

The theme of the module is how people live their lives. Texts cover topics such as the role of coffee shops past and present, town planning, ethical business, lifestyle choices and festivals.

Lead-in p.103

Start with books closed. Ask students what they understand by the word *community*. It usually means a group of individuals living in the same area but can be used for any groups of people with shared connections or interests. Ask them to think about different communities that they belong to (e.g. work/study, family, home/street/village, friends, leisure interests) and how they would represent them with circles. Do they overlap (for example someone working for a family business, or where they socialise with classmates/colleagues/teammates) or are they all quite distinct? They then compare ideas in groups.

Ask students to look at the pictures that show people relaxing in different ways.

- 1 Check understanding of the words and phrases in the box before students use them to discuss the pictures. Ask students what they think the relationship is between the young man watering plants and the older lady giving him instructions (e.g. is he family, an employee, a helpful neighbour, doing social service?).
- 2 Students discuss the questions about the area where they live.
- 3 After the discussion see if there are any other features (e.g. similarity/difference of people, local employment possibilities, cost of housing, opportunities for young people to stay in the area).

7A Communities

Reading 1 p.104

- 1 Some of the points in the discussion here may have been raised in Module 4.
- 2 Students should read the two questions and then quickly skim the text to get a general understanding which should enable them to answer the questions.
- 3 Students complete the task following the exam strategies they have practised earlier.
- 4a The question reminds students that at the end, if they have enough time, they should read through the complete text once more to check it all hangs together well.
- 4b Additional confirmation that they have made the right choices comes from reasoning why the extra paragraph cannot be used.
- 5 Ask students to find the vocabulary in the text in order to see it in context. Use it in a revision game in a few days' time to see how well students have remembered it.
- 6 The illustration includes many of the points made about coffee houses in the text: the popularity, the debate, the style of decoration, the reading of books and newsletters, and (on the left) a runner bringing news and gossip.
In discussions about coffee houses today, ask how popular they are for meeting friends, as a place to go and study or for business appointments. Compare the growth of Starbucks in the 1990s with coffee shops in the 17th century. Ask students to comment on the role of coffee shops in popular comedy shows and dramas (Central Perk in *Friends* would be a good example).

2 1 They both represent an invaluable source of news, information and gossip for consumers. 2 Information should be free.

3 1 H 'which one this would be' refers back to 'your favourite coffee house' in para 1. 'What's more, rumours, news and gossip' at start of para 2 refers back to mention of unreliable sources of information in H.

2 C 'this vibrant network' in C refers back to the web of connected coffee houses in para 2. 'This reputation' at start of para 3 refers back to coffee being regarded as stimulating etc. in C.

3 A *such a scholarly place* refers to the look of the coffee houses adorned with bookshelves etc in para 3. *this ethos* in para 4 links the ideas of social equality, respect, sober discussion mentioned in A with the concept of rationalism – where actions are based on reason and knowledge not emotion.

4 E *this social stratum* refers to the middle classes mentioned in para 4. Mention of the educational function of coffee shops in E is followed by the variety of them in para 5.

5 D This extends the idea of a coffee house (*to use one*) as an extension of home by being the place mail was sent to. '*That said*' in para 6 contrasts the idea of a being a regular in one in D with the need to visit many mentioned in para 6.

6 B *But that was a risk* contrasts with the idea of social exclusion in para 6 and the benefits of coffee mentioned earlier.

This ... kind of threat at the start of para 7 refers back to the mention of people being *alarmed* in B. **7** G compares the attempts to regulate the internet with attempts to restrict coffee houses mentioned in para 6.

4b Paragraph F begins with *Such kinship*, but there is no reference to strong bonds in relationships between the customers of the coffee houses to justify the use of this word.

Photocopiable activity

Activity 7A could be used here. It is a groupwork activity. Student groups have one paragraph from a short passage, and they must find two other paragraphs from the same passage. These other paragraphs are held by two other groups in the class.

Vocabulary p.106

- 1a** As students match words, point out that the items in the box can be used before or after the 5 key words (e.g. *community spirit* / *rural community*).
- 1b** Some of the expressions formed in 1a can be used to complete the sentences here. Note that '*community service*' (usually used with *to do* or *to be given*) can also refer to a punishment for crimes such as vandalism, shoplifting, minor assaults that are committed against the community and are not serious enough for a prison sentence. The punishment (e.g. collecting litter, removing graffiti) is designed to benefit the local area and is therefore also referred to as '*Community Payback*'.
- 2a/b** The next two exercises focus on expressions using the word *place*; in 2a as a verb and in 2b as a noun.

Extra!

Follow the exercise by eliciting any other expressions the students know (e.g. place an order, not be able to place someone = don't recognise/remember them, in second/third etc. place, a place in history, put someone in their place, be all over the place).

- 3** The exercise compares and contrasts the uses of the words *purpose* and *intent/intention*.
- 4a** The exercise looks at the meaning of phrases that use the words. When students have worked out the meanings ask them for alternative ways to express the sentences.
- 4b** This could be done as a fun, timed competition.

Photocopiable activity

Activity 7B could be used here. It is a pairwork activity in which students identify the words they need to complete sentences while playing a bingo-type game.

- 5a** Here students compare three negative adjectives formed from the word *social*. They should notice that whereas the prefix *un-* tends to mean *not*, the prefix *anti-* is a little stronger, meaning *opposed to* or *against*. It should highlight how difficult the word-building exercise in Paper 1 Part 3 can be and how students should keep their mind open to many possible derivatives of a word.
- 5b** It might be useful to do the first few together as a revision of exam strategy and to highlight the form of some. For example, in Q1 *spend time* is followed by a verb in the *-ing* form, Q2 requires an adjective (probably negative because they were arrested) before the noun *behaviour*, Q3 is a proper noun as the name of a subject, Q4 requires a noun between *the* and *of*, etc.
- 5c** Students should brainstorm a list before consulting a dictionary.
- 6a/b** Elicit the meaning of the prefix *inter-* (= between, involving or connecting). Then get students to decide which of the given words can take it as a prefix, creating sentences to illustrate the meanings.

1a community spirit, rural community, community centre, community pride, safe place, pride of place, place of one's own, neutral ground, ground level, safe ground, a sense of community, a sense of security, a sense of belonging, a sense of pride, sense of wellbeing, community services, social services, security services, financial services

1b 1 belonging/community = sense of wellbeing, of being part of a group; security = idea of safety in numbers 2 spirit/pride (little difference in meaning) 3 social/community – both refer to services administered by charities or (local) government and often given by volunteers. (In USA the term 'Human Services' is used). 4 pride 5 safe = you're certain to get the right kind of information
6 life

2a 1 importance (there are many similar expressions, e.g. value/emphasis) 2 bets
3 blame 4 an advertisement 5 restrictions
6 hopes/bets

2b 1 a place of her own 2 be going places
3 There's a time and a place 4 out of place
5 fall into place 6 in place

3 *That said, most people frequented several houses with the intention of furthering their commercial, social or political interests.* Here *With the intention of* means the same as *for the purpose of* i.e. *in order to/with the aim of*.
That said, most people frequented several houses intent on furthering their commercial, social or political interests. Here *intent on* is more emphatic, implying that the person is determined to do something.

4a Answers may vary slightly, but should be along the following lines: 1 effectively, though not officially 2 both mean deliberately, wilfully 3 aiming/planning to/having decided to
4 in order to [use it] 5 worked/succeeded
6 determined to

5b 1 socialising 2 anti-social 3 Sociology
4 socialisation 5 Society
6 unsociable/antisocial 7 unsocial/antisocial/ unsociable 8 Sociable/Social

5c Examples of other derivatives are:
socialism/-ist, socialite.
Examples of compounds are: *social club, social climber, social worker, social engineering, social housing.*

6 Words which can take the prefix *inter-* are: *departmental; action; connect; mixed; city; section; change; continental.*

Use of English 1 p.107

- 1a** Students discuss the functions and advantages of having a town or city square where they live (e.g. as a market place, for open air concerts/performances, political rallies, or demonstrations). The village green would be an equivalent in smaller communities.

- 1b Give students 10 minutes to skim the text then work through identifying the missing words. Check answers, highlighting the clues that determined the form of the word.
- 2 In the discussion, ask students to think of famous squares around the world such as: Red Square in Moscow, Tiananmen Square in Beijing, Trafalgar Square in London, Tahrir Square in Cairo, all of which have held famous demonstrations. Ask students where people gather in their town or city.

1b 1 settlement 2 focal 3 strategic
4 prosperous 5 identity 6 unrest
7 relocate 8 anonymity

▮ Student's Resource Book, pages 72–73

Listening 1 p.108

- 1 Compare social activities that involve other people with other leisure activities that could be done alone. Students discuss any social activities that they participate in.
- 2 The question should introduce activities that students do/have done by choice and those that they might have been required to do as part of their studies.
- 3 **T2.05** Students listen to the extracts and try to summarise how the three speakers feel.
- 4 **T2.05** Do the listening task in close to exam conditions but allow students time to compare and justify their answers before correcting them.
- 5 Students discuss the issues that are raised in the three extracts that they listened to.

3 Extract 1: Man – optimistic; woman – enthusiastic **Extract 2:** Man – matter-of-fact **Extract 3:** Woman – enthusiastic

4 1 C B *What I couldn't get over was all the stuff you can do in your free time. A I was spoilt for choice* 2 B *I was expecting to be out of the loop as far as keeping myself up-to-date* 3 A *then shopkeepers, quite rightly, raised concerns about losing trade* 4 B *It's a bit unorthodox,, but where's the harm in giving it a try?* 5 A *I found myself wanting to do something about this, but not really knowing how to go about it.* 6 C *And actually, the enthusiasm and cooperation amongst volunteers is incredible ... it's more about finding ways to connect as a neighbourhood*

Language development 1 p.109

Start by comparing sentences from the listening in order to introduce the topic and determine how confident students are about using relative clauses. Ask them to find and identify any relative clauses in the audioscript and why they are used. Some examples are:

'It could've been any one of a dozen things – but no pressure, which I thought there might be.' (Extract 1)

'Wouldn't it be good to have a centre where you could get help and advice?' (Extract 3)

'The proposal to build a bypass received support from homeowners.' (Extract 2)

- 1 Students decide which is the correct relative pronoun or phrase to use in the context of each sentence. Follow up by asking students to rewrite the sentence using the other one. For example, Q1 *The youth club is a place to which people go to meet and socialise.* (NB *where* would also fit here, i.e.. *a place where people go.*)
- 2 Remind students that this is what they should do with their own writing, checking for mistakes by focusing on specific aspects of language.
- 3 Do the first sentence with the whole class, eliciting the full clause. If students have problems ask them to read the grammar section on pp.183–184 before they continue.

- 4 Get students to expand the examples as a way of reinforcing how they are formed.
For example *The protesters, (who were) angered at not being allowed to attend the meeting, started chanting.*
- 5 Students should identify the relative pronouns and other words required to complete the text and in which cases they can be omitted.

1 1 where 2 whom 3 which 4 in which case
5 that 6 by which time

1 Extension

1 *to which* and *where* would both be possible if they referred to movement (*a place to which people go to meet*). *at which* would be possible (*a place at which people can meet ...*)

2 *which* can't refer to people. (cf *Many of the houses, some of which are built close to the road, are affected by the traffic*).

3 we don't use *that* after the comma in an indirect relative clause. Compare *The library that opened yesterday was designed by* – specifies which library / *The library, which opened yesterday, was designed by ...* adds additional information)

4 *at which point* refers to a definite time when something happened or will happen. There is no condition. (e.g. *The location of the meeting will be decided tomorrow afternoon, at which point we will contact all attendees*)

5 *where* would need to refer to a second subject (e.g. *The coffee shop where I went with Mum was very cosy*).

6 *by which time* is used here to refer to something that will have happened before a time in the future. *at that point* refers to a fixed point (e.g. *Course details will be announced sometime in September, at that point you will be able to reserve places*).

2 1 The talk on sustainable communities that we heard was very informative (we were there) / The talk on sustainable communities was very informative, we heard (we weren't there but heard good reports)..2 correct 3 My girlfriend, who has recently got a job in the town council, hopes to promote community projects in the area. (one girlfriend but two pieces of connected information) 4 The village pub (which) we visited last night was very cosy and welcoming. 5 The councillor who I spoke to this morning.... OR The councillor to whom I spoke this morning assured me the problem would be dealt with. 6 correct

3a 1 Anyone who wants to take part in the carnival parade should write their name on this list.

2 All questions that are raised at the public meeting will be discussed when the organising committee meet next Tuesday.

3 The person that you can/should talk to about the arrangements for the carnival is Carrie Evans.

3b 1 The introduction to the theme of the Carnival, given by the events chairperson, Carrie Evans, was considered very informative.

2 The next person to speak was the headmaster of the local primary school, who offered some interesting ideas. (or The headmaster, who spoke next, offered)

3 The headmaster's proposal advocating the inclusion of a fireworks display to conclude the celebrations has been met with widespread approval.

4 There is still a lot to organise for the provision of entertainment in the square. (or Planning to provide entertainment, we still have a lot to organise/there is still a lot to organise)

5 All those/Anyone wishing to become involved in the carnival preparations should apply to Carrie Evans directly.

4 1 (Having been) affected by cutbacks in local government spending, the Youth Club has been forced to close. (or The Youth Club, affected by ..., has been ...)

2 The Town Hall, one of the finest examples of Victorian architecture in the northeast, is undergoing renovation.

3 The company, supporting local farmers' cooperatives, is a sustainable business, whose net profits go to fund community projects in Africa.

5 1 with (= who have) 2 (which is) – 3 who 4 whose 5 (which was) – 6 whom
7 which

□ Student's Resource Book, pages 74–76

Writing 1 p.110

- 1 Give students a moment to read the task and determine the scope of the task by answering the four questions.
- 2 Ask students to compare three possible opening paragraphs, choosing the most suitable.
- 3 Students think of a suitable project that they are familiar with or make up details of one if necessary.
- 4 The notes contain sufficient content to write a decent letter. Do sentence 1 together, comparing different ways to combine the points.
- 5 The final exercise could be set as homework.

1 1 A magazine 2 a description
3 description of the project, reasons for the benefits for local people, aims and further plans for the project 4 neutral – neither too formal or informal

2 a is unsuitable. Too abrupt, doesn't mention that the letter is in response to the newspaper's announcement and it is rather informal in style.

b is unsuitable. Too formal, and reads like the opening of a proposal, so is in danger of not answering the question in the correct way.

c is suitable. Explains the reason for writing by referring directly to the newspaper request. Also, the register is just the right pitch, neither too formal nor informal.

4 Suggested answers:

1 The scheme, set up by university students in Bath to help local residents gain allotment space in unused gardens produced its first vegetable crops this year.

2 Many students living in rented accommodation leave their gardens unused.

3 It was suggested that neighbours interested in gardening but unable to find green space could use the students' gardens to plant vegetables.

4 The Growing Together Project, involving both students and residents, gives them the chance to interact, in the hope of improving relations between the two groups.

5 The response from residents, some of whom are working with students on the vegetable patches, has been extremely positive.

6 Kate Myers, who lives in Oldfield Park, is enthusiastic about the scheme. 'I hadn't had any contact with students before, but the lads in the house are a really nice group and I'm hoping to grow some potatoes for them.'

7 Caroline Walker and Ming Chan, two undergraduates passionate about gardening, are helping Kate in her endeavour, and theirs is the first garden share to prove successful.

8 They've managed to grow onions, carrots and potatoes so far, providing both them and the students in the house with fresh produce to eat.

9 Several such garden shares are now functioning, but students are hoping to encourage more residents to join the scheme.

5 Suggested answer:

It is hoped that the scheme can be extended to involve a wider section of the community such as older people unable to look after their gardens and families with young children who would enjoy learning how vegetables grow. With this in mind, the scheme is planning an 'open day' to which local people will be invited. I recommend that anyone wanting to get involved should check the scheme's website for details. The person to talk to at the university is Brian Lake.

I wish the scheme every success.

Yours faithfully,

Edwina Dolby

7B Lifestyles

Listening 2 p.111

- 1 Start by asking who in the class cycles regularly and for what reason. Then expand to consider other reasons why people use bicycles, as in the ideas listed.
The answer to the second question will depend a lot on circumstances; in many parts of the world the bike is an essential means of transport and for many people in car-dominated societies they are still invaluable for those who are too young, unable or banned from driving.
- 2 **T2.06** The approach here is to listen first to get a basic understanding without being distracted by information in the questions.
- 3 **T2.07** This time the students listen for both the reasons why each speaker started cycling and advice they have.
- 4 One approach would be to divide the class into pro- and anti-cycling lobbies and get each group to present their case having spent time preparing their argument.
Encourage them to use suitable linking phrases. Ideas in favour are likely to include factors such as: cheapness, fitness benefits, easy parking, speed in cutting through dense traffic, no test/licence necessary, fashion. Those against might include: effort on long distances, dangers in traffic, weather, arriving at destination hot and sweaty, need to carry spare clothes and helmet, risk of theft.
The picture is of people using bikes of the London bicycle sharing scheme sponsored by Barclays Bank, which has thousands of bicycles available for public use spread across hundreds of docking stations around the city.

2 Suggested answers:

Speaker 1: enjoyable, and keeps you fit

Speaker 2: enjoyed losing weight

Speaker 3: less stressful, and more healthy than other means of transport

Speaker 4: relaxing and a form of escape

Speaker 5: stops medical condition from getting worse; enjoys the company of other cyclists

3 1 G *it was a real blow when the bus service into town was axed* 2 F *didn't have much choice but to join the Cycle Challenge – everyone in my department was dead set on it;* 3 E *I chose to be a non-driver for ethical reasons,* 4 D *I do need to wind down on occasions and cycling's the thing that does it for me* 5 H *A friend recommended I take up cycling to combat the progression of a medical condition.* 6 G *We have a car-share scheme too, of course, that's a must if you're setting up a scheme like ours, so nobody's absolutely dependent on the bikes;* 7 D *I'd say don't agree to this sort of thing unless you have a go first* 8 A *You do need a decent bike though, with good gears and lights* 9 C *I've heard that cycling clubs can be a bit competitive – I'd say steer clear of all of that.* 10 B *I'm always saying: 'Don't bite off more than you can chew – gradually build up stamina.'*

Speaking p.112

Start by eliciting what activity each photograph shows or is an example of. Picture 1 is a carnival or street festival, 2 is a traditional cheese rolling contest (where competitors chase a cheese rolling down a steep hill and the first one to catch it keeps it as a prize), 3 shows two girls singing karaoke, 4 is a tree-planting project.

- 1a The important point to notice here is that the task requires students to group words of similar meaning rather than the given words being the topic.
Most will be familiar to students at this level but the difference between some (such as *fair*, *fete* and *festival* or *contest*, *tournament* and *competition*) will require attention.
- 1b Remind students that in the exam it is always better to speak from personal experience, but failing that make something up!

- 2 Start by asking students if they see a connection between the verbs listed in column A (they are all very positive and have the sense of increasing or improving). Look at the example and point out that additional words including *people* or *people's* will be required in many cases to join the verbs to phrases.
- 3 Ask students not to accept answers from their partner if they do not include a number of phrases from the exercises 1 and 2.
- 4a Start by discussing in a bit more detail what photograph 4 shows (*an organised [note matching T-shirts] communal tree-planting or garden improvement project*). Then look at the structures of the prompts identifying the relatives clauses used, before students use them to talk about similar projects.
- 4b The phrases in the box are responding phrases/devices that signal agreement or not and encourage turn-taking. They are essential in the speaking exam where discourse management and interactive communication are assessed.
- 5a/b Students work in pairs and do the tasks as in the exam.
- 6 Encourage students to be honest in their appraisals of their performances.

1a1 sport, hobby, pastime, activity 2 event, festival, fair, fete, function, occasion, celebration 3 championship, game, match, tournament, contest, competition 4 project, scheme, programme 5 leisure, free time, spare time 6 club, organisation, association, society, group

2 Suggested answers:

*The activity stimulates/encourages/generates/ boosts community spirit.
It encourages local people to build relationships.
It allows people to let their hair down by offering them a great way to relax.
It enhances/improves/develops people's social awareness of the community they live in.
It creates/offers people the chance to meet new people, by encouraging them to get out of the house.*

▮ Student's Resource Book, pages 77–79

Language development 2 p.114

- 1a Remind students that time can be expressed both through grammar/tenses and lexically. The exercises here focus on words and phrases that establish the order of events as well as the reason. Students should establish whether the choice of word/phrase in each case is down to meaning and time or structure. Follow up by asking the class to think about how they could change the sentence to use the other. E.g. Q1 *While waiting ages for a bus, we chatted about our holidays*, Q2 *Once she has stopped eating meat, she will feel much healthier.*
- 1b The words and phrase are all used to talk about reason but with different structures. (e.g. *hoping to* + infinitive, *planning on* + noun/gerund, *in case* + clause). When students have completed the exercise ask them what the structure of each is.
- 2 Each sentence here contains two clauses where one expresses the result of the other. Ask students to identify what is the reason and what is the result in each case.
- 3a The more obvious combinations are given in the key but students with good imaginations would be able to justify other combinations (e.g. 5a, 6b).
- 3b Note that whereas in 3a the linking devices connected two clauses within one sentence, here the linking devices connect two separate sentences. Ask students to stretch their imaginations to come up with some creative ideas to complete the prompts.

1a1 After – actions separate in time compared with while for actions occurring at the same time **2** Now that – past (compared with once – future) **3** While – same time (compared with as soon as – future) **4** The moment – specific point (compared with until – duration), NB past simple also possible here **5** Ever since – duration (no sooner – point in time)
6 Until + pres – from now until point in future (after + pres – from that future point onwards) **7** On – point in time (while – duration) **8** As soon as + past – point in past (also past perfect here) (no sooner followed by inversion of past perfect *No sooner had he arrived ...*)

1b 1 hoping to 2 Seeing 3 in that/since
 4 in case 5 Since/Seeing (that)
 6 Planning on/since

2 1 C 2 B 3 A 4 A 5 B 6 D

3a1 d 2 f 3 b 4 a 5 c 6 e

3b Suggested answers:

- 1 Nevertheless, I'm trying not to show it.
- 2 All the same, I wish I could!
- 3 Even so, I admit it would be less stressful!
- 4 However, I'm not sure I'd like living/to live there all the time.
- 5 All the same, I'd prefer to have a home in one place, where I know my neighbours.
- 6 Be that as it may, I sometimes get tired of it.

Photocopiable activity

Activity 7C could be used here. It is a pairwork/groupwork activity in which students complete sentences with words and phrases which they then write into a grid.

▮ Student's Resource Book, pages 80–81

Use of English 2 p.115

- 1a** Ask students to link the three words in the phrase with the picture of the man on a yacht to work out what it means.
- 1b** Ask them to think of as many reasons as they can why working conditions are changing to allow people to be more flexible.
- 2** Students skim the text to get a general understanding of the content and then go back and complete the gaps. Remind them to finish by reading the text through once more to see if it all fits together and keeps the general sense.
- 3** The class discuss their attitudes to distance working.

1aA a professional person whose job does not tie him/her to one place. They can choose where they work.

1b Examples:

Technological: Powerful lightweight laptops, fast internet connections increasing across the globe, Skype and other online communication tools, BlackBerry and other smartphones that send and receive email anywhere, cloud computing.

Sociological: changes to family life, separation more common, greater independence, leisure time more highly valued, work-life balance shifting.

2 The text suggests that this lifestyle allows a flexible timetable that can improve family life if working from home, but while becoming a digital nomad may be great if you're single, it may not be suitable for anyone with a family.

1 A 2 D 3 B 4 C 5 B 6 D 7 A 8 C

Writing 2 p.116

- 1** Don't spend time discussing the pictures at this point as the subject of them will become apparent later in the exercise.

Ask students to describe a favourite festival.

In classes where all students are from the same place they could spend a few minutes researching a festival they have heard of elsewhere.

- 2 Students read the task instructions and highlight the key parts, using those points to answer the five questions that are designed to help the writer focus on style and content.
- 3a Students choose a festival that they are confident enough to write about.
- 3b They then use the notes from 2 to plan the content of each paragraph.
- 4 Ask students to read the sample answer, and 'mark' it. Also ask them if they think it is the right length. Show them that is quick to count the number of lines (29) and at 10–11 words per line the total is about 290–320 words.
- 5 Here students use the ideas in the sample answer but organised according to their own plan. Also point out how much repetition there is and elicit alternatives to the underlined words.
- 6 The exercise demonstrates how to make content more interesting (as well as using fewer words) by using the clauses practised earlier in the module.
- 7 Rewriting the sample answer will help to reinforce the structure of the text as well the linking devices used.
- 8 Students decide how successfully other pairs have completed the task, using a suitable range of grammar and vocabulary.
- 9/10 Students write and check their own composition under exam-like conditions, i.e. timed and without recourse to a dictionary.

2a1 The editor of an English-language magazine. **2** A letter of description, containing some narrative/anecdote
3 A description of the festival, its content and organisation, with some anecdotal comments on what was special about your experience. **4** semi-formal. **5** 280–320 words.

4 1 The candidate covers the points in the task, but doesn't really say much about the organisation of the event.

2 The letter is not very well-organised, and doesn't flow well. The main paragraph is too long, and should be separated into two shorter paragraphs.

3 The language is rather simplistic and repetitive. There is not much variety in either vocabulary or sentence structure. The opening address and paragraph are rather abrupt, and the closing phrase of Yours sincerely/faithfully is missing.

5 products: concoction, merchandise, lotion **festival:** carnival, celebration, event

6 Suggested answers:

1 The festival [that/which] I'm going to describe is the Mud Festival, which is held in Boryeong, South Korea.

2 Since then, the event has become very popular, with over two million visitors arriving each year. (or 'attracting over two million..'.)

3 The festival, first held in 1998, was inspired by a desire to advertise the benefits of skin-care products rather than any religious celebration.

4 I managed to get mud in my eyes and mouth, which wasn't pleasant, but even so, I really enjoyed myself.

5 Not only do local people come to get dirty, but tourists also come from all over the world.

6 The only thing I found annoying was the problem of traffic. It was so crowded that there was a lot of congestion.

9 Suggested answer:

Dear Editor

I'm sure that your readers would love the five-day Glastonbury Festival which takes place most years at the end of June on a farm in the south west of England. Going for over 25 years, it is the biggest and best music festival in the UK, possibly the world. Attracting top bands, it is the music that gets the headlines, but the festival also includes dance, comedy, theatre and circus skills among other arts. Despite welcoming over 120 thousand people, the festival sells out as soon as the tickets go on sale. Most people camp in the fields around the music stages.

There are many reasons to go. Foremost for me is the variety and quality of the music. I saw three of my favourite groups last year and discovered many exciting new acts. Depending on your mood or energy level, you can rock with the crowds in front of the main stage or relax in the chill-out zones. Secondly is the amazing community spirit that develops. Most of the festival visitors, many of whom go every year, are really relaxed and happy to help people there for the first time. With so many people sharing one giant camp site there is a strong feeling that everyone is in it together.

There were a number of things I didn't really enjoy. Much as I love camping, it's not very pleasant sharing temporary toilets with so many people. Then there was the wet ground. After a sudden downpour, parts of the site became impossible to use without getting covered in cold sticky mud. Some of the food was great and worth queuing for, but even so I would recommend visitors to take as much as they can as it can be expensive.

For anyone wanting a great long weekend crushed together with thousands of other music lovers, I would really recommend Glastonbury. Everyone should go once and I am going again!

Yours sincerely,

David Raver (326 words)

▮ Student's Resource Book, page 92

Module 7: Review p.118

1 1 neutral 2 places 3 sense 4 restrictions
 5 community 6 place 7 security
 8 belonging 9 place
 2 1 Much as 2 Be that as it may 3 so as to
 4 As a result 5 otherwise 6 Although
 7 Consequently 8 such an awkward one
 9 despite
 3 1 sociologist 2 interdepartmental
 3 intentionally 4 enclosed 5 defiantly
 6 unequivocal 7 representative
 8 interchangeable 9 unidentifiable
 4 1 of 2 from 3 in 4 for 5 on 6 in 7 by
 8 out