

DIDACTIC SEQUENCE: AUDIO DESCRIPTION



Didactic Sequence: Audio description (culture)

This Didactic Sequence was developed by Juan José Martínez-Sierra (Universitat de València, Spain), Anna Marzà-Ibàñez (Universitat Jaume I, Spain) and Gloria Torralba-Miralles (Universitat Jaume I, Spain).



Didactic sequence summary

This didactic sequence focuses on audio description as a textual genre using topics related to culture and festivities from around the world. It uses intralinguistic audio description as a mode of audiovisual translation to help students develop communicative and plurilingual competences. The students being targeted are adults with a B2 CEFR level of English. The sequence is divided into three workshops of an hour and a half each. A set of tasks is proposed in order to help students develop the intended skills. The final task of this sequence consists in audio describing a segment of the film *Coco*. The tools required to perform the tasks are computers, microphones and headphones and the open-source software Videopad.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

 <p>TOPIC:</p>	<p>Audio describing a scene</p> <ul style="list-style-type: none"> ● Selected clips from: <i>Coco</i> (Adrian Molina, Lee Unkrich, 2018), <i>The Lion King</i> (Roger Allers and Rob Minkoff, 1994), <i>The Great Gatsby</i> (Baz Luhrmann, 2013), <i>Gossip Girl</i> (Stefanie Savage and Josh Schwartz, 2007-2012), <i>Friends</i> (Martha Kauffman, David Crane 1994-2004) <ul style="list-style-type: none"> ○ <i>Gossip Girl</i>: Non audio described English versions <ul style="list-style-type: none"> S1E10 → 22:59-23:18; 28:51-29:16; 35:06-35:11; 40:38-40:48 S1E16 → 09:44-10:06; 24:32-24:59; 30:30-30:48 S2E22 → 05:18-05:44 ○ <i>The Great Gatsby</i>: swimming pool party scene, audio described English version (00:28:22-00:28:55) ○ <i>Coco</i>: <ul style="list-style-type: none"> ▪ Altar scene, audio described English version (00:09:00-11:13). At home, Miguel is facing his parents after his grandmother finds him in the Plaza; afterwards, his grandmother brings him to the altar they have prepared for Día de los Muertos. ▪ Mausoleum scene, audio described English version (00:18:54-00:20:30). Miguel sees Ernesto de la Cruz's statue and breaks into his mausoleum to steal his guitar. ▪ Final scene, both non-audio described and audio described English versions (01:33:15-01:36:09). From Miguel's final hug to his grandma Coco until the ending titles.
 <p>AV RESOURCES:</p>	




DIDACTIC SEQUENCE: AUDIO DESCRIPTION

	<ul style="list-style-type: none"> ● YouTube videos: <ul style="list-style-type: none"> ○ Festivities: <ul style="list-style-type: none"> ▪ Semana Santa: https://www.youtube.com/watch?v=g0P662dIpdA&feature=youtu.be ▪ Fallas: https://www.youtube.com/watch?time_continue=8&v=9ldlgZOUZuk ▪ Moros y Cristianos: https://vimeo.com/20326311 ▪ San Isidro: https://www.youtube.com/watch?v=fEkCd-t5hVc ▪ Hindi celebration: https://www.youtube.com/watch?v=BCPH5Ef7_z8 ○ Intonation: <ul style="list-style-type: none"> ▪ Friends: https://www.youtube.com/watch?v=UHgljMpz_BY ○ Audiodescription: <ul style="list-style-type: none"> ▪ <i>The Lion King</i> (https://www.youtube.com/watch?reload=9&v=7-XOHN2BWG4) ○ Live versus recorded music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=LcE0wipYQC0 / https://www.youtube.com/watch?v=j88X2dOwVKg 	
	Audio Description	
 TARGET CEFR LEVEL:	<ul style="list-style-type: none"> ● Adult students ● B1 	 DURATION: 3 sessions of 1.5 hours. Total duration: 4.5 hours

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

	COMMUNICATIVE (CEFR)	PLURILINGUAL (FREPA)
KEY COMPETENCES	<p>Linguistic competences:</p> <ul style="list-style-type: none"> ● Lexical competence: describing people and actions; expressing emotions; describing places (layout, location, atmosphere, activity) ● Grammatical (the passive voice, demonstrative pronouns) ● 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>Knowledge</p> <ul style="list-style-type: none"> ● K 3.4 Knows that there are language means to facilitate communication (simplification, reformulation, etc.) ● K 6.2.2 Knows therefore that, in translating from one language to another, there is rarely a word for word solution, a simple exchange of labels, but that one should see the process within the context of a different perception/ organisation of reality ● K 6.5 Knows that each language has its own phonetic/phonological system ● K 6.6 Knows that there is no word for word equivalence from one language to another <p style="padding-left: 20px;">K 6.6.2 Knows that what one language may express with one word may be expressed by two or more words in another language</p> <ul style="list-style-type: none"> ● K 6.7 Knows that words may be constructed differently in different languages <p>Attitudes</p> <ul style="list-style-type: none"> ● A 1.1.1 Attention to verbal and non-verbal signs of communication ● A 2.2.1 Being aware of different aspects of language/culture which may vary from language/culture to language/culture ● A 4.2.2 Accepting the fact that another culture may make use of different cultural behaviours (/ table manners / rituals /...) <p>Skills</p> <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

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

 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, source material (videos), Videopad program, suggested audiovisual material, worksheets, students' handbook: Brook-Hart, G. (2015). <i>Complete First. English for Spanish speakers</i>. Cambridge University Press

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

1st SESSION

A. WARM-UP ACTIVITY

Aim: To introduce the topic of the teaching unit and to describe a typical festivity

Timing: 25'

Interaction: S-S (pairs)

Feedback: peer assessment, teacher

A.1. Audiovisual comprehension in the student's own language

Students work in pairs. Each partner chooses one of the following videos and watches it. (NB: if Partner A chooses video 1, Partner B should choose a different one):

Semana Santa (1): <https://www.youtube.com/watch?v=g0P662dIpdA&feature=youtu.be>

Fallas (2): https://www.youtube.com/watch?time_continue=8&v=9ldlgZOUZuk

Moros y Cristianos (3): <https://vimeo.com/20326311>

San Isidro (4): <https://www.youtube.com/watch?v=fEkCd-t5hVc>

A.2 Describing a video

Describe the video to your partner, who will be able to hear it, but not to watch it. Your partner will try and guess which festivity is the video about.

You may not use key words (e.g. Spanish words, celebration's name).

You may use these verbs: Celebrate, commemorate, dress up, gather round, hold, let off, march, perform, play, wearing.

After changing roles, both students will reflect on what elements are necessary in order to understand what is happening.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

B. CORE ACTIVITIES

Aim: To understand the uses of the passive voice

Timing: 45'

Interaction: pairs, small groups

Feedback: peer assessment, teacher

B.1. Conceptualising the passive voice

Explain to the students the four different types of passives. (10')

1. *Someone tells us who or what does/did the action. (You'll get moved on by the police)*
2. *S.o. uses the passive because he doesn't know who or what does/did something. (I was taught acrobatics)*
3. *S.o. uses the passive because he doesn't need to say who or what does/did something because it's obvious from the situation or context. (A hat's passed around)*
4. *S.o. uses the passive because what happens is more important than who does it. (I've been told)*

B.2. Understanding the passive voice

Students watch Clip Gossip Girl selected clips while reading the script in Worksheet 1.1.. They fill in the gaps with passive structures.

Then they will link each passive structure in script with one of the four types explained. (10')

Jenny: Hello?

Serena: Hey, volunteer. where are you? _____ to be here a half an hour ago.

Jenny: Oh, um, didn't your mom tell you I'm not coming anymore?

Serena: What? I don't understand. I thought that this was, like, your dream. Besides, don't you want to see your brother in a tux?

Jenny: Wait. What?

Serena: You know, your brother Dan-- the guy who thinks dancing is making fists and pumping 'em into the air?

Speaker: Serena Celia van der Woodsen, daughter of committee member Lilian van der Woodsen, granddaughter of chairwoman emeritus, Celia Catherine Rhodes, _____ Carter Baizen. Miss van der Woodsen hopes to bed as many billionaires as she can before settling down to

Blair: Have you seen Nate?

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

Chuck: Nate _____ to leave, but here I am.

Gossip girl: _____ that no matter the truth, people see what they want to see. Some people might take a step back and find out they were looking at the same big picture all along.

Asher: I wasn't gonna tell you yet, but I wanted to invite you to the country house this weekend. Your brother thought we were moving too fast and got upset.

Jenny: Dan, can't you just let me be happy for once?

Dan: Jenny, I want you to be happy. Just not with a guy who—

Jenny: Yeah, I understand that _____, because clearly he's everything you wanna be. He's good-looking and worldly, a legacy at Dartmouth.

Rufus: Where were you gonna change your clothes?

Jenny: We don't wear a uniform for rehearsal.

Rufus: Well, unless the choir is entertainment at Asher's party, you have some explaining to do.

Jenny: How'd you know about the party?

Rufus: I know a lot more than you think I do. Nice dress.

Jenny: I wanted one night out, okay? _____.

Rufus: Ask my permission.

Jenny: Well, you would've said no.

Friend1: So was it as special as you hoped it would be?

Friend2: 'Cause yours totally wasn't.

Friend1: And yours was?

Jenny: I mean, yeah. Asher made me feel really safe.

Friend2: You are so lucky.

Jenny: Mmm, I know.

Friend3: You guys, Blair is here.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

Jenny: What is she doing here? _____..

Lily: Oh, I asked the caterer for a '99 Brunello. This isn't a PTA meeting.

Rufus: Thou nothing's as important as the right wine.

Lily: Look, I apologize. I'm hosting the co-ap meeting tomorrow and it'll be an hour-long battle over lobby renovations, _____. You're welcome to join us. Keep Serena company.

Serena: Oh, yes, please do.

Gabriel: _____.

Rufus: Hey, who's up for a movie? –

Serena: Yeah.

Lily: Yes.

Gabriel: Do you know what? That sounds lovely, but I'm sorry, honey. I have some work to do.

Text with solutions

Jenny: Hello?

Serena: Hey, volunteer. where are you? You were supposed (4) to be here a half an hour ago.

Jenny: Oh, um, didn't your mom tell you I'm not coming anymore?

Serena: What? I don't understand. I thought that this was, like, your dream. Besides, don't you want to see your brother in a tux?

Jenny: Wait. What?

Serena: You know, your brother Dan-- the guy who thinks dancing is making fists and pumping 'em into the air?

Speaker: Serena Celia van der Woodsen, daughter of committee member Lilian van der Woodsen, granddaughter of chairwoman emeritus, Celia Catherine Rhodes, escorted by Carter Baizen (1). Miss van der Woodsen hopes to bed as many billionaires as she can before settling down to

Blair: Have you seen Nate?

Chuck: Nate was asked to leave (3), but here I am.

Gossip girl: It's often said (4) that no matter the truth, people see what they want to see. Some people might take a step back and find out they were looking at the same big picture all along.

Asher: I wasn't gonna tell you yet, but I wanted to invite you to the country house this weekend. Your brother thought we were moving too fast and got upset.

Jenny: Dan, can't you just let me be happy for once?

Dan: Jenny, I want you to be happy. Just not with a guy who—

Jenny: Yeah, I understand that you're threatened by him (1), because clearly he's everything you wanna be. He's good-looking and worldly, a legacy at Dartmouth.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

- Rufus: *Where were you gonna change your clothes?*
 Jenny: *We don't wear a uniform for rehearsal.*
 Rufus: *Well, unless the choir is entertainment at Asher's party, you have some explaining to do.*
 Jenny: *How'd you know about the party?*
 Rufus: *I know a lot more than you think i do. Nice dress.*
 Jenny: *I wanted one night out, okay? What was I supposed to do (4)?*
 Rufus: *Ask my permission.*
 Jenny: *Well, you would've said no.*
 Friend1: *So was it as special as you hoped it would be?*
 Friend2: *'Cause yours totally wasn't.*
 Friend1: *And yours was?*
 Jenny: *I mean, yeah. Asher made me feel really safe.*
 Friend2: *You are so lucky.*
 Jenny: *Mmm, I know.*
 Friend3: *You guys, Blair is here.*
 Jenny: *What is she doing here? She wasn't invited(3).*
 Lily: *Oh, I asked the caterer for a '99 Brunello. This isn't a PTA meeting.*
 Rufus: *Thou nothing's as important as the right wine.*
 Lily: *Look, I apologize. I'm hosting the co-ap meeting tomorrow and it'll be an hour-long battle over lobby renovations, followed by cocktails and appetizers (2). You're welcome to join us. Keep Serena company.*
 Serena: *Oh, yes, please do.*
 Gabriel: *I'd be honoured (4).*
 Rufus: *Hey, who's up for a movie? –*
 Serena: *Yeah.*
 Lily: *Yes.*
 Gabriel: *Do you know what? That sounds lovely, but I'm sorry, honey. I have some work to do.*

B.3. Translating the passive voice

Students translate the passive sentences into Spanish or Catalan and reflect about how the passive is not so usual in these languages. Therefore, when translating they should avoid it in order to sentences sound more natural. (15')

Sun shines as two million line the streets for 150 parades

Up to two million people attended more than 150 St Patrick's Day parades, big and small, as Ireland basked in spring sunshine. Forecasters had predicted showers and cold winds but parade fans were not deterred and their loyalty was rewarded with blue skies.

From Ireland's earliest parade - held in Ballydavid, Co Kerry, at one minute past midnight, to the only event where a rescued horse was the star of the show in Kinsale, Co Cork - the crowds were out in force.

An estimated 100,000 people attended the Cork parade and festival, an event further boosted by the official debut of the city's newly refurbished St Patrick's Bridge.

In Limerick city, many attending the parade were surprised by the absence of the All-Ireland hurling champions from the festivities. Last August, the hurlers paraded through the city's streets in an open-top bus after returning the Liam MacCarthy Cup to the county following a 45-year hiatus. In what many in GAA circles have seen as a snub

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

by the local authority, the team was not invited to participate in the event. A council source said the team hadn't applied to take part. However, sources in GAA circles said they were annoyed the All-Ireland champions were not asked to join the parade given their historic victory at Croke Park. As the senior players were not engaged in competition, they would have been free to appear in the city parade. However, the Liam MacCarthy Cup did make an appearance at the Kilmallock parade in Co Limerick along with young local players.

An estimated 40,000 people turned out to see the Limerick city parade and watch it online for the first time. The event was led by Grand Marshal Dr Norah Patten, who is bidding to be the first Irish astronaut.

Waterford's parade again honoured the fact that the entire St Patrick's Day celebration was the brainchild of local man Luke Wadding. He came up with the idea in the 17th century that the saint should be honoured with a special Church holiday in Ireland. Local couple Des (84) and Mona (83) Monahan served as the Waterford parade Grand Marshals. The honour was bestowed in recognition of how their remarkable love story - which saw Des learn how to apply Mona's make-up as she was losing her sight - went viral worldwide and garnered them TV appearances across Ireland, the UK and US.

[Adapted from *Independent.ie* 18/3/2019]

Text with solutions

Sun shines as two million line the streets for 150 parades

Up to two million people attended more than 150 St Patrick's Day parades, big and small, as Ireland basked in spring sunshine. Forecasters had predicted showers and cold winds but parade fans were not deterred (3) and their loyalty was rewarded (2) with blue skies.

An estimated 100,000 people attended the Cork parade and festival, an event further boosted (1) by the official debut of the city's newly refurbished St Patrick's Bridge.

In Limerick city, many attending the parade were surprised (1) by the absence of the All-Ireland hurling champions from the festivities. Last August, the hurlers paraded through the city's streets in an open-top bus after returning the Liam MacCarthy Cup to the county following a 45-year hiatus. In what many in GAA circles have seen as a snub by the local authority, the team was not invited(3) to participate in the event. A council source said the team hadn't applied to take part. However, sources in GAA circles said they were annoyed the All-Ireland champions were not asked (3) to join the parade given their historic victory at Croke Park.

An estimated 40,000 people turned out to see the Limerick city parade and watch it online for the first time. The event was led (1) by Grand Marshal Dr Norah Patten, who is bidding to be the first Irish astronaut.

Waterford's parade again honoured the fact that the entire St Patrick's Day celebration was the brainchild of local man Luke Wadding. He came up with the idea in the 17th century that the saint should be honoured (4) with a special Church holiday in Ireland. Local couple Des (84) and Mona (83) Monahan served as the Waterford parade Grand Marshals. The honour was bestowed(2) in recognition of how their remarkable love story - which saw Des learn how to apply Mona's make-up as she was losing her sight - went viral worldwide and garnered them TV appearances across Ireland, the UK and US.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

B.4. Reformulation by using the passive voice

Students complete the second sentence so that it has a similar meaning to the first one, using the word given. They must use between two and five words, including the word given. [Adapted from Brook-Hart, 2015, p. 165, exercise 9]

a) My sister believes that disguise parties originated in the 18th century.

HAVE

Disguise parties _____ in the 18th century.

b) Her friends expect that she will be chosen as party queen.

BE

She is _____ as party queen.

c)The party is said to be more popular than ever.

THAT

It is _____ more popular than ever.

d)They think millionaire heirs are not the only guests which will attend the opening ceremony.

THOUGHT

Millionaire heirs _____ the only guests which will attend the opening ceremony.

e)People think that cocktails and appetizers are the best drinks and food for a social party.

CONSIDERED

Cocktails and appetizers _____ the best drinks and food for a social party.

f) We know the social parties started more than two hundred years ago.

BACK

The social parties are known _____ two hundred years.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

C. FINAL TASK

Aim: To be aware of what audio description is

Timing: 30'

Interaction: pairs

Feedback: peer assessment, teacher

C.1. Understanding audio description

The whole class watch *The Great Gatsby* swimming pool party scene (00.28:22-00.28:55). In pairs, students write down what is happening. They then share their ideas with the rest of the class.

They watch the same scene with an audio description. This is a busy scene with lots of people and movement described for blind and visually impaired people. Can they express what the audio description features are?

***The Great Gatsby* 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.

Reflect with the students about the AD features. In plenary, draw a mind map of all the elements that they mention (see a proposal of a final mind map in Annex):

When to describe:

When characters are not speaking

0.13 Description is advanced in order to not overlap Nick's voice

0.22 Description is delayed

Description can be advanced or delayed for narrative reasons:

0.02 Description is delayed in order to listen character's voice and also the **music**

Description is not advanced when talking about dips. In fact, the narration overlaps the sound of the water.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

What to describe:

Characters (+name)

Teddy, a chiselled young man with sleek hair.

Locations

On-screen action

Sounds or sound effects which are not readily identifiable

(The narration overlaps the sound of the water when people splash.)

How to describe

Present tense (or continuous)

Use complete sentences as much as possible

Wide, specific vocabulary (especially with verbs)

2nd SESSION

A. WARM-UP ACTIVITY

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

Timing: 10'

Interaction: whole class

Feedback: teacher

A.1. Reflecting on the elements of audio description:

The teacher shows the group the following scene from *The Lion King* (<https://www.youtube.com/watch?reload=9&v=7-XOHN2BWG4>). The teacher asks the students to take the mind map that they started creating in Session 1 and to continue completing it with the elements they can identify in this new AD (see proposal for final mind map in annex). The teacher plays the scene two or three times so that they can write down individually. Then, they share their annotations. Along with the elements identified in Session 1, the teacher makes sure students notice the following ones:

When to describe

Let the narration "breathe": some silence, music and important sounds need to be heard as well

What to describe

Characters

On-screen action

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

How to describe

Wide, specific vocabulary (especially with verbs)

Descriptive, accurate, easily understood, succinct and appropriate language

A.2. Traditions in different cultures:

How would you celebrate this occasion in your country? A new baby in the family.

Students provide answers to this question. The teacher listens, paying special attention to the content of those answers. Whether or not it is mentioned by any of the students, the teacher explains that in countries such as the USA it is very common to throw a baby shower party. The teacher explains what a baby shower party is.

Definitions:

<https://www.merriam-webster.com/dictionary/baby%20shower>

<https://www.urbandictionary.com/define.php?term=Baby%20Shower>

B. CORE ACTIVITIES

Aim: Increase awareness of grammatical categories

Timing: 20'

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

Feedback: peer assessment, teacher

A.1. Word formation:

Students watch the following clip: https://www.youtube.com/watch?v=BCPH5Ef7_z8

In pairs, write a text that explains every element that can be seen. Include as many elements as possible. The text must incorporate the following words at least once. Important: change the grammatical category as indicated.

Words	Use as	Words	Use as
PREPARE	a noun	SURROUND	an adjective
ORGANISE		ENERGY	
ARRANGE		USUAL	
ACT		IMPRESS	
PARTICIPATE			

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

C. FINAL TASK

Aim: To improve fluency of pronunciation and intonation, based on a L1 speaker model

Timing: 60'

Interaction: pairs

Feedback: peer assessment, teacher

Students work in pairs. They read and listen to the following excerpt (below) from the TV show *Friends* (Phoebe is pregnant and her friends want to organize a baby shower party for her - https://www.youtube.com/watch?v=UHgljMpz_BY). Underline the words the different characters stress (an example is given).

1. Listen again and mark with a ↗ or a ↘ to show where their voices rise or fall on stressed words (an example is given).
2. Use a (/) to mark where you think they pause. Then listen again to check your answers.
3. Take turns to read the transcript aloud.
4. Write an audio description of every visual element you deem necessary to explain so that a blind person could have as much information as possible. Your audio description will not be limited to the existing gaps (moments when there is no dialogue), so time will not be an issue.
5. Repeat steps 1-4 above with your audio described text.

Phoebe: I can't believe I'm gonna have a ↗ party! This is so great! A party! Yay!! I don't know why.

Rachel: Oh, and somebody can get those leather pants she's always wanted!

Monica: Oh, she's gonna love that!

Phoebe: What the hell is this?! What, did you actually thought it would make me feel better to give me stuff that I can't use for another two months?! This sucks! Who gave me this?

Friend: Well, I... They told me you'd like them...

Phoebe: Oh, all right, then. Then I'm wrong. It's a great gift. The best present I ever got. All right, what's my next present? All right, fine, then this is over. God! Balloons!

Monica: So how-how are things going?

Phoebe: Good. Y'know—no-no, okay, it's-it feels like everything's been about me lately, so what's happening with you?

Rachel: Oh, well, actually we were just talking about me not going to Ross's wedding.

Phoebe: Oh!

Rachel: It just might be too hard, given the history and all that...

Phoebe: Wow! This reminds me of the time when I was umm, living on the street and this guy offered to buy me food if I slept with him.

Rachel: Well, h-how is this like that?

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

Phoebe: Well, let's see, it's not. Really, like that. Because, you see that was an actual problem, and uh, yours is just like y'know a bunch of y'know high school crap that nobody really gives y'know...
 Rachel: I'm-I'm sorry, I guess I just thought that...
 Phoebe: Alrighty, here come the water works.

3rd SESSION

A. WARM-UP ACTIVITY

Aim: To exchange opinions, to use relative pronouns effectively

Timing: 15'

Interaction: pairs

Feedback: peer assessment, teacher

A.1 Gathering opinions

Watch one of the following videos where the authors give their opinion about live vs. recorded music:
<https://www.youtube.com/watch?v=LcE0wipYQC0> / <https://www.youtube.com/watch?v=j88X2dOwVKg>.
 Write down the vocabulary about this topic.

Read Ulli's essay in page 170 in your book (Brook-Hart, 2015), where he gives a different view. Write down the vocabulary about this topic.

A.2 Language practice: demonstrative pronouns

The students go to page 192 in their books (Brook-Hart, 2015) for language reference: using *it*, *this*, *that* or *they*.

In pairs, they discuss how they feel about live and recorded performances, taking care of using *it*, *this*, *that* or *they* correctly.

A.3 Giving and listening to opinions

In pairs, they **discuss about live concerts, street music, and recorded music**. What do they like about each of them? When do they use these three types of musical experiences? Is there any specific experience that they prefer?

As the students speak, they are encouraged to try to use the vocabulary in their list, as well as *it*, *this*, *that* or *they* correctly. Here are some expressions that may be helpful:

- In my opinion...
- During these days, people usually...
- A further advantage/disadvantage is that...
- Many live concerts are held late at night.
- I am not very keen on... (+ing)

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

- In spite of..., I would never

B. CORE ACTIVITIES

Aim: To write and record an audio description to a scene in the film *Coco*

Timing: 60'

Interaction: pairs, small groups

Feedback: peer assessment, teacher

B.1 Pretask (15')

Ask the students to take the mind map that you have been elaborating in plenary both in Session 1 and 2. Show the students two audio described scenes from the film *Coco* (*Altar* and *Mausoleum*) and reflect with them about the narrating voice: what elements are described? Review and complete the mind map with the elements that they mention. Using these scenes, there are a couple of new elements to add to the map and important reviews to mention:

New elements:

- *Locations* (in *Altar*, when they cross the courtyard and enter the *ofrenda* room or in *Mausoleum*, when Miguel goes to the cemetery)
- *Descriptions are given while the described action is taking place* (in *Altar*, the shoe stuck in the ceiling, Coco eyeing her daughter or Miguel gone; in *Mausoleum*, all the scene where Miguel breaks into Ernesto's mausoleum)
- *Relevant on screen signs*: in *Mausoleum*, the scripture under the statue.

Important aspects:

- Very clearly, *sometimes important narration needs to be delayed* (in *Altar*, the description of Imelda's photo with the dad's head missing is narrated during the next scene because when this image appears on screen the character is speaking; as this is a crucial element in the film, it has to be narrated, even if it is delayed) or advanced, as in *Mausoleum* when the scene changes to show the cemetery.
- *Narration breathing and important sounds*: in *Mausoleum*, the music rises in the scene of the cemetery and the narration allows for it to be heard.
- *Wide, specific vocabulary*: especially in *Mausoleum*, the use of adjectives (skinny, dark-haired, mischievous, crowded, vibrant, grand...) and also verbs (slumping his shoulders, wanders through the plaza, spots, notices, makes his way, admires...).

Play the scenes again and now ask the students to write down any vocabulary related to the celebration of *Día de los Muertos*:

Altar: Ofrenda room, altar, photos, late family members, bundle of flowers, ancestors, spirits, to cross over...

Mausoleum: Cemetery, to tend to, tombstones, candles, mausoleum...

B.2 Main task

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

In pairs, students **prepare the audio description draft of the final scene from the film *Coco***. Encourage them to recall and apply everything they have learnt in the previous workshops to prepare a linguistically accurate audio description. The mind map will be of use here in order for them to write a good description.

This time, the clip has dialogues, so students should try to fit the descriptions in the spaces without dialogue. To assist in this task, the script (**Script 3.1. *Coco***) can be provided, where the names of the characters can also be found. However, time is not the focus of the SD, students are allowed to use some extra seconds if they need to.

In the audio description, they need to use the passive voice whenever it is appropriate.

Once the draft is ready, pairs join into bigger groups of 4. They should discuss both drafts and agree on one single **final draft** per group.

The discussion could focus on: relevant information, adequacy of the vocabulary, neutrality of the information provided.

The teacher can move around the tables providing tips and information, always referring to the mind map.

Now the students should focus on **punctuation, and intonation** of the final drafts. In page 191 of their books (Brook-Hart, 2015) there is a language reference section about the use of punctuation. They should review that section and check whether the use of commas in the script is correct.

After that, students need to recall the activities from session 2 and mark the scripts where words should be stressed, pauses inserted (/), or the intonation should rise (↗) or fall (↘).

Still in groups of four, students practice reading the script out loud, following the marks they inserted, and checking on pronunciation. All members of the group (about four) should read the script aloud, and they all should participate into improving intonation and pronunciation.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

FINAL TASK

Aim: To assess an audio description

Timing: 15'

Interaction: small groups

Feedback: peer assessment, teacher

Ask a couple of groups to read out loud their audio descriptions.

Ask the class to comment on pronunciation, intonation, and the items reflected on the mind map.

Post teaching unit

At home, all groups should record their audio descriptions, using the adequate intonation and pronunciation. Students need to split the scripts into four, so that every member of the group reads a part. Using **VideoPad** software, they should merge the audios with the clip and upload the final audio described version to the AV. Share the document **VideoPad Tutorial** with the students to assist them in the recording.

Upload all audio described versions to the AV and ask the students to listen and rate their classmates' work using the peer assessment rubric.

When these tasks are finished, you may upload the professional audio description of the final scene, so that students can compare with their own audio descriptions.

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

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 not appropriate

Websites

Pluritav www.citrans.uv.es/pluritav/

Videopad Tutorial <https://www.youtube.com/watch?v=-AqYOwJVne0>

DIDACTIC SEQUENCE: AUDIO DESCRIPTION

Annex: Mind Map

