

Present a visual document

Look at the picture on p. 189.

A. Identify and introduce the document

1 Identify the nature of the document.

This document is a..., it consists of/in...

- an advertisement [æd'vɜ:tɪsmənt]/an advert ['ædvɜ:t]/an ad [æd] (*une publicité*)
- a picture/a photo/a photograph ['fəʊtəgrɑ:f]
- a painting (*un tableau, une peinture*)
- a drawing (*un dessin*)
- a cartoon (*un dessin humoristique*)
- a caricature (*une caricature*)
- a comic strip/a strip cartoon (*une bande dessinée*)
- a map (*une carte*)
- a cover/a front page (*une couverture*)
- a chart (*un graphique*) • a bar chart (*un histogramme*) • a pie chart (*un camembert*)
- a quotation (*une citation*)

2 Identify the origin of the document.

- It dates from...
- It comes from... • It is an extract from.../it is extracted from/is an excerpt from...
- It was drawn by... • it was painted by... • it was taken by...
 - it was made by... a painter/a photographer/a cartoonist/an advertiser...
- It was published on + date • issued by + name

"This picture, which appeared on the cover of *The Times* in May 2010, was shot by a famous South African photographer."

B. Describe and analyse the document

Always indicate what you can see first: it is entitled, the headline is... the subtitle is..., *the two men are tall, they both have brown hair*,... then imagine what it may imply → *they may be brothers*. Try to answer the following *wh-* questions: "*Who?*", "*Where?*", "*When?*" and make suppositions. Answer rather quickly and make structured sentences.

1 Indicate what it is composed of.

- It consists of... • It is composed of... • It is made up of... • The layout is...
- There is a caption (*une légende*) • a title • a text • a balloon/speech balloon/thought balloon (*une bulle*)

- It shows... • It represents... • It depicts... • It deals with... • It concentrates on... • It raises the issue of...
 - It highlights...
- It is a close-up (*un gros plan*) • a medium shot (*un plan américain*) • a low-angle shot... (*une contre-plongée*)

2 Locate objects and characters.

- The scene takes place in... • It is situated... • It is located in...
- Behind • in front of • on the right-hand • on the left-hand side • above • under • at the top... • at the bottom... • in the foreground... • in the background...

3 Describe characters, objects, the setting.

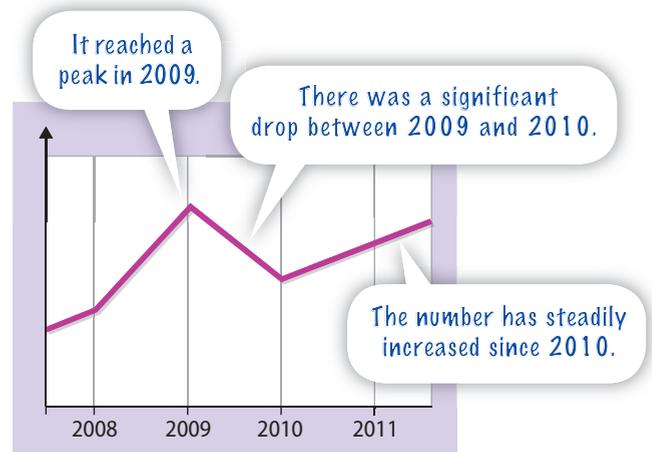
- **Expressions:** She/He looks surprised • pleased • angry • cross... The man's face is quite expressive expressionless • blank...
- **Clothes:** old-fashioned • casual • elegant • smart...
- **Attitudes:** standing • sitting • lying • leaning on a wall...
- **Shapes:** square • circular • thin • large...
- **Colours:** bright • dull • garish • dark • light • contrasted...

"The image represents a blue-eyed man with old-fashioned clothes on - he looks extremely surprised because he must have seen something quite shocking."

4 Make suppositions.

- **Exact place:** The picture must have been shot in... • Obviously, the people are...
- **Characters' identity, actions and feelings:** The man looks... • It seems that he is...

5 Give the main trends (for a graph).



C. Use the description to interpret the message/subtext

1 Indicate the aim of the author, what he/she means and expresses in terms of feelings.

- I suppose... • I guess... • I imagine... • I think that...
 - I consider...
- We can infer...
- What the cartoonist means • suggests is that...
- The photographer highlights • shows • illustrates...
- The message which is conveyed is...
- The painter's aim is to... • She/He aims at + *V-ing*...
- The purpose/aim/objective of the work of art is to denounce • expose • celebrate • shock • warn • sensitise • make people aware of the fact that... • show the contrast between... and...

2 Say what impact the document has on you and open up the debate.

- Give your reaction:** Indicate whether you like it or not, if you agree or not with the vision of the author, and if there are other topics and issues the document makes you think of.
- As for me/as far as I am concerned/for my part/in my opinion/to my mind...
 - From the..., we can imagine/infer that.../guess that...
 - I find it funny • strange • convincing • beautiful • striking • efficient...
 - It reminds me of... • It looks like... • It illustrates... • What really appeals to me is... • What I find extremely puzzling is...

Analyse an advertisement

A. Identify the document

"The document is an ad made by one of the most famous associations namely the WWF. As the logo and the motto of the organisation well indicate, this NGO aims at preserving the planet. Here more particularly, as is shown by the catchphrase, the objective is to put an end to global warming."

C. Interpretation and analysis

"What is striking is the sharp contrast between the dark colours of the picture and the catchphrase which is at the bottom, in white capital letters, so as to force everybody to read it.

The darkness of the picture may represent the darkness of the planet's prospects if nothing is done."



B. Description

"This ad actually corresponds to a photomontage representing the realistic picture of a man whose head has been replaced by that of a fish."

D. Personal opinion and conclusion

"I find this advert particularly clear and expressive. The use of an imperative makes the piece of advice all the more direct, and the use of humour – black humour though – is striking. It efficiently appeals to our love for nature."

"I find this ad effective and thought-provoking: React before you lose your grey cells and are turned into a vulgar fish lost in the polluted deep waters of the sea!"

"I don't like this advert because it is scary, it does not reflect what I think about the preservation of our environment because..."

nature = ad • photomontage

brand = WWF

general topic = global warming

focus = man with the head of a fish

description/interpretation = dark colours

→ dark humour → dark prospects

target = everybody in the world

aim = shock • sensitise • make people react...

Useful expressions to present and defend ideas

Order arguments

- First (of all).../To begin with.../To start with...
- Secondly... • Thirdly...
- Last but not least.../Lastly...

REMINDER

at first → *au 1^{er} abord (fausse impression)*

Add an argument

- In addition.../Besides...
- What's more.../Moreover... furthermore...

REMINDER

beside → *à côté de*
(*beside my school* → *à côté de mon école*)

Give a counter-argument

- On the one hand... • on the other hand...
- Although.../Even if...
- It may all be true and yet...
- Nevertheless... • However...

Give examples

- Let's take an example: ...
- To back this up...
- For example.../For instance.../..., such as.../like..., ...
- Indeed,...

REMINDER

an example → *un exemple*

Reformulate your ideas

- In other words.../to put/say it differently...

Sum up your point and conclude

- In a nutshell...
- All in all...
- To sum up...
- To conclude.../In conclusion.../To end with...

REMINDER

to resume → *reprandre (une activité)*

PRACTICE MAKES PERFECT!

I. Fill in the following gaps using an expression above.

1. This world crisis has had three main consequences: (...) a drop of sales, (...) a rise in bankruptcies and unemployment, (...) growing social discontent.
2. Many developing countries, (...) India and South Africa, suffer from sharp inequalities. (...) some are weakened by widespread corruption.
3. A lot of progress has been made. (...) more remains to be done.
4. South Africa is a land of contrasts: (...) you can see successful businessmen who earn millions of rands¹ and (...) there are many children from the township in rags.

1. 1.00 EUR ≈ 10 ZAR (South African rand)

Useful expressions to exchange opinions

Same opinion

	Positive statement	Negative statement
Construction	So + auxiliary + subject	Neither + auxiliary + subject
Example of dialogue	Peter: I like it! Max: So do I!	Peter: I don't like it! Max: Neither do I!

Different opinion

	Positive statement	Negative statement
Construction	Subject + auxiliary in the negative form	Subject + auxiliary in the positive form
Example of dialogue	Peter: I like it! Max: I don't!	Peter: I don't like it! Max: I do!

PRACTICE MAKES PERFECT!

II. React to the following sentences and give your own view following the example in blue.

I would love to visit Cape town! → *So would I!*

1. I wouldn't like to spend all my free time shopping.
2. They are afraid of ghosts.
3. I don't believe some people have supernatural powers.
4. He wanted to strike it rich.

Useful expressions to interact and communicate naturally

Express agreement

- I think so.
- That's it/That's just what I think.
- I agree with you/on this.
- I'm with you there.
- Exactly.

Express disagreement

- I don't really think so.
- I'm afraid you're wrong.
- I don't fully agree with you there.
- I'm not sure you're right.
- What you're saying may be right; however...

REMINDER

I ø agree negation → **I do not/don't agree.**
He/She **disagrees/does not agree.**

Express surprise 😲

- Unbelievable! • Incredible! • Impossible!
- I can't believe it!/my eyes!/my ears!
- You must be joking!

Express your preference

- I'd rather do it/I'd rather you did it.
- I'd prefer to do it/I'd prefer you to do it.
- If I can choose, I'll go for...

Express indifference

- Whatever/Whichever you prefer.
- Up to you.
- I don't mind.

Congratulate

- Well done!
- Congratulations!
- Lucky you!
- I'm so pleased for you!

REMINDER

You're kidding! → *Tu blagues ?*
(attention au registre de langue =
expression assez familière)

Express sympathy 😞

- I'm so sorry (for you).
- Poor you!
- Bad luck, really...
- It's a pity!/What a shame!

Express love and rejection 😊 😡

- I love • like • enjoy...
- I am crazy about • fond of • keen on...
- I hate • dislike • detest • hate • reject...
- I can't stand/bear + *V-ing*

PRACTICE MAKES PERFECT!

III. Read the following sentences and imagine what you could answer, following the example in blue. Several answers are possible. Use the expressions studied.

*Her brother has just lost his job. → Poor him!/
What a shame!/Bad luck really...*

1. I've just passed my driving licence.
2. Her sister has won the lottery and does not need to work anymore.
3. Mandela received many death threats.
4. I think people should stop buying online – it's too dangerous.
5. After spending the whole year studying, he finally passed his exam.
6. Why are you so angry? You should listen to me once...

