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### Content Accuracy

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### Punctuation & Grammar

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What to expect

You’re now a part of Ai-Media’s captioning community

Whether you’re a seasoned captioner or this is your first experience with captioning, it’s important to familiarise yourself with the Ai-Media standards found in this guide. We want our viewers to have the best possible access and excellent captions are the way to do it.

Levels and ratings

As you get better at captioning, you’ll be able to move up levels within the community. This gives you access to a broader variety of work across the portal. If your work is consistently hitting our quality targets and you’re contributing regularly, you’ll move up a level. If you aren’t active on the portal for 28 days or if you fail a review, your level might be reduced.

- **Level 1 Novice**: Everyone starts out on Level 1, and this is where we review your work the most often.
- **Level 2 Rookie**: Rookie captioners start out with caption files.
- **Level 3 Rockstar**: Rockstars complete a lot of high-quality captions, and have access to transcription work.

To determine what level you’re at, your files will be reviewed by our experienced team, and you’ll regularly receive feedback on the work you’re completing. This is to help you to get better at captioning and to make sure we’re delivering the best possible quality to our clients.

If your work isn’t up to scratch, though, you’ll receive an email addressing any issues we’ve found. If your work doesn’t improve or if you don’t engage with our feedback, we may have to deactivate your account.
What to expect

How we grade your captions

Everyone has different levels of ability when they first start out captioning. The Online Support team use a grading system to determine what level you should sit at in the captioner pool, and you’ll receive different feedback based on how your work is graded. **It’s crucial to address any feedback we send you**, as certain errors can’t be accepted and might result in your being put on probation or demoted.

<table>
<thead>
<tr>
<th>Grade your work receives</th>
<th>Why you received it</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Pass Grades)</strong></td>
<td></td>
</tr>
<tr>
<td>5 - Excellent</td>
<td>Your work is top notch and can be delivered to the client as is – well done!</td>
</tr>
<tr>
<td>4 - Good</td>
<td>We found a few small mistakes, but nothing too major. You might receive some feedback.</td>
</tr>
<tr>
<td>3 - Borderline</td>
<td>We had to fix a few minor errors, which we’ve sent you feedback about. Make sure you fix these in your next file.</td>
</tr>
<tr>
<td><strong>(Fail Grades)</strong></td>
<td></td>
</tr>
<tr>
<td>2 - Improvement Required</td>
<td>We found too many small errors, or one major error, which we’ve sent you feedback about. If you don’t address these, you could face probation.</td>
</tr>
<tr>
<td>1 - Poor</td>
<td>We found major errors in your file and can’t accept it. You might be put on probation or your account might be deactivated.</td>
</tr>
</tbody>
</table>

**Major errors**
- Significant missing content or **misheard content**
- Significant missing punctuation
- Significant missing **speaker labels**
- Any major timing issues

**Minor errors**
- Unverified names or terms, overuse of (INAUDIBLE)
- Missing, added or changed words, paraphrasing
- Incorrect formatting of labels
- Careless punctuation, overuse of certain types of punctuation
Good captions are easy to read, accurate and easy to understand. A good grasp of English grammar and punctuation rules is essential to making good captions. Here are some quick tips:

- Captions should accurately reflect the audio.
- The timing of captions should coincide with the audio.
- Captions should break at natural linguistic breaks.
- It should be clear from the captions exactly who is talking.
- Sound effects should be adequately and clearly described.
- Captions should read just like good written English.
Caption formatting

Caption files should look consistent, whatever the content. In this section, you’ll find guidance on:

- Where to split your captions
- How to label speakers
- When to start and stop a caption
- How to caption sound effects and music
Caption Breaks

The readability of captions is improved when the caption lines end at natural linguistic breaks and reflect the natural flow and punctuation of a sentence. As a general rule, keeping chunks of meaning together improves readability. Each caption should form an understandable segment.

- Keep subjects and phrases together within the same caption.
- If a complete sentence can fit in one caption, it should.
- Start a new caption at the end of a sentence.
  - If two short sentences can fit in one caption, you can keep them as a single caption.

Example
- As this sentence could fit within one caption, it is best practice to do so.
- Splitting after “should” with the following words being “not do” can be confusing, as the following caption will contradict or clash with the first.
Speaker Labeling

Clearly labelling speakers provides the viewer the information to understand who said what.

To keep your files clear and consistent, include a speaker label EVERY time the person speaking in the media changes, even if they’ve already spoken previously or are appearing in the video. Our speaker label consists of the speaker’s name or title in ALL CAPITALS, followed by a colon. This has been updated from our previous standard of a dash, and space, and the speaker’s name in square brackets:

- [Leigh] I’m here with Melissa on the Mornington Peninsula.
- Hi, Leigh. It's great to be here.
- I’m here with Melissa on the Mornington Peninsula.
- Hi, Leigh. It's great to be here.

<table>
<thead>
<tr>
<th>Incorrect label format</th>
<th>Correctly formatted speaker labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Only a dash for change of speaker</td>
<td>• Change of speaker indicated</td>
</tr>
<tr>
<td>• No speaker label, just a dash</td>
<td>• Full tag used each time the speaker changes</td>
</tr>
<tr>
<td>• No indication of change of speaker.</td>
<td></td>
</tr>
</tbody>
</table>
Speaker Labeling

Generic labels – If the speaker is visible, but they don’t identify themselves, use a short, generic speaker label to identify them, eg. MAN:, WOMAN:, CHILD:, WOMAN 2: etc.. If you can’t see who’s speaking, it’s best to use SPEAKER 1:, SPEAKER 2:, in case you mistake the gender of a speaker.

- Female speaker: I'd like to introduce our guest, Ross Greenwood. [applause]
- Man in white: Thank you very much.

(Unidentified, visible female speaker)

WOMAN: I'd like to introduce our guest, Ross Greenwood. (APPLAUSE)
ROSS GREENWOOD: Thank you very much.

(Ross speaking)

Education – For files such as lectures or tutorials, it’s OK to use LECTURER:, TUTOR:, and STUDENT: to identify speakers. You don’t have to number the students – just use STUDENT: for everyone.

[speaker] Alright. So welcome, everyone, to seminar three.

(Lecturer speaking)

LECTURER: Alright. So welcome, everyone, to seminar three.

(Student speaking)

(STUDENT TALKS) Sorry I'm late.

STUDENT: Sorry I'm late.

Grouped speakers – If a group speaks in unison, identify them with a speaker tag, such as AUDIENCE: or CLASS:, to avoid confusion.
Timing

The timing of captions is important to the viewer experience. Out-of-sync captions are confusing and can be misleading.

- Each caption should start at the same time as the first word of the caption starts in the audio. Captions should reflect what is being said during that caption’s time on screen.

- Each caption should not appear on screen for longer than 10 seconds.

- The minimum caption duration is 1 second.

- Each caption should be on screen long enough to be read comfortably by the viewer. Captions with many words therefore need to remain on screen longer than captions with few words. In some cases with fast dialogue, it is acceptable to start a large caption slightly early or end it slightly late to ensure it is on screen long enough to be read comfortably.

- Captions should start and end within 1 second of audible speech. Captions describing non-speech sounds and music should have a maximum duration of 5 seconds.

Need help with timing? Check the Simple Caption Editor User Guide.
Sound Effects

Sound effects describe any meaningful, audible content that is not spoken.

When captioning sounds, format them in ALL CAPITALS within round brackets (parentheses).

- Sounds should be described clearly and briefly.
  
  Eg. (DOOR SLAMS)
  
  *not* (STUDENT CLOSES DOOR LOUDLY)

- Sounds that occur as part of speech should be captioned, if they are meaningful. Adding unimportant incidental sounds can be confusing for the viewer.
  
  Eg. LECTURER: (LAUGHS) That’s what I meant!
  
  Eg. LECTURER: So, if we turn to page 7...
  
  *not* LECTURER: So, if we (SNIFFS) turn to page 7...(PAGES TURNING)

- If there is an interference in the audio which prevents you from captioning speech, or if the speaker is distant from the recording device, use the label (INAUDIBLE) to indicate this.
  
  Eg. STUDENT: I wasn’t sure if...(INAUDIBLE)
  
  *not* STUDENT: I wasn’t sure if...(STUDENT SPEAKS QUIETLY)
Music

- When instrumental music plays (music with no lyrics), give the title and name of artist.
  
  *(‘ODE TO JOY’ BY BEETHOVEN PLAYS)*

  If the title and artist is not known, describe the music sparingly.
  
  *(UPLIFTING ORCHESTRAL MUSIC)*
  *(SOFT PIANO MUSIC)*

- Where the lyrics are audible, they must be transcribed. Each new caption block containing lyrics should start with a #. The final caption block of the audible lyrics should end with a full stop, followed by a #.

  # And I think to myself

  # What a wonderful world. #

Note

- Music and sound effects are formatted in upper case in brackets.
- Song titles have single quotes around them.
Accurate captions are better for everyone. The goal of captioning is to provide meaningful access, and captions only work if they are accurate to the media. In this section, you’ll find guidance on:

- What to caption
- What your captions should read like
- How to accurately represent content
- How to punctuate for captioning
- How to format your captions for different content
- Finding out vocabulary for specialist subjects
- What to do when you’re having trouble understanding
Quick dos and don’ts

Good captions accurately capture what is said.

Here’s a quick reference guide on what to caption and how to represent the media accurately.

✔ Use correct spelling, and check with a Google search if you’re not sure.
✔ Leave out “ums”, “ahs” and false starts.
✔ Leave out short interjections from other speakers, like “Mm-hmm” or “Uh-huh”.
✔ Swear words should be left in. If it’s in the audio, it’s in the captions.

✗ Don’t change or correct speakers’ words.
✗ Don’t add, delete or rearrange words.
✗ Don’t paraphrase.
✗ You don’t need to caption spoken words that appear on screen as text.
**Caption everything useful**

There’s often a bit of extra content during natural speech, such as thinking noises, interjections and false starts, background chatter or private conversations. To make your captions clear and easy to understand, make an informed choice to leave out speech or sounds that don’t add meaning to the content.

- Small interruptions and false starts to sentences can be left out.
- Background chatter or private conversations should be captioned with a descriptive caption, such as (BACKGROUND CHATTER) or (INAUDIBLE CONVERSATION).

Note: If you’re ever unsure whether to leave something out, the best rule of thumb is to always caption what you hear. We’d rather take out little things than miss big things.

---

**Word Accuracy**

- **False start captioned**
  - Lecturer: So if I c...wh- Sorry, just give me a minute.

  ![False start example]

- **Private conversation captioned**
  - (Lecturer) That’s all for today. Thanks.
  - (Student) Hi, can I talk to (INAUDIBLE)
  - (Lecturer) (INAUDIBLE) what you've got to do it (INAUDIBLE)

  ![Private conversation example]
Good captions accurately capture what is said

Caption everything with accuracy

We know what it’s like when you’re caught up transcribing and you write what you think you heard, but it’s not exactly right. That’s why it’s important to proofread everything you do, even if you go back and review chunks as you’re timing. Pay close attention to the content and make sure that what you’ve written makes sense. If you come across a word you’re absolutely stumped by, represent it with the (INAUDIBLE) label.

**Note:** While we encourage you to use (INAUDIBLE) labels where necessary, try to avoid using them too frequently. Make sure you’re giving the audio a close listen if you’re having trouble making out a word or sentence. You’ll be surprised how quickly your perception improves after captioning for a while!

<table>
<thead>
<tr>
<th>Changed a word</th>
<th>‘Fridge module’ doesn’t make sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Noodle’ doesn’t make sense here</td>
<td></td>
</tr>
<tr>
<td>Guessed last sentence</td>
<td></td>
</tr>
</tbody>
</table>

Captions are exactly the same as what is said on the audio, and make sense

Used (INAUDIBLE) label because the speaker was unclear

**LECTURER:** Like I said I would do fridge module this year.

I’ll put the information up on the noodle. Left like I can see

**LECTURER:** As I said I would do for each module this year.

I’ll put the information up on Moodle. (INAUDIBLE) can see
Take time to research the correct capitalization and spelling of names, places, company names and jargon.

Follow on-screen graphics.
- Match the spelling and capitalization of what you see on screen.

Verify using official websites wherever possible.
- Spelling on an official website is more reliable than on a personal blog.

Use Google for jargon.
- If you can’t find an unfamiliar word, try a few spelling variations. You can also search more effectively if you add in additional terms for context.

Do your best, but don’t waste time.
- Make a reasonable effort to research and verify terms, but don’t spend too long.
- If a name or term is not verifiable, use the (INAUDIBLE) label so that we can easily identify the difficult term.

Represent inaudible content.
- If you can’t make out a word because the audio might be too faint or unclear, you should represent this as (INAUDIBLE) in the captions.

Note:
Often the specialized names and places are the most important words in a video. Misspelling a company name when captioning a video for that company is like using the wrong name when addressing somebody. It’s important to get them right!
We provide captions for an enormous variety of subjects, from advanced physics to advertising campaigns. Whatever the subject, it’s important to be diligent about having the correct vocabulary in your captions. Here are some tips for finding the right spelling and formatting:

- **Check the media**
  Sometimes what you’re looking for is right in front of you! Always check the video you’re captioning to see if that word you don’t know is visible on the screen.

- **Listen again, and again…**
  Once you’ve had some practice at listening, you’ll get better at recognising tricky words and understanding accents. Always have another listen – you might be able to figure it out, especially in context.

- **Search cleverly**
  Sometimes just punching one word into Google isn’t enough. Add a few terms you’re sure of into your search to give context. Search engines are like us – the more information you give them, the better they understand.

- **Let it be**
  We’ve all spent far too long trying to look up a word or a name we don’t know. If you can’t figure it out no matter what, just label it (INAUDIBLE) and move on. Don’t spell it phonetically, because then we might not pick it up in our checks.

---

**Captioning maths, finance or physics?**

We’ve got a special page for information on captioning complex formulae.
Punctuation & Grammar

Punctuation is just as important as word accuracy when it comes to captioning.

Punctuation is what holds English together. Good punctuation is crucial to captioning because the text only appears for a few seconds at most, so the viewer needs a clear and readable stream of text to make sense of what they’re seeing. Missing punctuation, or unnecessary punctuation, can be confusing and misleading.

There are so many grammar rules out there that we can’t fit them all here, so we’ve just jotted down the most important ones. If you’re not sure of how to punctuate, there are great online resources available to practice and learn more about grammar, such as GrammarBook.com or Oxford Dictionaries.

- Missing periods (full stops)
- No commas to separate clauses
- No indication of a pause in speech
- Periods (full stops) at the end of sentences
- Capital letters at the start of a sentence
- Commas used to separate clauses and after filler words (“So”)
- Pause indicated with ellipsis
End-of-sentence punctuation

Just like deciding when to split your captions, it’s important to make informed choices about what punctuation to use, where. As we said earlier in the manual, short sentences make better captions. However, this doesn’t mean every caption should have a period, or even a comma in it. You should treat caption writing just as you would any other piece of writing – keeping concepts together in a single sentence, separating clauses appropriately and using grammatically correct punctuation marks.

Welcome everyone. To this captioning tutorial.
It’s so exciting to start a new job
when I started captioning
I was very nervous
my English skills have improved so much?
Did you know, that lots of commas, can be very, confusing.

Welcome, everyone, to this captioning tutorial.
It’s so exciting to start a new job.
When I started captioning
I was very nervous.
My English skills have improved so much!
Did you know that lots of commas can be very confusing?

- Periods splitting up concepts
- No periods make one long, confusing sentence
- The question mark doesn’t make sense in context
- Too many commas break up the question too much
- This is a question and needs appropriate punctuation
Punctuate with your eyes, not your ears

It’s very easy, when you’re transcribing, to put punctuation marks in unnecessary places when the person talking pauses or changes the inflection of their voice. People speaking don’t always pause at grammatically correct places, however, so you need to keep an eye on what you’re writing and judge whether the punctuation makes sense within the sentence.

**Commases for example should be used sparingly**

unless there are a lot of interrupted clauses.

But a sentence like this, doesn’t need any commas,

because all of the concepts, flow together.

**Commases, for example, should be used sparingly**

unless, like this sentence, there are a lot of interrupted clauses.

But a sentence like this doesn’t need any commas

because all of the concepts flow together.

**Note:**

Make sure you aren’t putting punctuation at the end of every caption you create. This can be very confusing and difficult to correct. Always review your work as one continuous piece of writing, rather than single captions.
Punctuation – a quick guide

,  
Used when listing, to separate clauses, after filler words, before quotes and when addressing someone.
No space before and one space after.

. ? !  
Used at the end of whole sentences.
No space before and one space after.

‘ ’  
Used in contractions and to indicate a possessive.
No space before or after.

“ ”  
Use for short quotes, answers and media titles.
Wrap words at the beginning and the end of the quote.

“ ”  
Use for long and direct quotes.
Wrap words at beginning and end of the quote.

-  
Use for additions or asides.
Use a space before and a space after.

:  
Used to indicate when something is being spoken which appears in the media (or as part of a speaker label).

…  
Use when there is a significant pause, or interruption by another speaker. Use only when necessary.

; [ ]  
Not used in Ai-Media captions

Eg. That’s great, thanks. Can I have salmon, asparagus and eggs, please?
It was really lovely to see you, Nathan, I hope we can catch up again sometime.

Eg. What did you say? I said goodbye! Oh, OK. Have fun tonight.

Eg. That cat’s cute. Not all cats are as cute. Mike’s cat is ugly. It’s not its fault.

Eg. The answer is ‘A’.
He said ‘OK’ and went on captioning ‘The Young and the Restless’.

Eg. She said, “Use double quotes when quoting poems, prose or conversation.”

Eg. It’s sunny today - I thought it was going to rain. I didn’t bring my umbrella -
I always forget to bring it - so I’m glad the weather’s fine.

Eg. LECTURER: So, as you can see here, (READS SLIDE):

Eg. LECTURER: I thought I saw... Never mind, what were we...
STUDENT: You were showing us the assignment.

N/A

Still not sure?
Check Oxford Dictionaries.
We have our own formatting standards which we apply to our captions, just to keep them consistent. In this section, you’ll find guidance on:

- How to format numbers
- How to caption mathematics
- How to write things like date, time, measurements and currency
- Captioning names and titles
- Descriptive captions
Numbers with four digits or longer should have a comma every three digits from the right, e.g. 1,000, 20,000. Exception: Years (‘the year 2014’).

For fractions, change to decimals. “four and a half years old” = ‘4.5 years old’, “travelled half a kilometre” = ‘travelled 0.5km’

Time:

- ✓ 9:00 or 9pm
- ✗ 9 o’clock, 9, ‘nine’, 9p.m., 9PM

Words or numbers?

Numbers one to ten:

- Write as words (including when used adjectivally, e.g. a two-year-old baby)
- Except in measurements and currency, Eg. (It was 8m long, it cost $10)

Numbers 11 and over:

- Write as digits. Eg. 27 years, 420 hours, 17,359 apples.
- Except in numbers over a million. Eg. 5 million, 2 billion, 9 trillion

Captioning maths, finance or physics?

Go to the next page for information on captioning complex formulae.
Captioning mathematics

We occasionally have orders to caption mathematics. For readability, we try to keep everything consistent with the usual rules of writing out maths, however there are certain symbols which can’t be encoded in captions.

**Rules of thumb:**
- Numbers should be formatted numerically in formulas regardless of value.
- Letters in formulas should be formatted the same as they appear in the media. If there’s no visual media, format as lowercase unless indicated in the speech.
- If the speaker is saying full words but writing abbreviations, always caption what is said.
- Don’t use symbols like exponents, the degree symbol or fraction characters.
- The # sign is used to indicate singing, so only use it if it appears in the media.
- Use * for ‘times’, as x is often used as a value.

**What’s said**
“So what do we get? Dividend is three dollars twenty divided by interest rate, eighteen percent, minus growth rate.”
“That number would be P zero equals S three on one plus R.
So if R is twenty four percent, we times it by the three years, the T.
So for us that would be ten thousand dollars on one plus point two four times three.”

**How to format**
“So what do we get? Dividend is $3.20 divided by interest rate, 18%, minus growth rate.”
“That number would be p0=s3/1+r.
So if r is 24%, we times it by three years, the t.
So for us that would be $10,000/1+0.24*3.”

**Quick tip**
An easy way to determine how to format something is to see if the symbol is on a basic keyboard. If it’s not, spell it out.
• The percentage sign (%) should be used in place of the word ‘percent’ after numbers.

  Eg. The economy contracted by 0.5% last week.

• Currency should be represented with a $ symbol before the number, and following other number rules.

  Eg. $2,500, $3.4 billion, it cost $10.

• Foreign currency, if dollars, should be written with the two letter abbreviation, Eg. AU $24.
  For currencies other than dollars, spell out the currency name rather than using the symbol, Eg. 17 Euros, 4,300 yen, 60 pounds.

• Informal currency expressions should be captioned as heard, Eg. 20 grand, 50 bucks, 40 quid.

• Metric units of measurement should be abbreviated for readability and be represented as digits:
  Eg. 4m, 10cm, 100km, 5L, 17mm

• Imperial units of measurement should be written out as word, with numbers one to ten written as words and 11+ as digits:
  Eg. six feet, 11 inches
Dates, Events & Names

Dates should be written in the order spoken, but simplified.

Examples:
• “the second of June twentyfourteen” = ‘2 June, 2014’.
• “June the second” = ‘June 2’.

Historical events should be written with their official spelling and capitalization. If you aren’t sure of anything, Google the term to find out.

Examples:
• “the second world war” = “the Second World War”.
• “world war two” = “World War II”.

Proper names and official titles of people should be capitalized. Company names should be treated the same way.

Examples:
• Barack Obama was an American president.
  Donald Trump is President of the United States.
• I said to my mom, “Mom, when’s dinner?”
• I work for a media company called Ai-Media.
Descriptive captions

Captions aren’t only about the speech

Descriptive captions describe anything audible which isn’t spoken. This could be the tone of voice, a significant, non-verbal sound made by a speaker, a substantial interruption which blocks out speech, media being played within a recording – the list goes on.

Whatever the case, descriptive captions are all formatted the same way – (ALL CAPITALS), in round brackets (parentheses).

Here are some commonly used descriptive captions:

<table>
<thead>
<tr>
<th>Formatting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LAUGHS), (LAUGHTER)</td>
<td>Use if there’s a significant reaction by either the speaker or the audience, so the viewer gets the joke.</td>
</tr>
<tr>
<td>(OVERLAPPING SPEECH), (CROSSTALK)</td>
<td>Sometimes speakers will talk over or interrupt each other. <strong>Caption everything you can make out</strong>, but if the speech isn’t clear, use this label.</td>
</tr>
<tr>
<td>(PHONE RINGS), (DOOR SLAMS)</td>
<td>Common interruptions which might occur in talks or lectures. Only use if referred to by the speaker or if they block out audio.</td>
</tr>
<tr>
<td>(WHISPERS), (SARCASTICALLY)</td>
<td>Used to indicate the tone of voice. Use only if necessary for understanding. <strong>Eg.</strong> “(WHISPERS) But don’t tell anyone.” “(SARCASTICALLY) I’m so excited for class today.”</td>
</tr>
<tr>
<td>(VIDEO PLAYING), (VIDEO STOPPED)</td>
<td>Sometimes speakers will play media within a lecture or presentation. <strong>These labels don’t replace captions</strong> – if there is audible speech, sound effects or music, this <strong>must</strong> be captioned as usual.</td>
</tr>
<tr>
<td>(WHISTLES), (SNAPS FINGERS), (SIGHS HEAVILY)</td>
<td>Common sounds that speakers might make during talks. Only use if they add meaning to speech. <strong>Eg.</strong> “And it was gone, just like... (SNAPS FINGERS).” “(SIGHS HEAVILY) I’ve had a tough day.”</td>
</tr>
<tr>
<td>(CLASSROOM CHATTER), (AUDIO DISTORTS), (BACKGROUND CHATTER)</td>
<td>Use when there is any <strong>significant</strong> break in audio, not just natural pauses during speech. Make these captions <strong>five seconds</strong> long, and begin captioning with a speaker label when captionable content resumes.</td>
</tr>
</tbody>
</table>
Special Instructions

Sometimes clients send a special request, such as specific spelling or formatting.

• When special instructions are present, the information icon beside the job will be highlighted blue.

• Click on the icon to see the instructions.

• When you claim a job with special instructions, a pop-up will appear, displaying these instructions for you.

• It is very important that you follow these instructions as the client has specified. The completed file will be reviewed to ensure the instructions have been followed.

Not sure how to spell something?
Check out our sections on
Research and Verification
and Specialist subjects.
A grammar nerd’s best friend. Find the answers to any grammar problems you might encounter.

Grammar rules, punctuation rules and more!

Did you hear that word right? Check that it is a real word and fits the context!

Can’t find the answer?
You can always contact us at onlinesupport@ai-media.tv. We might not be able to get back to you straight away, but our team are experienced captioners and can answer most of your queries.