

Présenter un document iconographique

(voir la traduction en classe avec votre professeur)

1. Nature du document

This document is / What we have here is :

a photograph / a painting / a cartoon / a drawing / a caricature / in colour / in black and white / an advert / a strip cartoon / a chart / a map / a poster / a snapshot / a book cover / a newspaper front page / a parody / a pastiche / a humorous picture / ...

2. Origine du document

We can say ... We can suppose ... We can imagine ...

it comes from / it was taken from / it appeared in/on:

a newspaper / a magazine / a website / a women's magazine called ____ / a business magazine.

It appeared ... It dates from ____

It is recent / not recent.

We may suppose it appeared _____ recently / long ago / ____ years ago.

3. L'auteur

It was made by a man / a woman / someone called ____

This photo was taken by ____ / This was made by ____ / painted by ____ / created by ____

The name of the artist is _____ / not mentioned / does not appear.

The name of the photographer / the cartoonist / the painter _____ is ____

He is (not) famous. I (don't) know him/her.

4. Description du document (l'explicite - ce que l'on voit)

It is a close-up / medium shot / long shot.

It's a low angle shot / a high angle shot.

The scene takes place in a home / in a bedroom / in a living-room / in a kitchen / in a bathroom / in a shop / in the street / in the country / in the desert / in the mountains

The setting is a school / a big city / a small village / the countryside / the moon / another planet / an imaginary world / familiar / unfamiliar / exceptional / typical / ...

It takes place during the day / at night / in the summer / in the winter / ...

It is composed of 2 / 3 parts. The comic strip is composed of 4 frames.

The general atmosphere is sad / romantic / funny / crazy / serious / ironical / mysterious / unusual / relaxed / tense / ordinary / sophisticated / ...

The characters:

- number There are 1 / 2 / 3 / many people. There is only one person; a ____
- gender male / female (one man / three men / one woman / four women)
- age group child(ren), teenager / adult / middle-aged /in his twenties / young / old
- clothing: (S)he is wearing a jacket / a skirt / a dress / a hat / ...
- gestures / depicted action He is sitting / She is standing / They are talking (lying, running, fighting, playing, dancing, watching, smiling, begging, eating, ...) Some are ...ing / All are ...ing.

- their mood(s)

He seems to be ...

He looks / She looks / They look :

aggressive

angry

annoyed

anxious

apathetic

arrogant

ashamed

bored

cautious

cheerful

cold

confident

confused

conscious

contemptuous

crazy

cross

cruel

curious

dangerous

depressed

determined

dirty

disappointed

disapproving

disgusted

dishonest

ecstatic

embarrassed

enraged

enthusiastic

envious

excited

exhausted

fearful

fed up

friendly

frightened

frustrated

funny

generous

greedy

guilty

happy

heartbroken

horrified

hostile

hot

hungry

hurt

hysterical

ill

indifferent

intelligent

interested

jealous

lazy

lonely

lost

lucky

mad

miserable

modest

mysterious

negative

nervous

optimistic

paranoid

peaceful

perplexed

pleased

prejudiced

proud

puzzled

quiet

regretful

relaxed

relieved

sad

satisfied

scared

sceptical

shocked

shy

sick

selfish

shocked

smart

smug

sorry

strange

strict

strong

stupid

surprised

suspicious

thirsty

thoughtful

tired

ugly

undecided

unhappy

upset

untidy

strong

violent

weak

well-dressed

worried

I can see / It shows / It represents ...

There is a _____

There are _____s

in the upper part / in the lower part

in front of / behind

above / under

close / far away

at the top / at the bottom

on the left / on the right

in the foreground / in the background

in the middle

in the corner

There is a / no _____ text / title / headline / bubble / caption / slogan / catch phrase / logo / sign / note.

There is a contrast between ____ and ____.

There is a contrast in size / in colour / in numbers / ...

5. L'implicite (l'implicite - ce que le document donne à imaginer)

The subject is ... / The topic is ... / This issue is topical.

It relates an incident / an accident / an event / a fight / an argument / ... It tells a story: _____

I suppose that ... / I think that ... / We can conclude that ... / We can imagine that ... / We can infer that ... / We can deduce that ... / It illustrates / It refers to ... / It is about ... / It deals with ... We can guess that ...

The author suggests that ... / (S)he wants to show that ... / His-her aim is to ... / (S)he criticizes ... / (S)he mocks ... / (S)he makes fun of ... / (S)he condemns ... / (S)he stresses ... / (S)he alludes to ... What (s)he means is that ...

According to the author, ...

The aim / the purpose of the artist is ... to entertain / to amuse / to convey values / to pass on a message / to shock / to surprise / ...

The document raises the question / issue / problem of ...

The message is: _____

I can suggest a caption / a title.

The ____ is a symbol: it symbolizes _____. It represents _____. It stands for _____

6. Ma réaction

It looks as if ... / It seems that ... / My impression is that ... / I have the feeling that ... / I am under the impression that ...

My first reaction was: desire / admiration / fear / surprise / pleasure / disgust ...

I find this document _____ / I don't find this document _____ :

accurate / amusing / appropriate / artificial / attractive / banal / beautiful / brilliant / conventional / convincing / difficult / disgusting / disturbing / dull / effective / entertaining / exaggerated / excellent / fantastic / far-fetched / fascinating / fine / foolish / funny / good / great / inaccurate / incredible / interesting / intriguing / ironical / marvellous / modern / mysterious / nice / old-fashioned / original / provocative / puzzling / realistic / ridiculous / right / serious / shocking / strange / stupid / terrible / terrific / thought-provoking / threatening / topical / true / uninteresting / unpleasant / unusual / wonderful / wrong

My feeling is that this is very well-done in that ...

We can identify with the _____.

What I find _____ is ...

What I find the most _____ is

What I like about this document is ____ / is the fact that

What I don't like about this document is its _____

What strikes me the most is ...

I feel concerned / I don't feel concerned.

I feel moved / irritated / puzzled / ...

It makes me think of ...

It reminds me of a film / a book / a text / an article / another document ...

I remember a similar document we studied in class: it was ...

It looks like ...

It evokes the question of ...

In my opinion, ... / To my mind, ... / I would say that ... / To conclude ... / To sum up ...

7. Gap fillers

Well ...

Er ...

You see ...

You know ...

Anyway, ...

Actually, ...

Mind you, ...

Now wait a minute, ...

Hang on, ...

Right, ...

I mean, ...

But then again, ...

8. Personal notes