

How to analyse a visual doc. "IDAHO"

(IDENTITY)

It's a black and white cartoon drawn [drɔ:n] by Ø cartoonist Bill Day from an American newspaper issued ['ɪʃu:d] in August 2010 and available [ə'veɪləbl] on the Internet.

(DESCRIPTION)

There are two road signs close to each other aiming ['eɪmɪŋ] at advising or warning drivers and/or pedestrians [prɪ'destrɪənz] to be careful. There is a potential / possible danger.

The one on the left reads "school zone... watch out for children" with a couple of school kids / pupils with their backpacks on. They don't look that happy but rather depressed / miserable / sad / disappointed to go to school. They are bending their heads and looking at their feet / looking at the ground. They are not excited at all!

The road sign on the left reads "moms too" and depicts an overjoyed / excited [ɪk'saɪtɪd] / delighted [dɪ'laɪtɪd] mother who is jumping in the air.

(ANALYSIS)

The cartoonist aims at showing that the beginning of the school year is a very important period / time for children and in particular stay-at-home mothers / housewives ['haʊswaɪvz]. At last, they can relax / loosen up / rest because during the summer, they had to cope with / manage ['mænɪdʒ] / handle their children who were running in the house, playing loudly, or partying with friends and enjoying their holidays.

(HIDDEN CONTEXT)

The cartoon is quite [kwɔ:t] recent / new / topical and represents / depicts September's misfortune for a lot of students... it's back-to-school time! The mothers are relieved [rɪ'li:vɪd] / freed from the summer holidays whereas / while [waɪl] the children are desperate and disappointed. They don't want to go back to school... again!

(OPINION) → choose your side

I personally (quite) like this cartoon because it's funny / humorous ['hju:mərəs] and quite true! → explain your opinion / situation in more details. Pensez à utiliser des expressions du goût.



- I personally don't like this cartoon, I find it (quite) stupid because mothers are not that excited and children not that depressed to go back to school! → explain your opinion...



I personally don't know what to think... I'm torn... at the same time I'm surprised and upset by it! → explain your opinion...

(GO BEYOND) → It's up to you to find a related topic to talk about!

- for example, you can talk about school in general and the lack of enthusiasm of some students.

NB: - (to) aim at + V-ING

- (to) advise (v : 'conseiller') ≠ advice (n : 'des conseils' → jamais de -S !)

cf. "a/one piece of advice" = un conseil ; "three pieces of advice" = 3 conseils

- les mots de liaisons (=connecteurs logiques) WHEREAS et WHILE expriment le contraste et / ou la simultanéité.

- les adverbes QUITE et RATHER ou les expressions NOT THAT ... et NOT ... AT ALL permettent de nuancer son propos.

HW:

→ Je note les points de vocabulaire (synonymes, nouveaux mots, ...), phonétique, grammaire... dans les parties correspondantes de mon classeur.

→ Je retravaille ce commentaire en y ajoutant des éléments du cours (cf. analysis notamment)

→ Je termine ce commentaire en élargissant mon intervention orale sur le domaine de l'école et l'éducation (cf. go beyond)