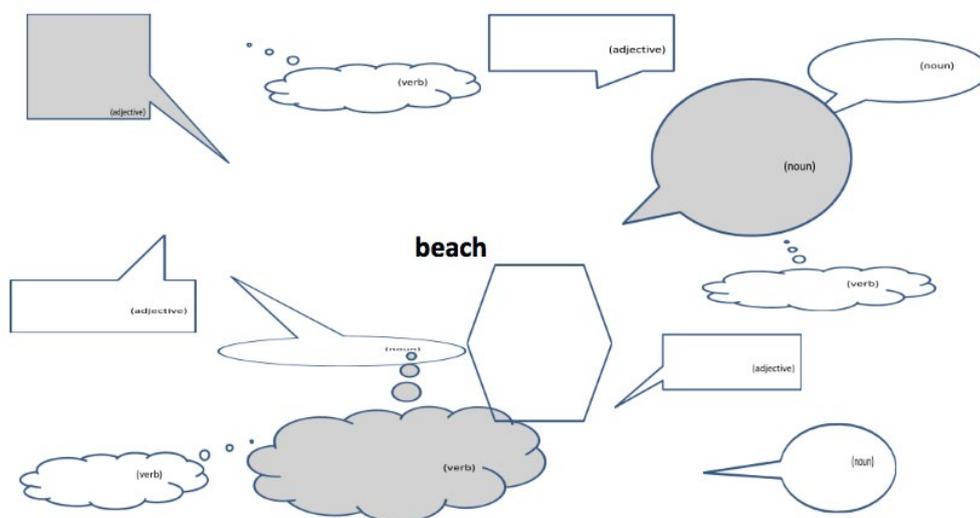
The teacher proposes a word (noun, verb or adjective) connected to the scene students are going to work on and writes it in the middle of a page.

With the group, elicit **one noun, one verb** and **one adjective** which are all related to the original word. Write down these three new words on your sheet around the original word.

Now, for each of these new words in turn, think of one related noun, one related verb and one related adjective.

Students should now have a web of 13 interconnected words on their word web (**Worksheet 3.1**).

Worksheet 3.1. Wordweb: Beach



B. CORE ACTIVITIES

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Aim: To write the audio description to be recorded on the final session

Timing: 75'

Interaction: small groups

Feedback: peer assessment, teacher

B.1 Audiovisual comprehension

Show the students the scenes they have to audio describe: **Aquarium** (Season 1 Episode 5, min. 33.15-34.58) and **Beach** (Season 1 Episode 7, min. 51.45-52.45). If feasible, you can do it in the **Clipflair** platform (clipflair.net, accessible from Explorer) or with **Moviemaker**.

Test your students with an activity of True/False (**Worksheet 3.2**), on the clips they have seen. This helps to test audiovisual comprehension and anticipate some of the vocabulary needed.

Worksheet 3.2. True or False: Aquarium, Beach

B.2 Writing an audio description script

The two scenes can be split into 2 parts each so divide the big group into at least 4 groups. Encourage your students to recall and apply everything they have learnt in the previous workshops to prepare in a thorough and professional manner the text they will use for their audio description.

If possible, each group should have access to one computer so that they can view the clip as many times as they want. This is also necessary if they are doing the activity in **Clipflair**.

If the above is not possible, the teacher can play the whole scene on loop so that students have the chance to view their bit a few times. Alternatively, an extra laptop is provided for students to view the scene.

B.3 Taboo

To add a breather to the longest activity of the teaching unit, and if you see fit, introduce a game of Taboo so that students continue practising vocabulary and oral expression. (**Worksheet 3.3**). Cards will look like this:

Worksheet 3.3. Taboo cards



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| | |
|---|---|
| <p>Your word is:</p> <p style="text-align: center; font-size: 2em;">Sand</p> | <p>The words you cannot say are:</p> <p style="text-align: center; font-size: 1.5em;">Beach Brown Fine Grain Water</p> |
|---|---|

The teacher moves around the tables providing input such as accurate vocabulary, helping with grammar, etc. as the emphasis on this session is to make sure that the script is as linguistically accurate and as correct as possible. If students have access to **Clipflair**, they can add the script to their **Clipflair** file.

C. FINAL TASK

Aim: To critique and revise audio description script

Timing: 30'

Interaction: small groups

Feedback: peer assessment, teacher

When the groups have agreed on their AD, pass the text of each group to another group, who will revise and critique, providing feedback.

Each group takes the feedback into account and finalises their versions.

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4th SESSION

A. WARM-UP ACTIVITY

Aim: To reflect on grammatical categories, to expand vocabulary

Timing: 15'

Interaction: small groups

Feedback: peer assessment, teacher

A.1 Taboo

If you did not play in session 3, this is a good moment to play a game of taboo (cards are in **Worksheet 3.3**) so that students loosen up speaking and finding vocabulary. This is another example of a card:

Worksheet 3.3. Taboo Cards

| | |
|---|---|
| <p>Your word is:</p> <p style="text-align: center; font-size: 2em;">Aquarium</p> | <p>The words you cannot say are:</p> <p style="text-align: center; font-size: 1.5em;">Animals</p> <p style="text-align: center; font-size: 1.5em;">Fish</p> <p style="text-align: center; font-size: 1.5em;">Sea</p> <p style="text-align: center; font-size: 1.5em;">Water</p> <p style="text-align: center; font-size: 1.5em;">Zoo</p> |
|---|---|

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B. CORE ACTIVITY

Aim: To practice pronunciation and intonation with a native model

Timing: 45'

Interaction: small groups

Feedback: peer assessment, teacher

B.1 Reading out loud

In small groups, students are shown one short clip featuring a monologue. This is a text they will have to read out loud so they have to make sure pronunciation of individual words is correct but also the tone and intonation of the whole sentence.

They are shown the video without sound but with subtitles so that they can read at the same time as the original utterances. If possible, students record their own voices and compare with the original.

When checking against the original, show the students a script of the audio(s) (**Worksheet 4.1**, **Worksheet 4.2** and **Worksheet 4.3**) so that they can make notes: which words are stressed and why? Did the students stress the right word in each sentence? The right syllable in each word? Which words were tricky?

We suggest three monologue options from well-known series so that the students can pick and choose. In order of difficulty, they are:

House of Cards (Beau Willimon, 2013-2018)

Look for a clip with Frank Underwood talking to the fourth wall. For this exercise we suggest a clip from Season 2, Episode (*Chapter 14*).

Sex and the City (Darren Star 1998-2004)

Look for a clip with Carrie's monologues. For this exercise we suggest a clip from Season 3, Episode 10 (*All or Nothing*).

How I Met Your Mother (Craig Thomas and Carter Bays, 2005-2014)

Look for a clip where Older Ted talks to his teenage children. For this exercise we suggest a clip from Season 6, Episode 4 (*Subway Wars*).

Let students experiment with their voices, exaggerating pronunciation and intonation, etc. and when correcting, try and only focus with words that would not be understood otherwise.

Worksheet 4.1. House of Cards

Worksheet 4.2. Sex and the City

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Worksheet 4.3. How I Met Your Mother

B.2 Delivering the audio description text

The final task focuses on the delivery of the audio description text. Go back to the scenes they have to audio describe: **Aquarium** (Season 1 Episode 5, min. 33.15-34.58) and **Beach** (Season 1 Episode 7, min. 51.45-52.45). If feasible, you can do it in the **Clipflair** platform (clipflair.net, accessible from Explorer) or with **Moviemaker**.

Students practise reading out loud the text until they are happy with their final version and record their voices (suggestion: one voice per group). The teacher guides them on the tone of voice they should adopt:

Teacher knowledge: tone of voice

Whilst the voice should be neutral, it may be important to add emotion, excitement, lightness of touch at different points in different films to suit the mood and the plot development. The description should not, however become a performance in its own right.

Tell your students that it may be distracting to describe every piece of action. Key moments and dynamics may suffice.

C. FINAL TASK AND TEACHING UNIT WRAP

Aim: To present in front of the class a finished audio description product with the accompanying video

Timing: 60'

Interaction: small groups

Feedback: peer assessment, teacher

Each group presents their work to the class, with a short introduction explaining their process, challenges, their personal experience and/or some of their choices.

Students vote for the best audio description with the help of the peer-assessment rubric (see **Peer-assessment Rubric** section).

Encourage your students to talk about their experience of the whole teaching unit. Suggested questions: Did they like it? What was more enjoyable? What didn't they like at all? How can it be improved? Are they interested in audio description? Will they listen to it now?

DIDACTIC SEQUENCE: DUBBING

Peer-assessment rubric

Audio Description Delivery

| CATEGORY | 3 | 2 | 1 |
|-----------------------------|----------------------------------|---|--|
| Pronunciation | Very good | Good | Poor |
| Intonation | Very good | Good | Poor |
| Tone | Very good | Good | Poor |
| Pacing | Very good | Good | Too fast/too slow |
| Choice of vocabulary | Very good | Good | Poor |
| Grammar | Very good | Good | Poor |
| Content | The content is fully appropriate | The content is sufficiently appropriate | The content is insufficient or inappropriate |

Websites

Clipflair www.clipflair.net

Pluritav <http://citrans.uv.es/pluritav/?lang=en>

Translators in Schools www.translatorsinschools.org

AUDIO DESCRIPTION WORKSHOP 1
Big Little Lies Main Characters

WORKSHEET 1.1

These are the main characters of the series Big Little Lies. Can you make **likely** or **unlikely** predictions about who they are and how do they know each other?



Jane Chapman



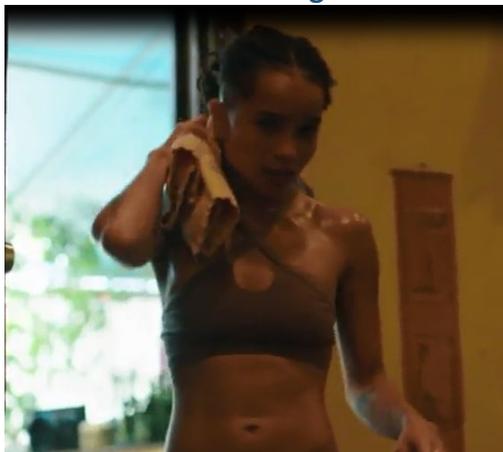
Madeleine MacKenzie



Celeste Wright



Renata Klein



Bonnie Carlson

AUDIO DESCRIPTION WORKSHOP 1**WORKSHEET 1.2*****Big Little Lies* Madeleine Meets Jane Audiovisual Comprehension****Audio description Script**

Watch the clip where Madeleine and Jane meet for the very first time and select the most appropriate answer to each statement:

1. The blonde woman is called:
 - a. Madeleine Mary Mackenzie
 - b. Madeleine Martha Mackenzie
 - c. Madeleine Maddy Mackenzie

2. The brunette is called:
 - a. Jane Chapman
 - b. Jane Noelia Chapman
 - c. Jane Miranda Chapman

3. Madeleine's daughter and Jane's son are called:
 - a. Claudia and Zil
 - b. Zoe and Tiggy
 - c. Chloe and Ziggy

4. Both children go to a school in:
 - a. Other town, not Monterey
 - b. Otter Bay in Monterey
 - c. Other Bay in Montreal

The Shawshank Redemption Audio Description sample



Audio Description Script

Two gate lamps emerge out of the darkness, one on either side of a driveway leading up to a house. Outside the gateway, a short distance away, a 1940s-style sedan car is parked up with the interior light on.

Andy Dufrane, a 30-something man with dishevelled hair sits behind the wheel staring out at the window towards the house. He wears a brown crumple pin-striped suit and his tie is undone. He reaches over to the glovebox and takes out something wrapped in an old, dirty cloth. He puts it on his lap and opens the cloth. Inside there's a Smith & Wesson snub nose revolver and a number of .38 shells. He picks up a half-sized bottle of whisky, unscrews the lid and takes a slug. Now a smart well-dressed Andy starts in a courtroom in the dock. His expression is grave while the district attorney cross-examines him.

DIALOGUE

Andy stares at the D.A., a man of about 50 wearing a double-breasted suit.

DIALOGUE

AUDIO DESCRIPTION WORKSHOP 1**WORKSHEET 1.4*****Blue Jasmine* Audio Description sample****Audio Description Script**

A passenger plane flies through fluffy white clouds. A beautiful glamorous blonde in her 40s, Jasmine, talks to an older female passenger. First on a plane, then on an airport traveller then at baggage collection.

DIALOGUE

AUDIO DESCRIPTION WORKSHOP 1**WORKSHEET 1.5*****Big Little Lies*****BONNIE**

Read the Spanish audio description of the clip with Bonnie and translate it into English.

Can you improve it? Add or edit as you see fit.

| <i>Spanish</i> | <i>English</i> |
|---|-----------------------|
| Bonnie está vestida con ropa de deporte ajustada al frente de una clase de gimnasia. Suda. | |
| [...] | |
| Se separa del grupo, que sigue ejercitándose. Camina hacia una pequeña oficina mientras se seca el cuello con una toalla. El marido de Madeleine ha venido a hablar con ella. | |
| | |

AUDIO DESCRIPTION WORKSHOP 1**WORKSHEET 1.6*****Big Little Lies*****CELESTE**

| | |
|---|---|
|  | <p>Read the Spanish audio description of the clip with Bonnie and translate it into English.</p> <p>Can you improve it? Add or edit as you see fit.</p> |
|---|---|

| <i>Spanish</i> | <i>English</i> |
|--|-----------------------|
| En cámara lenta, Celeste tiene los ojos cerrados, el brazo izquierdo en alto y moviendo la cabeza de lado desesperada. | |
| Gira la cabeza y abre los ojos para mirar a sus dos hijos, que juegan a dispararse y matarse con pistolas de juguete NERF. | |
| Uno de ellos se esconde detrás de un sofá y el otro detrás de la mesa. | |
| Perry llega de un viaje. Lleva un traje elegante y deja las maletas en el suelo. | |

AUDIO DESCRIPTION WORKSHOP 2

WORKSHEET 2.1

Types of accommodation



AUDIODESCRIPTION WORKSHOP 2

WORKSHEET 2.2

***Big Little Lies* Guess the Scene**



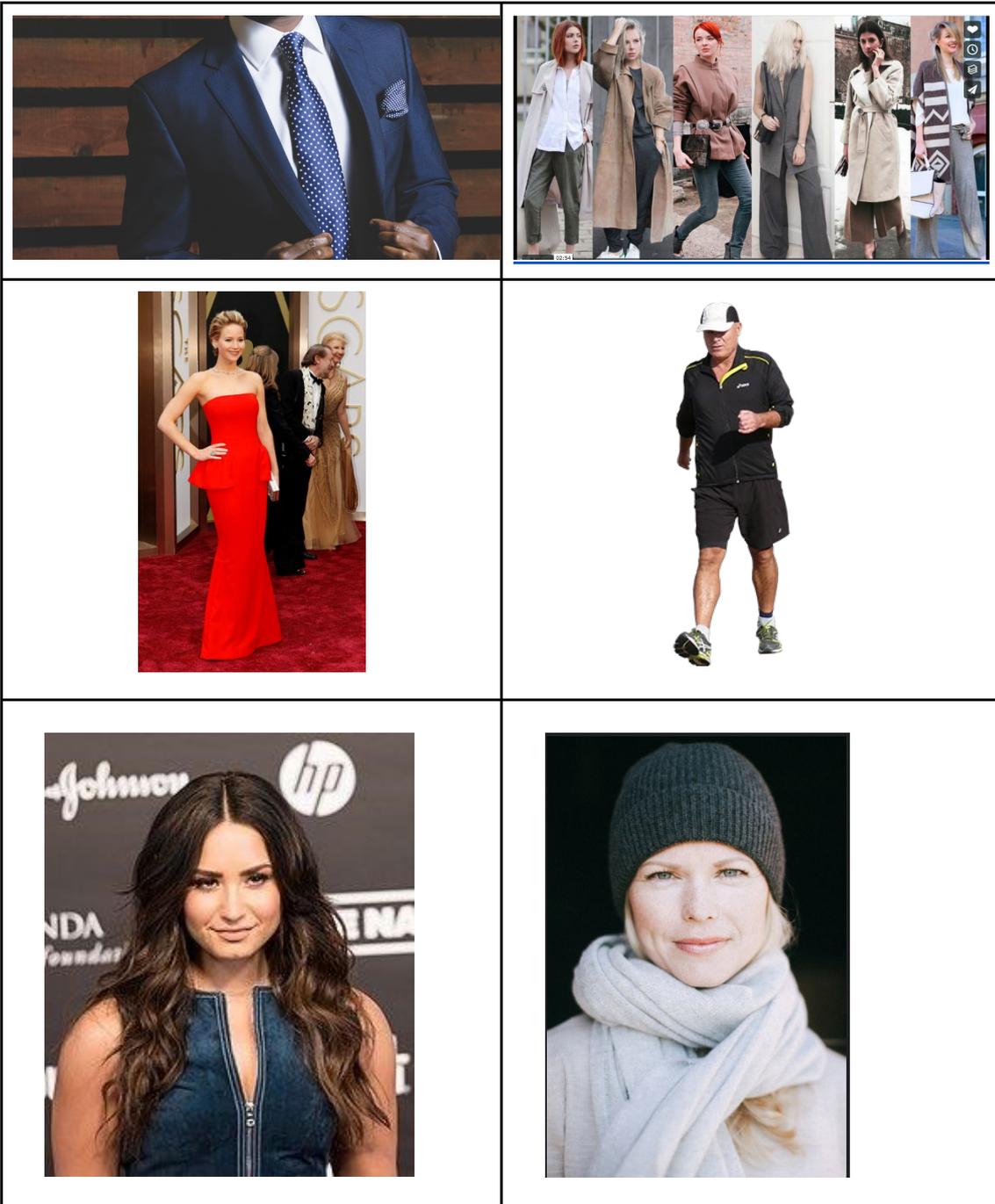
AUDIO DESCRIPTION WORKSHOP 2
The Great Gatsby Audio Description sample**WORKSHEET 2.3****Audio Description Script****DIALOGUE**

They look through a window down at the party with throbs of people dance crazily. Colourful confetti floats down from the ceiling. The band wear red fezs. People jump into the round pool for a dip. Back amongst the throng Nick holds his arm out to Jordan, who's dancing with Teddy Barton.

DIALOGUE

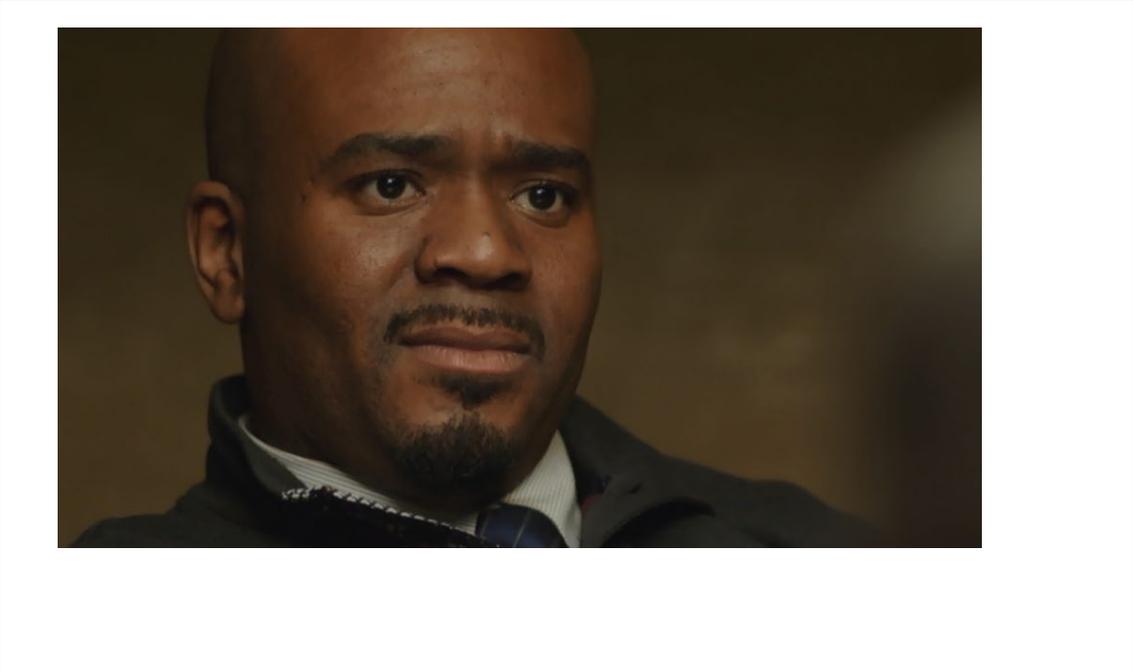
Nick pulls her away from Teddy, a chiselled young man with sleek hair. Jordan flops her arms over Nick's shoulders and they shimmy on the circular platform over the middle of the pool.

Describing People



AUDIO DESCRIPTION WORKSHOP 2
Describing People

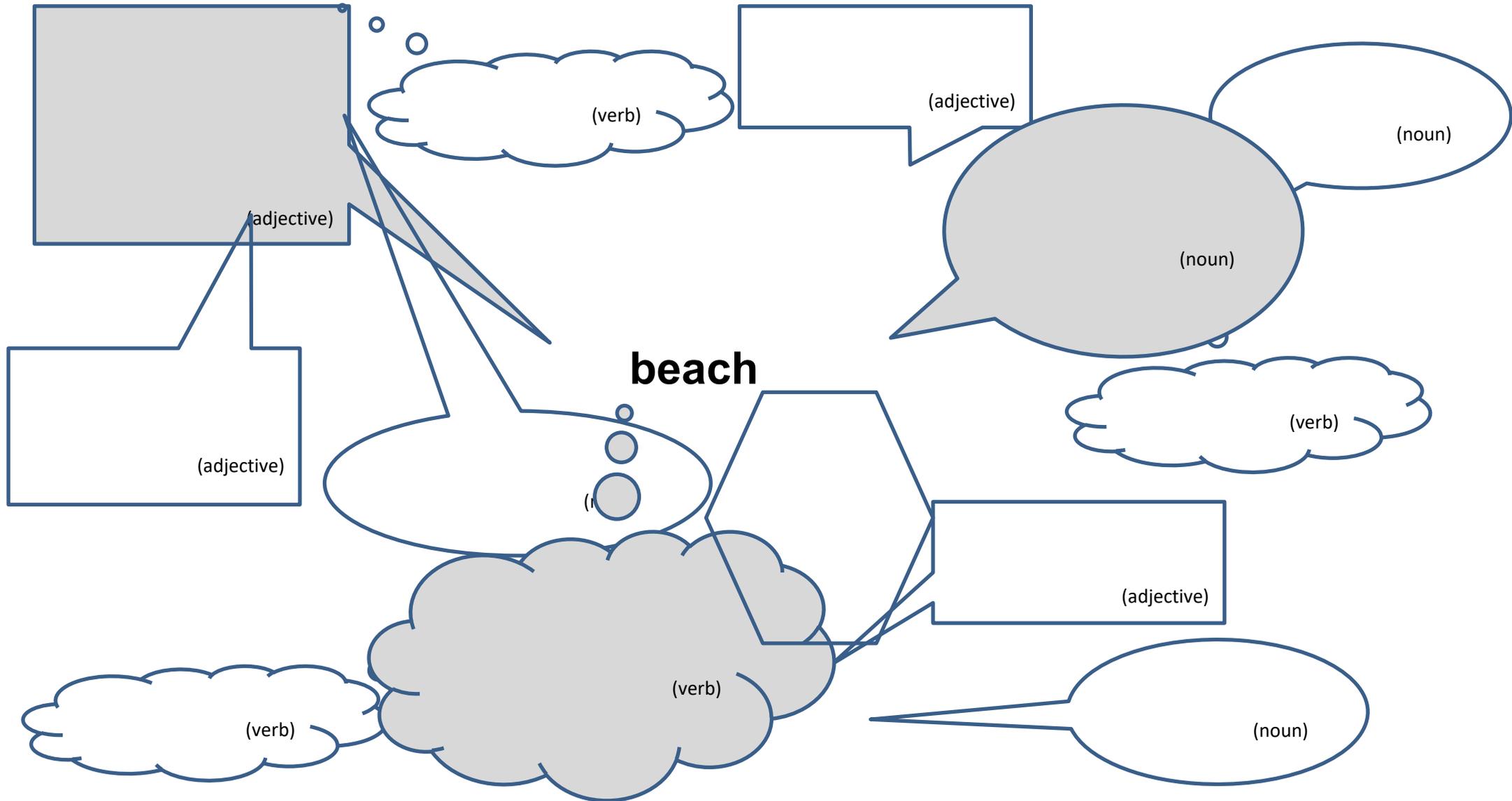
WORKSHEET 2.4





PluriTAV: La traducción audiovisual como herramienta para el desarrollo de competencias plurilingües en el aula





True or False

After watching the videos, decide whether the following statements are True or False.

| | | | |
|---|--|-----------------|-----------------|
| <p>Clip 1: Aquarium</p> |  | <p>T</p> | <p>F</p> |
| <p>Ziggy buys a rubber starfish.</p> | | | |
| <p>Ziggy gives Jane a piggy ride.</p> | | | |
| <p>Jane and Ziggy play basketball.</p> | | | |
| <p>The sun is shining and is very hot.</p> | | | |
| <p>Accidentally, Jane hurts Ziggy.</p> | | | |
| <p>Despite his tears, Jane makes Ziggy laugh.</p> | | | |

| | | | |
|--|--|-----------------|-----------------|
| <p>Clip 2: Beach</p> |  | <p>T</p> | <p>F</p> |
| <p>There are over ten kids in total.</p> | | | |
| <p>The mums are having a picnic at the beach in the sun.</p> | | | |
| <p>Mums and kids play together at the beach.</p> | | | |
| <p>Despite being windy, some mums wear sunhats.</p> | | | |
| <p>Renata does a cartwheel.</p> | | | |
| <p>The rough ocean crash in the waves at the beach.</p> | | | |

Taboo Cards

Cut along the dotted lines and stick back and front for your own taboo cards.

| | |
|---|---|
| <p>Your word is:</p> <p>Sand</p> | <p>The words you cannot say are:</p> <p>Beach Brown Fine Grain Water</p> |
|---|---|

| | |
|--|--|
| <p>Your word is:</p> <p>Octopus</p> | <p>The words you cannot say are:</p> <p>Animal Eight Fish Head Legs</p> |
|--|--|

Your word is:

Beach

The words you cannot say are:

**Coast
Sand
Sea
Summer
Water**

Your word is:

Hat

The words you cannot say are:

**Cap
Clothing
Head
Summer
Sun**

Your word is:

The words you cannot say are:

Aquarium

**Animals
Fish
Sea
Water
Zoo**

Your word is:

Wave

The words you cannot say are:

**Beach
Ocean
Sea
Summer
Water**

Your word is:

The words you cannot say are:

Swim

**Butterfly
(Swimming) pool
Front crawl
Sport
Water**

Your word is:

Float

The words you cannot say are:

**Dead
Lying
Sink
Verb
Water**

*Monologue Script***House of Cards (Beau Willimon, 2013-2018)**

Mark this script with your own annotations and comments to help you pronounce and intonate better. Which words and syllables are stressed? Are there any tricky words to pronounce? Etc.

**Frank Underwood (Season 2, Episode 1, Chapter 14)**

Did you think I'd forgotten you? Perhaps you hoped I had. Don't waste a breath mourning

Miss Barnes. Every kitten grows up to be a cat. They seem so harmless at first: small, quiet,

lapping at their saucer of milk. But once their claws get long enough they draw blood.

Sometimes from the hand that feeds them. For those of us climbing to the top of the food

chain there can be no mercy. There is but one rule: hunt or be hunted. Welcome back.

AUDIO DESCRIPTION WORKSHOP 4**WORKSHEET 4.2***Monologue Script***Sex and The City (Darren Star 1998-2004)**

Mark this script with your own annotations and comments to help you pronounce and intonate better. Which words and syllables are stressed? Are there any tricky words to pronounce? Etc.

**Carrie Bradshaw (Season 3, Episode 10, All or Nothing):**

Since birth, modern women have been told we can do and be anything we want: be an astronaut, the head of an internet company, a stay-at-home mum. There aren't any rules anymore and the choices are endless. And apparently they can all be delivered right to your door. But is it possible that we've gotten so spoilt by choices that we have become unable to make one? That a part of us knows that once you choose something, one man, one great apartment, one amazing job, another option goes away? Are we a generation of women who can't choose just one from 'Column A'? Do we all have too much to handle or was Samantha right? Can we have it all?

*Monologue Script***How I Met Your Mother (Craig Thomas and Carter Bays, 2005-2014)**

Mark this script with your own annotations and comments to help you pronounce and intonate better. Which words and syllables are stressed? Are there any tricky words to pronounce? Etc.

**Older Ted (Season 6, Episode 4, Subway Wars):**

As for how Robin beat me and Barney, to this day your uncle Barney won't admit it but

here's what I saw: I saw Barney noticed Robin's face and maybe realized something.

Barney says he tripped but it sure felt that he tackled me on purpose. And when Robin won I

could've sworn I saw him smile.