

KHÔLLES TIPS

WHAT KIND OF ARTICLE AM I READING?

Tous les articles ne se valent pas, ne se ressemblent pas puisqu'ils appartiennent à des genres journalistiques différents. La première étape de votre approche du texte sera de déterminer de quel genre il s'agit afin d'orienter votre lecture et votre commentaire de façon pertinente.

→ D'où provient ce discours ? À qui est-il destiné ?

- **A press article** = *article standard* : it deals with a particular subject. It aims at giving facts, information, figures, etc.
Written by a professional journalist (usually not famous)

→ How is the issue analysed in the article? Does the journalist try to express a particular message?

- **A leader/a leading article/an editorial** = *éditorial* :
 - . it focuses on something that happened recently (current affairs)
 - . written by the **chief editor** (= *le rédacteur en chef*)
 - . the chief editor writes on behalf of the entire staff of the newspaper/magazine
 - . it is usually published on the front page of a newspaper (or in the first pages of a magazine)
 - . its aim is not to give information on a particular topic
 - . its aim is to express the point of view of the newspaper (political point of view, etc.)

→ How is the chief editor's opinion expressed? Why did the chief editor write a leader on this specific topic? Who is the leader trying to convince? What kind of impact could this leader have and on whom? Can you link the ideas in the leader with more general positions of the newspaper/magazine?

- **A contribution** (*un article envoyé par une personnalité extérieure*) :
 - . not written by a professional journalist, but by someone who has special expertise on a particular issue (a scientist, an artist, a politician, etc., depending on the topic)
 - . it expresses an **opinion** on the issue

→ Why was this contribution published? Why is some expertise necessary on this issue? How does this contribution help understand the issue that it analyses?

- **an open letter** (*une lettre ouverte*) : usually, it is a reaction from **someone famous** on a specific topic
- **a letter to the editor** (*le courrier des lecteurs*) : usually, it is a response to a previous article
- **an op-ed [opposite editorial]** (*tiré de la page des commentaires et chroniques en face des éditos*) : a short article **written by a reader** of the newspaper/magazine who wanted to express his/her opinion on a current issue.
- **A column** [ne pas prononcer le n] (*une chronique/un billet d'humeur*) :
 - . written every week/everyday by a **columnist**: the job of a columnist is to regularly write a column. He/She freely chooses the topic.
 - . it expresses a personal feeling on something specific

→ How convincing are his/her arguments? What ideas does the columnist express?

- **A book review** (*une critique de livre*) :
 - . a book review is a commentary of a book that has just come out; it is written by a **reviewer** (*un critique*)

→ Who is speaking in the various parts of the review? The author of the book? The reviewer? The reviewer quoting the author? The reviewer speaking for himself/herself?

TIPS FOR ORAL PRESENTATION

INTRODUCTION

- Start, for example, **with a recent anecdote/a reference to a historical fact/to a fictional character/a quotation**.
- Do not mention the name of the writer if you have never heard of him/her. **But** if the article is about feminism, for instance, the fact that the writer is a man (or a woman) may be significant.
- Say **writer** instead of *journalist* because the writer may not be a journalist but a politician, an economist, a student etc. **Avoid using** "author" because an author is usually someone who writes books rather than newspaper articles.

This article/ editorial / column is taken FROM The NYT / TIME ... It was issued / published in September, just before / after(pour contextualiser) This column / editorial tackles the question of sport and ethics is about the voting age in the UK. addresses the issue of doping. ... discusses scientific progress.	The first question that arises is ... What is being debated is ... What is at stake here is ... (ce qui est en jeu ici ...) This article casts/sheds a new light on ... (= Ce texte présente ... sous un nouveau jour ...)
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STRUCTURE your synthesis

- Do not repeat the article word for word but, instead, **rephrase**.
- Do not summarize one paragraph after another. You should have a more **synthetic approach**. **Go straight to the point**.
- **Reorganize the information** given in the article in a **logical way** and avoid repetitions at all costs.
- If the article is polemical, comment on the **tone / style** used by the writer.
- Make sure your synthesis is **well-balanced** – make sure you do not devote half of your time to the first paragraph for instance!

TRANSITION to commentary

→ Never say "and now for my commentary" / "I'd like to move on to my commentary" → Simply avoid using the words "summary" and "commentary" in your transition. → Use the pronoun "I" to show you are about to react personally to the article. There are a few points * <i>I would like to comment on now:</i> ... * <i>that struck me:</i> ... * <i>that I found relevant:</i>...	All this leads me to analyse the following points... To get the bigger picture, I would suggest looking into 2/3 points...
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REACTING TO IDEAS IN THE TEXT

This is an argument of considerable weight (=de poids) This argument does not really seem to hold water (= ne tient pas la route) This line of argument is (not) flawless (= (pas) sans faille)	To some extent it is true that ... (dans une certaine mesure il est vrai que ...) All this may well be true but ... This may not always be the case. However,
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CONCLUSION: be brief and DO NOT repeat what you have already said !

TOOLS FOR WRITTEN OR ORAL COMMENTARIES

1.INTRODUCTION

→Open with a short introductory sentence to situate the document in its context or to introduce the issue.

With the growing gap / tensions/ difficulties between...and... With the advent of hybrid vehicles / eBooks... Avec l'apparition de... Following the recent/unexpected/striking development of... For most people... pour la plupart des gens... People tend to forget that... on a tendance à oublier que... It is often claimed that... on prétend souvent que... It is often said that... on dit souvent que...	Most of the time... La plupart du temps... In most cases... dans la plupart des cas... In recent years... ces dernières années... At a time when the issue of... is increasingly debated... A un moment où le sujet....revient de plus en plus dans les débats...
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→Then you need to identify the document (source, date of publication....) by providing relevant details only.

This article/ speech / leader was published in the Guardian on July 11th, 2014. / It is dated July 11th 2014. This article taken from the Guardian dates back to last May when the government passed a law on... The article is taken from the Guardian, a British daily and provides a very European view on gun control.

→Say what the document is about in one sentence to show you understand it. (What, where, when?)

What?

The central issue / the main subject is the death penalty, a highly controversial issue. Le sujet principal est la peine de mort, un sujet très controversé This article, taken from... deals with/focuses on/addresses the issue of... cet article, tiré de... traite/parle de... <i>The article's main subject is energy consumption, a recurrent theme today.</i> L'article traite principalement de la consommation en énergie, thème récurrent aujourd'hui.	<i>It draws attention to / raises the question of...</i> <i>As the title seems to suggest, the article outlines the debate over...</i> Comme le titre semble le suggérer, l'article expose les grandes lignes du débat sur... <i>It discusses the pros and cons of...</i> Il discute des avantages et inconvénients de...
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Where?

→You are supposed to know the names of countries and their inhabitants.

→Watch your grammar as far as place names are concerned the UK, the US, as opposed to Ø England, Ø America...

When?

The article was published right/shortly/ a few months after..., it casts a new light on... L'article a été publié juste / peu de temps/ qqs mois après... donne un nouvel éclairage sur... In the wake of what happened... Dans le sillage de ce qui est arrivé....	The events that took place in... were widely covered by the media / triggered a controversy. Les événements qui se sont déroulés ont été très largement couverts par les medias / ont suscité la controverse.
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→Then, you should mention the question raised by the document (to be answered in your conclusion thanks to your commentary).

It all boils down to whether... Tout revient . la question de savoir si... The article raises the following question: ... ? L'article soulève la question suivante : ... ?	The main question that arises from the text is : ... ? La question essentielle qui émerge du texte est : ... ? What is at stake in this article is... Ce qui est en jeu dans cet article c'est...
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→The structure of the document should be mentioned at the end of your introduction. (=outlining the main ideas)

The article starts with... then focuses on... before coming back to... Several points of interest arise in the article : first(ly)...., first of all... premièrement...	to begin with... tout d'abord..., then..., next... ensuite...,puis..., lastly..., finally... enfin, en dernier lieu, finalement... The main points in the article are : ...
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2. SUMMARY

→ Your presentation of document must be synthetic –i.e. provide the main facts, causes, consequences.

Facts

The journalist argues that... le journaliste défend l'idée que... claims / asserts that... affirme que... comments / remarks that... makes it clear that... fait comprendre que ... mentions the fact that... reveals/explains that... states the fact that... énonce que...	He also alludes to... Il fait également allusion He accounts for this by saying... Il explique cela par le fait que... He blames X for Y / V-ing... Il accuse X de Y He accuses X of Y / Ving... Il accuse X de Y
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Cause & effect

So : donc Given that : étant donné que Thanks to : grâce à As a result of (+N/V-ing) : For that reason : pour cette raison	Owing to, due to, on account of : grâce à, à cause de The measure has caused/ contributed to... Consequently, as a result : par conséquent	That's why : c'est pourquoi ..., which is why... : ... c'est la raison pour laquelle... In order to, so as to : afin de So that, in order that : afin que
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Conditions

Provided that : pourvu que - As long as : tant que - Depending on (whether or not) : selon, cela dépend (si oui ou non)

Opposition

(On the one hand...) on the other hand : (d'un côté) d'un autre côté As opposed to, contrary to : contrairement à Whereas, while : alors que	However/ yet : cependant Even if: même si Unlike : à la différence de
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3. TRANSITION

→ The journalist's intention/ the message he intends to get across or the function of the article.

Function of the article

The article was written to inform the reader /defend the idea that... / provide an in-depth analysis of... / comment (up)on... / shed light on... = éclairer, éclaircir The journalist advocates V-ing... préconise... makes fun of X... se moque de... derides X tourne X en dérision questions... remet en question... condemns... condamne...	praises... fait l'éloge de... tears apart X ... met X en pièces... The journalist aims at putting an end to a fiery debate over... Il cherche à mettre fin à une controverse animée sur... The article is based upon the idea that... l'article est basé sur l'idée que... The point is to decide whether or not... le but est de déterminer si oui ou non...
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Message conveyed

The message he is trying to convey is /to get across is... le message qu'il essaie de faire passer est...	What he is trying to do /say is to (BV)... ce qu'il essaie de faire/dire c'est... What is at stake here is... Ce qui est en jeu ici...
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Point of view

The report is biased / unbiased... le compte-rendu est subjectif / objectif... The implicit stance that lies behind the text is... Le point de vue implicite que l'on devine dans le texte est... The journalist takes sides with... / is in favour of... Le journaliste prend parti pour.../ est en faveur de...	The journalist looks at both sides of the question. Le journaliste aborde les deux côtés de la question. The journalist has adopted a detached/humorous /satirical / ironical/ critical stance (point de vue)
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4. COMMENTARY

→ Explain briefly what you have decided to discuss in the commentary.

There are several aspects to the problem. Il y a plusieurs aspects à traiter. On the one hand... on the other hand... D'une part... d'autre part...	The first/second/third point to be made is that... Le premier point . aborder est...
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→Present arguments in favour of/ against the point made - i.e. analyse the most crucial idea.

→You may need to present the other side of the issue for instance or provide relevant information left out by the journalist.

The journalist is perfectly right in saying that... Le journaliste a tout à fait raison de dire que... As the journalist says, it is indeed reasonable to assume that... Comme le dit le journaliste, il est en effet raisonnable de supposer que... I strongly support the journalist in his view that... Je soutiens tout à fait l'idée défendue par le journaliste, selon laquelle... The journalist failed to mention... J'ai quelques réserves à l'égard de l'approche adoptée par le journaliste. I have a few reservations about the journalist's approach. The journalist overlooks several aspects of the issue. Le journaliste néglige plusieurs aspects de la question.	In other words... en d'autres termes... This amounts to saying that... cela revient à dire que... To my mind, the issue needs to be seen through a different angle. A mon avis, le problème doit être vu sous un angle différent. Contrary to what the journalist claims, I firmly believe that... Contrairement à ce que le journaliste avance, je suis fermement convaincu que... The argument he uses does not stand up to scrutiny. L'argument qu'il utilise ne tient pas. Le journaliste a omis de mentionner...
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→ Putting things into perspective. - Show you have detected the broader issue behind the views/aspects presented in the document and make relevant geographical / cultural comparisons.

It brings to mind... cela me/nous rappelle... So far / up to now... jusqu'. maintenant... Unlike Europe, the US has given the go-ahead to cloned meat. Contrairement à l'Europe, les Etats Unis ont donné le feu vert à la viande clonée. Today / nowadays... actuellement	It is a contemporary trend... c'est une tendance actuelle... Figures are on the rise... les chiffres sont à la hausse... The same goes for... il en va de même pour... Contrary to popular belief,... Contrairement aux idées reçues...
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→Your personal take on the issue should be brought into play with the document itself. It shouldn't necessarily come first! Provide arguments.

Stressing something important

I'd like to emphasize at least two aspects of the question... je voudrais m'attacher . au moins deux aspects de la question... What strikes me most is that... ce qui me frappe le plus c'est que... I am convinced / I firmly believe that... je suis convaincu que... There is every reason to believe... tout porte à croire que... Undoubtedly, ... Il n'y a aucun doute que... There's no denying that... On ne peut nier que... As everyone knows... Comme tout le monde le sait...	Above all... par-dessus tout... To take sth into consideration tenir compte de qch It's worth mentioning that... Il est important de mentionner que... Needless to say, the problem must be addressed. Il va sans dire qu'il faut s'attaquer au problème. Paradoxically / strangely / surprisingly enough... De manière assez paradoxale / étrange / surprenante...
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Qualifying a statement

To some extent... dans une certaine mesure... There is no clear-cut answer to such a question... il n'y a pas de réponse toute prête . une telle question... My views on the question are rather moderate... mon opinion sur la question est plutôt modérée...	Up to a certain point... Jusqu'à un certain point... It seems to me that... il me semble que... To the best of my knowledge... . ma connaissance
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Agreeing & disagreeing

It is often said that., however... on dit souvent que..., cependant... This does not mean that... but rather that... Cela ne veut pas dire que... mais plutôt que... It is quite unacceptable. C'est inadmissible. I disapprove of sth (ouV-ing)/ I am strongly opposed to...	I don't share such views as... je ne partage pas une telle position puisque... I am well aware that... still... J'ai pleinement conscienceque... pourtant... It could be objected that... on pourrait objecter que...
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Instead of V-ing, the solution might be to BV... Au lieu de... la solution serait peut-être de... That proves nothing. He goes too far. Cela ne prouve rien. Il va trop loin.	To be mistaken about... faire erreur sur... I must admit that... je dois admettre que... The problem is not to... but to... le problème n'est pas de... mais de... What can be done? Que peut-on (y) faire?
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Adding something

And furthermore... Et qui plus est... On top of this, in addition... de plus... ..., which brings me to my next point... ce qui m'amène au point suivant... All the more ... since / as d'autant plus que...	(EX. ADJ court : all the easier as / ADJ long : all the more complicated as) Actually/ as a matter of fact, I'd like to add that... En fait, je voudrais ajouter que...
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Generalising

Generally speaking / On the whole / in general ... en général...

Possible outcomes.

What may this lead to (short term or long term consequences...)? The situation is likely to improve. Il y a des chances que la situation s'améliore. (≠unlikely) Carrying on regardless would most likely do more harm than good. Continuer ainsi sans tenir compte des risques ferait probablement plus de mal que de bien.	Such a measure could very well be the answer to the problem. Une telle mesure pourrait bien être la solution au problème. If that line is crossed, there will be no going back. Si cette limite est franchie, il ne sera pas possible de revenir en arrière.
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5. CONCLUSION

Sum up the main ideas, but only whatever is relevant to the final conclusion you are building up to. Think of a final conclusion on the issue or the document. Can you make any further deductions? You might come up with an ironic twist or a new idea.

To conclude, I'd like to emphasize the need for Pour conclure, je voudrais souligner le besoin de... Finally, I'd like to underline the urgent need for action. En conclusion, je voudrais souligner le besoin urgent d'agir.	Last but not least... Enfin, mais tout aussi important... I'd like to conclude by saying that... J'aimerais conclure en disant que...
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