


Yellow Pages


 Pour mieux vous exprimer à l'oral et à l'écrit.


 Leur classement suit le déroulement du commentaire de document :

description

interprétation

opinion personnelle

 Vous y trouverez des exemples concrets et directement utilisables dans lesquels vous pourrez choisir l'expression la mieux adaptée à la nature du document et à ce que vous voulez dire.

 Dans les chapitres, les renvois à ces pages sont signalés ainsi : → YP **00**

— Aidez-vous de cet index pour choisir la fiche dont vous avez besoin. —

Description

1. Planning
- 2a. First reactions
- 2b. First impressions
- 3a. Announcing an event
- 3b. Describing the action
4. Describing a situation
5. Describing people
6. Describing objects
- 7a. Describing habits
- 7b. Adverbs of frequency
- 8a. Describing visuals
- 8b. Locating elements
- 8c. Locating elements on a map
9. Describing sequences
10. Positioning
11. Describing charts
12. Commenting on charts / graphs
13. Commenting on texts / slides

14a. Comparing

14b. Comparatives

15. Parallel increase

16. Superlatives

17. Contrasting

18. Measuring / Counting

19. Reporting speech

20. Quoting a document

21. Making hypotheses

22. Anticipating

Interpretation

23. Observing, deducing
24. Analysing impressions
25. Inferring meaning
26. Describing allusions
27. Expressing intentions
28. Expressing causality
29. Targeting (adverts)
30. Expressing purpose
31. Appearance / Reality
32. Expressing paradox

33. Analysing symbols

34. Preventing / Enabling

35. Persuading

36. Concluding

Personal reactions

37. Interacting
38. Opinions
39. Agreeing / Disagreeing
40. Criticizing
41. Praising
42. Expressing preference
43. Judging / Advising
44. Accusing
45. If...
46. Remembering
47. Imagining
48. Wishing / Regretting

1. Planning

Description

Main parts

1. As an introduction,
2. First of all, / Firstly,
3. Secondly,
4. Thirdly, / Last of all, / Finally,
5. To conclude, / As a conclusion,

it can be said
we might say

that...

6. First(ly), we will
7. Second(ly), I will
8. Third(ly), I will

focus on
examine
see

the way...
to what extent...
how...

Specific arguments

9. One
10. Another
11. Yet another

likely
probable
possible
predictable

cause of
consequence of
solution to
reason for
factor explaining

this

is that...

interesting
disturbing
exciting
annoying
worrying

detail showing
aspect of

this

2a. First reactions

1. What I find (the) most

striking
incredible
interesting
ironical
ridiculous
impressive
threatening
unpleasant

about
in

this
this picture
this video
this document

is that...

2. What strikes me (the) most

about
in

this
this picture
this video
this document

is that...

Description

2b. First impressions

1. This

looks
sounds
feels

bizarre,
strange,

in that... / because...

2. This man

looks
sounds

bizarre,
strange,

(adj.)

like

a journalist,
a preacher,
...

(noun)

in that... / because...

3. This

reminds me of
sounds like
seems to be

something being...
someone doing...

4. We are under the impression that

5. We get the feeling that

6. It seems that

7. It looks as if

someone is doing...

3. Describing a situation

What?

1. What we have here is

an article
a video

about...

2. This document is about

3. This deals with

a(n)

essential
crucial
major
topical
controversial

question.
problem.
issue.
matter.

Where?

4. The incident/scene took place

5. The attack occurred/occurs

in a high-speed train,
on a beach,
along the Irish border,
outside a bank in London,

When?

around
at approximately
at exactly

10 o'clock on Friday.

4a. Announcing an event...

A TV anchor speaking in the studio:

1. We have news that
2. We are told that
3. Apparently,

there **has been** an accident...
somebody **has been** injured...
a car bomb **has gone** off...
an armed man/group **has invaded** the...

4b. ... Describing the action

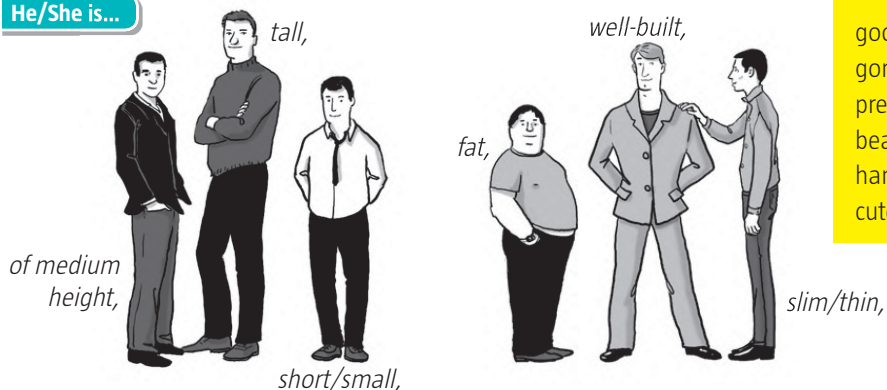
A field reporter explaining on the spot:

The way it happened **was** that...

first, a car crashed into another,...
then, it rolled over,...
and finally, it came to a stop against a wall.

5. Describing people

He/She is...



good-looking.
gorgeous.
pretty (girl).
beautiful (girl).
handsome (man).
cute (child, girl).

She's got...

dark
light brown
auburn
red/ginger
fair/blond
sandy
grey
white

frizzy

straight

curly

wavy



hair,

which she wears in



pigtails



a pony tail



a plait / plaits

He's got...

no hair at all,
he's **bald**.



a crewcut,
a moustache
and a beard.

He/She's wearing/carrying...

an overcoat



trousers

a suit

a waistcoat

a jacket

a three-piece suit

a tie

a scarf

a handbag

bracelets

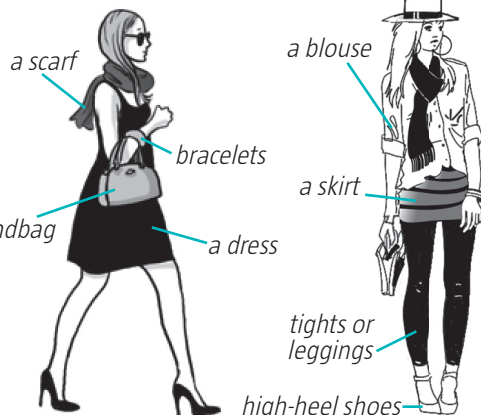
a dress

a blouse

a skirt

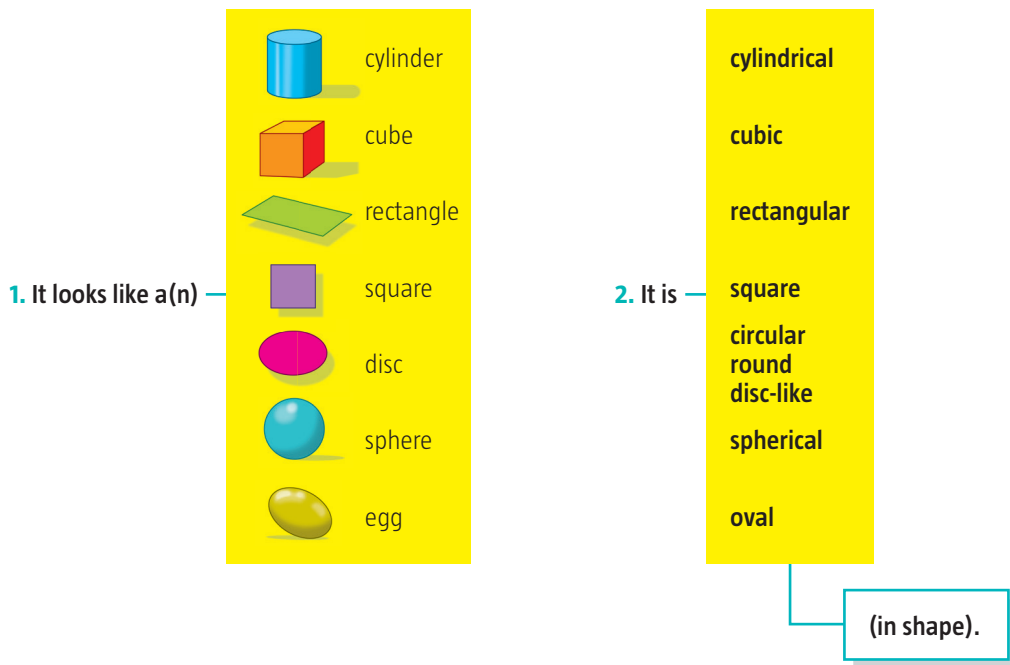
tights or
leggings

high-heel shoes

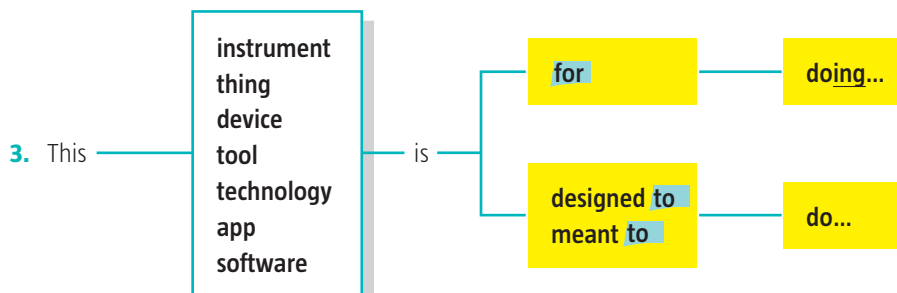


6. Describing objects

Shape

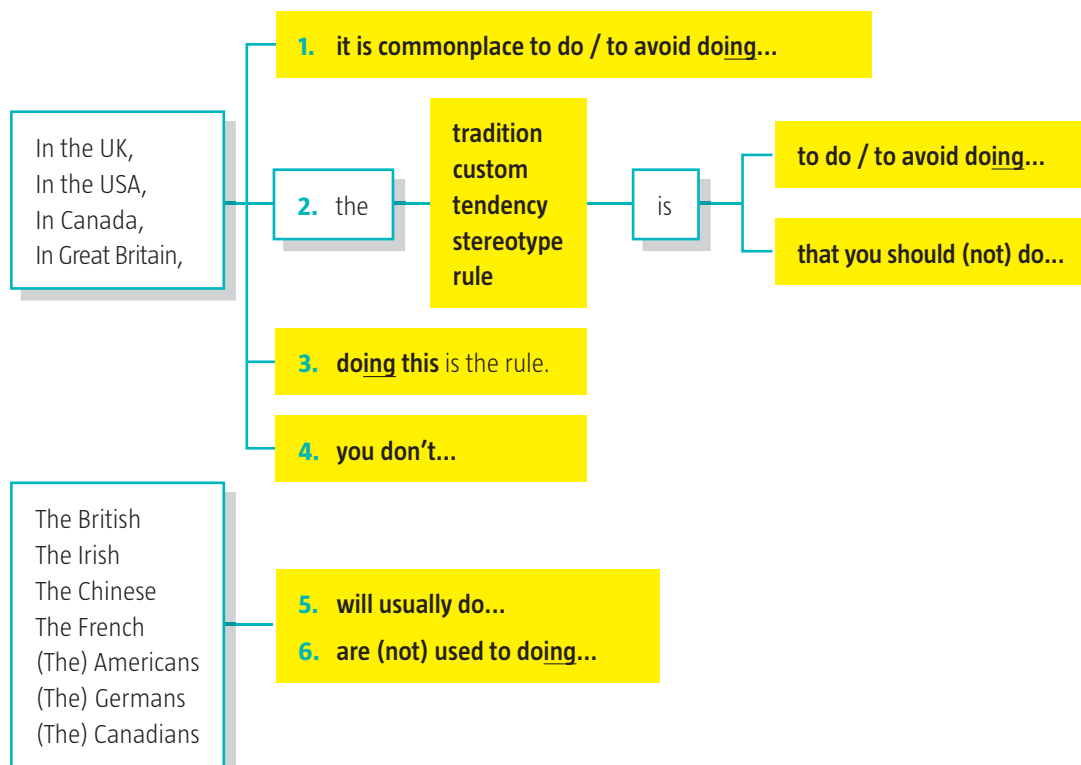


Function

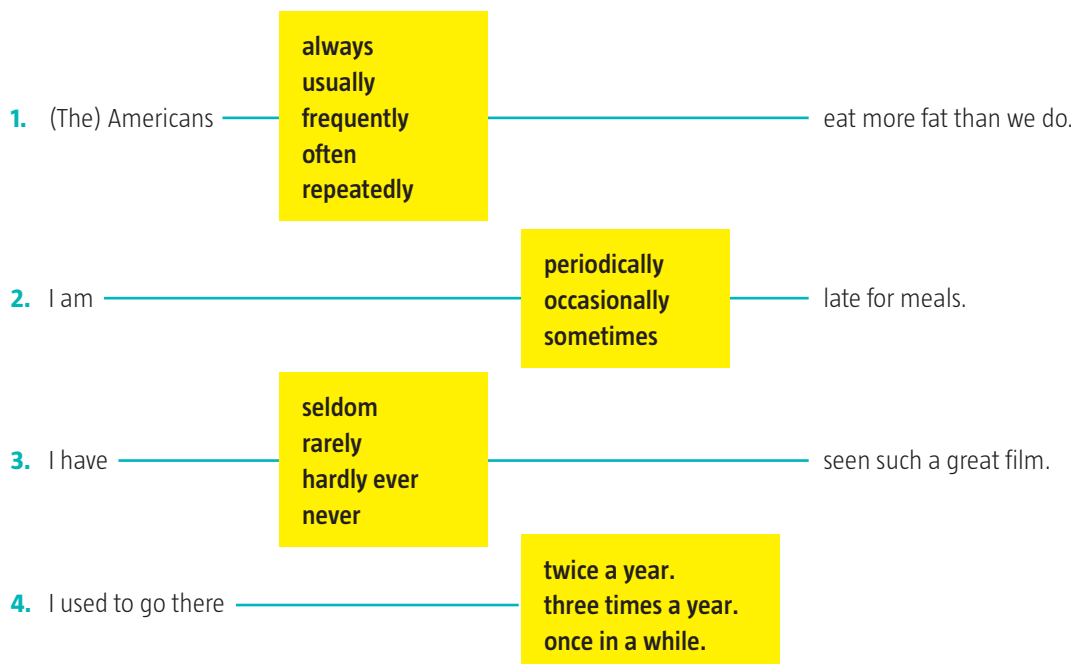


7a. Describing habits

Description



7b. Adverbs of frequency



8a. Describing visuals

Camera angle

1. This is a

close-up
long-distance
downward
upwardshot.
view.2. The **subject** is seen **from**below.
above.

3. The horizon is

close.
far away.

Major lines

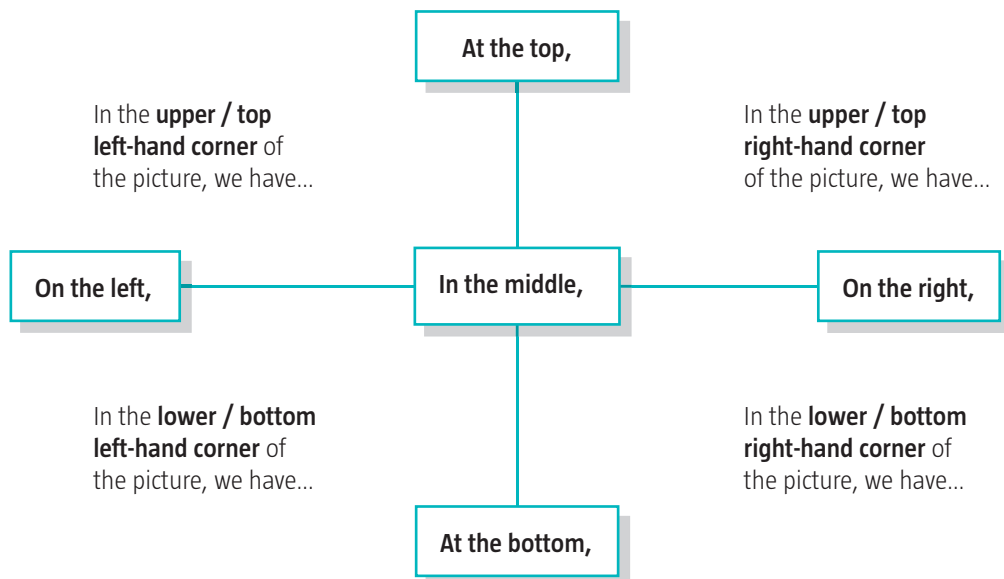
4. There are many

horizontal/vertical/diagonal lines.

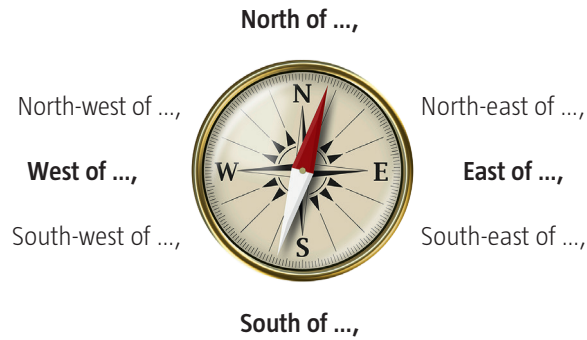
5. We have a

sense of perspective
feeling of movementgiven by...
suggested by...

8b. Locating elements



8c. Locating elements on a map



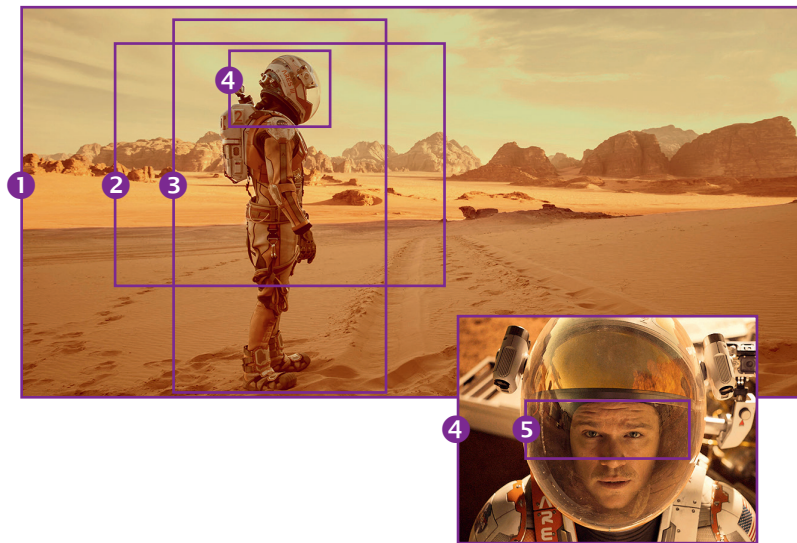
Description

9. Describing sequences

FILM LANGUAGE

1. Framing

1. establishing / panoramic shot
2. medium shot
3. full-length shot
4. close-up
5. extreme close-up

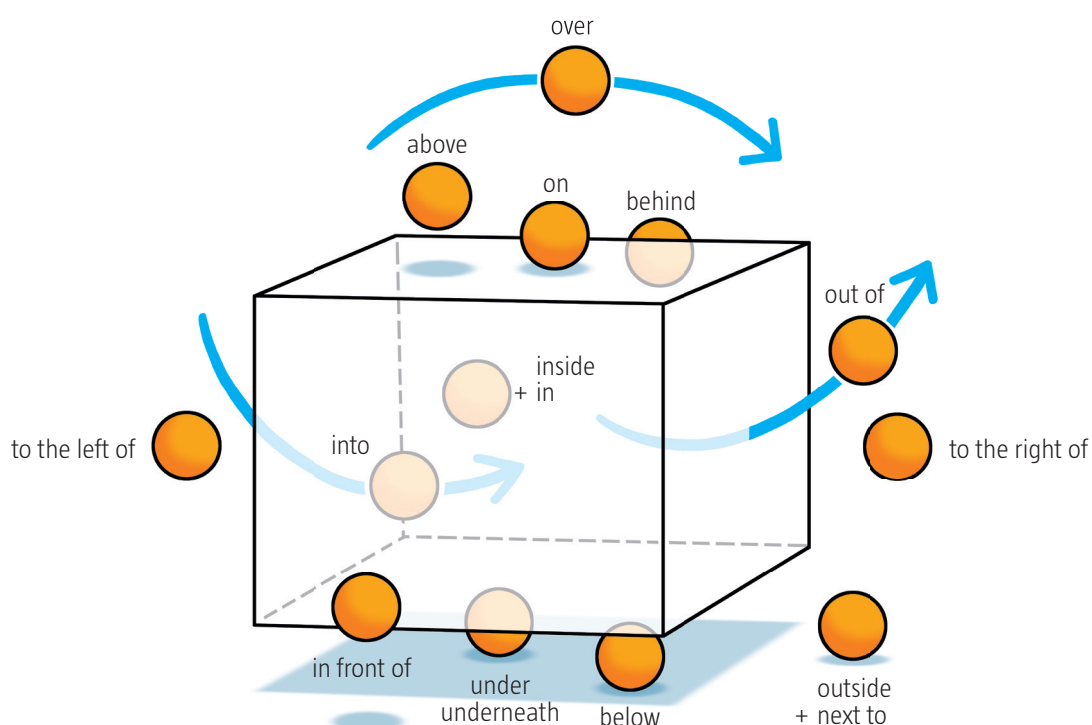


2. Camera movements

- *arrêt sur image* : freeze-frame
- *champ* : shot
- *contre-champ* : reverse shot
- *contre-plongée* : upward shot / low-angle shot / tilt
- *fondue-enchaîné* : cross-fade/dissolve
- *plan* : shot/framing
- *plan long* : long take
- *plongée* : downward shot / high-angle shot / dip
- *retour arrière* : reverse
- *séquence* : sequence
- *travelling* : tracking-shot/travelling-shot
- *voix off* : voice over
- *zoom AV./AR.* : zooming in/out

10. Positioning

Description



11. Describing charts

1. What we have here is a(n)

2. This here is a(n)



column



bar



line



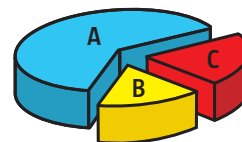
pie



doughnut

chart.

This is a **3D pie-chart**.



3. As is obvious,

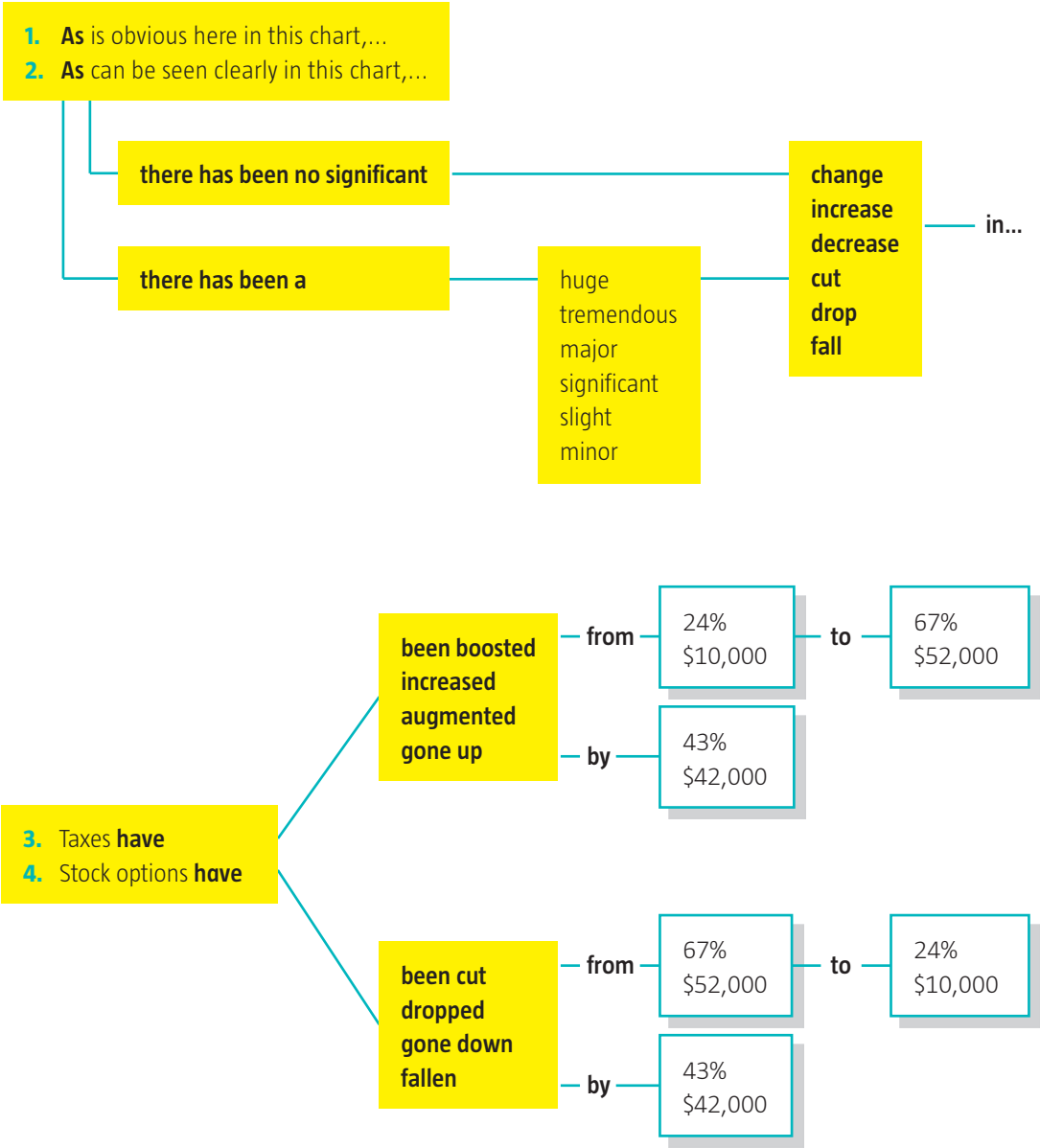
4. As can be clearly seen,

the **A section** represents **about** 65 per cent of the whole, while **B** and **C** are almost equal, respectively 18 and 17 percent.

A is about **three times as big as** B or C.

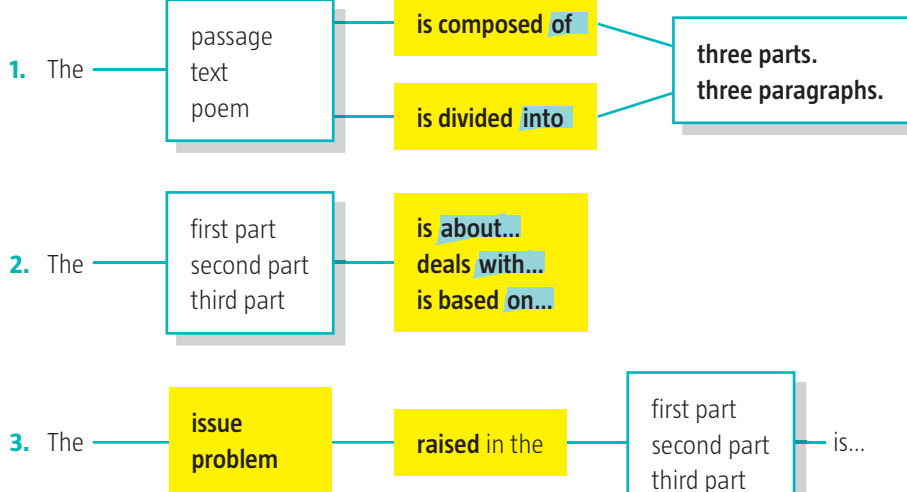
12. Commenting on charts/graphs

Description

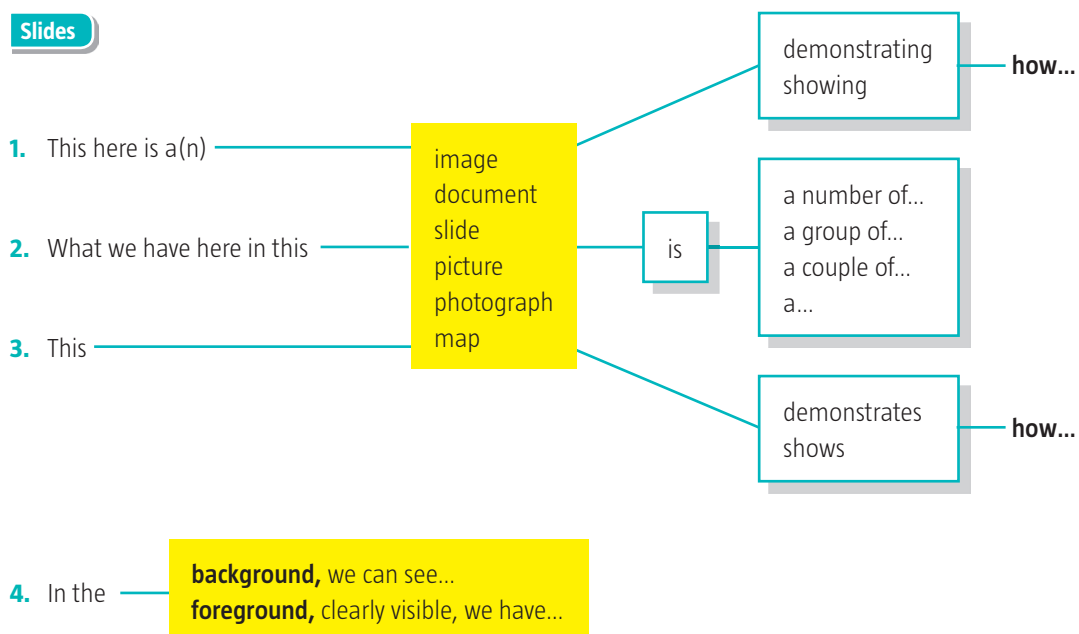


13. Commenting on texts/slides

Texts



Slides



14a. Comparing

Description

1. Compared
In comparison
In contrast — with
to — her, — he looks fragile.
2. In comparison, this appears very similar,
This is similar to..., — in that...
This is the same situation/idea as in...,
They both convey the same idea,
3. Similarly,
In (much) the same way,
In both cases, — one could say
it could be said — that...

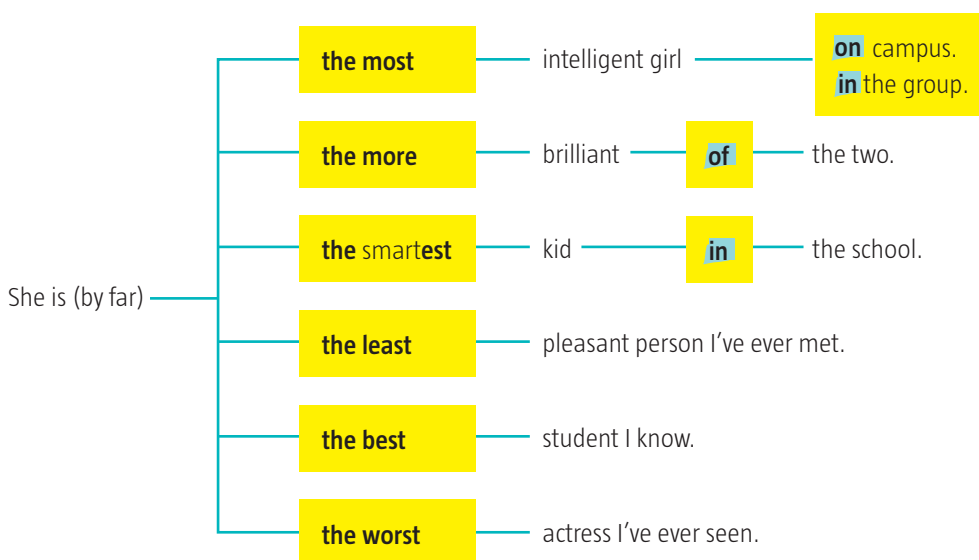
14b. Comparatives

1. This one is — more — comfortable
appropriate
efficient — than — that one.
— bigger
longer
better — than — that one.
farther away
worse
2. This one is — as
not as — big
long — as — that one.
3. This one is — less — comfortable
appropriate
efficient — than — that one.

15. Parallel increase

1. **The more** you sell, **the cheaper** you can sell. / **The bigger** the demand, **the higher** the prices.
2. **The fewer** Ferraris they produce, **the more expensive** they will be.
3. **The more** you look at it, **the more difficult** the problem seems to be.
4. The problem gets **more and more** difficult as you look at it. / Prices tend to get **higher and higher**.

16. Superlatives



17. Contrasting

1. There is a
This is **in** — **sharp contrast with** — the previous document, — **in that...**
2. In the other document, we saw..., — **whereas**
while — here we have...
3. **Unlike**
Contrary to — the document we saw, this one shows...
4. **Instead of** — showing..., this one presents...
a direct message, this one presents a pastiche...

18. Measuring / Counting

Measuring

- The room is

twenty feet **in length / in width / in height.**

twenty feet **long/wide/high.**
- This motorbike **weighs**

600 pounds.

272 kilograms.
- This is a

twenty **foot-long/-wide/-deep** pool.

600-pound motorbike.

Counting

- 2.5%

two **point** five **per cent**
- $2 \times 6 = 12$

two **times** six **is** twelve
- $3,000 - 210 = 2,790$

three thousand **minus** two hundred and ten **is...**
- $6 \div 2 = 3$

six **divided by** two **is** three

I have **twice as many** books **as** you.

Sure, but there's **twice as much** information in mine.

This motorcycle **is worth £5,000** (five thousand pounds).

Fractions and powers

- $1 \text{ km} = \frac{5}{8} \text{ mile}$

one kilometre is **five eighths of a** mile.
- $75 \text{ cl} = \frac{3}{4} \text{ litre}$

seventy-five centilitres is **three quarters of a** litre.
- 10^4

ten **to the fourth**

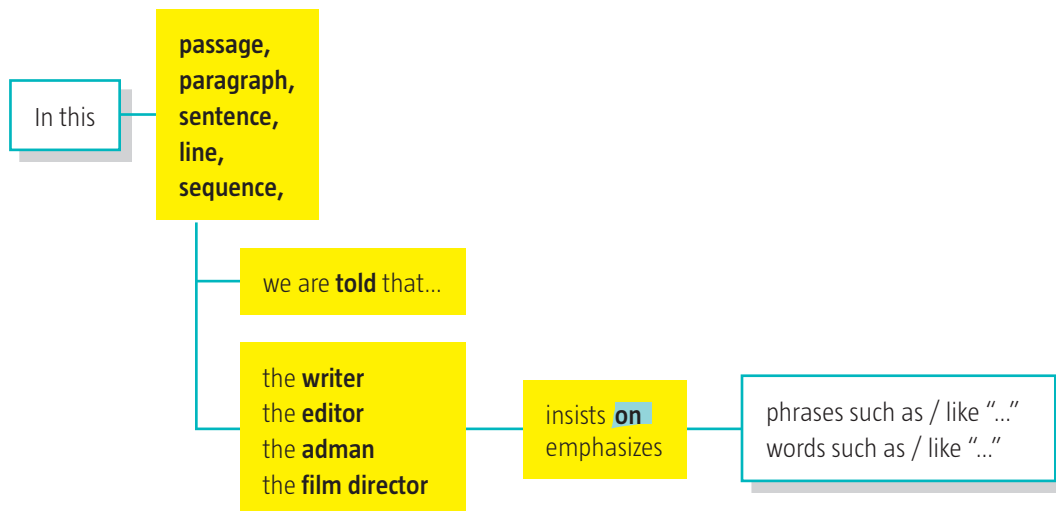
Statistics

- The birth rate in Britain is **18 per thousand**.
- In the music industry, total UK single sales **increased 6 per cent to 188.6 million**.

19. Reporting speech

1. He said:
 - "I'm tired."
 - "I was here yesterday."
 - "We will be here tomorrow."
 He said (that)
 - he **was** tired.
 - he **had been there** the day before.
 - they **would be there** the day after.
2. He said to him:
 - "Take your car and come over."
 He **told** him **to** take his car and come over.
3. He asked her:
 - "Will you come over?"
 He asked her
 - if whether she **would** come over.

20. Quoting a document



21. Making hypotheses

Adverbs of eventuality

Do you think this happened?

Do you think this is happening?

Do you think this will happen?

No doubt.
Most probably.
Probably.
Possibly.
Maybe.
Perhaps.

+

↑

↓

-

Modals of eventuality

Past

She/He/They

must / might / may / can't

have done this.

Present

She/He/They

must / might / may / can't

be doing this.

Future

She/He/They

is / are sure to
is / are bound to
is / are likely to

may
might
is / are unlikely to

do this.

Description

22. Anticipating

1. From
2. Judging from
3. Given

what we already know of the document,
the information available so far,
the way things are going,
the elements contained in this paragraph, such as "... or/and ...",

we can

predict
infer
presume
suppose
expect

that...

23. Observing, deducing

1. Obviously,
2. Apparently,
3. We can observe that

the man
the character
the journalist
the writer

does...
is doing...
uses...

result **from**
result **in**

the fact that...

4. This might
5. This may
6. This could
7. This tends to

indicate
suggest
imply
show
prove

that...

explain **why**...

24. Analysing impressions

1. The

writer
film director
journalist
character

manages
attempts
tries

to

create
convey
put across
give us

the impression that...

an impression
a feeling / a sense
an atmosphere

of

danger.
suspense.
threat.
beauty.
peace.

2. And he obtains this

by
through

doing...
using...
the use of...

25. Inferring meaning

1. When reading/hearing the word/phrase "...",

we **can infer**
we **can assume**

that

it means "...".
it is equivalent to "...".

2. The word/phrase "..."

seems **to be explained by**

the **previous/following** word/phrase "...", which means "...".

Interpretation

26. Describing allusions

1.

What we have here
What we can see here

is

an allusion
a comparison
a reference

to...

a parallel

with...

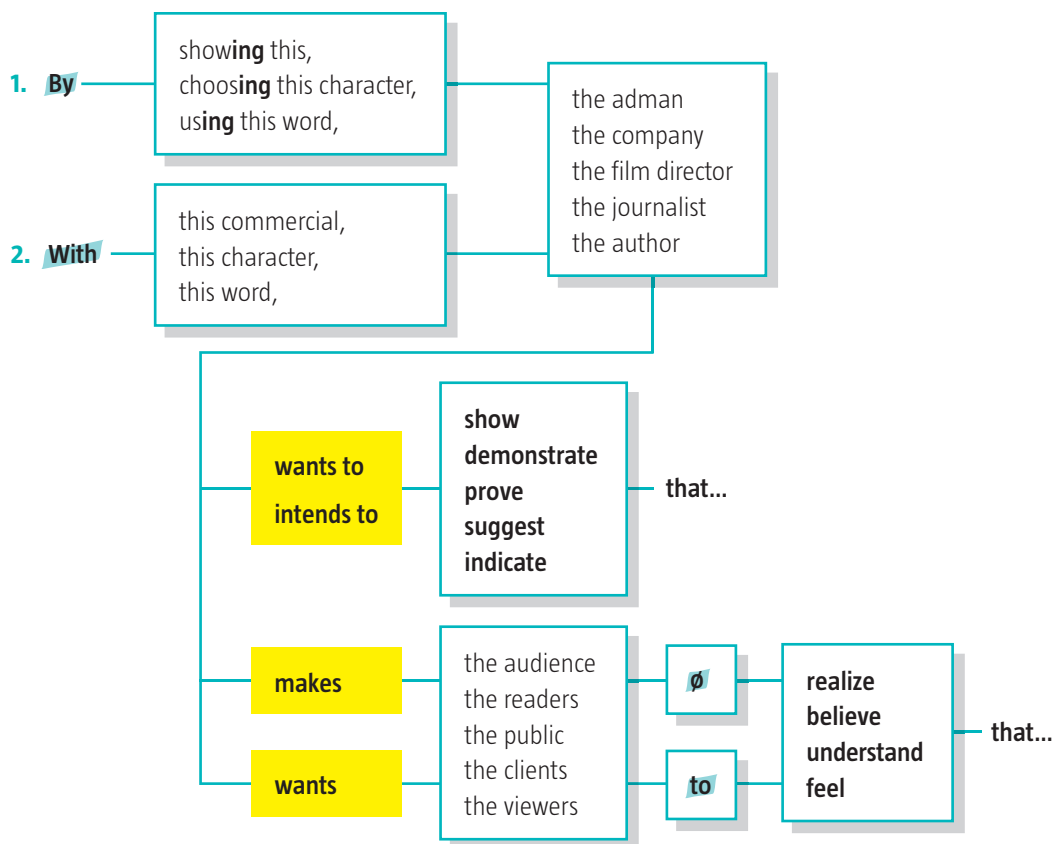
2.

This is a — **distorted image** — **of...**

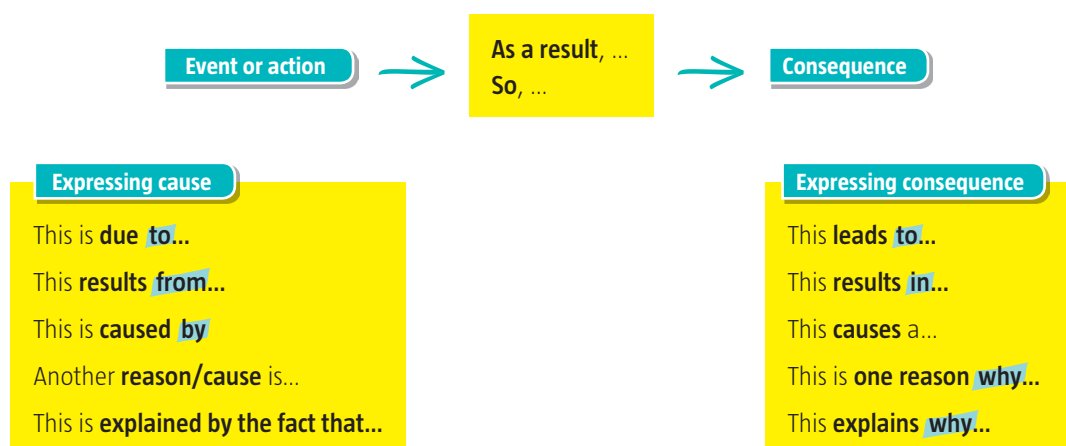
3.

This is a — **parody
pastiche** — **of...**

27. Expressing intentions



28. Expressing causality



29. Targeting (adverts)

1. Obviously,
2. Presumably,
3. It seems that
4. It looks as if

the **target** of this **advert** is
this **commercial is aimed at**
this **ad is directed to/toward(s)**
this **campaign is meant to reach**

teenage girls.
the élite.
men and women.
all walks of life.

30. Expressing purpose

Action



Effect

1.

The journalist
The adman
The company

**used
chose**

this strategy
this approach
this image

**so as to
in order to
to**

obtain this effect.
convey the idea that...
create an impression of...

2.

The purpose of

this
this movie
this advert

is to make

you
people
viewers
the audience

**believe
feel
think
understand**

that...

3.

This
This movie
This advert

is meant to make

you
people
viewers
the audience

**believe
feel
think
understand**

that...

Interpretation

31. Appearance / Reality

From appearance...

1. At first sight,

we are **under the impression** that...
it **seems** that...
it **looks as if**...
we **take it for granted** that...
we are **led to think** that...

...to reality

2. But in fact, / actually,

we **realize** that...
we are **made to understand** that...
the writer / film director **takes great care to show** that...
we gradually **become aware** that...

32. Expressing paradox

1. Although

2. Even though

this animal

looks small and fragile, it is an efficient predator.

3. Despite

4. In spite of

the fact that

it looks small and fragile, this animal is an efficient predator.

5. It looks small and fragile.

And yet,
However,

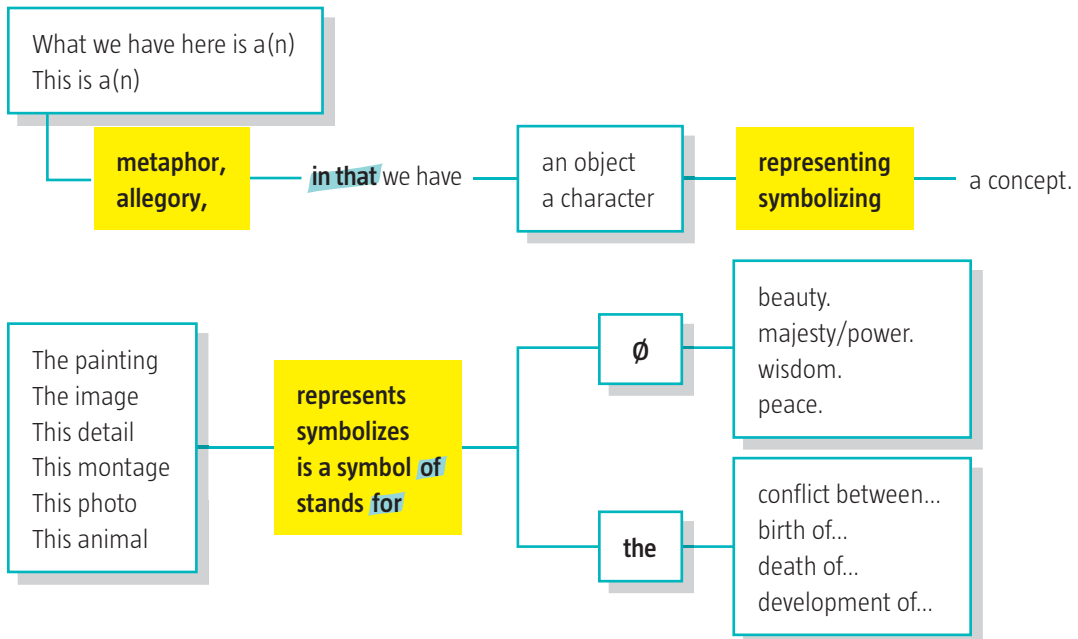
this animal is an efficient predator.

6. Granted, this animal looks small and fragile.

But still,

it is an efficient predator.

33. Analysing symbols



Interpretation

34. Preventing / Enabling

Preventing

1. Security personnel **prevented** the journalists **from entering** the building.

Enabling

2. This **software technology equipment strategy** **enables to/allows you to** create all sorts of things.
allows for better performance and creativity.

35. Persuading

Action



Effect

1. He — **made** — her — **leave** — the company. *(he forced her)*
2. She — **got** — him — **to stop** — working for them. *(she persuaded him)*
3. She — **talked** — him — **out of
into** — taking the job.
4. He — **had** — his car — **repaired.** — *(by a garage mechanic)*
5. Do not — **let** — them — **enter.**
6. Do not — **keep** — them — **waiting.**

36. Concluding

As a conclusion,
To conclude,
Overall,

we can say that
it seems that
I would say that

the document
this chapter
this sequence
this video
this article

is **based on**
revolves around

the **fact**
the **notion**
the **idea**

that...

37. Interacting

Asking for information

1. Er, excuse me, **could you tell me**
2. Excuse me, sir, **do you know**
3. Hey pal! **Any idea***

where you found this information?
how heavy the file is?
who's calling?
if there is...?
what...?

Making suggestions

1. I **suggest** taking the video first.
I **suggest that** we take...

2. **Let's** check it out, **OK?***

3. **Why don't we**
4. **Why not**
5. **Shall we**

get out now?

6. **How about** leaving now?

7. **Care for***
8. **Would you like**

a coke?

Accepting / Refusing

Fine with me.
I don't feel like it.

OK.
No, thanks.

Sounds great!*

I'd rather stay in.

No way!*

Good idea.
I don't think it's such a good idea.

A coke it is, then*.
I'm not too keen on the stuff*, I'm afraid.

Gaining time

1. Er..., well, **you see**,... / **you know**,...
2. Well, it's like..., / it's sort of.../ it's kinda strange, **but**...*
3. I'll tell you what...
4. Now that's a tricky question...
5. Now please bear with me a second / a minute...
6. Hold on now, let me put it in **another way**... (*trying to reformulate*)
7. Anyway, let's **get back to** our subject now please...
8. Mind you, / **Actually**, / **As a matter of fact**,...
9. What I'm trying to **get at**, you see, is that...
10. What I mean to **say** is that... / **in other words**,...

(*This is oral language to be avoided in writing)

38. Opinions

Stating opinions

1. I can't help thinking
2. My belief is
3. Personally, I'd tend to think
4. Well, obviously, there's no doubt
5. As has been said, I think
6. Contrary to what has been said, I believe

that...

7. To my knowledge, there is no such thing

as...

Modifying opinions

1. Having said that,

I do believe that...
I also think that...

2. This depends on
3. This is a matter of

how you look at it.
how much... / how many...
who... / what... / where...
whether...

4. No matter

what you think, I'll keep saying that...
whose opinion it is, I think it's absurd.
how hard you try, you can't prove your point.
which way you look at it,...

39. Agreeing / Disagreeing

1. Yes,

I agree,
I think this is true,

in that

when you read the text,
when you look at the picture,
when you watch the video closely,

you find that...
you observe that...
you understand that...

2. No,

I disagree,
I don't agree,
I don't think it's true,
I think this is wrong,
I think this is biased/unobjective,

40. Criticizing

1. I'm afraid I don't like it at all,
It really is a failure / a flop, — in that...
because...
2. I find this
I think it is — worrying,
disturbing,
distressing,
troubling,
risky, — in that...
because...
3. I find this is
I think it is — not — clear — enough.
too — dangerous — .
4. I find there are — too few
too many — cases
examples
uncertainties — to be able to...
5. I find there is — too little
too much — information
opacity
transparency — in this to...

41. Praising

1. I like it a lot, — in that...
because...
2. I think it's — good,
great,
clear,
fine,
well done, — in that...
because...
3. I find there is — just the right amount of — examples.
evidence.
details.
anecdotes.

42. Expressing preference

1. I like playing **better than** working.
2. I **prefer** playing **to** working.
3. I'd **rather** play **than** work.
4. I'd **rather** he **paid** cash.

43. Judging / Advising

Judging a particular event

1. He was
They were
We have been **wrong**
right to do this.
2. **Instead,**
Instead of doing this,
Rather than do this, he
they
we **should have** done that.

Advising about any future actions

3. **Instead,**
Instead of doing this,
Rather than doing this, he
they
you **should** do that.

44. Accusing

Clearly,
To my mind,
My view is that,

1. they should **be blamed**
2. they **are to blame**
3. they should feel **responsible**

for

doing...
what happened.

4. they **were guilty**
5. he is **accused**
6. he **accused** them

of

doing...

7. he **felt guilty**

about

doing...

45. If...

(The hypothesis is quite probable.)

1. If the boy **does this,** he **will may** get into trouble.

(The hypothesis is not really envisaged.)

2. If the boy **did this,** he **would might** get into trouble.

(In the end, the hypothesis has not come true.)

3. If the boy **had done this,** he **would might** have got into trouble.

46. Remembering

Past

In those days,
In those times,
At that time,

1. we **used to** do...
2. we **would** do...
3. we **would** spend our time doing...

Present

But now,
These days,
Nowadays,

4. we **no longer** do it.
5. we **don't** do it **any more**.
6. it's **no longer** the case.
7. it's **not** that way **any more**.

47. Imagining

These days, we are **used to** doing...

But...

one day,
sooner or later,
within a decade or so,
in the near future,
in the short/long term,
tomorrow,
any time now,

we will **no longer** do it.
we **won't** do it **any more**.
it will **no longer** be possible.
it will **no longer** be that way.

48. Wishing / Regretting

Present

I wish
If only

1. she **came** more often.
2. she **played** the guitar.

(but she doesn't)

Future

I wish
If only

3. she **would play** the guitar.
4. I **could** go.

(she knows how to but I don't think she will)

(but I'm not allowed to)

Past

I wish
If only

5. He **regrets having** done that.
6. I **had** never **done** that.
7. she **had called** me.
8. I **could have** left.

(but it's too late now anyway)