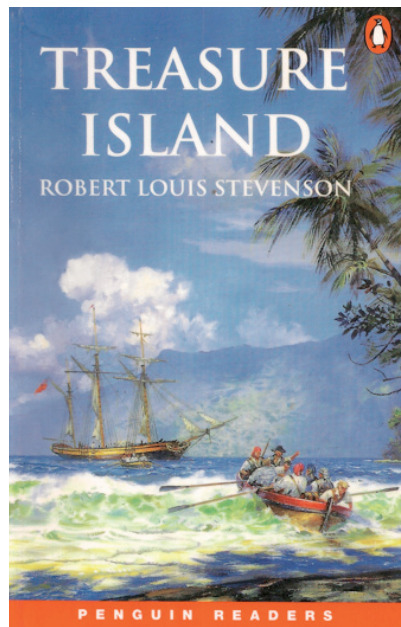


TREASURE ISLAND

BY ROBERT LOUIS STEVENSON

WORKSHEETS

ANGLAIS 10^{CO}



A. PRE-READING ACTIVITIES

I. VOCABULARY – EXERCISES WITHOUT THE BOOK

WORKSHEET 1 – Exercise 1

Look at the list of words and match each word with its correct definition and translation.

Regarde la liste de mots ci-dessous et relie chaque mot à sa définition et sa traduction.

- | | | |
|------------------------|--|-----------------------------------|
| a beginning (noun) • | • to come to pass • | • <i>un narrateur</i> |
| a character (noun) • | • identical • | • <i>un cadre</i> |
| a main character • | • the first part or section of a book or a film • | • <i>un point culminant</i> |
| a minor character • | • the context and environment where something happens • | • <i>un personnage secondaire</i> |
| a climax (noun) • | • the person who tells a story • | • <i>un événement</i> |
| an ending (noun) • | • something that happens at a certain place and time • | • <i>un personnage</i> |
| an event (noun) • | • an imaginary person represented in a work of fiction (play, film or story) • | • <i>une fin</i> |
| to happen (verb) • | • a very important character • | • <i>se passer</i> |
| a narrator (noun) • | • a sequence of events arranged in chronological order • | • <i>un personnage principal</i> |
| the same (adjective) • | • the moment when a book or film ends (the opposite of beginning) • | • <i>une chronologie</i> |
| a setting (noun) • | • not a very important character • | • <i>un début</i> |
| a timeline (noun) • | • the decisive moment in a book or film • | • <i>le même</i> |

WORKSHEET 2 – Exercise 2

Translate the following words into French.

Traduis les mots suivants en français.

a chapter :

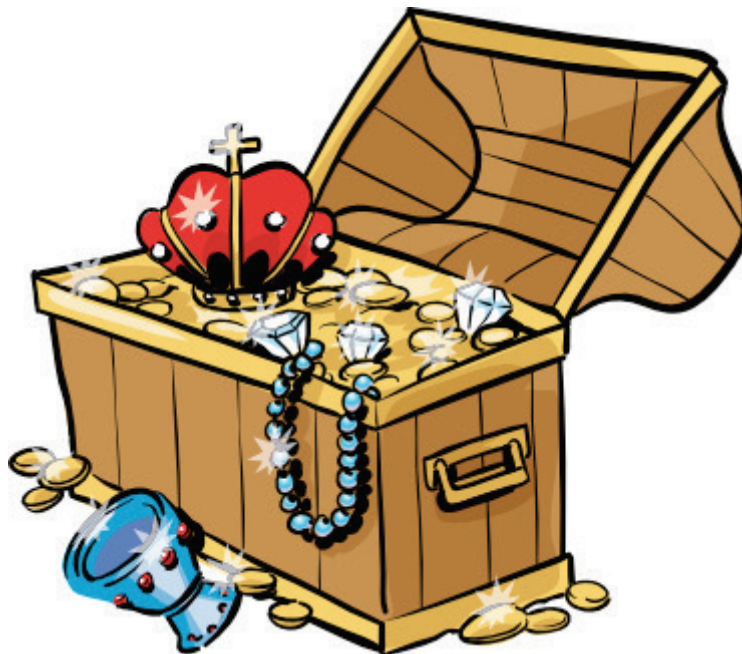
different :

a line :

a paragraph :

a role :

a title :



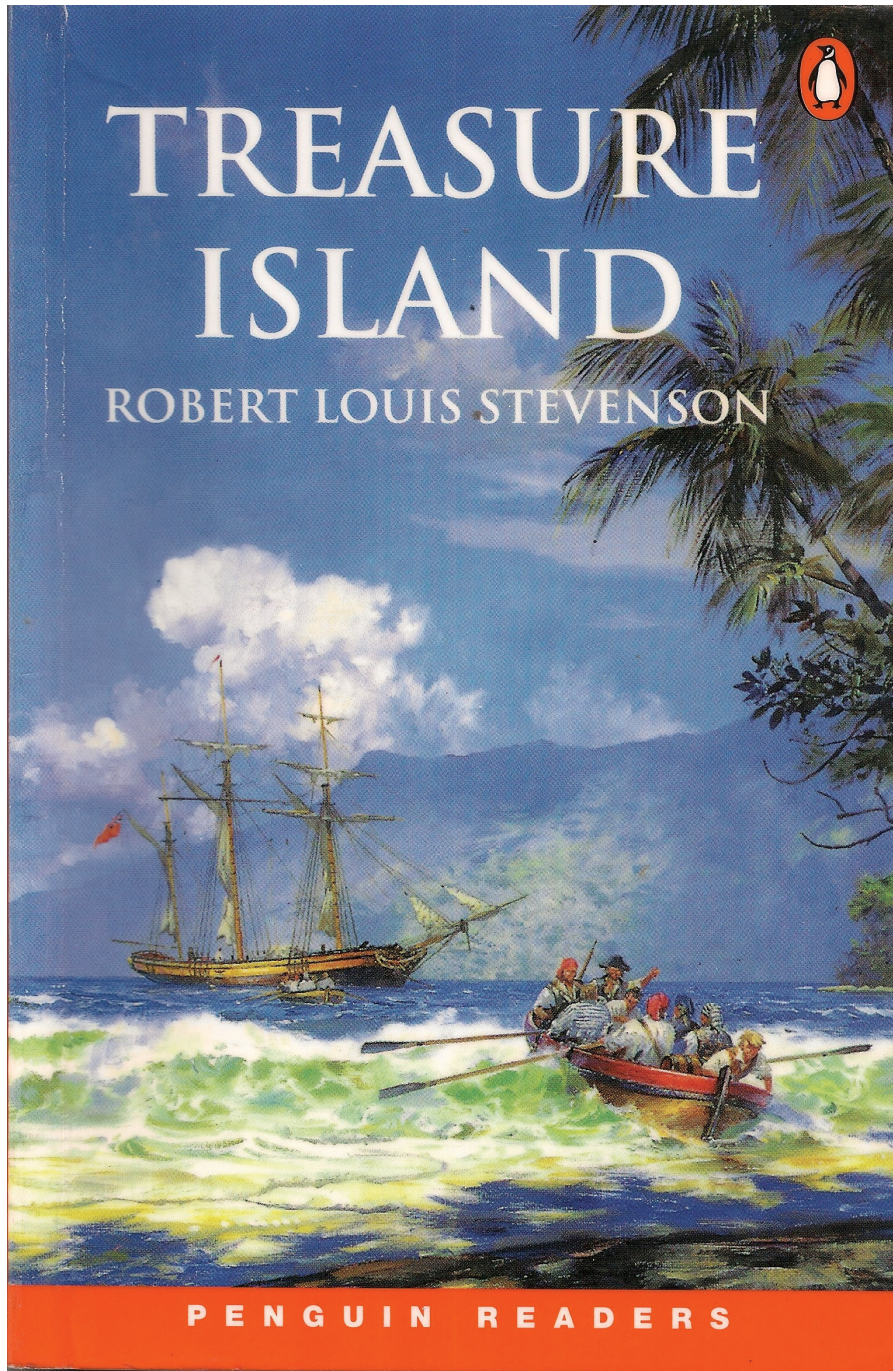
Source : <http://bebylone.com/wp-content/uploads/2010/05/chasse-aux-tresor.jpg>

II. EXERCISES WITH THE BOOK AND THE FILM COVER

WORKSHEET 3 – Exercises 1 & 2

- 1) Look at the cover, then find the vocabulary to describe it and write it on the picture using arrows. Ask your teacher to help you if necessary.

Regarde la couverture, puis trouve le vocabulaire pour la décrire et écris-le sur l'image à l'aide de flèches. Demande à ton enseignant-e de t'aider si nécessaire.



Source : Ward, Ann. *Treasure Island*. Based on book by Robert Louis Stevenson.
Harlow: Penguin Readers, Pearson Education Limited, 1999.

2) Use the vocabulary below to complete this description of the cover. You don't need all the words.

Utilise le vocabulaire ci-dessous pour compléter cette description de la couverture. Tu n'as pas besoin de tous les mots.

beach – boats – flag – hills – island – palm trees – parrot
pirates – sailors – sails – sea – ship – sky

In this picture we can see a nice blue, some and the There is a big with a British The on the big ship are down, so it isn't moving. In front of it there are two small with in them, they are moving towards the There are some on the right of the picture and we can see the at the bottom.



Source : http://www.celtitudes.fr/upload/produits-bretons-celtes_220108_095355.jpg

WORKSHEET 4 – Exercise 3

Use the new vocabulary to write a description of the DVD cover (minimum 50 words).

Utilise le nouveau vocabulaire pour écrire une description de la couverture du DVD (minimum 50 mots).



Source : *Treasure Island*, Dir. Byron Haskin. Book by Robert Louis Stevenson. Walt Disney Home Video, 1950.

WORKSHEET 4 – Exercise 3'

Use the new vocabulary and words you already know to complete the description of the DVD cover.

Utilise le nouveau vocabulaire et les mots que tu connais déjà pour compléter la description de la couverture du DVD.



Source : *Treasure Island*, Dir. Byron Haskin. Book by Robert Louis Stevenson. Walt Disney Home Video, 1950.

In this picture we can see a and a boy. The man has got black hair, a beard and strange eyes. He has got a black, a white shirt and a red jacket and there is a green on his shoulder, so maybe he is a The young boy has got light brown hair and he has got a white shirt and a brown waistcoat. Under the title we can see the, an with a beautiful white and lots of and finally a big with white

WORKSHEET 5 – Exercise 4

Fill in this ID card of the author with the information on page V of your book.

Complète cette carte d'identité sur l'auteur avec les informations que tu trouveras à la page V de ton livre.

First names : _____

Surname : _____

Year of birth : _____

Place of birth : _____

Writes his first book at the age of _____

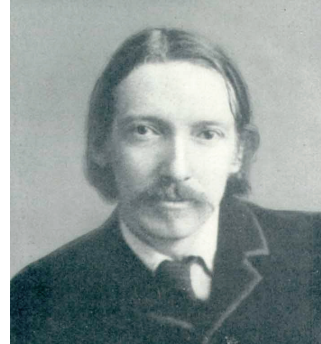
Islands visited : _____

Family : _____

Famous books : _____

Year of death : _____

Place of death : _____



Source de l'illustration : http://3.bp.blogspot.com/-i0YQdQdNwno/Tc2PjYZZg_I/AAAAAAAAI-E/MluJBCrni7Q/s1600/robert-louis-stevenson.jpg

WORKSHEET 6 – Exercises 5 & 6

5) Look at the pictures in this book. When do you think the story happened ?

Regarde les images du livre. Dans quel siècle penses-tu que l'histoire s'est passée ?

a) 18th century

b) 20th century

c) 21st century

6 a) Listen to the beginning of the story and fill in the text.

Ecoute le début de l'histoire et complète le texte.

My father had an inn near the sea. It was a _____ place. One day, an old man came to our door. He was _____ and strong, and his face was brown. His old blue coat was _____ and he had a _____ old box with him. He looked at the inn, then he looked at the sea.

My father came to the door.

At first the _____ man did not speak. He looked again at the sea, and at the front of the inn.

'I like this place,' he said. 'Do many people come here?'

'No,' said my father.

'I'm going to stay here,' said the old man. 'I want a bed and food. I like watching the sea and the ships. You can call me Captain.'

He threw some money on the table. 'That's for my bed and my food,' he said.

And so the _____ captain came to stay with us. He was always _____. In the evenings he sat in the inn and in the day he watched the sea and the ships.

One day he spoke to me. 'Come here, boy,' he said, and he gave me some money. 'Take this, and look out for a sailor with one leg.'

He was afraid of that sailor with one leg. I was afraid too. I looked for the man with one leg, but I never saw him.

Then winter came, and it was very _____. My father was ill, and my mother and I worked very hard.

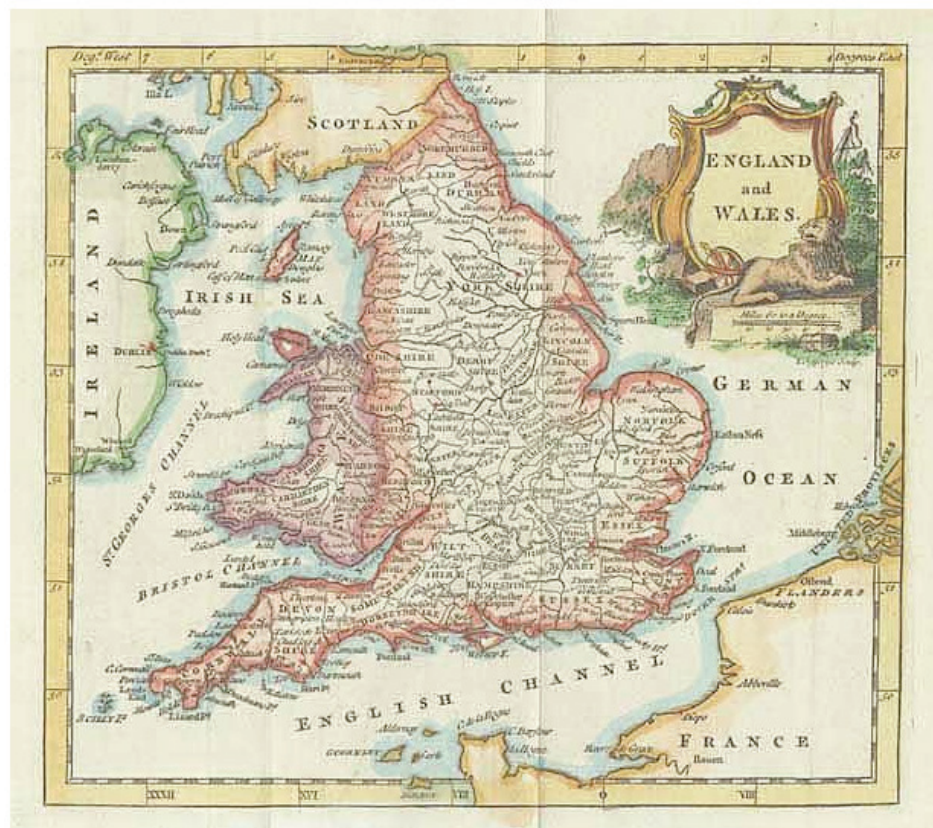
Early one January morning, the captain went to the beach. I helped my mother to make the captain's breakfast. The door opened and a man came in. His face was very _____ and he had only three fingers on his _____ hand. I could see that he was a sailor.

'Can I help you ?' I asked.

6 b) What type of words are they ? Write them down and find their opposites.
De quel type de mots s'agit-il ? Ecris-les ci-dessous et trouve leurs contraires.

They are _____.

_____	↔	_____
_____	↔	_____
_____	↔	_____
_____	↔	_____
_____	↔	_____
_____	↔	_____
_____	↔	_____
_____	↔	_____



England and Wales

Source : Thomas Jefferys in Salmon's *Geographical and Historical Grammar*.

B. ACTIVITIES WHILE READING THE BOOK AND WATCHING THE FILM

WORKSHEET 7 – Exercises 1, 2 & 3

- 1) Read the beginning of the story on page 1 and fill in the grid.

Lis le début de l'histoire et remplis la grille.

Setting	Time Indicators	Characters
– _____	– _____	– _____
– _____	– _____	– _____
– _____	– _____	– _____
	– _____	– _____
	– _____	– _____
		– _____

Source : Virginie Rousseaux, CO de Vuillonnex.

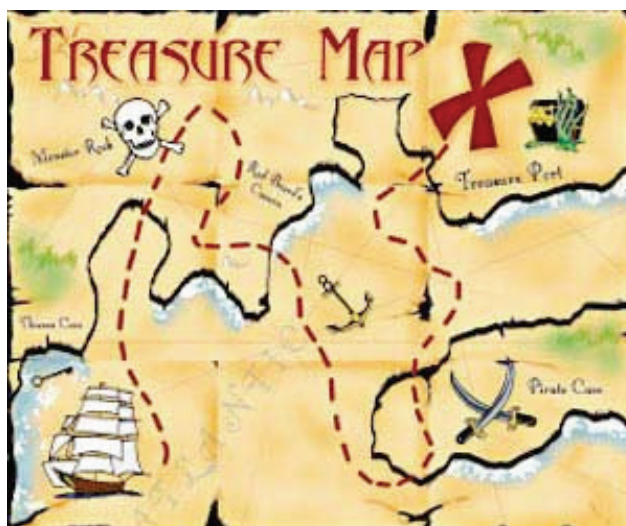
- 2) Now look at this list of vocabulary and underline the words you think are going to be in the story.

Maintenant regarde la liste de vocabulaire et souligne les mots qui à ton avis seront dans l'histoire.

bike – love – gun – flag – apartment – beach
parasol – knife – lake – treasure – map – sea

- 3) Read the book until the end of page 5. What is going to happen ?

Lis le livre jusqu'à la fin de la page 5. Que va-t-il se passer ?



Source : <http://www.myknownbuzz.com/wp-content/uploads/2011/08/Treasure-Map-1.jpg>

WORKSHEET 8 – Exercise 4

Watch the beginning of the film until the middle of chapter 2. Write the characters' names under the correct image.

Regarde le début du film jusqu'au milieu du deuxième chapitre. Ecris les noms des personnages au-dessous des images.



Source : *Treasure Island*, Dir. Byron Haskin. Book by Robert Louis Stevenson. Walt Disney Home Video, 1950.

WORKSHEET 8 – Exercise 4'

Watch the beginning of the film until the middle of chapter 2. Write the characters' names under the correct image.

Regarde le début du film jusqu'au milieu du deuxième chapitre. Ecris les noms des personnages au-dessous des images.

Dr Livesey – Mr Trelawney – Black Dog – Billy Bones – Jim – Pew



Source : *Treasure Island*, Dir. Byron Haskin. Book by Robert Louis Stevenson. Walt Disney Home Video, 1950.

WORKSHEET 9 – Exercise 6

Homework :

- a) Read pages 6 and 8.
- b) Write the new words in your vocabulary list.
- c) Find a minimum of 6 differences between the book and the film and write them in French in the grid.

Devoirs :

- a) *Lis les pages 6 et 8.*
- b) *Note les mots de vocabulaire qui posent problème sur la liste ; ils seront traduits en classe lors de la correction des devoirs.*
- c) *Trouve un minimum de six différences entre le livre et le film et note-les en français dans le tableau.*

FILM	BOOK
Billy Bones lui donne la carte pliée.	Jim prend l'enveloppe dans la malle, sans savoir ce qu'il y a dedans.

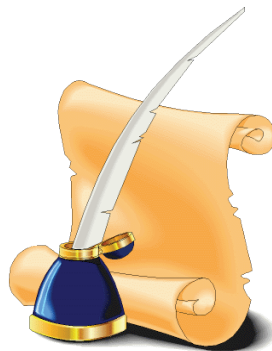
WORKSHEET 10 – Exercise 7

Read the letter on page 9. Write Livesey's answer to Trelawney. Include the following details in your letter :

- estimated time of departure and arrival,
- how they are going to travel,
- reaction to Trelawney's news.

Lis la lettre à la page 9. Ecris la réponse de Livesey à Trelawney. Inclus les informations suivantes dans ta lettre :

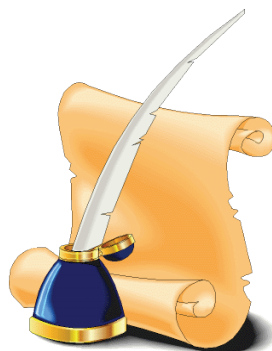
- les heures de départ et d'arrivée prévues,*
- comment ils vont voyager,*
- une réaction aux nouvelles de Trelawney.*



Source : http://a34.idata.over-blog.com/1/89/34/75/plume_parchemin.gif

Now copy one of the two corrected letters.

Maintenant copie une des deux lettres corrigées.



Source : http://a34.idata.over-blog.com/1/89/34/75/plume_parchemin.gif

WORKSHEET 11 – Exercise 9

Watch the film with English subtitles from the middle of chapter 2 until the end of the conversation between Smollett, Livesey and Trelawney, then fill in the blanks.

Regarde le film avec les sous-titres en anglais du milieu du deuxième chapitre à la fin de la conversation entre Smollett, Livesey et Trelawney, puis complète le texte.

CAPTAIN SMOLLETT, DR LIVESEY AND MR TRELAWNEY'S CONVERSATION

Mr Trelawney : Here's to our speedy departure.

Captain Smollett : _____.

But I've something on my mind and at the risk of offending,

I'd better _____ plain.

I don't like this cruise and I don't like the _____.

Mr Trelawney : Possibly you may not like your employer, either.

Dr Livesey : No need for ill feeling 'til we _____ him out.

Captain Smollett : I don't _____ secret voyages when the only secret kept is the one in my sealed orders.

Everyone in town says we're headed for a treasure _____

with a marked _____ to guide us. Someone's been talking.

Mr Trelawney : Well. I never breathed a word. Livesey, have _____ ?

Captain Smollett : In my experience

a venture of this kind may mean _____ and death and a close run.

We may need a trustworthy crew.

Not one recruited by the ship's _____.

Mr Trelawney : He was acting under my _____, sir !

Captain Smollett : Is he responsible for the ship's safety ?

Mr Trelawney : Well, really !

Dr Livesey : We're all concerned for the _____'s safety.

As it stands, what measures would you propose ?

Captain Smollett : Two. The whereabouts of treasure maps

to be kept _____ from myself and my mate, Mr Arrow.

Firearms removed from the forward hold and stored aft.

Dr Livesey : Surely you don't anticipate mutiny.

Captain Smollett : If I did, I wouldn't put to _____ at all.

The garrison arrangement's a sensible _____.

Dr Livesey : That's fair enough.

Mr Trelawney : Very well, if it will get us out to sea.

Captain Smollett : Agreed then.

Dr Livesey : _____.

Captain Smollett : You will find I'll do my duty.

Mr Trelawney : Hang it, Livesey. Why'd you take the fellow's part ?

Dr Livesey : 'Cause I _____ our captain's a very conscientious man.

Mr Trelawney : I find his conduct un-English.

Downright un-_____.



Source : <http://cms.light-live.nl/upload/bilder/10043.jpg>

WORKSHEET 12 – Exercise 11

Answer the following comprehension questions. Write full sentences in English.

Réponds aux questions de compréhension suivantes. Ecris des phrases complètes en anglais.

COMPREHENSION QUESTIONS

The Barrel of Apples, pages 12 to 13

1. Why does Mr Trelawney give the sailors fruit ?

2. Why does Jim climb into the barrel ?

3. Who arrives when Jim is in the barrel ?

4. What does this person say about Flint ?

5. What does the young man think of Flint ?

6. Where are Flint's sailors now ?

7. What does Long John Silver want the young man to be ?

8. What does the young man say about this ?

9. What does Israel Hands want to do ?

10. Why does Long John Silver want to wait ?

11. Why is Jim scared at the end of the passage ?

12. What is the most important thing we learn in this passage ?

WORKSHEET 12 – Exercise 11'

Read the following multiple-choice comprehension questions and circle the correct answers.

Lis les QCM de compréhension et entoure les bonnes réponses.

MULTIPLE CHOICE COMPREHENSION QUESTIONS

The Barrel of Apples, pages 12 to 13

1. Why does Mr Trelawney give the sailors fruit ?

- a. Because it is healthy.
- b. To make them happy.
- c. To make them lose weight.

2. Why does Jim climb into the barrel ?

- a. Because he wants some fruit.
- b. Because he wants to hide.
- c. Because he wants some rum.

3. Who arrives when Jim is in the barrel ?

- a. Mr Trelawney.
- b. Long John Silver.
- c. The doctor.

4. What does this person say about Flint ?

- a. That he was a hero.
- b. That he was his father.
- c. That he was his captain.

5. What does the young man think of Flint ?

- a. That he was dangerous.
- b. That he was bad.
- c. That he was brave.

6. Where are Flint's sailors now ?

- a. They are on the Hispaniola.
- b. They are in Bristol.
- c. They are dead.

7. What does Long John Silver want the young man to be ?
 - a. A sailor.
 - b. A pirate.
 - c. A rich man.
8. What does the young man say about this ?
 - a. He says yes.
 - b. He says no.
 - c. He says he doesn't know.
9. What does Israel Hands want to do ?
 - a. He wants to find the treasure.
 - b. He wants to kill Jim.
 - c. He wants to kill the captain and his men.
10. Why does Long John Silver want to wait ?
 - a. Because he wants Trelawney and Livesey to find the treasure first.
 - b. Because he wants to eat some fruit.
 - c. Because he likes the captain.
11. Why is Jim scared at the end of the passage ?
 - a. Because Long John Silver is angry and hungry.
 - b. Because Israel Hands is a bad man.
 - c. Because he thinks Long John Silver is going to discover him in the barrel.
12. What is the most important thing we learn in this passage ?
 - a. That Jim and Long John Silver like fruit.
 - b. That Long John Silver is bad and that many of the sailors are pirates.
 - c. That Israel Hands doesn't like the captain.

WORKSHEET 13 – Exercise 14

Write the characters' names under the correct image.

Ecris le nom de chaque personnage sous l'image qui lui correspond.



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Source : *Treasure Island*, Dir. Byron Haskin. Book by Robert Louis Stevenson. Walt Disney Home Video, 1950.

WORKSHEET 13 – Exercise 14'

Write the characters' names under the correct image.

Mets le nom de chaque personnage sous l'image qui lui correspond.

Arrow – Ben Gunn – Long John Silver – Captain Smollett

Israel Hands – George Merry – Redruth



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Source : *Treasure Island*, Dir. Byron Haskin. Book by Robert Louis Stevenson. Walt Disney Home Video, 1950.

WORKSHEET 14 – Exercises 15 & 16

15 a) Your teacher is going to dictate some sentences. Write them on your worksheet.

Ton professeur va te dicter quelques phrases. Ecris-les sur la fiche.

15 b) Watch the passage where Jim meets Ben Gunn and complete the worksheet. Write :

A. who says the sentences and

B. the exact words in the film. Are they the same or different ? Circle the right answer.

Regarde le passage où Jim rencontre Ben Gunn et complète la fiche. Ecris :

A. qui dit les phrases et

B. les paroles exactes du film. Sont-elles pareilles ou différentes ? Entoure la bonne réponse.

CONVERSATION – SAME OR DIFFERENT ?

1. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words :		

2. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words :		

3. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words :		

4. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words :		

5. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words :		

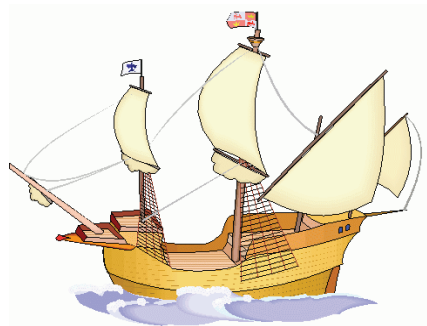
6. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words :		

16) Homework : read pages 18 and 21 in your book and put these events in the correct order.

Devoirs : lis les pages 18 et 21 du livre et remets ces événements dans le bon ordre.

- a. Dr Livesey and his friends run to the house.
- b. Dr Livesey and Joyce take the food from the beach to the house.
- c. Dr Livesey tells Captain Smollett about the house.
- d. Jim arrives.
- e. They see the pirates on the *Hispaniola*.
- f. Redruth is shot by a pirate.
- g. Dr Livesey and Hunter go to the island.
- h. Mr Trelawney shoots at the men on the ship.
- i. Livesey and Joyce drop the guns into the sea.
- j. Captain Smollett, Mr Trelawney and Dr Livesey jump from the boat.



Source : http://www.clipart-fr.com/data/clipart/bateaux/bateau_102.gif

WORKSHEET 14 – Exercises 15' & 16

15 a) Your teacher is going to dictate some sentences. Write them on your *worksheet*.

Ton professeur va te dicter quelques phrases. Ecris-les sur la fiche.

15 b) Watch the passage where Jim meets Ben Gunn and complete the worksheet. Write :

A. who says the sentences and

B. complete the words in the film. Are they the same or different ? Circle the right answer.

Regarde le passage où Jim rencontre Ben Gunn et complète la fiche. Ecris :

A. qui dit les phrases et

B. complète les paroles du film. Sont-elles pareilles ou différentes ? Entoure la bonne réponse.

CONVERSATION – SAME OR DIFFERENT ?

1. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words : “Poor Ben Gunn, ”		

2. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words : “ might ye yourself, mate?”		

3. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words : “ mate, would that be?”		

4. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words : “No, Flint's ”		

5. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words : “Is a with leg among?”		

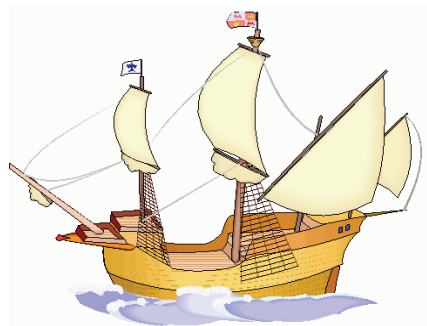
6. “ ”

A. Speaker's name :		
B. Words in the film :	same	different
Exact words : “If could me row a long”		

16) Homework : read pages 18 and 21 in your book and put these events in the correct order.

Devoirs : lis les pages 18 et 21 du livre et remets ces événements dans le bon ordre.

- a. Dr Livesey and his friends run to the house.
- b. Dr Livesey and Joyce take the food from the beach to the house.
- c. Dr Livesey tells Captain Smollett about the house.
- d. Jim arrives.
- e. They see the pirates on the *Hispaniola*.
- f. Redruth is shot by a pirate.
- g. Dr Livesey and Hunter go to the island.
- h. Mr Trelawney shoots at the men on the ship.
- i. Livesey and Joyce drop the guns into the sea.
- j. Captain Smollett, Mr Trelawney and Dr Livesey jump from the boat.



Source : http://www.clipart-fr.com/data/clipart/bateaux/bateau_102.gif

WORKSHEET 15 – Exercise 17

17 a) Read pages 22 to 24 (up to the lozenge) in your book and listen to the CD.

Lis les pages 22 à 24 (jusqu'au losange) du livre en écoutant le CD.

17 b) In groups of three, choose one of the following characters to play: narrator (Jim), Long John Silver, Captain Smollett. Highlight your text on the photocopy of the dialogue and practise reading the passage with your partners and the CD.

Par groupes de trois, choisissez l'un de ces personnages à jouer : narrateur (Jim), Long John Silver, Captain Smollett. Surligne tes phrases sur ta photocopie du dialogue et entraîne-toi à lire le passage avec tes camarades en écoutant le CD.

→ Le narrateur lit les lignes qui lui sont attribuées ainsi que les mots en **gras**. Il pourra aussi lire le rôle de Jim.

SILVER : 'Don't shoot !' **said the man**. 'It's me. John Silver.'

SMOLLETT : 'What do you want ?' **asked Captain Smollett**.

SILVER : 'Captain Silver wants to talk to you,' **said Long John**.

SMOLLETT : '*Captain* Silver now ? Come on, then,' **said Captain Smollett**.

NARRATOR : Long John came slowly up the hill to the house. We all
watched him.

SMOLLETT : 'Yes ?' **asked the captain**.

SILVER : 'One of our men is dead,' **said Silver**. 'You killed him in the night.'

NARRATOR : The captain said nothing.

JIM : 'We didn't kill that man,' **I thought**. 'Ben Gunn killed him. Now there are
only fourteen pirates.'

SILVER : 'We want that treasure,' **Silver said**. 'And you've got a map, right ?'

SMOLLETT : 'Perhaps,' **said the captain**.

SILVER : 'I know you've got it,' **said Silver**. 'Give us the map. Then you can
leave the island with us, or, if you like, you can stay here.'

SMOLLETT : 'Is that all ?' **asked Captain Smollett**. 'Now listen to me Silver.
You can't find the treasure and you can't sail the ship. We aren't going
to help you find the treasure, so you can go now. I have nothing more to
say to you.'

SILVER : 'Then we're going to fight you,' **said Silver angrily, and he went
away, walking slowly down the hill**.

WORKSHEET 16 – Exercise 18

18 a) Homework : read pages 24 to 28 (up to the lozenge) and draw arrows on your worksheet to show which events are in the book.

Devoirs : lis les pages 24 à 28 (jusqu'au losange) et dessine des flèches sur ta fiche pour montrer quels événements sont dans le livre.

18 b) In class : watch the passage with Israel Hands and Jim, then draw arrows on your worksheet to show which events are in the film. Watch the passage again to check your answers.

En classe : regarde l'extrait avec Israel Hands et Jim, puis dessine des flèches sur ta fiche pour montrer quels événements sont dans le film. Regarde l'extrait à nouveau et vérifie tes réponses.

BOOK	LIST OF EVENTS	FILM
	Jim leaves the hut with a knife. Jim leaves the hut with food and a gun. He finds a boat. He waits. He cuts the anchor. He falls asleep. He hears two pirates fighting. He sees two pirates fighting. Israel Hands is hurt. Israel Hands kills the other pirate. Isreal Hands tries to fire the canon. Hands helps Jim to steer the boat. Jim goes to get some rum. Hands tries to steal the map. Hands hides a knife under his jacket. Hands tries to attack Jim. Jim tries to shoot Hands. Jim climbs up the mast. Hands follows Jim. Hands throws his knife at Jim. Jim shoots Hands. Hands falls into the sea. Jim pulls the knife out of his arm.	→

WORKSHEET 17 – Exercises 20 & 21

20) Listen twice to the passage that you read for homework, while reading the same passage on your worksheet. Cross out any extra words that you do not hear.

Ecoute deux fois l'extrait que tu as lu en devoirs tout en lisant le passage sur ta fiche. Barre tous les mots que tu n'entends pas sur le CD.

Somebody brought a light. There were six pirates and a parrot in the room. The other pirates were all dead.

'So here's Jim,' said Long John Silver. 'Here to visit us. That's very nice of you...'

I said nothing, but I only listened.

'So now you want to be a pirate, Jim,' Silver said. 'The captain and the doctor want to talk to you. They are angry with you, I know.'

'What's happening?' I asked.

'Well, Jim,' said Silver slowly. 'The ship's far away. Your friends left the house yesterday, and we're here now. And you, Jim, are you going to stay with us? Are you going to be a pirate?'

'Let's kill him,' said one of the other pirates.

'No,' said Silver. 'I'm the captain. You must listen to me. And I like this boy.'

The other men were angry with Silver. They went away to talk about it together.

'I want to help you, Jim,' said Silver quietly to me. 'But one day you must help me, too.'

At last the other pirates came back. They gave Long John Silver some paper. It was black.

'You aren't our captain now, John Silver,' one of the pirates said to him. 'We don't want you any more. And we don't want that boy.'

'Well,' said Silver. 'I have something you want. Look at this!' And he showed them Mr Trelawney's treasure map. 'The doctor gave me this yesterday!' he said.

The pirates were very excited. They moved next to Silver and they all looked at the map.

'Good old Silver!' they said. 'Good old Captain Silver!'

The next morning the doctor came to the house. He was very sad.

'Good morning, dear doctor,' said Long John. 'Look who's here!'

'Jim!' said the doctor. 'I want to talk to you. But first I must look at these men. They need some care.'

'Now I want to talk to Jim,' said the doctor after a few minutes.

'No, you can't talk to him,' said one pirate.

But Silver said, 'Yes, he can. You can speak to the boy for a few minutes, doctor.'

The doctor turned to me. 'I can't believe it! Why are you with the pirates, Jim?' he asked sadly.

'It was a big mistake,' I said. 'They caught me here last night. But doctor, I've got the ship. I know where it is. It's in the North Inlet.'

'The ship!' said the doctor.

I told him my story. He was pleased.

'Good boy!' he said. Then he turned to Silver. 'Silver! Look after this boy. Perhaps I can help you later. Goodbye, Jim. Be careful!'

And the doctor left us.

- 21) Homework : read pages 30 (from the second losange) to 33 (up to the losange) and use the information to complete these instructions for finding the treasure.

Devoirs : lis les pages 30 (à partir du deuxième losange) à 33 (jusqu'au losange) et utilise les informations afin de compléter ces instructions pour retrouver le trésor.

'Walk down the beach and look for a tall Under it, you will find a dead (this man was killed by a long time ago). Follow his , it's showing the way to the treasure ! You must climb a and keep going. After minutes you will see a very tree on top of a hill. Under the tree you will find an old'



Source : <http://feriencountdown.co.de/Bilder/palme.gif>

WORKSHEET 17 – Exercises 20 & 21'

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I told him my story. He was pleased.

'Good boy!' he said. Then he turned to Silver. 'Silver! Look after this boy. Perhaps I can help you later. Goodbye, Jim. Be careful!'

And the doctor left us.

21)' Homework : read pages 30 (from the second losenge) to 33 (up to the losenge) and use the information to complete these instructions for finding the treasure. You can use the vocabulary below (be careful, there is an extra word).

Devoirs : lis les pages 30 (à partir du deuxième losange) à 33 (jusqu'au losange) et utilise les informations afin de compléter ces instructions pour retrouver le trésor. Tu peux t'aider du vocabulaire ci-dessous (attention, il y a un mot en trop).

twenty – parrot – box – tree – arm – sailor – big – Flint – hill

'Walk down the beach and look for a tall Under it, you will find a dead (this man was killed by a long time ago). Follow his , it's showing the way to the treasure ! You must climb a and keep going. After minutes you will see a very tree on top of a hill. Under the tree you will find an old '



Source : <http://feriencountdown.co.de/Bilder/palme.gif>

WORKSHEET 18 – Exercise 22

Now answer these questions about this passage (pages 30 to 33). You can use the book to help. Don't forget to write full sentences !

Maintenant, réponds en anglais aux questions sur ce passage (pages 30 à 33). Tu peux t'aider du livre. N'oublie pas d'écrire des phrases complètes.

a. Who do the pirates think they hear singing ?

b. Why is this impossible ?

c. Who is really singing ?

d. What is the problem when the pirates find the box ?

e. What does Silver give to Jim ?

f. Why does he give it to him ?

g. Who shoots at the pirates ?

h. Who has got the treasure now ?



Source : <http://www.greenunivers.com/wp-content/uploads/2010/06/treasure-chest.jpg>

WORKSHEET 18 – Exercise 22'

Now answer the questions about this passage (pages 30 to 33). You can use the book to help. Write the key-words on the dotted lines.

Maintenant, réponds en anglais aux questions sur ce passage (pages 30 à 33). Tu peux t'aider du livre. Ecris des mots-clés sur les pointillés.

a. Who do the pirates think they hear singing ?

b. Why is this impossible ?

c. Who is really singing ?

d. What is the problem when the pirates find the box ?

e. What does Silver give to Jim ?

f. Why does he give it to him ?

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Source : <http://www.greenunivers.com/wp-content/uploads/2010/06/treasure-chest.jpg>

C. ACTIVITIES AFTER READING THE BOOK AND WATCHING THE FILM

WORKSHEET 19 – Exercise 2

Read the following sentences and circle the correct answers for you.

Lis les phrases suivantes et entoure les réponses qui te correspondent.

I liked this film because ...

- | | | | |
|--|-----|-------|----|
| – the main characters are convincing. | YES | SO-SO | NO |
| – the action is realistic ; this could happen today too. | YES | SO-SO | NO |
| – the film is full of suspense. | YES | SO-SO | NO |
| – the film is funny. | YES | SO-SO | NO |
| – I can understand the main characters' problems. | YES | SO-SO | NO |
| – with this film I learnt something. | YES | SO-SO | NO |
| – this film made me think. | YES | SO-SO | NO |

I didn't like this film because ...

- | | | | |
|---|-----|-------|----|
| – the film is boring. | YES | SO-SO | NO |
| – there are too many clichés in the film. | YES | SO-SO | NO |
| – the film is too provocative. | YES | SO-SO | NO |
| – this film wasn't easy to understand. | YES | SO-SO | NO |



Source : <http://www.brooksfamily.org/wordpress/wp-content/uploads/2007/09/thepegleg.jpg>

Project work : A Pirate's Code of Conduct

Look at page 28 in your book again and remember the film, then imagine a list of pirate's rules of conduct (minimum 6). Illustrate your document and write your rules on it in English. Ask your teacher for help with the vocabulary if necessary.

Regarde à nouveau la page 28 du livre et rappelle-toi le film, puis imagine une liste de règles de conduite (minimum 6) de pirate. Illustre ton document et inscris-y tes règles en anglais. Demande à ton enseignant-e de t'aider avec le vocabulaire si nécessaire.

Ex. Rule 1 : You mustn't play cards for money.

Ton professeur a parlé de ce projet le : ____/____/____

Tu devras avoir terminé ton projet le : ____/____/____

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