

# How to present a document for an English exam

This is not an exhaustive list.

Pour donner la liste des texte à l'examineur vous pouvez dire: "Here is the list".

Veillez à ce que l'examineur ait un exemplaire du document. Pour lui en proposer un, dites "Do you need a copy of the text?", ou « Would you like a copy of the text ? »

## INTRODUCTION

- Pour prendre votre respiration avant de vous lancer: Well, so, for starters,
- As an introduction I'd (would) like to say that ...

## WHAT ?

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• The document I'm going to talk to you about is a</li> <li>• I'm going to present to you a</li> <li>• This is a</li> <li>• What we have here is a/the document about a</li> </ul> | <p>poem<br/>text<br/>news article<br/>passage / (an) extract from a novel<br/>short story<br/>tale</p> | <p>entitled / called [+title]<br/>(taken) from [+source]<br/>about [+topic]<br/>that deals with [+topic]<br/>that addresses the issue of [+topic]<br/>that takes a look at [+topic]<br/>(written) by [+author]</p> |
| <ul style="list-style-type: none"> <li>• The text is about a/the</li> <li>• It's about a/the</li> <li>• The text raises a/the</li> </ul>  | <p>crucial question of ...<br/>controversial issue<br/>(an) important topic<br/>old problem of ...</p> |  |

## WHERE?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The setting is / was</li> <li>• The incident took place in</li> <li>• The event occurred in</li> <li>• The scene takes place in</li> </ul> | <p>a big American city<br/>the countryside<br/>a small English village<br/>a school</p> |
|---|---|

## WHEN?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The incident took place</li> <li>• The event occurred</li> </ul> | <p>recently<br/>long ago<br/>during the winter<br/>in the winter<br/>at night</p> |
|---|---|

|                                       |                          |  |
|---------------------------------------|--------------------------|--|
| <b>IN</b> the top left hand corner    | <b>AT</b> the top        | <b>IN</b> the top right hand corner    |
|                                       | <b>IN</b> the background |  |
| <b>ON</b> the left                    | <b>IN</b> the middle     | <b>ON</b> the right                    |
|                                       | <b>IN</b> the foreground |  |
| <b>IN</b> the bottom left hand corner | <b>AT</b> the bottom     | <b>IN</b> the bottom right hand corner |

*Describing in 2D*

## WHO?

- The different characters depicted are
- The main character(s) is (are) ....
- The persons involved are / were ...

## SUMMARY

- Basically the story is that of ...,
- the plot (l'intrigue)
- the heart of the problem is ...
- the core of the question is
- the main issue is
- the key topic is

## GAP-FILLERS

A la place d'un "euh.. " bien français essayez:

- Eh ..
- Well ..
- You see ..
- Anyway to get back to the subject ...
- What I'm trying to say is that
- What I'm trying to get at is that ...
- What I mean to say is that ...

## PARTS in the text or in your commentary:

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• The text falls into 3 parts</li> <li>• The text can be divided into 3 parts</li> <li>• It is possible to divide the text into 3 parts</li> <li>• The passage is made of 3 paragraphs</li> </ul> | <p>the first one, from line xx to line xx,<br/>the second one ...<br/>the last one ...</p> | <p>concerns ...<br/>is centered on ...<br/>is focused on ...<br/>deals with ...<br/>is based on ...</p> |
|--|--|---|

## ANALYSYS

|                 |   |            |  |
|-----------------|---|------------|--|
| • By doing this | The singer<br>The director<br>The actor<br>The journalist<br>The writer<br>The author | wants to   | show that...<br>suggest that ...<br>indicate that ...  |
|                 |   | intends to | make us feel that ..<br>make us realize that ..<br>make us understand that ..                                  |
|                 |   | wants      | the reader to feel that ...<br>the viewer to realize that ...<br>the audience to understand ...<br>us to ..... |

REACT by stating your personal opinion.

|                            |  |                  |                          |
|----------------------------|--|------------------|--------------------------|
| • What I find the most     | striking<br>incredible<br>interesting<br>ironical<br>ridiculous<br>impressive<br>threatening<br>unpleasant | in               | this ..... is that ..... |
|                            |  | about            |                          |
| • What strikes me the most |  | in               | the fact<br>the notion   |
|                            |  | about            |                          |
|                            |  | this<br>..... is | that .....               |

## ALLUDING

- It makes me think of
- It reminds me of
- This obviously refers to, alludes to ...

## LINKING

- Then, there is ... / we have
- Now, we find / we have ...
- Also, we can observe that ...
- Besides ...
- Next, the text shows (that) ...
- In the same way ...
- On the one hand, ... but on the other hand, ....we can see that ...
- As a result, therefore
- However

## QUOTING

- I'd (would) like to quote from the text : " ... ".
- In this passage / paragraph / sentence /line / stanza / verse / part →

1. We are told that " ..."

|  |          |                                     |   |
|--|----------|-------------------------------------|---|
| 2.<br>The writer<br>The poet<br>The journalist<br>The novelist | seems to | insist on<br>emphasize<br>underline | such phrases as "...".<br>such words as "...".<br>words like "...". |
|--|----------|-------------------------------------|---|

## CONCLUSION

- Drawing a conclusion about the document, we can say that →
 

|  |   |
|--|---|
| 1. this is all based on                      | the fact that<br>the notion that<br>the idea that |
| 2. it all revolves around                    |   |
| 3. what matters most throughout this text is |   |
| 4. what it actually boils down to is         |   |
- to sum up, in a word, in short, in brief, to conclude, in conclusion