HOW TO ANALYSE A CARTOON IN A STRUCTURED WAY

4 STEPS:
-INTRODUCE the document (genre, origin, topic / theme, etc)
-DESCRIBE the cartoon (general impression, parts, etc).
-ANALYZE and INTERPRET the document (context, reactions, etc).
-CONCLUDE / GIVE YOUR OPINION about the cartoon.

STEP 1: INTRODUCTION

Genre: cartoon (= humor**ous** drawing)
Origin (if given or deductible): the cartoon was published in + YEAR / on + COMPLETE DATE
It was drawn by + name of the cartoonist and comes from a website / a newspaper.
Title (if given): this document is entitled "…"
Topic (= theme): the cartoon is about (= deals with) …   . Its main (= principal) topic is …
The cartoon represents (= features = shows = illustrates = depicts) …
It alludes (= makes reference) to the news / a topical issue, to be more precise, it refers to…
It raises awareness about (= alerts people to the problem of) …

STEP 2: DESCRIPTION

General Impression(s)
On the image / picture, the scene takes place in (= the scene is set in) …
The probable historical period is …
The main (= principal) character(s) is / are …
There are many dark / light colours. The picture is mostly composed of vertical / horizontal lines.
The drawing is very realistic / quite blurred (= unclear). The picture looks dynamic / flat / static, etc.
The composition conveys (=expresses) an idea of rigidity / (dis)order, etc.

Parts
This picture (= image) is divided into ___ parts. There is a striking contrast between… and…
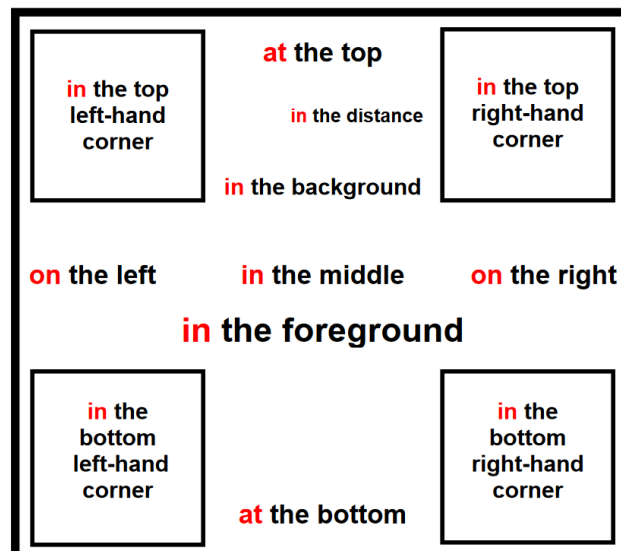This element takes up one third / half of the space.

> ⚠ **Use the present in BE + V-ing to describe what people are doing on a picture!**
> The man in the foreground is + V-ing …
> There is an old woman who is + V-ing … in the background.
> We can see / note / notice / spot a person who is + V-ing … in the distance

	at the top	
in the top left-hand corner	**in the distance** **in the background**	**in the top right-hand corner**
on the left	**in the middle** **in the foreground**	**on the right**
in the bottom left-hand corner	**at the bottom**	**in the bottom right-hand corner**

Focus: the focus of the cartoon is … / the viewer's attention is drawn to…

STEP 3: ANALYSIS

<u>Feelings:</u>
We can easily imagine that ………………… since (= because) / for (= because) / as …………………………
We can see ………………, therefore (= so) the person must be (+ V-ing) / must have (+ Past participle)
As we can see (that) …………………, we can infer (= deduce) that ………………………
We can notice that ………………………, consequently (= as a consequence) we can suppose

<u>Symbols:</u>
In the cartoon, …………………… refers to (= alludes to) ………
The element / object symbolizes …… (= is (very) symbolic of) ………
The character epitomizes (= is a perfect illustration of) ………

<u>The cartoonist's intentions and message:</u>
The character expresses the idea that ………
The cartoon gives information about …
The title / balloon (= speech bubble) points to the fact (= suggests = indicates) that …………
In the drawing, …………………… refers to / alludes to (= makes reference to) ………
The artist / cartoonist denounces (= condemns = criticizes) …
The cartoonist wants to raise the controversial (= polemical) issue (= problem) of ………
The artist wants to make people aware (= conscious) of the fact that ……………
The tone of the cartoon is based on sardonic (=mocking = satirical) / ironical / caricatural / slapstick (= burlesque) / black **humour. /** The cartoon is a parody of … . Indeed / To be more precise (= More precisely) … + justification.

STEP 4: CONCLUSION

<u>Give your opinion:</u>
I think this cartoon is a little / rather/ quite / extremely <u>+ ADJECTIVE</u> because …….
As far as I am concerned / Personally / <u>To</u> me, this document is ……
I think this drawing brilliantly illustrates …..
I think the cartoonist / artist is very talented because …
What strikes / shocks / surprises me in this picture is…

<u>A few useful adjectives… among others:</u>
humorous (= funny) – ironical – witty - clever - smart (= intelligent) - moving (= emotionally touching) – poignant – enthralling (= fascinating) - flat (= insipid) – dull (= uninteresting) – tedious (= boring) – scary (= frightening, alarming) – disturbing (= offensive, shocking) – ambiguous – unclear - straightforward (= direct) - challenging (= provocative) – convincing – original – imaginative – unconvincing – excessive – exaggerated – misleading (= false, distorted) - stereotyped – conventional…

<u>Open up: draw a parallel and expand your presentation</u> by commenting on a larger subject or a topic that you can associate to the document: recent news, a book, a movie, a social trend (= tendency, fashion), a historical fact, an experience, etc.

To me, this cartoon is quite similar to ………………
We can draw a parallel (= make a comparison) between this document and …………
This drawing reminds me of (= makes me think of) ……………………
We can relate (= link) this cartoon to ……… , indeed (= in fact) …………