

SÉQUENCE 1

Chapitre 1 : HOW TO MAKE PEOPLE ACT

- *objectifs fonctionnels :
 - L'influence exercée sur autrui
 - Le conseil, la mise en garde, l'incitation, la requête
- *objectifs grammaticaux :
 - L'impératif - la forme emphatique
 - Le présent simple
 - Le présent continu
- *objectif phonologique :
 - Importance de l'intonation
- *objectifs lexicaux :
 - Les échanges quotidiens
 - Le tourisme
 - Les dangers - la sécurité
- *objectif méthodologique :
 - Le choix du lexique dans l'influence exercée sur autrui

Chapitre 2 : HOW MUCH DO YOU KNOW ABOUT THE CHANNEL ISLANDS?

- *objectif civilisationnel :
 - Les îles anglo-normandes

Chapitre 3 : HOW TO ASSESS THE VALUE OF THINGS

- *objectifs fonctionnels :
 - Apprécier la valeur des choses
- *objectifs grammaticaux :
 - Les adjectifs qualificatifs - construction fonction
 - La composition des noms
 - Autres éléments constitutifs de la phrase
- *objectifs lexicaux :
 - Les vacances - les loisirs
- *objectif méthodologique :
 - Importance et valeur des différents constituants de la phrase

- Jeux :***
- Les proverbes anglais
 - Les interjections

Chapitre 1

HOW TO MAKE PEOPLE ACT

L'Anglais est une langue de communication et nous communiquons essentiellement pour demander ou donner une information (raconter, expliquer, argumenter, etc.), pour exprimer une opinion ou un sentiment, pour porter un jugement, donner ou demander un conseil, un avis, pour influencer quelqu'un.

C'est **l'influence exercée sur autrui** que nous allons travailler dans cette séquence.

Lorsque nous voulons exercer une influence sur autrui, nous disposons de plusieurs moyens langagiers :

- 1 - le mode impératif qui permet de donner des ordres positifs ou négatifs
- 2 - les fonctions du langage telles que :
 - le conseil
 - la mise en garde
 - l'incitation
 - la requête
- 3 - le choix du lexique

L'impératif

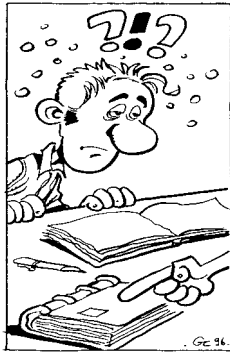
J'OBSERVE

EXERCICE 1

A - Read these different sentences carefully and write them on line A under each of the cartoons.

Lisez ces différentes phrases attentivement et écrivez-les sur la ligne A sous chaque vignette.

- 1 - John! Open the door, will you!
- 2 - It is recommended to renew the treatment 2 or 3 times a year.
- 3 - Highly toxic!! Keep out of the reach of children.
- 4 - Don't touch the saucepan, it's hot!
- 5 - You should learn the lesson before doing the exercise!
- 6 - Could you do me a favour and help me to move the table?
- 7 - May I ask you a question?
- 8 - Jack! Pick up that piece of paper immediately, will you!
- 9 - WANTED Jack F. Potter. Dead or Alive!



a

A:

B:

C:

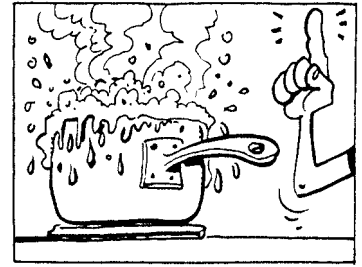


b

A:

B:

C:

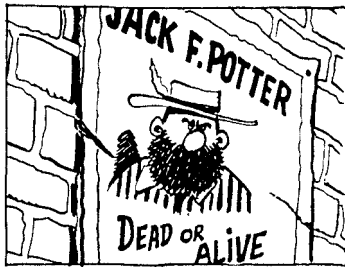


c

A:

B:

C:

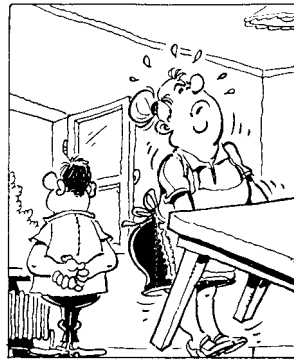


d

A:

B:

C:



e

A:

B:

C:



f

A:

B:

C:



g

A:

B:

C:



h

A:

B:

C:



i

A:

B:

C:

JE RÉFLÉCHIS

EXERCICE 2

B - Which of these sentences express : advice (le conseil) or suggestion (la suggestion), order (un ordre positif ou négatif), warning (la mise en garde), inducement (l'incitation) and request (la requête). Write your answers on line B under each cartoon.

Quelles sont parmi ces phrases celles qui expriment un conseil ou une suggestion, un ordre positif ou négatif, une mise en garde, une incitation et une requête? Écrivez vos réponses sur la ligne B sous chaque vignette.

EXERCICE 3

C - Listen to the tape and say whether the person who speaks sounds : angry, polite, worried or doesn't express any particular feeling.

Write your answers on line C under each cartoon.

Écoutez la cassette et dites si la personne qui parle semble indifférente, en colère, polie ou inquiète. Écrivez vos réponses sur la ligne C sous chaque vignette.

EXERCICE 4

D - Repeat the sentences after the model.

Répétez les phrases en respectant le modèle.

EXERCICE 5

E - In the list of sentences given in part A underline the word or group of words which will make the person to whom the message is addressed react. Classify them in the following grid.

Dans la liste de phrases données dans la partie A, soulignez le mot ou groupe de mots qui feront réagir la personne à laquelle le message est adressé. Classez-les dans la grille ci-dessous.

advice or suggestion	order	warning	inducement	request

Check your answers.

Vérifiez vos réponses.



Remarques

1 - On appelle fonctions de communication l'ensemble des mots ou expressions utilisés par la personne qui parle dans une situation donnée

- soit pour donner ou demander une information,
- soit pour exprimer une opinion ou un sentiment,
- soit pour porter un jugement,
- soit pour satisfaire aux règles de civilité,
- soit pour tenter d'influencer, de persuader, de convaincre une autre personne.

2 - Ces mots ou expressions s'intègrent dans des structures de phrases comme ici : l'indicatif à la forme affirmative ou interrogative ou l'impératif à la forme affirmative et négative.

Ce ne sont que des exemples, c'est l'apprentissage et la pratique qui permettent peu à peu de choisir les formes les mieux appropriées aux circonstances et au message que l'on veut faire passer.

3 - Une expression ou une structure peut remplir plusieurs fonctions et c'est à la fois le contexte et le ton ou l'intonation qu'on y associe qui permettent de faire la distinction.

Exemple :

order	warning
1 - Open : impératif forme affirmative	3 - Keep out of... : impératif forme affirmative
3 - Keep out of... : impératif forme affirmative	4 - Don't + BV : impératif forme négative
4 - Don't + BV : impératif forme négative	
8 - Pick up : impératif forme affirmative	

EXERCICE 6

F - Complete the column "advice and suggestion" exercise 5 with phrases and words that you have learnt during the last school years. Check your answers.

Complétez la colonne "advice or suggestion" exercice 5 avec des expressions que vous avez apprises en cours et vérifiez vos réponses.

JE PRATIQUE

Word-bank

a clipping : une coupure de journal
 a purpose : un but
 a box : une case (ici)
 to tick : cocher
 to apologize : s'excuser
 bossy : directif, péremptoire (adjectif)
 a phrase : une expression
 a sentence : une phrase
 to match : associer

EXERCICE 7

Read these short clippings carefully. The word-bank will help you understand the texts.

Welcome to the friendly island

1

Atmosphere is what Guernsey is all about. The difference between this part of the world and an awful lot of the rest of it is quite simply the way it feels.

Relaxation is an increasingly hard commodity to come by, but here is a group of islands tailor-made for it.

“Quality of life” is an expression we have heard more and more in recent years, and it is one that crops up when people visit Guernsey. What the island has to offer is fresh air, clean beaches, unspoilt rural land and a gentle pace.

This paper, published weekly, aims to give holidaymakers the full picture of what is going on in Guernsey.

La Hougue Fouque Farm

5

Country house atmosphere is coupled with excellent food facilities at La Hougue Fouque Hotel, St Saviour’s. Formerly an old Guernsey farmhouse, the hotel stands in extensive grounds with beautiful, mature gardens and a secluded solar-heated swimming pool.

Diners are welcome to use the pool, and in the summer when weather permits there are regular barbecues.

Visit the restaurant and you will find a la carte and table d’hote menus with dishes to please just about everyone. But don’t forget to book beforehand for dinner.

Set lunches are also available, and the hotel also serves bar lunches - no need to book for these - either inside or beside the pool.

A Guernsey recipe

Guernsey Gache

4

Ingredients :

- 1 lb plain flour
- pinch of salt
- 1/4 lb margarine
- 1/4 lb butter
- 1/2 oz yeast (or 1 teaspoon dried yeast)
- pinch of nutmeg
- 1/2 pt hot water
- 1/2 - 1/4 lb sultanas

Method :

Sift flour and salt into a large bowl. Rub in margarine and butter.

Mix yeast with a little warm water. Add to flour mix.

Add remaining water and fruit. Knead until mixture leaves basin and hands cleanly.

Put into a warm place to rise.

When doubled in size, knead again.

Place in a well-greased tin, 9ins x 7ins.

Bake for 1 hour 15 minutes, Gas Mark 6.

Vanity Box

6

“Guernsey’s most famous perfumery”
 ...this is just a small selection from our vast range of perfumes and cosmetics. If you do not happen to see your particular favourite in our windows, PLEASE DO COME IN AND ASK US, as we are more likely to have it in stock than anywhere else.

Leave nothing but footprints



Keep the beach clean.

3

Fresh

Flowers

2

By Post

Guernsey flowers are renowned for their beauty and quality. To remind you of the island, why not take some home with you? And don’t forget your friends - you can send them some too.

EXERCICE 8

Identify the different extracts and match the elements in column 1 with the elements in column 2.

<p>Extract 1 is Extract 2 is Extract 3 is Extract 4 is Extract 5 is Extract 6 is</p>	<p>a notice which appears on the shopwindow of a perfumery an article about a famous restaurant on Guernsey a notice put next to a beach an article to tell the tourists about what can be done on Guernsey during the summer holidays an advert for a flowershop a typical recipe</p>
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EXERCICE 9 : Answer the following questions and justify from the text whenever possible.

1 - Where have these clippings been picked up from?

Justify :

2 - What is the common purpose of these different clippings? Tick the correct box and justify from the different texts if necessary :

- a) to apologize
- b) to make people do things
- c) to compare

Justify your choice :

3 - What tense and form are generally used?

4 - What is the tone of these different passages? Tick the correct box :

- a) friendly
- b) bossy
- c) indifferent

5 - What phrase expresses suggestion?

EXERCICE 10

Retrouvez dans les extraits donnés

3 ordres positifs donnés à l'impératif

-

-

-

1 ordre négatif donné à l'impératif

-

A qui s'adressent ces ordres positifs et négatifs?

A quelles personnes de la conjugaison?

A quel mode sont-ils donnés?



FICHE GRAMMATICALE

a) Au présent, le mode impératif se construit à l'aide de : à la forme affirmative et de à la forme négative.

Cette forme de l'impératif ne concerne que personne du singulier ou la personne du pluriel.

Je vérifie.

La forme emphatique

J'OBSERVE

EXERCICE 11

b) Par quelle formule la personne qui tient le magasin de parfumerie incite-t-elle les clients à entrer?
Quel mot apparaît en plus, par rapport aux exemples précédents?



FICHE GRAMMATICALE

Il s'agit de la **forme emphatique**, elle permet de s'exprimer sur un ton soutenu, c'est une forme d'insistance.

Exemple : I can't do it, it's too difficult. “ **Do** try again! ” = Essaie encore!

- ou sur un ton plus familier à l'aide d'un pronom d'appui, exemple : “ **You** keep quiet! ” = Toi, tiens-toi tranquille!

“ Don't **you** talk back at me! ” = Et ne me réponds pas, veux tu!

“ **You** dare! ” = Essaie, tiens!

EXERCICE 12

c) Lisez le dialogue suivant :

“ Mrs Brown, John would like to see you. ”

“ **Let him come in.** ”

“ Mrs Brown, I have a message for you from my mother. ”

“ **Let me see...** Well, it's an invitation for you, children, to go to the cinema. John's mother says that the weather is awful today and she is ready to take you to the cinema. What do you think about that? ”

“ It's an excellent idea, **let's go to the cinema!** ”

“ But remember, children : you must be careful when you cross the road and **let the traffic pass.** ”

.... (Inside the cinema) : “ We can't see from these seats, **don't let us stay here**, and let's move to the next row. ”

JE RÉFLÉCHIS

Quel mot apparaît dans chaque réplique?

De quoi est-il suivi?

Quelles sont les personnes (de la conjugaison) concernées?



FICHE GRAMMATICALE

- L'impératif en « let » concerne la 1ère , la 2ème , la 3ème personne du singulier et/ou la 1ère , la 2ème , la 3ème personne du pluriel. (Cochez la ou les bonnes réponses.)

Il se construit à l'aide de + + à la forme affirmative

et à l'aide de + + à la forme négative.

- Lesquelles de ces nouvelles expressions pouvez-vous classer dans les tableaux donnés au début de cette séquence? (cf. exercice 5)

Habituez-vous à compléter ces tableaux au fur et à mesure que vous rencontrerez de nouvelles expressions afin d'enrichir votre vocabulaire.

JE PRATIQUE A L' ORAL

EXERCICE 13

Listen to the following sentences carefully and pay attention to the intonation. For each sentence draw in the last column a \uparrow if the intonation is rising or a \downarrow if the intonation is falling.

Do sit down!	
Please be quiet!	
Let him come in!	
Don't you talk back at me!	
Don't forget to post my letter, will you!	
You dare!	

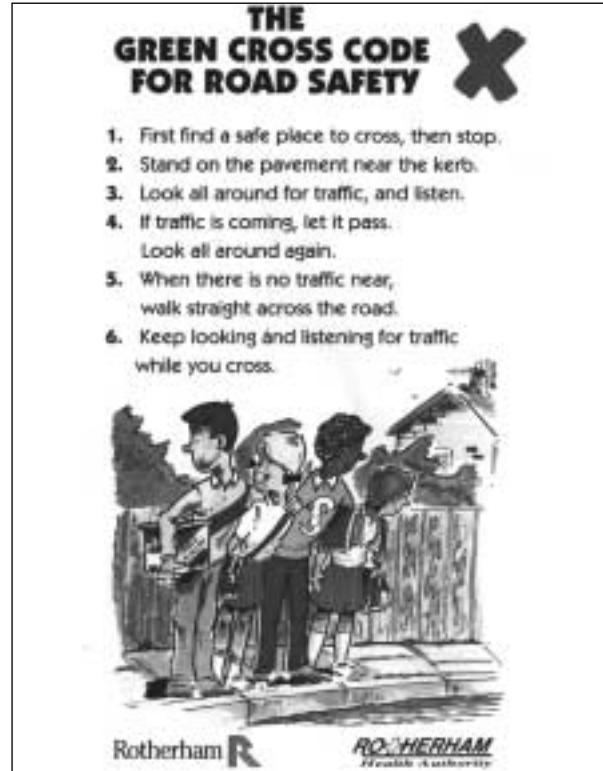
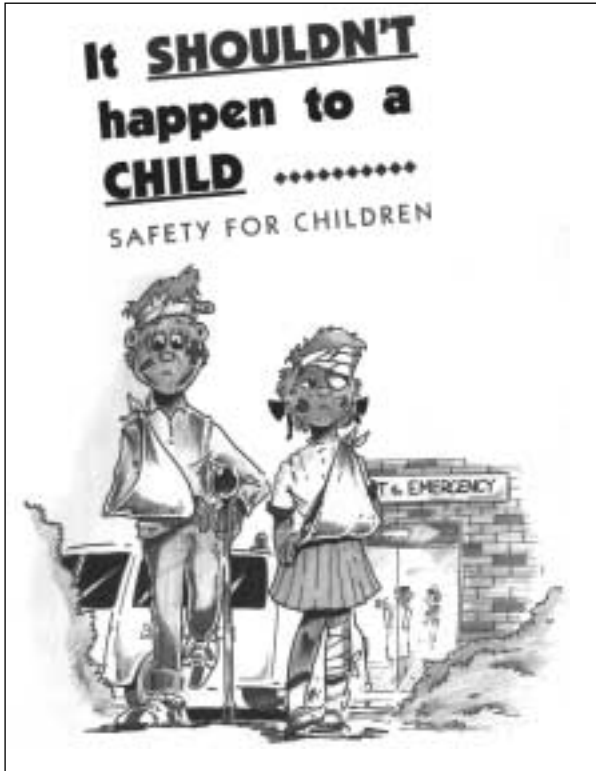
Repeat each of these sentences. Pay a particular attention to the intonation.

Répétez chacune de ces phrases en respectant au mieux l'intonation.

JE PRATIQUE A L'ÉCRIT

EXERCICE 14

Write the sentences from 1 to 6 under each cartoon and underline the verb form.
 Remplacez les phrases de 1 à 6 sous chaque dessin et soulignez la forme verbale.



Rotherham Child Accident Prevention Group, 1991.

<p>1</p>	<p>2</p>	<p>3</p>
<p>4</p>	<p>5</p>	<p>6</p>

Each rule is made of a positive order.

B - Pay attention to this word-bank

Word-bank
to hurry : se dépêcher
to step on the road : marcher sur la rue
to fool about : faire les fous
to take risks : prendre des risques
to cross between parked vehicles : traverser entre des véhicules garés
to run : courir

C - With the help of the verbs suggested in the word-bank, complete each of the rules with a negative order as in the example :

Example : First, **find a safe place to cross**, then stop. **Don't cross** between parked vehicles!

- 1 - **Stand on the pavement** near the kerb.
- 2 - **Look** all around for traffic **and listen**.
- 3 - If traffic is coming, **let it pass**. **Look** all around **again**.
- 4 - When there is no traffic near, **walk straight across** the road.
- 5 - **Keep looking and listening** for traffic while you cross.

EXERCICE 15

Complete the following sentences with the imperative form of the verbs between brackets. Pay attention to the context to select the appropriate imperative form.

1. Jack has forgotten his racket, mine (take)
2. what the best way to spend our afternoon is (see)
3. “ in Charlie, I'm glad to see you again ” (come)
4. If there is a lot of traffic,, don't take any risks (pass)
5. “ Please, and make yourself at home, Mrs Brown, you must be terribly tired ” (sit down)

EXERCICE 16

Word-bank
friendly : amical, sympathique
bored : ennuyé
so as not to get bored : pour ne pas vous ennuyer
grid : grille
brackets : parenthèses
soccer : football
skating rink : la patinoire
ice skates : patins à glace

Complete the dialogue

Your neighbour Michael has come to spend the day with you while his parents are away. He is not a very friendly boy but so as not to get bored you suggest a list of activities. Use words and phrases from the grid at the beginning of this chapter (ex. 5), plus the verbs suggested between brackets to make 6 suggestions and complete the following dialogue.

You : (1)(play tennis)

Michael : You must be joking! It's terribly warm outside and I haven't brought my tennis racket.

You : (2) Well,(go swimming)

Michael : I can't swim and I don't want to try!

You : (3)(go to the park)

Michael : Everything is forbidden in the park : we must keep off the grass, we can't ride and we are not allowed to play ball. It's out of the question!

You : (4)(play with my computer games)

Michael : I've played all the games on your computer hundreds of times. They are really boring for me now.

You : (5)(go to the skating rink)

Michael : But I haven't got enough money for the skating-rink!

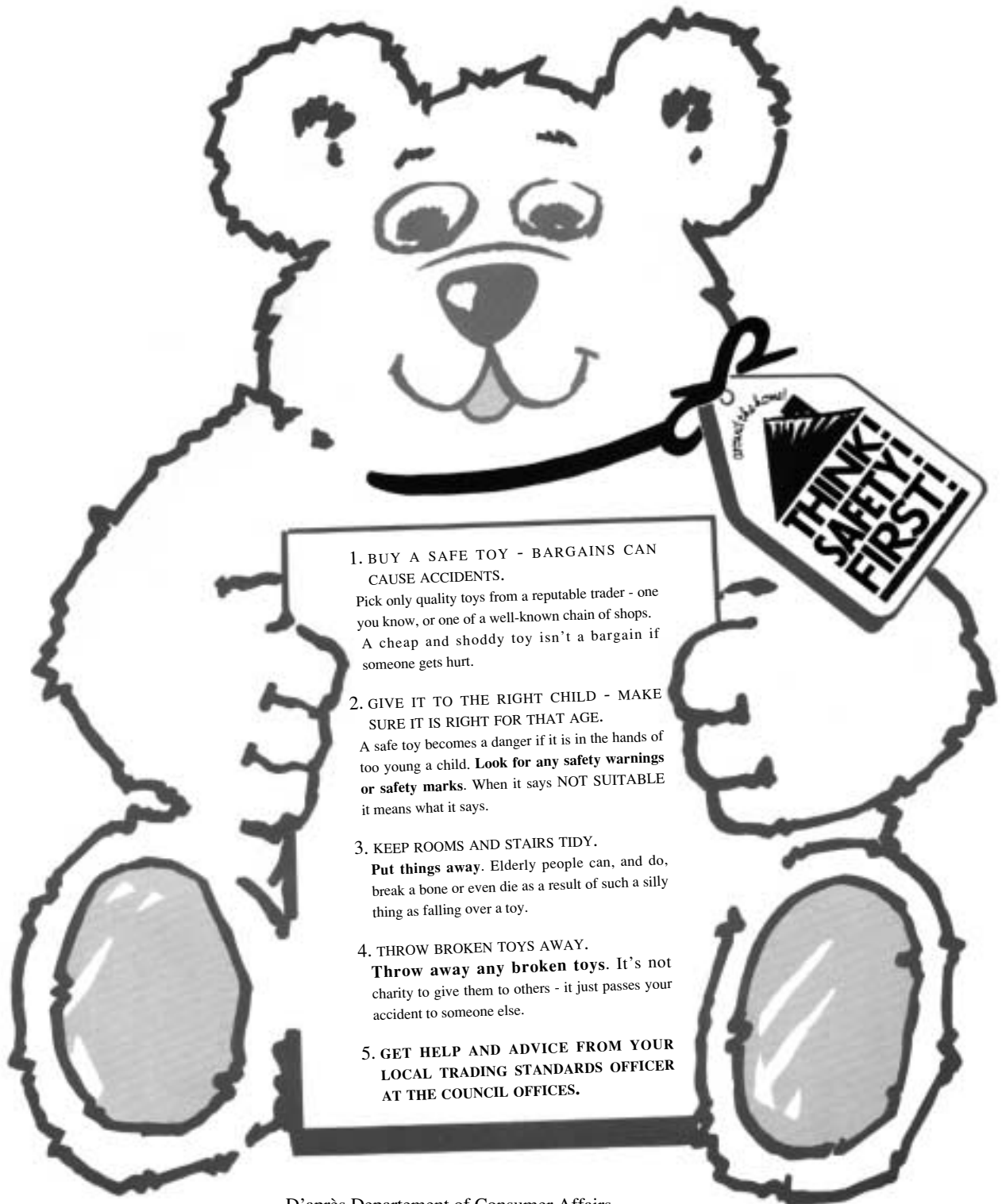
You : (6)(pay for you)

Michael : OK! I will, provided you pay for the ice-skates as well!

EXERCICE 17**Word-bank**

safe : non dangereux
a bargain : une affaire
reputable : de bonne réputation
a trader : un commerçant
shoddy : de mauvaise qualité
safety : la sécurité
a warning : une mise en garde
suitable : qui convient à
elderly people : les personnes âgées
a bone : un os
silly : stupide
to throw away : jeter
A Trading Standards Officer : un responsable des normes de sécurité

Here are a few pieces of advice to make people think of safety first when they buy toys for children. Can you express the sentences written in bold type letters differently without using the imperative form, as if you were talking to a friend of yours? See answers to exercises 5 and 6 to help you.



1. **BUY A SAFE TOY - BARGAINS CAN CAUSE ACCIDENTS.**

Pick only quality toys from a reputable trader - one you know, or one of a well-known chain of shops. A cheap and shoddy toy isn't a bargain if someone gets hurt.

2. **GIVE IT TO THE RIGHT CHILD - MAKE SURE IT IS RIGHT FOR THAT AGE.**

A safe toy becomes a danger if it is in the hands of too young a child. **Look for any safety warnings or safety marks.** When it says **NOT SUITABLE** it means what it says.

3. **KEEP ROOMS AND STAIRS TIDY.**

Put things away. Elderly people can, and do, break a bone or even die as a result of such a silly thing as falling over a toy.

4. **THROW BROKEN TOYS AWAY.**

Throw away any broken toys. It's not charity to give them to others - it just passes your accident to someone else.

5. **GET HELP AND ADVICE FROM YOUR LOCAL TRADING STANDARDS OFFICER AT THE COUNCIL OFFICES.**

D'après Department of Consumer Affairs and Health and Safety at Work.

Example : **BUY A SAFE TOY - BARGAINS CAN CAUSE ACCIDENTS** = Why don't you buy a safe toy? You know, bargains can cause accidents.

You try :

Give your answers here :

Look for any safety warnings or safety marks. =

Put things away. =

Throw away any broken toys. =

Get help and advice from your local Trading Standards Officer at the Council Offices. =

L'influence exercée sur autrui se fait aussi grâce au choix des mots

J'OBSERVE

EXERCICE 18

Extrait 1 : Welcome to the friendly islands

Welcome to the friendly islands

§1 Atmosphere is what Guernsey is all about. The difference between this part of the world and an awful lot of the rest of it is quite simply the way it feels.

§2 Relaxation is an increasingly hard commodity to come by, but here is a group of islands tailor-made for it.

§3 "Quality of life" is an expression we have heard more and more in recent years, and it is one that crops up when people visit Guernsey.

§4 What the islands have to offer is fresh air, clean beaches, unspoilt rural land and a gentle pace.

§5 This paper, published weekly, aims to give holidaymakers the full picture of what is going on in Guernsey.

JE RÉFLÉCHIS

- 1 - Quels sont dans ce titre les mots qui attirent l'attention du lecteur, quelle est leur nature?
- 2 - Comment commencent les paragraphes 1, 2 et 3?
- 3 - Que représentent ces mots pour le touriste potentiel?
- 4 - Quelle est la nature des mots utilisés de préférence dans le §4?
- 5 - Quelle est leur fonction?
- 6 - Où sont-ils situés?

EXERCICE 19**J'OBSERVE**

Extrait 2 : Guernsey flowers are renowned for their beauty and their quality.

Fresh Flowers By Post.

Guernsey flowers are renowned for their beauty and quality. To remind you of the island, why not take some home with you? And don't forget your friends - you can send them some too.

JE RÉFLÉCHIS

Quelle est la nature de "renowned" ?

Quelle est sa fonction ?

Où est-il situé ?

Quelle est la particularité de l'adjectif qualificatif anglais ?

**FICHE GRAMMATICALE**

Écrivez ci-dessous une règle à propos de l'adjectif qualificatif anglais rassemblant toutes les remarques faites ci-dessus.

.....

.....

.....

.....

.....

.....

.....

A quoi sert le présent simple ?**EXERCICE 20****J'OBSERVE**

Extrait 3 : La Hougue Fouque Farm

La Hougue Fouque Farm

Country house atmosphere is coupled with excellent food facilities at La Hougue Fouque Hotel, St Saviour's. Formerly an old Guernsey farmhouse, the hotel stands in extensive grounds with beautiful, mature gardens and a secluded solar-heated swimming pool.

Diners are welcome to use the pool, and in the summer when weather permits there are regular barbecues.

Visit the restaurant and you will find a la carte and table d'hôte menus with dishes to please just about everyone. But don't forget to book beforehand for dinner.

Set lunches are also available, and the hotel also serves bar lunches - no need to book for these - either inside or beside the pool.

Word-bank

food facilities : des possibilités de se restaurer
 formerly : autrefois
 a farmhouse : une ferme-auberge
 secluded : à l'abri des regards
 solar-heated : chauffée par des capteurs solaires
 diners : les personnes qui viennent prendre leurs repas
 to book : réserver
 beforehand : à l'avance
 set lunches : des menus
 bar lunches : des repas à prendre au bar
 either... or... : ou... ou, soit... soit

JE RÉFLÉCHIS

Quel temps grammatical est utilisé pour la rédaction de cet article?

Quel est l'intérêt d'utiliser ce temps, ici?



FICHE GRAMMATICALE

Le choix du temps grammatical :

dans les extraits 1 et 3 c'est le qui est utilisé pour parler de Guernsey en général et de l'hôtel en particulier. Ce temps permet d'exprimer



Rappel de conjugaison d'un verbe au présent simple :

to book : réserver

forme affirmative

I book
 you book
 he/she books
 we book
 you book
 they book

forme négative

I don't book
 you don't book
 he/she doesn't book
 we don't book
 you don't book
 they don't book

forme interrogative

Do I book?
 Do you book?
 Does he/she book?
 Do we book?
 Do you book?
 Do they book?

Remarque : Dans les pages publicitaires, l'objectivité est introduite par l'emploi du présent simple et l'astuce des auteurs est d'y ajouter une certaine subjectivité par l'intermédiaire du lexique employé tel que les adjectifs et la composition des paragraphes.

A quoi sert le présent continu?

EXERCICE 21

J'OBSERVE

Read the following text :

Lisez le texte suivant.

At 3 o'clock in the morning an old woman rings up the police station. She tells the policeman on duty about a strange scene :

- " Hullo police! Mrs James speaking. I want to inform you about a man whose behaviour is rather suspicious. "

- " **What is he doing?** "

- " **He is carrying** a ladder, now he **is propping** the ladder **up** the wall, and **he is climbing up** the ladder, ooh! **he is knocking** at Mrs Morrison's window pane. **Mrs Morrison is opening** the window. She looks terribly angry but not frightened at all. **She is shouting!** Can you hear her, officer? "

Mrs Morrison : " Here you are, late again and as drunk as a lord. And what's more, you've forgotten your key! You know..... "

JE RÉFLÉCHIS

- 1 - Quel temps utilise la vieille dame dans sa communication avec la police?
- 2 - Quelle forme emploie-t-elle?
- 3 - Que fait-elle, en fait, au cours de cette communication?



Complétez la remarque suivante :

Lorsque l'on veut donner des détails sur les circonstances d'une action en cours de déroulement, on emploie le



Rappel de conjugaison d'un verbe au présent continu **to knock : frapper**

forme affirmative

forme interrogative

forme négative

I am knocking

Am I knocking?

I am not knocking

You are knocking

Are you knocking?

You are not knocking

He/she is knocking

Is he/she knocking?

He/she is not knocking

We are knocking

Are we knocking?

We are not knocking

You are knocking

Are you knocking?

You are not knocking

They are knocking

Are they knocking?

They are not knocking

JE PRATIQUE

EXERCICE 22

Quel temps domine dans l'extrait suivant?

Quelles formes sont employées? Donnez des exemples.

Quelles distinctions permettent-elles à l'auteur de faire?

Justifiez.



Guernsey is a nice island situated between Brittany and Normandy but its people are English-speaking!

Here, in the background, we can see the town of St Peter Port, the capital town of the island. In the foreground, there is a nice harbour where fishermen and holidaymakers can leave their boats. On this picture, a few sailors are going back to the harbour in order to put their boats in a safe place for the night.

Some people are shopping in the shops that face the harbour, tomorrow is Sunday and most of them will be closed.

Chapitre 2

HOW MUCH DO YOU KNOW ABOUT THE CHANNEL ISLANDS?

EXERCICE 23

Listen to the tape.

EXERCICE 24

Read these different pieces of information :

SARK, THE FEUDAL ISLAND

In 1565, Helier de Carteret came from Jersey with 39 tenants to establish settlement on Sark. The feudal lord built his seigneurie in the centre of the island and parcelled out the land so that each tenant would have a portion of the cliffs that he was required to defend. Contrary to what some outsiders think, today the island is not governed by an all-powerful seigneur and the system is quite democratic. Nevertheless, the seigneur does retain many of his feudal rights. For example he has the sole right to own a colombier and can claim any flotsam and jetsam found on the beaches. He also exacts a feudal levy called « poularde », a tax on chimneys that used to be paid in chickens, but is now paid in pence!

THERE IS MORE TO DISCOVER IN JERSEY

The island of Jersey is divided into twelve parishes, each with its own distinctive character and attractions to discover.

From London's airports you can fly to Jersey in 40 minutes. From Glasgow it will only take you an hour and a half. Yet when you arrive you'll think you're in another world. Jersey is blessed with a remarkable climate. The sun shines for more than 300 days a year. The average maximum summer temperature is a very pleasant 20°C!

Travelling from Jersey

Connections to the other Channel Islands.

By Air

Aurigny Air Services operate to Guernsey - and Alderney.

By Sea

- Channiland operate to Guernsey/Sark
- Condor operate to Guernsey/Sark/Herm
- Emeraude Lines operate to Guernsey/Sark.

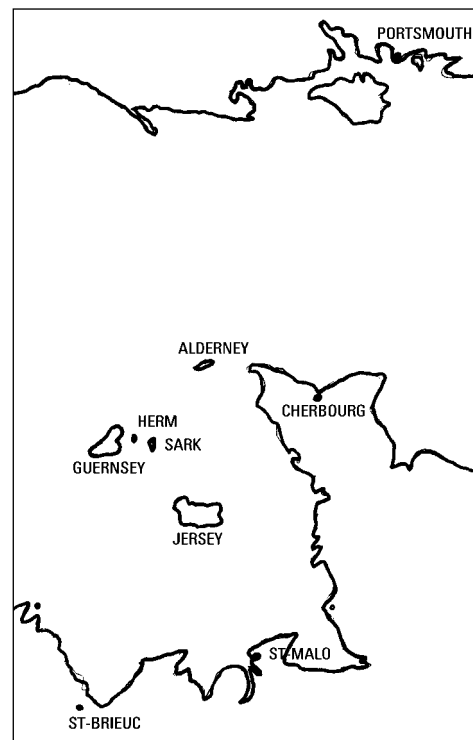
Connections to France

By Air

Jersey European operate to Dinard
Aurigny operate to Cherbourg (via Guernsey),
Dinard (via Guernsey)
British Airways (City Flyer) operate to Paris.

By Sea

- Channiland operate to St Malo, Granville
- Condor operate to St Malo
- Emeraude Lines operate to St Malo, Carteret, Granville, Portbail, St Quay Portrieux.



EXERCICE 25

Quiz

- 1 - The Channel Islands belong to the United Kingdom (Right/Wrong)
- 2 - The Channel Islands are composed of nine islands : Guernsey, Herm, Jethou, Brecqhou, Lihou, Jersey, Alderney, Sark and Chausey (Right/Wrong)
- 3 - You can go to Sark by boat but not by plane (Right/Wrong)
- 4 - The Channel islands are closer to the English coast than to the French coast (Right/Wrong)
- 5 - The French influence has completely disappeared on Guernsey (Right/Wrong)
- 6 - Tourism is the only basis of the island's economy (Right/Wrong)
- 7 - Sark has been a feudal régime since the 16th century (Right/Wrong)
- 8 - The Seigneur on Sark is all-powerful (Right/Wrong)
- 9 - Jersey is divided into twelve parishes (Right/Wrong)
- 10 - Jersey's climate is sunny and warm (Right/Wrong)
- 11 - From Jersey you can reach any of the other Channel islands by air and/or by sea (Right/Wrong)
- 12 - French holidaymakers need to go to Paris if they want to travel to the Channel islands (Right/ Wrong)

GAME

Get your skates on and dive into this holiday wordsearch puzzle. It's full of words describing things you might do or see while on holiday in Guernsey. The only trouble is they are all in hiding! See if you can spot all 17 words remembering that they may read in any kind of direction - up, down, across, diagonally - but always in a straight line.

E	L	T	S	A	C	D	N	A	S
R	K	A	G	I	D	I	V	E	D
O	S	R	N	E	L	C	Y	C	R
C	A	C	S	M	A	R	I	N	A
K	I	E	I	K	S	T	E	J	O
P	L	I	A	S	D	R	A	O	B
O	I	S	G	N	I	H	S	I	F
O	N	D	W	O	R	E	D	I	R
L	G	G	N	I	T	A	K	S	U
S	G	N	I	P	M	I	R	H	S

- 5 words expressing what you can see :
- 3 words expressing sporting equipment :
- 4 words expressing activities :
- 4 words expressing what you can do :
- 1 word expressing the name of the person who practises this sport :

Chapitre 3

HOW TO ASSESS THE VALUE OF THINGS?

Les adjectifs qualificatifs : construction

EXERCICE 26

J'OBSERVE

Retrouvez la racine des mots suivants :

sunny - traditional - lovely - beautiful - painless - comfortable - acceptable

EXERCICE 27

JE RÉFLÉCHIS

Identifiez la nature de la racine de chacun de ces mots.

Quelle terminaison accompagne chaque racine?

Complétez le tableau suivant :

racine	nature	terminaison
sun		
tradition		
love		
beauty		
pain		
comfort		
accept		

JE PRATIQUE

EXERCICE 28

Dans la série des mots suivants, faites un premier tri et placez par paires dans le tableau un adjectif et son contraire.

discontented - full - illegal - exhausting - uncomfortable - wonderful - painless - silent - immobile - irregular - unhappy - empty - legal - peaceful - noisy - refreshing - painful - unpleasant - contented - comfortable - mobile - happy - regular - tumultuous.

--	--

Faites maintenant un deuxième tri en classant d'un côté les paires issues de la même racine et les paires constituées de deux mots de racine différente.

--	--

Quels éléments sont ajoutés pour donner à l'adjectif un sens contraire?



CONCLUSION :

Les préfixes : , , , , sont des préfixes privatifs.

Le suffixe : est un suffixe privatif.



Remarque

Attention! Considérons les deux groupes de mots suivants :

coastal/arrival - beautifully/friendly.

Il serait hardi de les considérer tous comme des adjectifs car la composition de ces mots est de nature différente.

Analysons-les :

coastal = coast + al nom + al = adjectif

arrival = arrive + al verbe + al = nom

beautifully = beautiful + ly adjectif + ly = adverbe

friendly = friend + ly nom + ly = adjectif

Conclusion :

Il est important de trouver la racine d'un mot pour pouvoir déterminer sa nature et ainsi mieux comprendre un texte, surtout lorsque l'on ne dispose pas d'un dictionnaire à portée de la main.

Les procédés de composition et de dérivation des mots permettent à partir d'une même racine d'exprimer un large éventail d'appréciations.

JE PRATIQUE

EXERCICE 29

Identify the nature of the words in bold type letters. Explain how each of them is built.

Identifiez la nature des mots en caractères gras dans le texte ci-dessous en indiquant la composition de chacun d'eux :

Gulliver's travels began on May 4th, 1699. After a **scary** storm, his ship was wrecked. He swam as long as he could, waded through the water to the shore, walked about half a mile and tired out, lay down on the grass and went to sleep. When he woke up it was daylight. He tried to get up but he could not move. He was tied to the ground! It was quite **painless** and it took him some time to realize the situation. Hundreds of tiny men (less than six inches high) were busy putting ropes around his legs and arms **slowly** and **carefully**. An old lady, sitting on a large stone next to him, was watching him with **motherly** affection.

Suddenly a group of young men started some kind of **traditional** war dance around his body. He found his position very **uncomfortable** until the prince came and ordered his subjects to free him.

1 - scary

2 - painless

3 - slowly

4 - carefully

5 - motherly

6 - suddenly

7 - traditional

8 - uncomfortable

Donnez le contraire des mots : painless, slowly, carefully, uncomfortable.

EXERCICE 30

Mr and Mrs Brown are spending a week's holiday in a little village called Moltontown. Mrs Brown is really enjoying it and she writes a letter to her best friend Mary. Here is the letter.

Sunshine Hotel,
3, High Street
Moltontown S56 67N
25th July, 1995

Dear Mary,

We are having a **wonderful** time in this little village away from the hustle and bustle of London.

Moltontown is a **pleasant** little village near a **silent** and **peaceful** river. The most superficial examination will reveal that its development and present state must be the result of much **loving** care and much **good** taste. As soon as one reaches the village, one discovers a sequence of **charming** stone houses, many of which are surrounded by **beautifully** built and maintained stone walls. Moltontown is **fortunate** in having an **impressive** church built of **attractive** grey stone, **lofty** and with a dominating spire.

We are enjoying **refreshing** walks in the nearby country and we hope you are doing the same in Orlaton.

We'll be back home next Tuesday and looking forward to hearing from you soon.

Love,

Betty.

Contrary to his wife, Mr Brown hates the place! He writes about the same things as his wife but expresses opposite ideas. Can you imagine his letter?

.....

Dear

We are having a time in this little village of Moltontown. life here is much like the hustle and bustle of London!

Moltontown is an little village near a and river. The most superficial examination will reveal that its development and present state must be the result of muchtaste.

As soon as one reaches the village, one discovers a sequence of stone houses. Moltontown has an church built ofgrey stone.

The only diversions we have here are..... walks in the nearby country and we hope you are doing the same in Orlaton.

We'll be back home nextand are looking forward to hearing from you at home.

See you soon,

Jack.

La composition des noms

EXERCICE 31

J'OBSERVE

A partir des verbes : surf, fish, skate, dive, cycle, swim, ride, on peut créer des noms : surfer, fisherman, skater, diver, cycler, swimmer, rider.

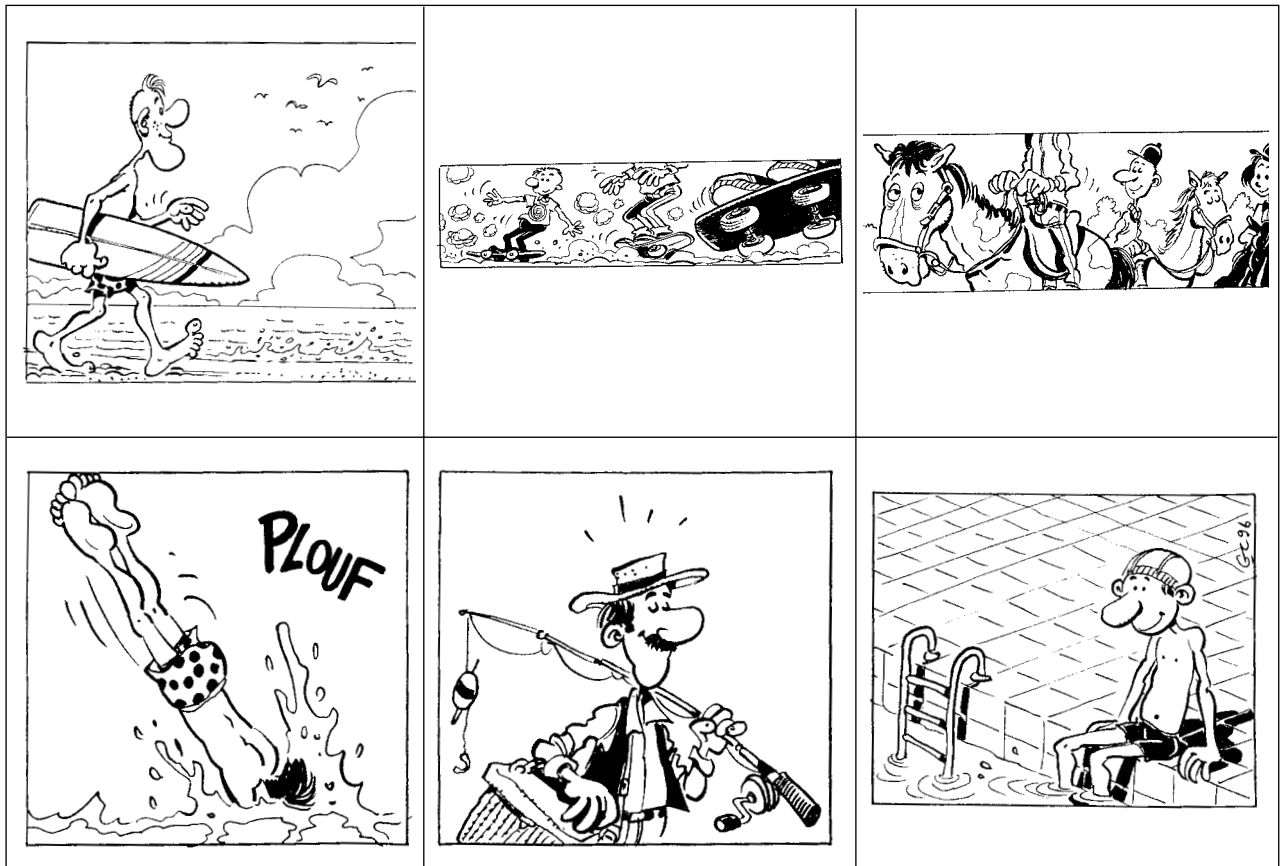
surfing, fishing, skating, diving, cycling, swimming, riding.


C'est-à-dire qu'à chaque verbe on a ajouté le suffixe **er** ou **ing** pour faire un nom.

Ces noms désignent-ils la même chose?

JE RÉFLÉCHIS

Associez chacun des mots ci-dessus à une image ci-dessous :



 **Conclusion :**
 Lorsque l'on ajoute le suffixe.... à un verbe on forme un nom qui désigne
 Lorsque l'on ajoute le suffixe.... à un verbe on forme un nom qui désigne



Remarque

Il y a des variantes et quelquefois c'est le suffixe « or » qui permet de désigner la personne qui exécute ce qui est désigné par le verbe.

Exemples : to sail + or = sailor - to act + or = actor

EXERCICE 32

Complétez les phrases suivantes avec un nom en **er** en **or** ou en **ing**.

- 1 - is an exciting way of spending your time at low tide on Jersey.
- 2 - The made a beautiful dive before reaching the swimming-pool.
- 3 - The man who directs this ship on its course is an excellent
- 4 - I don't like in this area, it's very dangerous with all the rocks around.
- 5 - If the weather is not very good on Guernsey you can visit Hauteville House, the house of the famous French Victor Hugo.

Autres éléments constitutifs de la phrase : adjectifs et pronoms possessifs et personnels

EXERCICE 33

J'OBSERVE

Lisez le court dialogue suivant et prêtez plus particulièrement attention aux mots en caractères gras.

- " I went to John's yesterday morning. **His**(1) father gave **me**(2) a book about the Channel Islands for **you**(3). **He**(4) said **you**(5) had forgotten **it**(6) when **you**(7) came to visit **him**(8) last Monday. "

- " But it's not **my**(9) book. **Mine**(10) has a blue cover and this one has a grey one. Thank you all the same. I'll bring it back to John's father tomorrow. "

JE RÉFLÉCHIS

Cochez dans le tableau suivant la case correspondant à la nature du mot en caractères gras dans le texte :

	pronom pers. sujet	pronom pers. compl.	adjectif possessif	pronom possessif
his (1)				
me (2)				
you (3)				
he (4)				
you (5)				
it (6)				
you (7)				
him (8)				
my (9)				
mine (10)				



Conclusion

On perçoit également le sens du message à travers les réseaux lexicaux du texte et il est important de savoir identifier les éléments constitutifs d'une phrase et de pouvoir les réutiliser.

EXERCICE 34

Savoir utiliser les éléments constitutifs de la phrase : reproduisez ce court dialogue :

- “ I went to John’s yesterday morning. His father gave me a book about the Channel Islands for you. He said you had forgotten it when you came to visit him last Monday. ”

- “ But it’s not my book. Mine has a blue cover and this one has a grey one. Thank you all the same. I’ll bring it back to John’s father tomorrow. ”

en remplaçant :

- a) “ father ” par “ mother ”.
- b) “ John ” par “ Mary ”.
- c) “ book ” par “ maps of the islands ”.

EXERCICE 35

Observez les modifications que vous avez effectuées au cours de ces trois derniers exercices et inscrivez ci-dessous vos conclusions :

a) -

-

b) -

c) -

-

-

-

-

Récapitulons :

Chaque mot a son rôle à jouer dans la phrase et il est important de savoir non seulement reconnaître chacun des constituants d’une phrase anglaise et de l’utiliser à bon escient, mais aussi de savoir où le placer. On risque de transmettre un message erroné et de mal se faire comprendre, si on ne respecte pas les règles.

GAME

La langue anglaise comme la langue française a des proverbes qui la rendent vivante. Saurez-vous associer un proverbe anglais à son équivalent français?

proverbe anglais	équivalent français
1 - As ugly as sin	a) fier comme un paon
2 - As proud as a peacock	b) soûl comme une grive
3 - As poor as Job	c) muet comme une carpe
4 - As easy as ABC	d) laid comme un singe
5 - As old as the hills	e) se ressembler comme deux gouttes d'eau
6 - As like as two peas	f) pauvre comme Job
7 - As drunk as a lord	g) vieux comme Hérode
8 - As light as a feather	h) léger comme une plume
9 - As blind as a mole	i) simple comme bonjour
10 - As dumb as a fish	j) myope comme une taupe

Dans un autre registre, ce sont les onomatopées qui colorent et donnent de la vigueur aux bandes dessinées. Quelle interjection placeriez-vous devant chacune des explications figurant dans les bulles?

a - Peek-a-boo
b - Shh
c - Mmm
d - Brrr
e - Ugh
f - Hey
g - Er
h - Ouch
i - Wow
j - Whoops

1 Grand dad is having a nap!	2 It's freezing here!	3 I can see you!	4 Sorry about that!	5 It looks awful!
6 I don't remember!	7 That's fantastic!	8 This is delicious!	9 Don't go away!	10 I've burnt my finger!

-:-:-:-

CORRECTION DES EXERCICES

Corrigés des exercices de la séquence 1

Chapitre 1

HOW TO MAKE PEOPLE ACT

L'impératif

EXERCICES 1 - 2 - 3.

A - B - C.

b	h	f	c	a
A : 1 - John! Open the door, will you!	A : 2 - It is recommended to renew the treatment 2 or 3 times a year	A : 3 - Highly toxic!! Keep out of the reach of children.	A : 4 - Don't touch the saucepan, it's hot!	A : 5 - You should learn the lesson before doing the exercise!
B : request	B : advice or suggestion	B : warning	B : warning or order	B : advice or suggestion
C : polite	C : no particular feeling	C : no particular feeling	C : worried	C : angry

e	i	g	d
A : 6 - Could you do me a favour and help me to move the table?	A : 7 - May I ask you a question?	A : 8 - Jack! Pick up that piece of paper immediately, will you!	A : 9 - WANTED Jack F. Potter. Dead or Alive!
B : request	B : request	B : order	B : inducement
C : polite	C : polite	C : angry	C : no particular feeling

EXERCICE 5

E

advice or suggestion	order	warning	inducement	request
5 - you should + BV	1 - Open : impératif forme affirmative 3 - Keep out of... : impératif forme affirmative 4 - Don't + BV : impératif forme négative 8 - Pick up : impératif forme affirmative	3 - Keep out of... : impératif forme affirmative 4 - Don't + BV : impératif forme négative	2 - It is recommended to 9 - WANTED	6 - Could you + BV 7 - May I + BV

EXERCICE 6

F



Réponses possibles ajoutées dans la colonne “ advice or suggestion ” :

What about + nom ou what about + Vb ing?

Shall we... ?

Why don't you... ou why don't we... ?

We could + BV

We should + BV

You'd better + BV

Rappel : BV signifie Base verbale, c'est-à-dire infinitif sans to.

EXERCICE 8

Identify the different extracts and match the elements in column 1 with the elements in column 2.

Extract 1 is Extract 2 is Extract 3 is Extract 4 is Extract 5 is Extract 6 is	a notice which appears on the shopwindow of a perfumery an article about a famous restaurant Guernsey a notice put next to a beach an article to tell the tourists about what can be done in Guernsey during the summer holidays an advert for a flowershop a typical recipe
--	---

EXERCICE 9

1 - These clippings have been picked up from a paper for holidaymakers.

Justification : “ This paper, published weekly, aims to give holidaymakers the full picture of what is going on in Guernsey. ” (first article - last paragraph)

2 - The common purpose of these different cuts is b) to make people do things.

Justification :

doc n°2 “ don’t forget ”

doc n°3 “ Leave nothing but footprints. Keep the beach clean ”

doc n°4 “ sift, rub in ” and all the verbs in the imperative

doc n°5 a) “ Diners are welcome to use the pool ”

b) “ ... don’t forget to book beforehand for dinner ”

doc n°6 : “ Do come in ”

3- Most of the verbs are in the present tense, imperative form.

4 - The tone of this passage is friendly.

5 - The phrase that expresses suggestion is : “ why not... ” doc n°2

EXERCICE 10

Retrouvez dans les extraits donnés

3 ordres positifs donnés à l’impératif :

- extrait 4 : “ Mix yeast with a little warm water ”

- extrait 3 : “ Keep the beach clean ”

- extrait 5 : “ Visit the restaurant ”

1 ordre négatif donné à l’impératif :

- extrait 2 : “ Don’t forget your friends ”

A qui s’adressent ces ordres positifs et négatifs? Au lecteur du journal.

A quelles personnes de la conjugaison? 2ème personne du pluriel (pluriel de politesse).

A quel mode sont-ils donnés? A l’impératif.

FICHE GRAMMATICALE

Au présent, le mode impératif se construit à l’aide de la base verbale à la forme affirmative et de l’auxiliaire “ don’t ” + base verbale à la forme négative.

Cette forme de l’impératif ne concerne que la deuxième personne du singulier ou du pluriel.

La forme emphatique

EXERCICE 11

Par quelle formule la personne qui tient le magasin de parfumerie incite-t-elle les clients à entrer?

- “ DO COME IN AND ASK ”

Quel mot apparaît en plus, par rapport aux exemples précédents?

- DO

EXERCICE 12

Quel mot apparaît dans chaque réplique? LET.

De quoi est-il suivi? De la base verbale.

Quelles sont les personnes (de la conjugaison) concernées? 1ère personne du singulier - 3ème personne du singulier - 1ère personne du pluriel.

FICHE GRAMMATICALE



- L’impératif en “ let ” concerne la 1ère personne du singulier, 3ème personne du singulier, 1ère personne du pluriel, 3ème personne du pluriel.

A la forme affirmative : il se construit à l’aide de let + le nom de la personne ou de la chose concernée ou le pronom personnel complément correspondant à cette chose ou à cette personne + la base verbale du verbe conjugué

et à la forme négative : à l’aide de don’t + let + le nom de la personne ou de la chose concernée ou le pronom personnel complément correspondant à cette chose ou à cette personne + la base verbale du verbe conjugué.

- Lesquelles de ces nouvelles expressions pouvez-vous classer dans les tableaux donnés au début de cette séquence?

incitation ou inducement : let him come, let’s go to the cinema, don’t let us stay here ou let’s not stay here

requête ou request : let me see

conseil ou suggestion/advice or suggestion : let the traffic pass

EXERCICE 13

Do sit down	↗
Please be quiet!	↘
Let him come in!	↘
Don’t you talk back at me!	↘
Don’t forget to post my letter, will you!	↘ ↗
You dare!	↗

EXERCICE 14

- 1 - Stand on the pavement near the kerb. **Don't step** on the road.
- 2 - Look all around for traffic and listen. **Don't hurry**.
- 3 - If traffic is coming let it pass. Look all around again. **Don't take risks**.
- 4 - When there is no traffic near, walk straight across the road. **Don't run**.
- 5 - Keep looking and listening for traffic while you cross. **Don't fool about**.

EXERCICE 15

- 1 - Jack has forgotten his racket, **let him take** mine.
- 2 - **Let me see/let us see** what the best way to spend our afternoon is.
- 3 - “ **Come** in Charlie, I'm glad to see you again. ”
- 4 - If there is a lot of traffic, **let it pass**, don't take any risks.
- 5 - “ Please, **do sit down** and make yourself at home, you must be terribly tired, Mrs Brown. ”

EXERCICE 16

Complete the dialogue

- you (1) “ What about playing tennis? ”
- you (2) “ Well, we could go to the swimming-pool then. ”
- you (3) “ What about going to the park? ”
- you (4) “ Why don't we play with my computer then? ”
- you (5) “ Let's go to the skating rink, shall we? ”
- you (6) “ Well, will you come with me if I pay for you? ”

EXERCICE 17

Look for any safety warnings or safety marks = You should look for any safety warnings or safety marks.

Put things away = Children shouldn't let* their toys lying around.

Throw away any broken toys = You'd better throw away any broken toys.

Get help and advice from your local Trading Standards Officer at the Council Offices = Why don't you ask for help and advice from your local Trading Standards Officer at the Council Offices?

* Il ne s'agit pas de l'impératif mais du verbe to let qui signifie laisser.

L'influence exercée sur autrui se fait aussi grâce au choix des mots

EXERCICE 18

- 1 - Les mots qui attirent l'attention du lecteur sont : welcome et friendly;
welcome est une interjection et friendly est un adjectif.
- 2 - Chaque paragraphe 1, 2, 3 et 4 commence par un nom ou un pronom.

- 3 - Ces mots représentent ce que le touriste potentiel attend d'un lieu de vacances.
- 4 - Le paragraphe 4 contient une accumulation d'adjectifs positifs qui mettent en valeur le pays.
- 5 - Ils qualifient les éléments importants du pays.
- 6 - Ces adjectifs sont situés devant les noms qu'ils qualifient. Ce sont des épithètes.

EXERCICE 19

Renowned est un participe passé qui a valeur d'adjectif qualificatif.

Il est attribut, il qualifie le mot flowers.

Il est placé après l'auxiliaire to be.

Il est invariable, quel que soit le genre du nom qu'il qualifie.

FICHE GRAMMATICALE



Règle concernant l'adjectif qualificatif anglais : qu'il soit épithète ou attribut, l'adjectif qualificatif anglais est invariable. S'il est épithète, il se place avant le(s) nom(s) qu'il qualifie et s'il est attribut, il se place après l'auxiliaire " to be ".

A quoi sert le présent simple?

EXERCICE 20

Quel temps grammatical est utilisé pour la rédaction de cet article? C'est le présent simple.

Quel est l'intérêt d'utiliser ce temps ici? Il donne à ce que dit le journaliste une valeur permanente.

FICHE GRAMMATICALE : Le choix du temps grammatical.



Dans les extraits 1 et 3 c'est le **présent simple** qui est utilisé pour parler de Guernsey en général et de l'hôtel en particulier. Ce temps permet d'exprimer **des caractéristiques permanentes**.

A quoi sert le présent continu?

EXERCICE 21

1 - Quel temps utilise la vieille dame dans sa communication avec la police? Elle utilise le présent.

2 - Quelle forme emploie-t-elle? La forme continue.

3 - Que fait-elle, en fait, au cours de cette communication? Elle décrit ce qu'elle voit au moment où elle parle à la police.



Remarque

Lorsque l'on veut donner des détails sur les circonstances d'**une action en cours de déroulement**, on emploie le **présent continu**.

EXERCICE 22

Le temps dominant est le présent.

Les formes employées sont la forme simple et la forme continue.

Exemples : forme simple : is; are; can.

forme continue : are going back; are shopping.



Lorsque l'auteur ou la personne qui parle utilise la forme simple, il exprime des vérités générales et toujours valables.

Lorsque l'auteur ou la personne qui parle utilise la forme continue, il décrit ce que le lecteur peut voir sur l'image par exemple ou ce qu'il/elle voit personnellement.

Conclusion

Lorsque vous lisez un texte, demandez-vous à qui il est destiné, qui l'a écrit, dans quel but, quels procédés d'écriture vous permettent de le justifier (grammaire, fonctions, lexique, etc.).

-:-:-:-

Chapitre 2

HOW MUCH DO YOU KNOW ABOUT THE CHANNEL ISLANDS?

Script de l'enregistrement.

To the discerning holidaymaker, the search for peace and tranquillity leads to Guernsey and the other Islands in the Bailiwick : Alderney, Herm, Sark and Jethou. The Bailiwick of Guernsey nestles in the bay of St Malo, close to the French coast of Normandy and Brittany.

Although England's south coast is further away, for over nine hundred years the Islanders have remained loyal to the English Crown and owe allegiance to Queen Elizabeth II, who as a successor to William the Conqueror, once Monarch of the Islands, is frequently referred to as the " Duke of Normandy ".

Part of the British Isles, Guernsey, unlike England, Scotland, Wales and Ulster, is not part of the United Kingdom. The Guernsey government is independent and devoid of party politics. It makes its own laws and has its own taxation system.

There is ample evidence of Guernsey's Norman-French background in the robes worn by members of the Royal Court of Guernsey, in the French street names and the inscriptions on the coinage. And while the English language is common to all Islanders, many speak the Guernsey/French patois of their ancestors.

Although a small island of 24 square miles, Guernsey is the largest land mass in the Bailiwick. Its 50,000 inhabitants earn their living from the horticultural and tourist industries, the basis of the island's economy.

EXERCICE 25

Quiz

1 - The Channel Islands belong to the United Kingdom. **Wrong**

They don't belong to the United Kingdom but they became dependencies of the English Crown in 1066 when the Duke of Normandy became king of England. They are part of the British isles but their government is independent. It makes its own laws and has its own taxation system.

2 - The Channel Islands are composed of nine islands : Guernsey, Herm, Jethou, Brecqhou, Lihou, Jersey, Alderney, Sark and Chausey. **Wrong**

Chausey does not belong to the Channel Islands.

3 - You can go to Sark by boat but not by plane. **Right**

There is no airport on Sark.

4 - The Channel islands are closer to the English coast than to the French coast. **Wrong**

The Bailiwick of Guernsey nestles in the bay of St Malo close to the French coast of Normandy and Brittany... England's south coast is further away.

5 - The French influence has completely disappeared on Guernsey. **Wrong**

There is ample evidence of Guernsey's Norman-French background in the robes worn by members of the Royal Court of Guernsey, in the French street names and the inscriptions on the coinage. And while the English language is common to all Islanders, many speak the Guernsey/French patois of their ancestors.

6 - Tourism is the only basis of the island's economy. **Wrong**

Guernsey's inhabitants earn their living from horticulture as well as from tourism.

7 - Sark has been a feudal régime since the 16th century. **Right**

8 - The seigneur on Sark is all-powerful. **Wrong**

Today the island is not governed by an all-powerful seigneur and the system is quite democratic.

9 - Jersey is divided into twelve parishes. **Right**

10 - Jersey's climate is sunny and warm. **Right**

11 - From Jersey you can reach any of the other Channel islands by air and by sea. **Right**

12 - French travellers need to go to Paris if they want to travel to the Channel islands. **Wrong**

They can leave from St Malo, Dinard, Cherbourg, Granville, Carteret, Portbail or St Quay Portrieux.

GAMES

E	L	T	S	A	C	D	N	A	S
R	K	A	G	I	D	I	V	E	D
O	S	R	N	E	L	C	Y	C	R
C	A	C	S	M	A	R	I	N	A
K	I	E	I	K	S	T	E	J	O
P	L	I	A	S	D	R	A	O	B
O	I	S	G	N	I	H	S	I	F
O	N	D	W	O	R	E	D	I	R
L	G	G	N	I	T	A	K	S	U
S	G	N	I	P	M	I	R	H	S

- 5 words expressing what you can see :

rock - pool - marina - sand - castle

- 3 words expressing sporting equipment :

surfboard - jetski - sail

- 4 words expressing activities :

sailing - fishing - skating - shrimping

- 4 words expressing what you can do :

dive - cycle - picnic - swim

- 1 word expressing the name of the person who practises this sport :

rider

Chapitre 3

HOW TO ASSESS THE VALUE OF THINGS?

Les adjectifs qualificatifs : construction

EXERCICE 26

sunny - traditional - lovely - beautiful (beauty) - painless - comfortable - acceptable

EXERCICE 27

Quelle terminaison accompagne chaque racine?

racine	nature	terminaison
sun	nom	(n)y
tradition	nom	al
love	nom	ly
beauty	nom	ful
pain	nom	less
comfort	nom	able
accept	verb	able

Tous ces mots sont formés soit à partir d'un nom + un suffixe -y, -al, -ly, -ful, -less, soit à partir d'un nom ou d'un verbe + able. Ce sont des adjectifs.

EXERCICE 28

Dans la série de mots suivants, faites un premier tri et placez par paires dans le tableau ci-dessous un adjectif et son contraire.

discontented	contented
illegal	legal
exhausting	refreshing
uncomfortable	comfortable
painless	painful
silent	noisy
immobile	mobile
full	empty
wonderful	unpleasant
irregular	regular
unhappy	happy
peaceful	tumultuous

Faites maintenant un deuxième tri en classant d'un côté les paires issues de la même racine et les paires constituées de deux mots de racines différentes.

discontented/ contented	exhausting/ refreshing
illegal/legal	silent/noisy
uncomfortable/ comfortable	full/empty
painless/painful	wonderful/ unpleasant
immobile/mobile	peaceful/ tumultuous
irregular/regular	
unhappy/happy	

Conclusion

Les préfixes : **dis, il, un, im, ir** sont des préfixes privatifs.
Le suffixe **less** est un suffixe privatif.

EXERCICE 29

All these words are adjectives and adverbs.

scary = scare + y (adjective)

painless = pain + less (adjective)

slowly = slow + ly (adverb)

carefully = careful + ly (adverb)

motherly = mother + ly (adjective)

suddenly = sudden + ly (adverb)

traditional = tradition + al (adjective)

uncomfortable = un + comfort + able (adjective)

Give the opposite of :

painless/painful - slowly/fast - carefully/carelessly - uncomfortable/comfortable.

EXERCICE 30

Contrary to his wife, Mr Brown hates the place! He writes about the same things as his wife but expresses opposite ideas. Can you imagine his letter?

Sunshine Hotel,
3, High Street
Moltontown, S56 67N
25th July, 1995.

Dear Bob,

We are having an **awful** time in this little village of Moltontown. **Unfortunately** life here is much like the hustle and bustle of London!

Moltontown is an **unpleasant** little village near a **noisy** and **tumultuous** river. The most superficial examination will reveal that its development and present state must be the result of much **bad taste**.

As soon as one reaches the village, one discovers a sequence of **ugly** stone houses. Moltontown has an **ordinary** church built of **plain** grey stone.

The only diversions we have here are **monotonous** walks in the nearby country and we hope you are not doing the same in Orlaton.

We'll be back home next Tuesday and are looking forward to hearing from you at home.

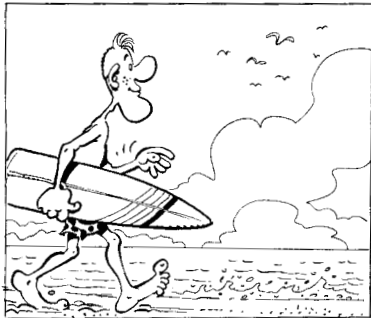


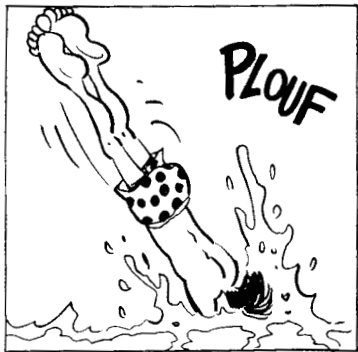

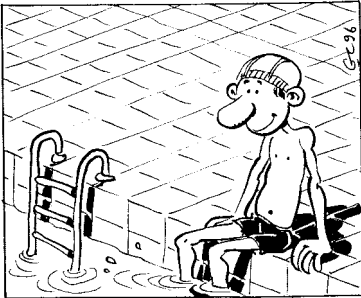
See you soon,

Jack

La composition des noms

EXERCICE 31

Associez chacun des mots ci-dessus à une image ci-dessous :

<p>surfer</p> 	<p>skating</p> 	<p>riding</p> 
<p>diving</p> 	<p>fisherman</p> 	<p>swimmer</p> 

Conclusion



Lorsque l'on ajoute le suffixe " er " à un verbe on forme un nom qui désigne la personne qui exécute ce qui est désigné par le verbe.

Lorsque l'on ajoute le suffixe " ing " à un verbe on forme un nom qui désigne l'activité elle-même.

EXERCICE 32

Complétez les phrases suivantes avec un nom en **er**, en **or** ou en **ing**.

1 - **Fishing** is an exciting way of spending your time at low tide on Jersey.

2 - The **diver** made a beautiful dive before reaching the swimming-pool.

3 - The man who directs this ship on its course is an excellent **navigator**.

4 - I don't like **sailing** in this area, it's very dangerous with all the rocks around.

5 - If the weather is not very good on Guernsey you can visit Hauteville House, the house of the famous French **writer** Victor Hugo.

Autres éléments constitutifs de la phrase : adjectifs et pronoms possessifs et personnels

EXERCICE 33

Cochez dans le tableau suivant la case correspondant à la nature du mot en caractères gras dans le texte :

	pronom pers. sujet	pronom pers. compl.	adjectif possessif	pronom possessif
his			x	
me		x		
you		x		
he	x			
you	x			
it		x		
you	x			
him		x		
my			x	
mine				x

EXERCICE 34

a) Reproduisez ce court dialogue en remplaçant " father " par " mother " .

- " I went to John's yesterday morning. His *mother* gave me a book about the Channel Islands for you. *She* said you had forgotten it when you came to visit *her* last Monday. "

- " But it's not my book. Mine has a blue cover and this one has a grey one. Thank you all the same. I'll bring it back to John's **mother** tomorrow. "

b) Reproduisez ce court dialogue en remplaçant " John " par " Mary " .

- " I went to *Mary's* yesterday morning. *Her* father gave me a book about the Channel Islands for you. He said you had forgotten it when you came to visit him last Monday. "

- " But it's not my book. Mine has a blue cover and this one has a grey one. Thank you all the same. I'll bring it back to *Mary's* Father tomorrow. "

c) Reproduisez ce court dialogue en remplaçant " book about the Channel Islands " par " maps of the Channel Islands " .

- " I went to John's yesterday morning. His father gave me *maps of the Channel Islands* for you. He said you had forgotten them when you came to visit him last Monday. "

- " But they are not my maps. Mine have a blue cover and these ones have a grey one. Thank you all the same. I'll bring them back to John's father tomorrow. "

EXERCICE 35

Conclusions :



- a) Les pronoms personnels sujets et compléments s'accordent en genre et en nombre avec le nom auquel ils se rapportent.
- b) L'adjectif possessif dépend du possesseur et s'accorde avec celui-ci.
- c) L'article " a " n'a pas de pluriel.
 Le pluriel de " this " est " these ".
 Le verbe s'accorde avec le sujet.
 L'adjectif possessif et le pronom possessif dépendent du possesseur et non pas de l'objet possédé.

Récapitulons

pronoms pers. sujet	pronoms pers. cplt	adjectifs possessifs	pronoms possessifs
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its own
we	us	our	ours
they	them	their	theirs

GAME

La langue anglaise comme la langue française a des proverbes qui la rendent vivante. Saurez-vous associer un proverbe anglais à son équivalent français?

1	2	3	4	5	6	7	8	9	10
d	a	f	i	g	e	b	h	j	c

Dans un autre registre, ce sont les onomatopées qui colorent et donnent de la vigueur aux bandes dessinées. Quelle interjection placeriez-vous devant chacune des explications figurant dans les bulles?

1	2	3	4	5	6	7	8	9	10
b	d	a	j	e	g	i	c	f	h

Devoir 01

à envoyer à la correction

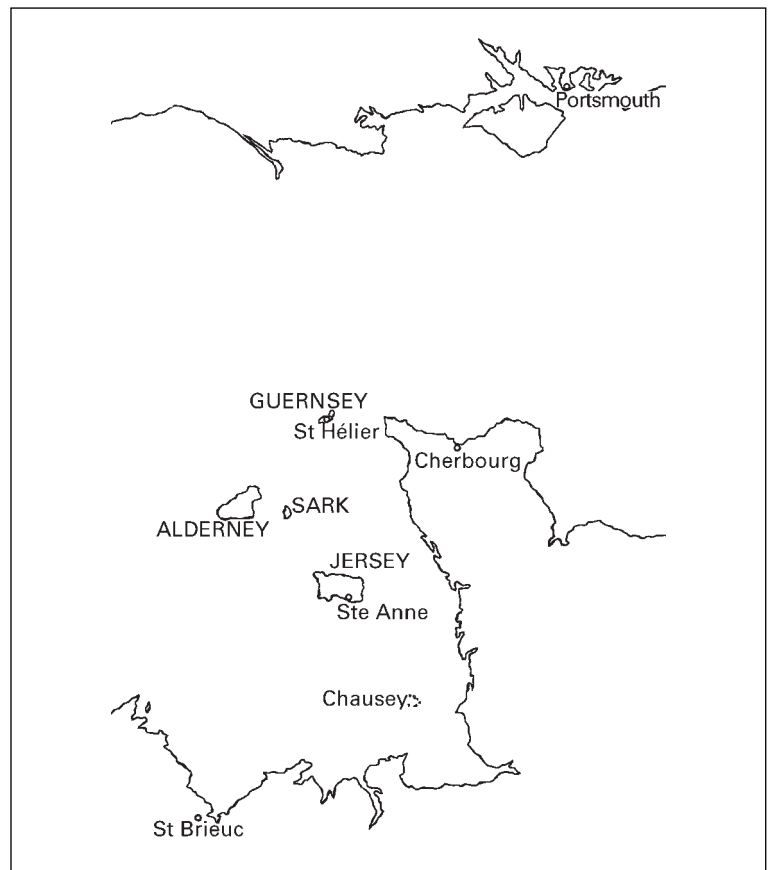
- Attention**
- > Codifiez bien le devoir que vous allez adresser à la correction par messagerie électronique en indiquant, la **matière**, le **numéro** du devoir, ainsi que vos **nom, prénom, indicatif** et votre **e.mail**.
 - > Le retour du devoir corrigé et du corrigé-type se fera à l'adresse électronique utilisée lors de l'envoi de votre devoir, sauf indication d'une adresse électronique différente.
 - > **Veillez rédiger ce devoir après avoir étudié la séquence 1.**

The brochures for holidaymakers are generally full of these phrases that make people feel like visiting places. You will find below an extract concerning places not far from France and sometimes ignored by French students. How much do you understand from this article?

Reading comprehension

Pre-reading activity

Exercise 1 (4 x 0,25 = 1 point)



Before you start reading the following article, look at the map and correct the four mistakes that have been made.

Reading activity

Exercise 2 (0,5 x 10 = 5 points)

Read the following questions and the text. Then answer the questions.

- 1 Read the introduction and tell in your own words what this article is about and what it aims at.
- 2 Where has this article been written ?
- 3 According to the journalist, how many different Channel Islands can be visited ?
- 4 What means of transport can be used to reach them ?
- 5 What are Jersey and Guernsey famous for ?
- 6 Can teenagers and younger children have a good time in Jersey ? Why ?
- 7 Is Alderney as busy as Jersey ?
- 8 Is it possible to hire a car on Sark ?
- 9 Is the climate on Herm better or worse than in Great Britain ?
- 10 Can Lihou be visited at any moment of the day ?

WHILE YOU'RE HERE... VISIT THE OTHER ISLANDS

Island-hopping is a way of life for Channel Islanders and a bonus for holiday-makers. Each of our sister isles has an atmosphere of its own; each is completely different. Hop on a small plane or ferry, and within minutes you can be in another world. Here's a sample of what you might find...

JERSEY

Jersey may be only 20 miles away from Guernsey, but the two islands are a world apart.

In Jersey's 'capital', St Helier, you will find some of the big UK chain store names, alongside the perfumeries and jewellers for which Guernsey and Jersey are renowned.

Why not hire a car for the day and take a trip through winding lanes and countryside to Gerald Durrell's world-famous zoo?

It's impossible to ignore Jersey's leisure centre, Fort Regent, a futuristic development perched upon a hill overlooking St Helier.

Although the friendly rivalry between Guernsey and Jersey makes us hesitate to admit it, a visit to the 'other island' is highly recommended.

ALDERNEY

One of Alderney's main claims to fame is its slow pace of life. If you want to leave behind the hustle and bustle of modern life, even for one day, take a trip up north.

Alderney's main town, St Anne, has an almost Victorian feel, with small shops lining narrow cobbled streets. It boasts excellent restaurants along with traditional pubs and bars, many offering good value meals.

The island has some lovely coastal paths leading to small, uncrowded beaches. Venture south-west and you will find a large area of common land bordered by steep cliffs. From here you can look across to Ortac, a large off-shore rock which houses a huge colony of breeding gannets.

Alderney's utterly relaxing way of life is an experience to savour !

SARK

Visit the island of Sark and you take a step back in time : no cars, no rush, no worries.

A tractor bus (tractors are the only motor vehicles allowed) will transport you up the steep track to the 'village' at the top of the hill.

From there bicycles or a horse and cart can be hired to explore the island.

There is plenty to see and do on Sark. Take a refreshing walk and enjoy the sights, sounds and spectacular views at your own pace.

Or visit historical La Seigneurie and its beautiful gardens.

La Coupée, a causeway widened and rebuilt after the Occupation, which joins the main island of Great Sark to Little Sark, is not to be missed.

There are some concessions to modern living, however, as the island boasts a range of fine hotels and guest houses offering fresh local food and a warm welcome.

And not forgetting the island's one and only postbox, where you can send a postcard to your friends and relatives to tell them all about the magical Isle of Sark.

HERM

Step off the Herm ferry and you could be forgiven for thinking you were on a tropical island.

For Herm is something of a mini-paradise : an island of palm trees, blue seas and glorious white beaches. And it's just three miles from Guernsey, a mere 15 minutes away by ferry.

LIHOU

Forget ferries if you want to visit Lihou. Footpower is the only way to reach this tiny island, and then only at low tide.

In fact tide tables are a must when visiting Lihou, for the island is completely cut off from Guernsey for much of the day. When the tide is low the ancient causeway between the two islands is revealed, and visitors can enjoy a leisurely walk across to investigate Lihou's attractions : plants, shells, rockpools and a ruined priory.

Plan your trip to Lihou around the tides for it is not accessible every day and access is dangerous if any water covers the causeway. The times when it is safe to cross are widely publicised, however, and this tiny island really is well worth a visit.

Exercise 3 (0,5 x 13 = 6,5 points)

The journalist uses some particular phrases, tenses and forms to make holidaymakers feel like going to the other islands. Complete the following grid with examples from the text.

	Jersey	Alderney	Sark	Herm	Lihou
What expressions does he use to make suggestions?				/	/
What sentences express the fact that tourists must go to some places in...?					
What verbal forms are used by the journalist to achieve his purpose?					

Exercise 4 (0,25 x 14 = 3,5 points)

Draw a list of the different adjectives used by the journalist to make these islands more attractive to holiday-makers and applying more particularly to :

- ① Jersey's zoo :
- ② The rivalry between Jersey and Guernsey :
- ③ The restaurants on Alderney :
- ④ The meals they offer :
- ⑤ The paths on this island :
- ⑥ Its beaches :
- ⑦ The walks on Sark :
- ⑧ The views on the island :
- ⑨ La Seigneurie's gardens :
- ⑩ Sark's hotels and guest houses :
- ⑪ Their welcome :
- ⑫ The Isle of Sark :
- ⑬ The beaches on Herm :
- ⑭ The causeway between Lihou and Guernsey :

Exercise 5 (7,5 points)

Express yourself

Select a postcard of the place where you spend your holidays. Write an article about it in 100 or 130 words so as to make the reader feel like visiting it. This paragraph will be inserted in a magazine for teenagers. You must use a dozen different adjectives, and verbs in the present simple or present continuous.

Exercise 6 (16,5 points)

You are a guide, and during the visit which is shown on the pictures below you speak to the visitors to advise them to do things, or to advise them against doing things, or to forbid them to do things. Look carefully at the different pictures and, according to the situation and the people you are addressing, select the right kind of sentence to make them understand what you mean.



Total des points sur 40, ramenés sur 20 par le professeur correcteur.