The plan of the seance

- Sequence 1: Reading
- Sequence 2: Structure Practice
- Sequence 3: Consolidation
- Sequence 4: Writing
Sequence 1: Reading

The Royal National Eisteddfod

Look at the map of the British Isles.
Activity 1:
Answer these questions.

1. Where is Wales situated? 
2. What is its capital? 
3. What are the 2 other countries that form Great Britain? 

Now, read this text carefully

Wales is part of Great Britain. It is a mountainous country; the peak of Snowdon which rises to 1085m is the highest point in England and Wales. Wales has a coastline with a lot of bays, sandy beaches and cliffs.

Wales has a population of 2.8 million inhabitants. The people are mainly concentrated around the capital city of Cardiff (270,000 inhabitants). If you travelled to Wales, you would explore small villages and beautiful castles and why not attend the Royal National Eisteddfod.

What is the Royal National Eisteddfod? It is a cultural festival which is held at the beginning of August every year. It attracts about 6,000 competitors and 150,000 visitors. It is the largest popular festival of competitive music-making and poetry-writing in Europe.

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If you don’t speak Welsh, you will have to rely on the simultaneous translations, as the event takes place solely in the Welsh language. During that festival, poets and musicians compete against each other. It is a unique celebration of Welsh language, art, culture and heritage. If you went to that festival, you wouldn’t regret it!

Activity 2:
Are these statements true (T), false (F) or not mentioned (NM)?

1. Wales lies on the coast. .....................
2. It covers a small area. .....................
3. The Royal National Eisteddfod takes place in summer. .................
4. During the Royal National Eisteddfod, there is a lot of music. .................
5. To be able to understand what’s going on during the festival there is a Welsh translation. .................

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Activity 3:
Fill in this table about the Royal National Eisteddfod.

<table>
<thead>
<tr>
<th>When it takes place</th>
<th>Number of visitors</th>
<th>Number of competitors</th>
<th>activities</th>
<th>Language used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Activity 4:
Write the questions for these answers.

1. .................................................................?
   1085m.
2. .................................................................?
   Around the capital Cardiff.
3. .................................................................?
   Poets and musicians.

Activity 5:
a) Which nouns can you derive from these verbs?

- compete : ..................
- explore : .................
- concentrate : .............
- attract : ..................

b) Which suffix has been used?
What is the stressed syllable in the 4 nouns?

Activity 6:
Find in the text words whose definitions follow:

a- happening or done at the same time: ..................
b- alone; only: ..................
**Sequence 2  Structure Practice**

**Look at these examples :**

**If** you don’t** speak** Welsh, you will have** to rely on the simultaneous translations.  
**If** you travelled to Wales, you would explore castles.

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**Reminder**

In a conditional sentence, there is an **if-clause** and the **main clause**.

eg: If it rains tomorrow, we will stay at home.

if-clause main-clause

We can say: We will stay at home if it rains tomorrow, without changing the meaning of the sentence.

In type 1, the verb (in the if-clause) is in the present simple and the verb (in the main clause) is in the future simple.

This type of sentence implies probability that the action which is in the (if-clause) will be performed.
In type 2, the verb in the (if-clause) is in the past simple and the verb in the (main-clause) is in the conditional present. This type of sentence indicates improbability.

If + past simple / conditional present

To give an advice we use:

If I were you, I would ..........

If + present simple / future

Activity 1:
Match A with B

A

B

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<table>
<thead>
<tr>
<th>Scenario</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If the firemen didn’t act quickly,</td>
<td>a. the species will be exterminated.</td>
</tr>
<tr>
<td>2. If man continues killing pandas,</td>
<td>b. he wouldn’t fall in the hole.</td>
</tr>
<tr>
<td>3. If you practise sport,</td>
<td>c. they will die in the floods.</td>
</tr>
<tr>
<td>4. If he paid attention,</td>
<td>d. the fire would spread everywhere.</td>
</tr>
<tr>
<td>5. If they don’t leave their house immediately,</td>
<td>e. you will feel fit.</td>
</tr>
</tbody>
</table>
Activity 2:  
Put the verbs in brackets in the correct tense.

1. People (not demonstrate) if they were satisfied.

2. If they (not help) him, he will die.

3. They wouldn’t walk in the middle of the street if they (be) disciplined.

4. If she (stop) eating so much ice cream, she will lose weight.

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5. They wouldn’t carry more boxes if they (not have) enough rest.

Activity 3:

Complete these sentences.

1. If we don’t campaign against drugs, ....................

2. We would do a lot of things if ....................

3. If I were a wealthy man, ..........................

4. They will get lost in the desert if ....................
**Activity 1:**

Match each festival with the country where it takes place.

<table>
<thead>
<tr>
<th>Festival</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dublin Music Festival</td>
<td>a. Tunisia</td>
</tr>
<tr>
<td>Baalabek Festival</td>
<td>b. France</td>
</tr>
<tr>
<td>Carthage Festival</td>
<td>c. Algeria</td>
</tr>
<tr>
<td>Cannes Festival</td>
<td>d. Ireland</td>
</tr>
<tr>
<td>Timgad Festival</td>
<td>e. Lebanon</td>
</tr>
</tbody>
</table>
Activity 2:
These words are related to festivals. Classify them into 2 categories: films or music.

singers - directors - screens - actresses - films -
microphones - instruments - actors - conductors - songs

<table>
<thead>
<tr>
<th>films</th>
<th>music</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ..................</td>
<td>- ..................</td>
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<tr>
<td>- ..................</td>
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<td>- ..................</td>
<td>- ..................</td>
</tr>
</tbody>
</table>

Activity 3:
The best actors, actresses, films are always rewarded:
a) In the U.S.A what is the highest reward? .................
b) In France what is it? ..................
c) Give examples of films, actors, actresses that have been rewarded.

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Activity 4:
Give advice to these people. Start with: If I were you, ...

eg: If I were you, I would not travel by night; it’s too dangerous.
1. Tom is taking an important exam next week.
   If I were you, I would .................................

2. Sarah would like to lose weight.
   If I were you, ...........................................

3. Jane is looking for a job.
   If I were you, ...........................................

4. John has quarrelled with his girl-friend and she refuses to talk to him.
   If I were you, ...........................................

Activity 5:
Word-building

a) Can you derive adjectives from these nouns?
   climate  ………………..      courage ………………
   grace  ………………….      sun  …………………
   tolerance  ………………     fortune  ………………

Reminder

We form adjectives by adding a suffix to a noun.

eg : mountain  + ous       mountainous
    sand  +  y             sandy
    culture  +  al         cultural
    beauty  +  ful         beautiful
b) **Complete each sentence with one of the adjectives from activity (a).**

1. Tom is a .......... person. He was not injured in that accident.
2. Pollution has engendered great .......... changes in the planet.
3. We will go to the beach tomorrow if it is .......... 
4. Gazelles are very ............... animals.
5. People are getting less and less ............... nowadays; they don’t accept the others’ differences.
6. Firemen are very ...............; everyday they risk their lives to save people’s lives.

**Activity 6 :**

*These verbs are always followed by a preposition.*

<table>
<thead>
<tr>
<th>to rely on</th>
<th>to die of</th>
<th>apologize for</th>
<th>to succeed in</th>
<th>to prevent from</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
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<td>-</td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>of</td>
<td>for</td>
<td>in</td>
<td>from</td>
</tr>
</tbody>
</table>

**Complete with the right preposition. Check your answers in a dictionary.**

a- to rescue somebody .......... drowning.
b- to forgive somebody .......... telling a lie.
c. to laugh ...... somebody.
d. to approuve ...... something.
e. borrow something ....... somebody.
f. to accuse somebody ...... something.
g. to cope ...... something.
h. to congratulate somebody ...... something.
i. to deal ......something.
j. to persist ...... doing something.
Pay attention to these words:
hundred, thousand, million, billion

These words are invariable (they don’t take -s-) when there is a number before or
several.

eg: Two thousand years.
    Several hundred years.
But they take -s- in the plural when they are used as nouns
and are followed by of.

eg: Hundreds of people demonstrated in Glasgow last
    Tuesday.

Notice the comma in these numbers:

4,246 = four thousand two hundred and fourty six.
100,000 = a hundred thousand.
1,000,000 = a / one million.
300,000,000 = three hundred million

Activity 7:
Complete with:

hundred(s), thousand(s) or million(s)

1. .................. of people died in the 2001 inundations in Algiers.
3. The police have arrested more than one .......... youngsters in the riots.
4. .............. of Africans and Asians starve to death nowadays.

Activity 8:
Rewrite this short paragraph using

punctuation and capital letters where necessary.

many years ago a queen had a daughter the child was as fair as snow her lips were as
red as blood and her hair and eyes as black as coal so she was given the name of snow
white

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Philip Lombard is travelling to Mrs Owen’s house, on Indian Island, off the coast of Devon.

On the train that was taking him to Indian Island, Philip Lombard sat thinking of the offer he had just accepted. He wondered what the job was exactly. Mr Morris had been mysterious.

“Take it or leave it, Captain Lombard,” he had said.

“Two hundred pounds, eh?” Captain Lombard had replied. And you can’t give me any more information?”

Mr Morris had shaken his bald head.

“No, captain Lombard. I have been instructed by my client to give you this sum and tell you to travel to Oakbridge, in Devon. You will be met at the station and driven to Sticklehaven, where a motor boat will take you to Indian Island. There, you will hold yourself at the disposal of my client.”

“For how long?”

“No longer than a week!”

Captain Lombard, then, said:

“You understand, I can’t undertake anything illegal?”

“If anything illegal is proposed, you will, of course, be at liberty to refuse,” Mr Morris had answered.

Captain Lombard fancied he was going to enjoy himself at Indian Island ….

Adapted from And Then There Were Noone, by Agatha Christie

Activity 1:

Answer these questions.

1. How many characters are there in this extract?
   Who are they?
   What could be Captain Lombard’s occupation?
2. How much has he been given to do his job?
3. Where is Captain Lombard going to?
4. Can you imagine what sort of job Lombard was given?

**Activity 2:**
Reorder these steps in chronological order.

a. Somebody would meet Captain Lombard at the station to drive him to Sticklehaven.

b. A motor boat would take him to Indian Island.

c. Mr Morris gave him a sum of money in return.

d. Captain Lombard would travel to Oakbridge.

e. Captain Lombard accepted the offer made by Mr Morris.

**Activity 3:**
Captain Lombard arrived at the Owens’ house. 
Imagine some events which happened there.

Owens house ﻓﻲ ﺟﺩﺙ ﻣﺎﺫﺍ ﺕﺨﻴل
Activity 4:
Write about a festival you know.

- Name?
- Place? When?
- Activities?
- How long does it last?
- Rewards?

..........................................................
..........................................................
..........................................................
..........................................................