HOW TO ANALYSE A MAGAZINE COVER IN A STRUCTURED WAY

4 STEPS:

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

STEP 1: INTRODUCTION

<u>Genre</u>: magazine cover
<u>Origin</u> (if given or deductible): the cover was published in + YEAR / on + COMPLETE DATE
The magazine is American / British, and known to be left/right-winged / conservative / liberal / neutral.
The document is based on a painting / drawing / photo(graph) / black and white picture / collage / photomontage (by …) and the headline (= title of the most important article) is "…" .
<u>Topic</u> (= theme): the cover is about (= deals with) ..... . Its main (= principal) topic is …
It represents (= features = shows = illustrates = depicts) …
The cover alludes (= makes reference) to the news / a topical issue, to be more precise, it refers to…

STEP 2: DESCRIPTION

<u>General Impression(s)</u>
On the image / picture of the cover, the scene takes place in (= the scene is set in) …
The main (= principal) character(s) is / are …
There are many dark / light colours. The picture is mostly composed of vertical / horizontal lines.
The picture is very realistic / quite blurred (= unclear). The picture looks dynamic / flat / static, etc.

<u>Parts</u>
The cover is divided into ___ parts. There is a striking contrast between… and…
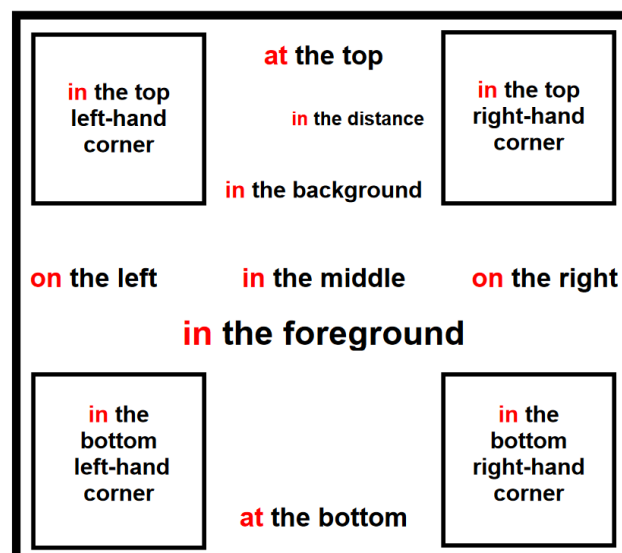This element takes up one third / half of the space.

> ⚠ **Use the present in BE + V-ing to describe what the people are doing on the 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

<u>Focus</u>: the focus of the picture 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 that…………………

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

<u>The creator's intentions and message:</u>
The character expresses the idea that ………
The picture gives information about …
The headline (= title of an article) points to the fact (= suggests = indicates) that …………

The creator denounces (= condemns = criticizes) …
The artist wants to raise the controversial (= polemical) issue (= problem) of ………
The creator certainly wants to make people aware (= conscious) of the fact that ……………
The cover raises awareness about (= alerts people to the problem of) …
The artist's aim (= goal = objective) is probably to highlight (= emphasize = underline) ……………
 Perhaps (= maybe) the artist has wanted to convey (= communicate) an impression of………
This picture portrays …………………… in a positive / negative light, indeed ………………

STEP 4: CONCLUSION

<u>Give your opinion:</u>
I think this cover 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 cover brilliantly illustrates …..
I think the creator 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 document is quite similar to ………………..
We can draw a parallel (= make a comparison) between this cover and …………
This document reminds me of (= makes me think of) …………………..
We can relate (= link) this cover to ……… , indeed (= in fact) …………