1. IDENTIFY THE NATURE OF THE DOCUMENT
This document is ... / What we see/have here is...
a photo(graph) / a painting / an engraving / a drawing / a humorous picture / a cartoon / a strip cartoon = a comic strip / a caricature / an ad/advert(isement) / a table / a chart = a graph / a pie-chart / a bar-chart / a map / a poster / an infographic / a snapshot / a still / a book cover / a newspaper front page / etc...

2. ORIGIN OF THE DOCUMENT
The document/The photo.../It dates from ... / It was taken/painted/drawn in... + date
It comes from ... / It is an extract from ... / It is an advertisement for ...
It was drawn by ... / painted by ... / taken by ... / made by ... (a painter / a photographer / an advertiser ...)
It was made by ... / by someone called ... / The name of the artist is ...
The name of the artist (the date / the source) is not mentioned / does not appear...

⇒ What you see...

3. DESCRIBE IT:
A) Specify what the document is composed of :
It consists of ... / It is composed of ... / It is made up of ...
There is a caption / a catchphrase / a product name / a logo / a brand name / a slogan... etc

B) Locate things and people [also see: Main adverbs and prepositions of place ] : How are the elements placed within the picture ?
In the foreground / in the background on the left / in the middle / on the right
In the lower part / in the upper part
In the top left-hand corner / at the top /at the bottom / in the bottom left-hand corner etc...
C) Answer "Wh-questions" whenever possible
Describe what strikes you at first, what you see - do not describe details, nor what they suggest to you.
Where / When?
The scene takes place in a room/a house/the countryside/the street/at school/the baker's ... It takes place at night / during the day ... etc.
What is going on?
This document shows / In this picture, we can see... an old man / a young girl / a couple / a family...
He is sleeping / She is sitting / They are running
NB : Always use Present Be+Ing to describe the action(s) shown in the picture.

D) Describe things, characters, the setting, the scenery
Shapes: this object is... (square / circular / thin / big ...)
Colours / clothes etc
Expressions / attitudes (S + be + standing / sitting / falling etc ...)

➢ and what you don't see: the implicit message...

4. ANALYSE
The author suggests that ... / (S)he wants to show that ... / His/her aim is to ... / (S)he criticizes violence, indifference... / (S)he suggests that + Gpe Vb... / (S)he makes fun of ... / (S)he condemns ... / (S)he denounces ... / (S)he alludes to ... etc / The document mocks/parodies artists/teachers...

➢ Comment on the document

5. REACT
In my opinion ... / I find it... (funny, strange, convincing, beautiful ...) It makes me think of ... / It reminds me of ... / It evokes the question of ...
What I like / don't like about the document is ...
To conclude / to sum up, I would say that ...

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>ADJECTIVES</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The setting (cadre, décor)</td>
<td>Bright, vivid ≠ pale, soft colours</td>
<td>To focus on...</td>
</tr>
<tr>
<td>The landscape/scenery</td>
<td>Blurred</td>
<td>SYNONYMS:</td>
</tr>
<tr>
<td>The layout (agencement des éléments)</td>
<td>Off-camera (hors-champ)</td>
<td>Reinforce: emphasize, highlight</td>
</tr>
<tr>
<td>An oil : A watercolour : A print (gravure)</td>
<td>Biased : partial</td>
<td>Be: act as, function as</td>
</tr>
<tr>
<td>A hue (teinte) : A touch of...</td>
<td>Famous : celebrated for,</td>
<td>Choose: select, adopt</td>
</tr>
<tr>
<td>The stroke of the brush/of the pen</td>
<td>Important: essential,</td>
<td>Create: establish</td>
</tr>
<tr>
<td></td>
<td>fundamental, key, what is at stake is...</td>
<td>Criticize: attack, condemn, protest against</td>
</tr>
<tr>
<td></td>
<td>Interested in : concerned with</td>
<td>Mention: it is worth noting that</td>
</tr>
<tr>
<td></td>
<td>Related : connected with,</td>
<td>Quote: as he puts it</td>
</tr>
<tr>
<td></td>
<td>combined with, associated with,</td>
<td>Reflect: mirror, embody</td>
</tr>
<tr>
<td></td>
<td>linked by</td>
<td>Say: affirm, assert that, state</td>
</tr>
<tr>
<td></td>
<td>Evocative (+ of) (scene)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Puzzling : Striking...</td>
<td></td>
</tr>
</tbody>
</table>
Speaking Part 2:

HOW TO COMPARE AND CONTRAST VISUAL DOCUMENTS

Bk p.179 +

Similarities & Differences

People → Nationality, Origins, Social class...  Leisure Vs Work
Colours Vs Black & White  Family Vs Friends, Colleagues → Personal life Vs Professional Life
Seasons → Summer Vs Winter...  Loneliness Vs Solidarity / Togetherness
Inside Vs Outside  Having fun Vs Obligation
Beach Vs Mountains  Activity Vs Relaxing / Contemplating
Seaside Vs Countryside  Tradition Vs Modernity
Urban Vs Rural / Wild
**LINKING WORDS**

1-POUR INTRODUIRE LE SUJET
TO BEGIN WITH
TO START WITH
FIRST = FIRSTLY

2-POUR AJOUTER DES IDEES
SECOND = SECONDLY
THEN / AFTERWARDS
THIRDLY

WHAT'S MORE
MOREOVER
FURTHERMORE
BESIDES:
IN ADDITION TO THAT
ON THE ONE HAND
ON THE OTHER

3-POUR CONCLURE
LASTLY
FINALLY
EVENTUALLY
IN CONCLUSION
TO CONCLUDE
TO FINISH WITH

4-POUR DONNER DES EXEMPLES
FOR Instance
FOR EXAMPLE
ACCORDING TO
SUCH AS

5-POUR OPPOSER
BUT
UNLIKE
ON THE CONTRARY
WHEREAS / WHILE

6-POUR EXPRIMER LA CONSEQUENCE
SO
CONSEQUENTLY / THEREFORE
THAT'S (the reason) WHY

7-POUR COMPARER
AS / LIKE
AS IF (+prétérit modal)

8-POUR EXPRIMER LA CONCESSION
ALTHOUGH
THOUGH

HOWEVER
STILL
YET
NONETHELESS, NEVERTHELESS
INSTEAD OF (+ verbe en -ing)

9-POUR EXPRIMER LA CONDITION
IF
EVEN IF

10-POUR EXPRIMER LA CAUSE
FOR
AS
BECAUSE / SINCE
BECAUSE OF

11-POUR EXPRIMER LE BUT
(NOT) TO
IN ORDER (NOT) TO

12-POUR FAIRE UNE HYPOTHESE
IF

13-POUR SITUER DANS LE TEMPS
BEFORE (+ verbe en -ing)
AFTER (+ verbe en -ing)

IN THE 1950s
IN THE EARLY 1990s
IN THE LATE 1990s
IN THE COURSE OF THE 19th CENTURY
TODAY
NOWADAYS
BY 2010
LATER (STILL)

14-POUR DONNER SON POINT DE VUE
PERSONALLY
IN MY OPINION
AS FAR AS I'M CONCERNED