



Module 2

Unit 6

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Module 2

Unit 6: Culture

Task 1: Multiple choice¹

Question 1

In films culture is usually present in the form of:

- a) cultural references.
- b) geographical locations.
- c) local food.
- d) local customs.

Question 2

‘The Reichstag’ is an example of:

- a) a geographical reference.
- b) an ethnographic reference.
- c) a socio-political reference.
- d) all of the above.

Question 3

If in a film reference is made to another work of art, such as a film, a book or a painting, we then talk about:

- a) transtextuality.
- b) transculturality.
- c) interculturality.

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

d) intertextuality.

Question 4

An audio description “the official London residence of the Queen, Buckingham Palace” is an example of:

- a) naming the building.
- b) naming the building and adding a gloss.
- c) describing the building.
- d) describing and naming the building.

Question 5

Your choice of strategy for describing cultural references may depend on:

- a) how much time you have.
- b) how important a given reference is in the film.
- c) the assumed knowledge of your audience.
- d) all of the above.

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Funded by the
Erasmus+ Programme
of the European Union

Module 2

Unit 6: Culture

Task 2

Aim(s):

- Learners can identify AD strategies used to audio describe cultural references in films.
- Learners can list AD strategies used to audio describe cultural references in films.
- Learners can critically assess the AD of cultural references.

Grouping: individual, pairs.

Approximate timing: 120 minutes.

Material and preparation needed:

- Recommended reading: Szarkowska, A., & Jankowska, A. (2015). Audio describing foreign films. *JoSTrans: The Journal of Specialised Translation*, 23, 243-269. Retrieved from https://jostrans.org/issue23/art_szarkowska.pdf

Development:

1. Reading assignment: At home learners read the suggested article and list strategies for audio describing cultural references in films, along with examples.
2. Comparing and contrasting: In class learners work in pairs and compare their lists of strategies as well as critically assess the examples from the article. If they think a different AD would be

more appropriate, they are encouraged to come up with their own descriptions.

3. Discussion: Learners discuss their lists with the trainer and the rest of the group and come up with a unified list of AD strategies for cultural references (this time also based on other knowledge acquired in the Unit, including the videos). A flipchart or a whiteboard may be used to structure the results. Critical assessment of selected AD examples should follow.



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Task 3

Aim(s):

- Learners know the significance of cultural references in films.
- Learners can apply AD strategies to cultural references.
- Learners know the parameters influencing the AD of cultural references (such as transculturality, the assumed knowledge of the target audience, etc.).

Grouping: individual.

Approximate timing: 2 hours.

Material and preparation needed:

- None, learners choose their own clips.

Development:

1. Selection of material: At home each learner selects a movie clip (approx. 3-4 minutes long) that includes a cultural reference.
2. AD drafting: Learners prepare audio description for their selected clip (either in class or at home).
3. Presentation: Learners present their ADs. They can either read them live from the script or pre-record them. Before the presentation, they brief the group about the film and the context of the scene. After the presentation, they discuss the AD especially as regards the description of the cultural reference(s),

the encountered problems and proposed solutions. Attention should be paid to the significance of a given reference in the plot, its categorisation (based on the core video and/or reading assignment), transculturality, the assumed knowledge of the target audience, etc.



Creation of these training materials was supported by ADLAB PRO (Audio Description: A Laboratory for the Development of a New Professional Profile), financed by the European Union under the Erasmus+ Programme, Key Action 2 – Strategic Partnerships, Project number:2016-1-IT02-KA203-024311.

The information and views set out in these training materials are those of the authors and do not necessarily reflect the official opinion of the European Union.

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