

PRESENTING A VISUAL DOCUMENT IN 5 STEPS

① IDENTIFY THE DOCUMENT

➔ Nature of the document

This document is a. . . / it consists of . . . / What we have here is ...

- a **photo**(graph)
- an **advertisement** (une publicité) = an **advert** = an ad for ... / a spoof ad (une parodie de publicité)
- a **painting** (un tableau)
- a **drawing** (un dessin)
- a **cartoon** (un dessin humoristique)
- a strip **cartoon** (une bande dessinée) = a **comic strip**
- a (film) poster
- a **graffiti**
- a **mural** (peinture souvent politique sur les murs, fresque)
- a chart (un graphique)
- a map (une carte)
- the cover of a magazine
- a book cover



➔ Origin of the document

- It dates from. . .
- It comes from. . . / It was taken from... / It appeared in... (a newspaper/ a magazine...) on... (december 1st, 2018) in ... (december, 2018) / It was published in...
- It was drawn by . . . / painted by . . . / taken by . . . / made by. . . / created by... a man, a woman, someone called.../ a painter / a photographer / a cartoonist / an advertiser. . .
- The name of the artist is / not mentioned.
- It is entitled... (il s'intitule...)

② DESCRIBE THE DOCUMENT

➔ What is it composed of?

- It consists of. . . / It is composed of. . . / It is made up of . . . 2 parts, 4 frames ...
- There is a caption (une légende) / a title / a text / a speech balloon (une bulle)/ a logo / a catch phrase (une phrase accroche)/ a pun (un jeu de mot) / a slogan ...
- It shows. . . / It represents . . .
- It is a close-up (un gros plan) / a medium shot (un plan taille) / a long shot (plan d'ensemble ...)

➔ Localisez les objets et les personnages

- The scene takes place in. . . / The setting is .../
- behind (derrière) / in front of (devant) / next to (à côté de) / on the right (à droite) / on the left (à gauche) / at the bottom (en bas) / at the top (en haut) / above (au dessus de) / under (en dessous de)
- In the background (à l'arrière plan) / in the foreground (au premier plan) / in the middle of (au milieu de)

➔ Décrivez les personnages, les objets, le décor

- I can see... / It shows.../ It represents...
- There are 1, 2, 3, many people / There is only one person ...

- ★ Gender and age group: a man/men –a woman/women- a child/children) - a kid - youngsters (des jeunes) - teenager(s)- adults - elderly people (p. âgées) - disabled people (p. handicapées)...
- ★ Clothes: (S)he is wearing ... / They are dressed in pants (US)/ trousers (GB)/ skirt (jupe) / dress (robe) / sneakers (US) / trainers (GB) / jumper (pull) / coat (manteau) / gloves (gants) / cap (casquette) / hat (chapeau)...
- ★ Physical appearance : tall, short, middle-sized = average-height, thin, slim, overweight (en surpoids), obese, plump = chubby (grassouillet)...
- ★ Looks: pretty, good-looking, handsome (for men), beautiful (for women), ugly, neglected (négligé), sloppy (peu soigné), attractive, stylish (élégant)...
- ★ Expression/ mood: (S)he seems to be ... / They look... delighted (ravi), upset (triste), shocked (choqué), appalled (consterné), amazed (stupéfait), worried (inquiet), uneasy (mal à l'aise)... comfortable (à l'aise)
- ★ Attitudes: S(he) is standing / sitting / lying / talking. . . (🔥 Emploi du présent en BE+ -ing!)
- ★ Colours

③ ANALYSE THE DOCUMENT (message / Author's aim = goal = purpose)

- The subject = topic is... (le sujet est...) / It deals with ... (il parle de...)
- It relates (il raconte ... / It illustrates... / It refers to ... / It shows ...
- It raises the question/issue/problem of ... (il soulève le problème de...)
- The author suggests that ...
- wants to show that ...
- wants to convey the impression that...
- His aim is to... / He aims at shedding light on .../
- The purpose of the artist is to... entertain = amuse (divertir)/ denounce (dénoncer)/ pass on a message / shock / explain / prove... prevent people from + vb + -ing (empêcher les gens de...) / deter people from + vb + -ing encourage people to + vb (inciter les gens à...) make people react / criticize attract people's attention to... raise awareness of...(sensibiliser à...) stress the issue of(mettre l'accent sur le problème de) emphasize that (souligner le fait que...)
- The author criticizes ... / condemns... / denounces...
- He mocks.../ makes fun of ... /



④ REACT ! (your point of view about the document, the issue tackled)

- In my opinion. . . / To my mind... / As for me ... / AS far as I am concerned ...
- I find this document interesting because... .. / I (don't) agree with = I disagree with... / I (dis)approve of .../ I (don't) share this point of view /
- I like / dislike this picture because ... / What I (don't) like about this document is that ...
- I find it funny / strange / convincing / beautiful / irrelevant (hors de propos, non pertinent) / relevant (pertinent). . .
- It reminds me of. . . / It makes me think of .../ It makes me feel .../ I can identify with .../

⑤ CONCLUDE

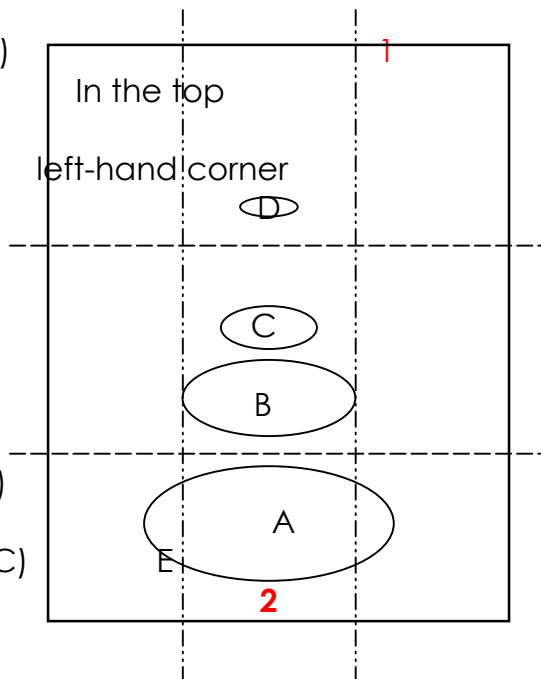
In conclusion / to conclude / in other words / in short / to put it in a nutshell (formal)

POSITION (the LAY OUT)

On the left (hand side)
the right

the side
either side

In the foreground (A)
the middle (B)
the background (C)
the distance (D)
the corner (E)



At the top (1)

At the bottom (2)

GAP –FILLERS – A la place d'un 'euh...' bien français essayez :

- Er...
- Well...
- You see... / You know ..
- Anyway (to get back to the subject) ...
- What I mean to say is that ...