# Signals Beneath Water

Analyze how sound, speech, and captions shape a safety message.

**12.7.R** "Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two spoken lines that challenge an assumption about the road, circle two bold captions, and number two sound cues in the order they occur. Use your marks to trace how the message changes.

### Turn Around: A Video Spot Script

1 *[Sound: tires hiss through shallow water. An engine slows.]* A driver says, "It looks like a puddle. The other cars are turning around, but I can still make it." *[The engine idles; the tire noise stops.]* A second voice asks, "Can you see the road beneath it?" The driver does not answer. In large, bold type, the caption reads **DEPTH IS HIDDEN**. *[Three seconds of silence.]* The narrator says, "Floodwater can hide a washed-out road." *[A turn signal clicks.]* The driver says, "I'm turning back."

2 *[Sound: steady rain against a window.]* The narrator says, "A flooded street can look familiar, even when the ground below has changed." The driver's phone reads **ROAD CLOSED AHEAD**, but a passenger says, "We take this route every day." The driver replies, "Not today." *[A turn signal ticks twice, followed by the sound of tires on dry pavement.]* Another caption reads **TURN AROUND. DO NOT DRIVE THROUGH FLOODWATER.** Under that line, smaller type says, "Check local alerts for open routes." The narrator repeats only the first sentence of the bold caption, slowly, without music.

3 *[Sound: rain fades; a door opens and closes.]* The driver says, "I thought the painted lane was still there." The passenger answers, "From here, I can't tell where the shoulder begins." The narrator says, "Water does not have to look deep to be dangerous. Stay out of flooded roads." For the last five seconds, the bold caption **TURN AROUND** stands alone, with no new spoken words. *[Only rain remains, then the sound stops.]* In small type beneath the final caption, the screen gives a local emergency alert website rather than a promise that any particular road is safe.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How do the question “Can you see the road beneath it?” and the silence that follows change the effect of the driver’s first claim?

2. How do the passenger’s words “We take this route every day” and the phone’s bold message work against each other?

3. Evaluate the choice to have the narrator repeat only “TURN AROUND” slowly and without music while the longer warning appears in bold type. What does each mode contribute?

4. At the end, how do the lone bold caption and the fading rain work together? Use one detail from each.

## 3 YOUR TURN

Your own words

Write a 70 to 100 word script for a public message about protecting personal information online. Include a spoken line, a bold on-screen caption, and two sound cues, then explain in one sentence how a sound cue and the caption work together to shape meaning.

**ANSWER KEY**

# Signals Beneath Water

**GRADE 12 · 12.7.R**

## PART 1 · READ AND MARK

Underline two spoken lines that challenge an assumption about the road, circle two bold captions, and number two sound cues in the order they occur. Use your marks to trace how the message changes. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How do the question "Can you see the road beneath it?" and the silence that follows change the effect of the driver's first claim? | **The question challenges the driver's claim that the water is only a puddle. The silence leaves that challenge unanswered, emphasizing that the road's condition is unknown.** |
| 2 | How do the passenger's words "We take this route every day" and the phone's bold message work against each other? | **The passenger relies on a familiar routine, while ROAD CLOSED AHEAD supplies a current warning. Their contrast shows why a familiar route may not be safe during a flood.** |
| 3 | Evaluate the choice to have the narrator repeat only "TURN AROUND" slowly and without music while the longer warning appears in bold type. What does each mode contribute? | **The slow, unaccompanied voice makes the immediate action hard to miss. The bold caption adds the more specific instruction not to drive through floodwater.** |
| 4 | At the end, how do the lone bold caption and the fading rain work together? Use one detail from each. | **TURN AROUND remains as the final visual instruction, while the rain fades to silence. Together, they leave the audience focused on that single action.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

*[Sound: a phone chimes twice.]* A student reads, "Urgent: confirm your password through this link." *[Sound: the chime cuts off.]* The student says, "A message can sound official and still be a trick." On-screen caption: **STOP. CHECK THE SENDER.** The student opens the organization's official app instead of tapping the message. A final spoken line says, "Use a trusted route to your account." The sudden silence interrupts the false urgency, while the bold caption gives the viewer a clear next step.

Accept interpretations supported by specific spoken words, captions, and sound cues in the script. For Part 3, check that the explanation connects a sound cue to the caption's effect, rather than merely naming both.