



DIDACTIC SEQUENCE: SUBTITLING

PluriTAV Didactic Sequence: Subtitling (Commercials)

This Didactic Sequence was developed by Gora Zaragoza and Alicia Ricart (Universitat de València, Valencia, Spain).

Didactic sequence summary

This didactic sequence focuses on advertising as a textual genre. It uses interlinguistic subtitling (English - the student's mother tongue) 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 four workshops of two hours duration each. A set of tasks -many of which revolve around the body wash advertisement *Old Spice*- is proposed in order to help students develop the intended skills. The final task of this sequence consists in recording and subtitling an advertisement on a cosmetic product in pairs. The tools required to perform the tasks are computers, microphones and headphones and the open-source software Subtitle Workshop for Windows and Aegisub for Mac.

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TOPIC:	Advertising		
AV RESOURCES:	<ul style="list-style-type: none"> The body wash advertisement Old Spice 		
AVT MODALITY:	Subtitling		
TARGET CEFR LEVEL:	<ul style="list-style-type: none"> Adult students B2 	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 (phrasal idioms, phrasal verbs, fixed 			

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<p>collocations, etc.)</p> <ul style="list-style-type: none"> ● Grammatical competence (dependent prepositions, comparisons) ● Semantic competence (synonymy; hyponymy; collocations; translation equivalence, etc.) ● Phonological competence (pronunciation of words, sentence phonetics, sentence stress and rhythm, intonation, etc.) ● Orthographic competence (spelling, punctuation marks, etc.) <p>Sociolinguistic competences (linguistic markers and social relation, cultural differences, expressions of folk wisdom: slogans, etc.)</p> <p>Pragmatic competences:</p> <ul style="list-style-type: none"> ● Discourse competence (knowledge of persuasive language, knowledge of text design conventions in advertising, etc.) ● Functional competence (use of spoken discourse and written texts in communication for particular functional purposes, etc.) 	<p>Resources:</p> <ul style="list-style-type: none"> ● K 10.4.2 Knows some stereotypes of cultural origin which may affect intercultural relations and communication ● A7.5 Motivation to °study / compare° the functioning of different °languages {structures, vocabulary, systems of writing ...} / cultures° ● S1.1 Can °make use of / master° processes of °observation / analysis (/breaking down into elements / classifying / establishing relationships between them/) ● 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 ● K.6.10. Knows that there are similarities and differences between° verbal / non-verbal° communication systems from one language to another ● K3.1 Knows that apart from linguistic communication, there are other forms of communication [that linguistic communication is but one of the possible forms communication can take] <ul style="list-style-type: none"> ○ K 3.1.2. Knows some examples of human non-linguistic communication {gestures, facial expression... ● K6.2.1 Knows that the particular way in which each language °expresses / °organises° the world is influenced by culture <ul style="list-style-type: none"> ○ K 2.1.3 Knows some categories of languages with regard to their status (/ official language / regional language / slang /...) ● S 3.4 Can perceive lexical proximity <ul style="list-style-type: none"> ○ S 3.4.1 Can perceive direct lexical proximity
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		<ul style="list-style-type: none">○ S 3.4.2 Can perceive °indirect lexical proximity [using proximity between terms of the same family of words in one of the languages involved]°
 FINAL PRODUCT:	<ul style="list-style-type: none">● Creation of an English advertisement on a cosmetic product with Spanish subtitles	
 ASSESSMENT:	<ul style="list-style-type: none">● Peer-assessment● Teacher-assessment	



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Tools: 

- Computer
- Subtitle Workshop or Aegisub
- Mobile phones

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1st SESSION

A. WARM-UP ACTIVITY

Aim: To introduce the field of advertisements and publicity

Timing: 5'

Interaction: S-S (pairs)

Feedback: on vocabulary and pronunciation

A.1. Discuss the following questions in pairs:

Do you like advertisements?

What's your favourite advertisement?

Have you ever seen advertisements in other languages?

B. VIDEO: OLD SPICE ADVERTISEMENT

Aim: To understand the advertisement, to learn new expressions and vocabulary, to extract the text discursive structure, and identify persuasive language and selling strategies

Timing: 95'

Interaction: S-S (pairs) and individually

Feedback: on listening, understanding, vocabulary, translation

B.1. Watch the advertisement <https://www.youtube.com/watch?v=owGykVbfgUE> **and fill in the gaps with the missing words: (10')** (video showing a body wash advertisement, Old Spice in this case, used as the main advertisement to work on all the competences)

Hello, ladies.

Look at your man.

Now back to me. Now back at your man. Now back to me.

Sadly, he isn't me.

But if he stopped using lady (1) _____ (2) _____



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...and switched to Old Spice, he could smell like he's me.
 Look down. Back up. Where are you?
 You're on a boat with the man your man could smell like.
 What's in your hand? Back at me.
 I have it.
 It's an (3) _____ with two tickets to that thing you love.
 Look again. The tickets are now (4) _____.
 Anything is possible when your man smells like Old Spice and not a lady.
 I'm on a horse.

Translate the missing words and provide synonyms and words belonging to the same semantic field.

ST	TT	SEMANTIC FIELDS
1		
2		
3		
4		

B.2. Identify constructions LOOK + PREPOSITION used in the advertisement and provide your native tongue translation. (10')

ST	TT
1	
2	
3	

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B.3. Sometimes the preposition does not have a literal meaning but modifies the meaning of the main verb (LOOK). Using the prepositions given, complete the following chart with the correct phrasal verbs with LOOK and translate it into your mother tongue. (10')

after- ahead- into- forward to- back- for- at- out- around

Phrasal verb with LOOK	Meaning	Translation into your mother tongue
1. I'm going shopping tomorrow, I like to look ____.		
2. I can't come, I have to look ____ my grandmother.		
3. I like to look ____ different types of cars.		
4. I didn't do well on the test, but it's not good to keep looking ____.		
5. I need to look ____ a new bike, mine is broken.		
6. I'm looking ____ the meeting tomorrow.		
7. I need to look ____ finding a better paid job.		
8. Look ____ for my new blog, it comes out on Monday.		
9. it was ages ago, you need to look ____.		

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B.4. Watch this Sunsilk shampoo commercial <https://www.youtube.com/watch?v=LwTHZiOeo2s> (video showing an advertisement of a cosmetic product in a different country using a different language and useful to exploit cultural differences) and discuss in groups how cultural differences and gender stereotyping are reflected/exploited in advertising. Pay special attention to: characters, gender, race, clothing, attitudes, language, etc: (10')

B.5. What are the TL equivalents of these IDIOMATIC EXPRESSIONS related to advertisement and selling? (15')

SL	TL
1. SELL LIKE HOT CAKES	
2. SELL AN ICE BOX TO AN ESKIMO	
3. GO VIRAL	
4. COST AN ARM AND A LEG	
5. TO PAY THROUGH THE NOSE	

Additional activity (10')

One of the most important things when you translate is to take into account the aim of the translated text. Discuss how you would translate the following Spanish COMMERCIAL into English considering your main target:

<https://www.youtube.com/watch?v=5aymAQAJkrc> (video showing just images and with a final sentence written at the end. The images show the advantages of using a train as a means of transport)

"RENFE, MEJORA TU TREN DE VIDA"

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Compare the RENFE ad above with the following advertisements: describe and compare persuasive strategies and commercial techniques in these different languages: SPANISH, ENGLISH & CATALAN




SUBMERGEIX-TE EN
EL TEU MILLOR CREUER

Reserves fins al 30 de novembre

FINS UN 60% | PREU PROTEGIT | NENS GRATIS | PAQUET BEGUDES INCLÓS | EL SEU VIATGE LI POT SORTIR GRATIS

Source: [https://es-es.facebook.com/viatges.concord/photos/troba-el-teu-creuer-a-httpviatgesconcordcomcreuersi-
aprofta-els-millors-preu-res/1939784406112546/](https://es-es.facebook.com/viatges.concord/photos/troba-el-teu-creuer-a-httpviatgesconcordcomcreuersi-aprofta-els-millors-preu-res/1939784406112546/)

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Source: <https://www.campaignlive.co.uk/article/easyjet-plays-england-woes-ads-european-flights/1137880>

B.6. Identify persuasive techniques used in these three ads in Spanish, Catalan and English. Please focus on the linguistic aspects but pay attention to any strategy used to seduce the audience: repetitions, image, music, etc. (15')

- SPANISH: <https://www.youtube.com/watch?v=XjR4WPdHZjI> (Spanish video advertising the sanitary towel Evax containing linguistic devices to teach persuasive language)
- ENGLISH: <https://www.youtube.com/watch?v=ZsIfXPIYOz8> (English video advertising Always sanitary pads in the UK)
- CATALAN: <https://www.youtube.com/watch?v=-irYT9W2has> (Catalan video advertising Nostrum go, which is a food delivery company)



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Can you describe and explain the differences between the Spanish ads? What can these differences be accounted for?

- SPANISH 1: https://www.youtube.com/watch?v=uaULLTmQj_c (Peninsular Spanish video advertising the shampoo Fructis)
- SPANISH 2: <https://www.youtube.com/watch?v=91lzpE3ZTlc> (Latin American Spanish video advertising the same product, the shampoo Fructis)

Compare the Fructis Spanish ad with the Fructis ENGLISH ad below:

- ❖ ENGLISH: <https://www.youtube.com/watch?v=EIY3vkbFM0I> (English video advertising Fructis)

B.7. In pairs, you will SUBTITLE the INITIAL ADVERTISEMENT (OLD SPICE) in your mother tongue during the following session. But before that, you need to translate it. Therefore: (15')

-Decide who is going to be in charge of translating the first half of the text and who is going to translate the second half.

-Translate your part individually. If you don't have time to translate it entirely in class, finish at home.

-Save your part of the translation before our following class.

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2nd SESSION

A. WARM-UP ACTIVITY

Aim: To remember the advertisements watched in the initial session

Timing: 10'

Interaction: in group

Feedback: speaking, listening, pronunciation, writing

A.1. In small groups recall verbally the 3 advertisements you watched in the initial session (Old Spice, Sunsilks, Renfe) and then provide a WRITTEN SUMMARY FOR EACH. (10')

B. SPEAKING + READING

Aim: To practice before SUBTITLING the video

Timing: 35'

Interaction: S-S (in pairs)

Feedback: reading, interaction, writing, translation, sequencing

B.1. You have already translated the script of the OLD SPICE ADVERTISEMENT into your mother tongue. In pairs, read your partner's translation and decide if you want to suggest any changes. Compare your translations with your partner. (10')

B.2. Decide the final version of the script together. (5')

B.3. Read the following translation from the Old Spice ad and then analyse how its subtitled version could be SEGMENTED. (10')

ENG: Anything is possible when your man smells like Old Spice and not a lady.

SPA: TODO ES POSIBLE CUANDO TU HOMBRE HUELE A OLD SPICE Y NO A MUJER (50 characters so the subtitle should appear in 2 separate lines: as an example, Netflix sets a maximum 42 characters whereas the BBC 32-34.)



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1) TODO ES POSIBLE CUANDO TU HOMBRE (27 CHARACTERS)

HUELE A OLD SPICE Y NO A MUJER (23 CHARACTERS)

2) TODO ES POSIBLE CUANDO (19 CHARACTERS)

TU HOMBRE HUELE A OLD SPICE Y NO A MUJER (31 CHARACTERS)

B.4. Based on the previous task discuss how you would SEGMENT your translated text so it matches the images in the advertisement and make any adjustments if needed. (10')

C. SPEAKING + READING

Aim: To subtitle the ad.

Timing: 35'

Interaction: S-S (in pairs)

Feedback: translation skills

C.1. After reading the instructions and watching the tutorial about how to subtitle with SUBTITLE WORKSHOP (or AEGISUB for Mac), subtitle the Old Spice ad. (35')

D. LISTENING + PEER ASSESSMENT

Aim: To watch and listen to other videos and to evaluate them

Timing: 20'

Interaction: S-S (in pairs)

Feedback: listening

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D.1. Watch and listen to your partners' subtitled videos and evaluate them using the following rubric. (10')

Errores que afectan al sentido del texto original

- Falso sentido (FS). Sentido diferente al del texto original
- Sin sentido (SS). Formulación imprecisa o falta de claridad
- Adición (AD) / Supresión (SUP) innecesaria de información

Errores que afectan a la expresión en la lengua de llegada

- Errores de lengua: ortografía y tipografía (O), léxico (LEX), morfosintaxis (MF)
- Errores textuales (coherencia y cohesión) (T)
- Errores estilísticos (formulación defectuosa o poco clara, falta de riqueza expresiva, pleonasmos, etc.) (EST)

(Hurtado Albir, 2014: 51)

D.2. Read the following information describing different cosmetic products and circle the KEYWORDS which help the reader to get a quicker idea of the whole content without having to read the whole text word for word. Then using these keywords, create a new abridged version into ENGLISH. (10')

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russian roulette

a classic bright red cream with subtle orange undertones.

buy now



live dangerously. a fiery, exciting classic bright red cream polish with subtle orange undertones is sure to turn heads. lady luck was never so lovely.

Source: <https://www.essie.com/nail-polish/enamel/reds/russian-roulette>





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Source: Nivea cream

Now, try the same exercise but rephrasing with the selected key words into SPANISH:

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3rd SESSION

A. WARM-UP ACTIVITY: DESCRIBING AND SELLING A PRODUCT

Aim: To talk about selling strategies, advertising and persuading through verbal and non verbal communication

Timing: 25'

Interaction: S-S (pairs)

Feedback: on vocabulary, pronunciation, transference

A.1. Match the names to their pictures. Use a dictionary if necessary to translate the terms into your mother tongue in pairs. (15')











Write the correct words listed below to their pictures. **Be careful,** some of the words listed do not have a matching picture.









Bleach Aftershave Hand cream

Hand sanitiser Toothpaste Face wash Plaster

Deodorant Wipes Shower gel Toilet paper

Exfoliator Razor Shampoo and conditioner



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A.2. Work in pairs. Tell your partner which hygiene products do you use, how often, why. Do you have a favourite brand? Why is it your favourite? Do you know similar products/brands in other languages/cultures? Compare how brands translate in different languages and cultures: e.g.: Don Limpio, Mr. Clean and Mr. Propre. (10')

B. LISTENING + SPEAKING + VOCABULARY

Aim: To listen to a hair wash commercial in order to identify persuasive language and selling techniques.

Timing: 30'

Interaction: individually, S-S (pairs) and in groups

Feedback: on listening, understanding, vocabulary

B.1. Watch this TV ad: <https://www.youtube.com/watch?v=eYMF0ygWKZs> (English video on Fructis Sleek and Shine containing sounds produced by the actress to show how pleasant a shampoo can be due to its smell, etc.), and 1) draw a list of the adjectives used to describe the product, and 2) draw a list of the selling techniques and instances of persuasive language. (10')

Product description	Persuasive language/techniques



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B.2. Compare similar selling techniques and persuasive language in your mother tongue: (10')

SL	TL
e.g.: comparatives: shinier, healthier, stronger hair	Pelo más brillante, más sano y más fuerte

Additional activity (10')

You can read the product descriptions below from

<https://www.harpersbazaar.com/beauty/makeup/g6152/best-fall-perfumes/> to help you identify persuasive language:

A sexy, sweet, and sensual perfume made for those of us who would normally never touch a fruity perfume with a ten-foot pole. The tart sweetness of black cherry and almond at the top eventually gives way to woodier notes like Turkish rose, jasmine sambac, tonka beans, sandalwood, and vetiver, and cedar.

The latest scent from Calvin Klein has the same lightness and modernity as the other fragrances from the brand, but it's a little sweeter, a little softer, and a little less floral. We won't judge if you buy it just for the incredible bottle alone.

If you love the musky, tuberose-heavy scents of years' past but are looking for a fragrance refresh, Beautiful Belle should be your new signature scent. It combines all the best notes of classic perfumes (rose petals, gardenia, tuberose, amber) with some more modern and fun additions (lychee, mimosa, marzipan musk).

Dior's new scent Joy makes it easy to wear a bright and happy citrus scent in the cooler months. You'll know right away that it's a Dior perfume you're sniffing thanks to the



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omnipresent Grasse rose and jasmine, but the zesty bergamot and mandarin notes stick around to keep the scent feeling, well, joyful.

B.3. In groups, discuss the following questions: (10')

Considering the commercials explored so far (Old Spice, Renfe, Sunsilk, Herbal Essence) which other elements (besides linguistic) do you think help persuade people to buy?

C. READING

Aim: To develop reading skills and summarising devices

Timing: 35'

Interaction: individually

Feedback: on written comprehension

C.1. Read the following text adapted from *The Guardian*. (5')

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Molton Brown Stocking Fillers Body Wash Collection



This is really endlessly useful. Everyone of any age or sex likes Molton Brown bath and shower gels, making a huge box of all the varieties (packed in handy travel bottles) a safe gift for couples and families. It's also a perfect "standby pressie" for those annoying relatives who decide, last minute, to drop by for a Quality Street.

Sophie La Girafe Starter Kit

This is a selection from one of my favourite children's skincare ranges. The formulations are gentle, soothing and effective, and the lovely packaging adds great gifting appeal.

£14.99, Sophie La Girafe

**FOR MEN
Shaveworks Get Smooth Duo**

A neat little set from the cult shaving range, containing the excellent shave cream (it uses natural acids to smooth away dead skin) and the Cool Fix, a post-shave treatment to rid the skin of bumps.

£10, Space NK

Source: <https://www.theguardian.com/fashion/fashion-blog/2014/dec/04/christmas-gift-ideas-best-beauty-products-women-men-teenagers>



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C.2. Answer the following TRUE/FALSE questions and justify your answer: (10')

- The shaving kit includes three items. TRUE/FALSE
- Sophie la Giraffe is not a very popular toy yet. TRUE/FALSE
- Molton Brown is a liqueur brand. TRUE/FALSE
- The perfect last-minute gift is the giraffe toy. TRUE/FALSE
- The body wash bottles are huge. TRUE/FALSE

C.3. In pairs, decide how you would translate the following expressions from the text: (10')

SL	TL
Endlessly useful	
Cults having range	
Adds great gifting appeal	
Stanby pressie	
to drop by for a Quality Street	
post-shave treatment	

D. WRITING

Aim: To develop writing skills and summarising devices

Timing: 10'

Interaction: individually

Feedback: on written expression

D.1. Summarise the main information of each advertisement from text in task C.1. in one single sentence to reflect the main information. Use persuasive techniques to convince the target audience to buy the product. (10')



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4th SESSION (Final task)

A. WARM-UP ACTIVITY

Aim: To talk about how to prepare an advertisement. To think about some objects to advertise.

Timing: 30'

Interaction: in groups

Feedback: on vocabulary, speaking, writing and pronunciation

A.1. Discuss the following questions in pairs. (5')

- What kind of product would you like to sell?
- What persuasive techniques seen up to know could you use?
- Do you think questions are useful to convince, why?
- What would be appropriate or inappropriate in order to sell your product?
- Where (country) would you like to sell it?
- Would some gestures be useful for your add?

A.2. Look for some images on the internet that contain the product that you would like to advertise/sell and write a slogan in English using persuasive language. Then, try to think about a possible translation into your mother tongue. Paste the pictures and both the slogan in English and its translation into Spanish. (10')

Image	Slogan	Translation into your mother tongue
1.	a)	
2.	b)	
3.	c)	
4.	d)	



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A.3. Act it out. Read the slogan in English and make sure your pronunciation is accurate. Think also about the different persuasive techniques we have been dealing with in the previous sessions: consider the intonation the slogan should have, prosodic features, additional persuasive elements (a sigh, a shout, a song). Try to think also about the gestures. Act it out in groups. (10')

A.4. Now close your eyes and try to identify which type of product is being advertised in the following ad just by listening to it <https://www.youtube.com/watch?v=QITb0cEhXd8> (Spanish video advertising Milka chocolate containing mainly sounds representing the pleasure of savouring chocolate). Then describe the non-verbal persuasive techniques used. (5')

B. FINAL TASK: READING + SPEAKING + WRITING

Aim: Create your own advertisement.

Timing: 70'

Interaction: B1.S-S (in groups)//B.2 (individually, in pairs, in groups).//B3 and B4: (in groups)

Feedback: on vocabulary, speaking, writing, listening, and pronunciation.

B.1. Now create your own advertisement! In groups of 4 choose one of the products in exercise A.2 above and write a script for an advertisement on the selected product. Think about your audience (Spanish) and make your advertisement suitable, enjoyable and convincing for them. Sequence the text according to the different scenes you could divide it into. (10')

B.2. Now decide who is going to be responsible for each sequence of the advertisement and work individually. Apply as many techniques as possible regarding persuasion as you can: gestures, repetitions, questions, adjectives, sounds, images, etc. In pairs, you should play out your sequence to your partner and let him give you some feedback on your performance. Then do it the other way round. Student B acts their sequence out and student A gives feedback. Once you are satisfied with your results, act it out before of the whole group. Try to help each other improve your sequence. Provide your partners with corrections (in terms of pronunciation, intonation, acting, etc.). Suggest



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them any changes or ideas you might consider interesting. (10')

B.2.1. Record your advertisement with your mobile phones. Write the order in which each of you must intervene and be prepared for the camera. Practise once or twice before recording the advertisement. (20')

B.3. In groups, translate the script of the advertisement into your mother tongue. Make sure you are succeeding in conveying the same message as in the original. Make any adaptations needed. (10')

B.4. Adapt your translated version in order to subtitle it for a Spanish audience (pay attention to the time and space constrictions). (10')

B.5. Play your advertisements in front of the class + peer-assessment. (10')