Aims and objectives

In this lesson students will:

• discuss different kinds of large event

• listen to an events coordinator describing
her job

• revise conditional forms to describe hypothetical situations

Listening

The role of an events coordinator

Exercise 1, page 60

Tell students that they are going to hear Emma Murray, an events coordinator, talking about her job. Ask them what they understand by the role of a *coordinator* and what they think a coordinator in event management might do. Pre-teach any difficult vocabulary, e.g. *sensational*, *contingency plan*. If you wish, you could tell students that the answers to this task are in the first part of the listening. As they listen, they should complete the job profile on page 60. After listening, students compare answers in pairs before whole class feedback. If your students are preparing for the LCCI Level 2 English for Tourism exam, remind them that they must be able to talk about job roles within the tourism industry, e.g. event planning. They must also be familiar with specialized business language, e.g.
planning events.

**1** events coordinator

**2** a major football club

**3** degree in Travel and Tourism from Birmingham City University

**4** 9 a.m.– 5 p.m., Monday to Friday; also has to be present at home games which are often on Saturdays

**5** putting on events for the club

**6** staging events for other people using the club’s facilities

Extra Activity

Ask students if they have ever attended a large event of any kind. Brainstorm a list onto the board, then ask students to organize them into categories of event. Ask them to give the categories names.

Suggestions:

• Corporate events: retirement dinner, corporate anniversary

• Entertainment: local festival, film premiere

• Promotion/marketing: new product launch, charity fundraising event

• Private event: birthday party, wedding reception

Ask students to work in pairs to select two of the events they listed. Ask them to discuss what an events manager would have to consider when organizing their event and what kind of thing might go wrong. In feedback, find out what ideas the pairs had.

Exercise 2, page 60

Students listen a second time to answer the comprehension questions individually before checking answers in pairs.

Problems and how Emma dealt with them:

• Language problems requiring an interpreter which were not anticipated in advance. she found one at short notice but, unfortunately, the interpreter spoke a different dialect, so it was not an ideal solution.

• A conference speaker forgot the date. She contacted him the previous day to confirm and therefore had time to find a replacement speaker.

• A match was cancelled 15 minutes before it was due to start. She had prepared some alternative entertainment – a replay of the World Cup final on a big screen.

Audio script Track 7.1, Exercises 1 and 2, page 123

**I = Interviewer, E = Emma Murray**

**I** So, Emma Murray, you’re the events coordinator for a major football club. Can you tell us how you got the job in the first place?

**E** Well, when I did a degree in Travel and Tourism at Birmingham City University. I didn’t specialize in Events Management but during my studies, I realized that this was an area I was particularly interested in. I did my third year work placement here and enjoyed it a lot. When I graduated, the club got in touch with me and asked me if I wanted to come back and work here.

**I** So what exactly do you do?

**E** I don’t just put on events for the club – although that’s part of it. What I do is stage events for other people using the club’s facilities. We have a large number of meeting rooms and suites, so what happens is that companies and organizations can offer our hospitality and catering packages to their corporate clients before the match and, of course, they have a sensational view of the players on the pitch. We also have private executive boxes where people can entertain their guests and do business at the same time. And if anyone wants to mark a special occasion like a product launch or hold a private party, they can use the club as a venue.

**I** So I suppose you have to work on Saturdays?

**E** I work nine to five Monday to Friday and have to be present at home games, which are often on Saturdays. When I’m in the corporate hospitality suite, I have to greet the people arriving and make sure they’re well looked after. You need to be confident and you need to smile – you can’t have a sad face because that’s not what they’ve paid for! But the real work is beforehand: making sure the transport arrangements are in place for people coming to the club, setting up the rooms, supervising the food preparation and seeing to any last-minute issues.

**I** What kind of issues?

**E** Recently we had a problem with a client who had invited a group of Chinese associates to watch a match, unaware of the fact that none of them spoke English fluently. If I had known about this in advance, I would have arranged for an interpreter. In the end, I

managed to get in touch with someone who was willing to come and do the job but she spoke a different dialect. Another time one of the conference speakers had written the wrong date in his diary and if I hadn’t confirmed with him the day before, we wouldn’t have been able to find a replacement.

**I** You had a problem last week, didn’t you?

**E** Yes! The match was called off 15 minutes before the game was due to start because the pitch was frozen. I thought the referee made the wrong decision but if I hadn’t anticipated the bad weather, I wouldn’t have had a contingency plan. Luckily, I had some alternative entertainment prepared just in case they decided to postpone or cancel the game.

**I** What was it?

**E** We watched a replay of the World Cup final on a huge high-definition screen. It wasn’t the same kind of experience as a live match but I think everyone enjoyed seeing it again.

Vocabulary

Collocations with *event*

Exercise 3, page 60

Check that students understand the meaning of all the words in the box. After they find the four pairs of synonyms, ask what difference in meaning there is between the two words in each pair (one is more informal than the other and more often used in spoken English).

call off – cancel celebrate – mark

postpone – put off put on – stage

Exercise 4, page 60

Tell students that sentences 1–5 come from the recording in Exercise 1. They should complete the sentences with some of the verbs in the box in Exercise 3. They may have to change the form of the verb. Once they have finished, play the recording again for them to check answers and refer them to the audio script on page 123 if necessary. In feedback, point out that Emma mostly used informal language, only using formal words (*postpone*, *cancel*) when she referred to an official action.

**1** put on **2** stage **3** mark **4** called off

**5** postpone **6** cancel

Grammar

Hypothetical situations

Exercise 5, page 61

Focus students’ attention on the Grammar box. Give them time to read through the information and check that they understand that the first and third sections refer to situations entirely in the past, while section 2 refers to past events with a result or effect in the present. Students then work in pairs to match the two halves of the sentences in Exercise 5. Point out that the *if* clause does not always come first. Students then complete the sentences with the verbs in brackets. After whole class feedback, refer them to the Grammar reference on page 114.

**1** c would have ordered, had told

**2** f hadn’t had, would have been

**3** e had been, would have set up

**4** a would have cancelled, had registered

**5** b hadn’t checked, wouldn’t have worked

**6** d hadn’t checked, wouldn’t know

Speaking

What went wrong?

Exercise 6, page 61

Tell students that Emma has received an email giving her feedback about a conference she organized. There were a few problems she now has to look into. Divide students into groups of three or four to read the email and consider what went wrong, how the problems could have been prevented and how she should avoid them happening at future events. You could nominate one member of the group to take notes to help with their summaries. When they have finished, invite each group to summarize their discussion using the structures in the Grammar box.

Students’ own answers.

RESEARCH

Go through the task with the class. If your class is in students’ own country, find out if any students support their local sports club and if they know about the corporate hospitality packages on offer, either from personal experience or by reading the local press. Otherwise, suggest they do some internet research using the search terms (*name of club*) *corporate hospitality*. Football clubs generally have a corporate hospitality section on their website, as do large venues. Students present their findings to the class in the next lesson.

Homework suggestion

Students write a short account of an event they have planned, if any, or attended. How well was it organized? Did anything go wrong? If so, what could have been done to prevent it? (125–150 words)

Photocopiable notes 7.1 (page 150)

What would you have done? (Card activity, page 151)

event concept

Aims and objectives

In this lesson students will:

• listen to the organizer of a music festival in Morocco

• find out about SMART objectives

• hold a meeting to set planning objectives for a corporate event

Listening

The Five Ws

Fact File

Essaouira was built in the 18th century as a fortified town.

Its population today is around 70,000.

It was the first sea port in Morocco.

The Medina (ancient quarter) is a World Heritage site.

Exercise 1, page 62

Ask students what they think the ‘five Ws’ are. If they have no idea, remind them of learning question words (*why*, *who*, *when*, *where*, *what*). Tell them they are going to hear the first part of an interview with an event organizer in Morocco, in which he talks about the amount of organization required before a major event. Then play the recording for students to complete the ‘W’ questions. The recording is fairly lengthy; for this first listening students should focus on completing the questions. They will have a second opportunity to hear it in Exercise 2.

**1** Why is this event being held?

**2** Who are the stakeholders of the event?

**3** When will the event take place?

**4** Where exactly will it be staged?

**5** What is there to see and do?

Extra Activity

Refer students to the information about Essaouria on page 62. If you have a world map, ask them to find it on the map. Have any of them been to Essaouria? Ask them for
their impressions of the place. If no one has been there, give them the information in the fact file.

Exercise 2, page 62

Play the recording a second time. This time students answer the questions in Exercise 1.
Pre-teach any difficult vocabulary, e.g. *showcase*, *stakeholder*, *liaise*, *manning*, *logistics*, *medina*. Students compare answers in pairs. In feedback, check that they understand the terms *vision statement* and *mission statement*. How are they different? (A *vision statement* outlines what a company hopes to achieve in the future. A *mission statement* is a statement about what a company does and how it goes about it.)

**1** to showcase Gnawa music and dance and to celebrate the traditions and beliefs of Morocco’s Gnawa people

**2** the host community, visitors from abroad, caterers, hoteliers, owners of bed and breakfast accommodation, airlines, tour operators, sponsors

**3** four days every summer at the end of June

**4** in Essaouira

**5** different concert sites dotted throughout the town, the medina, the Portuguese quarter, the fishing harbour, the beaches

Exercise 3, page 62

Check that students understand the words in the box, which all come from the listening in
Exercise 1. They then work in pairs to complete the sentences with the words in the box. When they have finished, they can either listen again
or check their answers in the audio script on
pages 123–124.

**1** mission statement **2** showcase **3** host

community **4** liaises **5** stand to gain

**6** sponsor **7** backs **8** coordinate **9** forward

planning **10** logistics

Audio script Track 7.2, Exercises 1 and 2, pages 123–124

**I = Interviewer, H = Hamza Habri**

**I** Hamza, you’ve been organizing this festival for many years now. Can you tell us how you go about organizing a festival like this?

**H** Yes, well, as you know, the Gnawa Festival has been held every year in Essaouira every year since 1998. I think that for every major event like this one, if it is going to be a success, you need a vision and a mission statement. You need to answer the question, ‘Why is this event being held?’ So, for us, the mission is to showcase Gnawa music and dance and to celebrate the traditions and beliefs of Morocco’s Gnawa people.

**I** Who are the Gnawa people?

**H** The Gnawa of Morocco were originally black slaves who, over time, obtained their freedom. Historians believe that the Gnawa population originated from black West Africa – from Senegal and Chad and from Mali in the north to Nigeria in the south.

**I** OK. So, second question: who are the stakeholders in the event?

**H** There are many different stakeholders. First of all, the host community because there were over 450,000 visitors last year, with a large number of people coming from abroad. So, the Ministry of Tourism is involved in programming the event and liaises with the town of Essaouira. The festival obviously brings in a lot of money, so anyone involved in catering – the people manning the stalls in the fish market, the hoteliers, the people providing bed and breakfast accommodation – all these stand to gain. And with the number of overseas visitors, the airlines benefit, particularly Royal Air Maroc, as do companies like Songlines Music Travel in the UK, who organize tours to the festival and possibly a stay in Marrakech or Agadir. And I mustn’t forget our main sponsor, the BMCE Bank, which backs the festival financially.

**I** When is the festival held?

**H** Yes, that’s the third question: when will the event take place? Our festival takes place over four days every summer at the end of June. And the fourth question is: where exactly will it be staged? And obviously it’s here in Essaouira.

**I** I suppose it must be quite complicated from a logistical point of view.

**H** Well, yes, there are so many things to coordinate and it involves a great deal of forward planning: transport of artists and their equipment, emergency and first aid access, crowd control, managing the media, supplies of food and drink, waste removal. One of the hardest things about logistics is looking at a list and spotting what is not there.

**I** And, finally, what is there to see and do?

**H** Essaouira is a relatively small town, so there are ten different concert sites with their own stages and tents for the performing musicians. The festival is also a World Music Festival, so people can choose which site to go to according to the type of music they prefer, from contemporary Moroccan music to jazz to electronic fusion.

**I** And apart from the music?

**H** If you want to take a break from the music, you can explore the backstreets of the medina, climb the ramparts of the old Portuguese town, stroll along the fishing harbour or relax on the beaches outside the town. I can assure you, you won’t get bored!

Exercise 4, page 62

Tell students that they are now going to listen to the second part of the interview with Hamza Habri. Ask if they have come across the term *SMART objectives* before, perhaps in a performance appraisal. If they have, elicit and write them on the board for students to check as they listen. In feedback, you could point out that the *R* in *SMART* is sometimes said to stand for ‘realistic’.

**1** specific **2** measurable **3** achievable

**4** relevant **5** time-specific

Exercise 5, page 62

Students listen to Part Two of the interview a second time. This time they have to find examples of each of the SMART objectives. Remind them that objectives are generally expressed in the form ‘*to* + infinitive’. Students work in pairs to find the objectives before whole class feedback.

**1** to attract 50,000 people more than last year

**2** to achieve an increase in the number of
tickets sold

**3** to invite people from every country in the world to participate

**4** to invite performers in the field of world music rather than mega rock stars

**5** to ensure that everything is in place by the third week of June

Audio script Track 7.3, Exercises 4 and 5, page 124

**I = Interviewer, H = Hamza Habri**

**I** You talked earlier about the vision and mission statement. How do you actually translate these into objectives when you’re planning the festival?

**H** Well, once you know what an event is designed to achieve, you can think of the objectives in terms of several key features; these are summed up in the acronym *SMART*.

**I** What does that mean?

**H** *S* stands for ‘specific’. For example, one objective of the festival might be to attract 50,000 more people to the festival compared

to last year. In fact, we now get about half a

million visitors, so we’ve achieved that. *M* stands for ‘measurable’, so as I just said, an increase in the number of tickets sold can be measured, whereas an objective like ‘raising awareness of Gnawa music’ is less tangible.

**I** Right. And *A*?

**H** *A* means ‘achievable’. There’s no point in setting an objective which can’t be met because it’s unrealistic – for example, if we were to say that we wanted people from every country in the world to participate. *R* stands for ‘relevant’, so we make sure the music is basically world music and we wouldn’t invite mega rock stars like Coldplay, for example. And *T* means ‘time-specific’. We have to make sure that everything is on track during the planning stage and that we get our schedules right so that everything is in place by the third week of June at the very latest.

Reading

An event brief

Exercise 6, page 63

Tell students that for the rest of this lesson they are going to focus on planning a corporate event. First, they read the event brief on page 63.
Pre-teach any difficult vocabulary, e.g. *exceed*, *task force*. Students then work in pairs to answer the two questions. In feedback, ask them to support their answers by quoting from the text (they could underline the relevant parts of the text as they work through the questions).

**1** a (to celebrate the success of the different branches), b (to reward staff for their role ... over the past year)

**2** a (refreshments), d (venue), e (the press and/or television), f (discuss the event in greater detail), g (security arrangements)

Extra Activity

If students find the task difficult, write the following comprehension questions on the event brief on the board for them to do before Exercise 6.

**1** Who is the party for? How old are they?

**2** Where do most employees work?

**3** What was last year’s corporate event? Was it successful?

**4** Will Smartset organize this year’s event themselves?

**Answers**

**1** employees of Smartset, average age
 under 30

**2** Oakland

**3** an outdoor concert attended by 950 employees, 85 percent of whom were happy with it.

**4** No. They will select an event planner.

Speaking

Designing an event

Exercise 7, page 63

Students are now going to work in pairs to hold a meeting to draw up the plan referred to in Chris Hamilton’s event brief. Allocate roles: Student A is Chris Hamilton, the CEO of Smartset. Student B is an events coordinator with an event planning company called Apotheosis. You could explain the meaning of the name: the most perfect example of something. Refer them to the relevant pages in the Pairwork files. Monitor conversations during the activity, making notes of good language use and other points to mention
during feedback.

When they have finished, they should have a set of objectives for the planning of the event. Remind them to use SMART objectives.

See Pairwork files 10 and 24 on pages 104 and 109.

RESEARCH

Go through the task with the class. Find out if students already know anything about WOMAD and if any of them have been there. WOMAD’s website is at womad.org/. They should come to the next lesson prepared to present what they have found out to the class and say how it compares to the Gnawa festival.

Extra Activity

Refer students to Part A of the EFIT Upper Intermediate level DVD material for extra listening and vocabulary exercises relating to staging historical re-enactments.

Although students are encouraged to view the complete programme on the DVD, there is also an option so that they can watch in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.

Homework suggestions

• Refer students back to Exercise 6 on page 63. Ask them to expand the event brief to include the points that are not currently covered (b, c,
h and i). They may decide that these points should be part of the event planning or not,
as they prefer.

• Working in the same pairs as in Exercise 7, students write an expanded version of the SMART objectives they produced. If they are doing their homework alone, they could compare their texts at the next lesson before presenting them to the rest of the class.

professional skills

Understanding contracts

Aims and objectives

In this lesson students will:

• focus on the professional skill of
understanding contracts

• study legal expressions used in contracts

• write part of an event planning contract

Reading

Legal matters

Exercise 1, page 64

Tell students that having looked at what is involved in planning and managing large events, they are now going to look at legal issues surrounding events management. Students work in pairs to make a list of legal issues they think an events manager would have to deal with. They then compare their ideas with those of another pair before whole class feedback. Do not go into too much detail at this stage, as many legal issues appear in the Event Planner Agreement
on page 65. If they have difficulty thinking of any, you could suggest one or two to get them
started (e.g. contracts with performers hired as entertainment, lease of building such as hotel
or concert hall, agreement with landowner for
open-air event, arrangements for car parking
at large event, insurance in the event of cancellation).

Students’ own answers.

Exercise 2, page 64

Tell students that they are going to look at part of a contract. Direct them to the Professional skills box, which contains examples of legal language used in contracts. Contractual terms are technical and can seem quite arcane. However, the terms in the Professional skills box are commonly used in contracts, so once students become familiar with them, they will see them again and again.

Read through the items in the Professional skills box with students and check that they understand all the terms, e.g. *formulaic*, *equivalent*, *eventuality.* If any students have experience of contracts in English, ask if they have seen any of the examples in the Professional skills box before, e.g. *terms and conditions*, which appears at the foot of many websites.

Refer students to the Event Planner Agreement on page 65 and ask them to work in pairs to find and underline examples of the language in points 1, 2 and 4 from the Professional skills box. Tell them not worry about understanding the complete text at this point. In feedback, discuss the meaning of the terms they have underlined.

**1** hereunder, hereby

**2** use its best endeavours, including but not limited to, which consent shall not be unreasonably withheld

**4** organization and management, any and all, permits and licences, accepts and agrees, consent and approval, null and void, for and on behalf of

Exercise 3, page 64

Students now read the text in greater detail to
find the clauses (articles) that deal with the items in 1–8. They should work in pairs and then check answers with another pair. In feedback, ask
them to support their answers by quoting from
the Agreement.

**1** 5.1 (any cause beyond the reasonable control)

**2** 1.3 (responsible for the organization and management of all details)

**3** 1.3 (negotiating any fees and services to be outsourced)

**4** 2.2 (shall keep in strict confidence all commercial and technical information)

**5** 2.5 (promotion of the Event)

**6** 2.5 (accepts and agrees to use the Company’s name, logo or trademark)

**7** 6.1 (in accordance with the laws of the State of New York, USA)

**8** 4.1 (to transfer any of its rights or obligations under this Agreement to any other company)

Exercise 4, page 64

Students now complete sentences from another contract using the legal expressions in the box.

**1** costs and expenses **2** accept and agree

**3** terms and conditions **4** null and void

**5** consent and approval

Speaking

Finalizing arrangements

Exercise 5, page 65

Tell students that they are going to continue the meeting between Smartset and Apotheosis that they began in the previous lesson. Allocate roles: Student A is the CEO of Smartset. Students B and C are events coordinators with Apotheosis. Student A’s information is on page 65. Direct Students B and C to the relevant pages in the Pairwork files. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback.

If your class does not divide evenly into groups of three, take one of the events coordinator roles yourself, or ask Student B to deal with Student C’s information as well. When they have finished, they should have a list of what Apotheosis are going to supply for the event covering each heading in Student B and C’s information files, with a set of agreed prices.

Extra Activity

Elicit and revise the SMART objectives from page 62 and write them on the board. Then brainstorm suggestions of how they will apply to the issues to be covered in the meeting in Exercise 6. Students can refer to these as they hold their meeting to ensure everything is covered.

Suggested answers

1 Specific: What precisely are Apotheosis going to supply? Ask for suggestions – do not refer to the information files as this would give away confidential information to the other students.

2 Measurable: What payment is Smartset going to make? How can Smartset be sure that Apotheosis supply everything they agree to supply, to an acceptable standard?

3 Achievable: Can Apotheoisis provide everything they say they can?

4 Relevant: Are the items on the Apotheosis price list appropriate for the event Smartset wish to hold, e.g. what kind of entertainment will be provided?

5 Time-specific: When is the event going to take place? How long will it last, e.g. how long will the entertainment last?

See Pairwork files 7 and 14 on pages 103 and 105.

Writing

Contract details

Exercise 6, page 65

Refer students back to Article 1.1 of the Agreement on page 65, which deals with the services to be provided. They should now complete Appendix A with the details they agreed in Exercise 5, using the language in the Professional skills box. Refer them to the model legal document in the Writing bank on page 99, which contains further examples of legal language and explanations of how it is used. Point out that in reality they would be unlikely to draw up contracts themselves unless they become lawyers but it is useful to be able to interpret the ‘legalese’ (legal terminology) so that they understand properly what is being agreed. You could also point out that many native speakers have difficulty with contractual language. Does the same occur in their own language?

Extra Activity

Before students do Exercise 6, refer them to page 99 and go through the model legal document. Point out that although this is for a different contract (an agreement between a travel agency and a tour operator), the principles of drawing up contracts are similar for any agreement between a supplier of goods or services and the customer. Go through each of the legal terms in the contract and the explanation in the margin and ensure that students understand all the items.

Students’ own answers.

**Model answer**

Appendix A

The Event Planner shall provide the equipment and services described hereunder.

• the hire of the chosen venue, including general liability insurance cover, together with 30 reception, security and serving personnel, such personnel to have prior experience of hosting corporate events

• a sound system with a mixing console for use by an experienced professional DJ. The choice of music shall be suitable for the profile of the guests and not contain any offensive language.

• ambient lighting suitable for the meal and subsequent disco

• the provision of an event crew to set up the stage and lighting

• circular tables (to seat 10 people) and trestle tables (180 x 60 cm) with a floral décor

• a self-service finger buffet, to include food suitable for vegetarians

• a filmed DVD of the event to use for future

 promotional purposes

The prices for the said equipment and services shall not exceed those agreed during the meeting held on (date) between Smartset and Apotheosis.

Apotheosis warrants and guarantees that all services performed under this Agreement shall be of professional quality in conformity with generally accepted industry practices.

Homework suggestion

Students take one of two clauses (articles) of the agreement on page 65 and write it out in ‘plain English’. You could tell them that there is an unofficial movement called the Plain English Campaign which tries to persuade organizations to use clear, simple language that can be understood by everyone instead of ‘gobbledygook’ (overly complicated language). Their website is at www.plainenglish.co.uk. Ask students if such a movement exists for their
own language.

Photocopiable notes 7.2 (page 150)

Legal expressions (Matching activity, page 152)

CAse study

Make a festival profitable

CASE STUDY MENU

Refer students to the lesson’s aims and objectives before focusing on the map and photo of Malaysia.

Asia Sound

Exercise 1, page 66

Tell students that they are going to read an article about a music festival held each year in Malaysia. The article is from a magazine called *Jookbox* (a play on the word *jukebox*). Do they know what a jukebox is? (a coin-operated machine that plays music, traditionally vinyl records) Pre-teach any difficult vocabulary, e.g. *defunct*, *legendary*, *gatecrashers*. Students read the article and work in pairs to answer the comprehension questions.

After whole class feedback, you could look at the style of writing in the article, which was written for a music magazine and is fairly informal. Ask students to find examples of informal language (*made it big*, the lengthy quote introduced by *Says Nick*, *serious questions hanging over the organizers*).

**1** to make Asian music known to a larger audience

**2** crowd control, protests by local residents, failure to dispose of waste, food poisoning, bands unwilling to perform, a threat from the main sponsor to withdraw support, financial losses

An interview in *Jookbox*

Exercise 2, page 66

Tell students that they are going to listen to an interview with Nick Ikin. Pre-teach any difficult vocabulary, e.g. *corpse* (in its figurative sense), *benefit concert*, and check that students understand the idiomatic expressions *cut a CD* and *go viral*. Then play the recording for students to answer the questions individually. In each question they should tick the correct options. In feedback, ask them to support their answers by quoting from the interview. Play the recording a second time if necessary or refer students to the audio script on page 124.

**1** b (we hope to raise at least $100,000);
d (the interviewer mentions gatecrashers and Nick says ‘in a stadium, it’s a lot easier to filter people’)

**2** b (the Kuala Lumpur football club stadium), d (the Burning Pagodas ... very generously agreed to do a benefit concert)

**3** c (we can work that out, no problem.)

Audio script Track 7.4, Exercise 2,
page 124

**I = Interviewer, N = Nick Ikin**

**I** Nick, I know the festival is under threat and your sponsor has threatened to pull out.
I was wondering if any of the major record labels would be interested in putting up
the money.

**N** No way! The record industry is just a corpse but there are many interesting things crawling out of it. You know, when I started, a record company wouldn’t sign you unless you could generate at least 150,000 US dollars in sales but now all you need is some basic equipment to cut a CD and post it on YouTube, and you get known that way – you go viral as the Arctic Monkeys did. There’s an incredible amount of talent out there.

**I** So what is your solution to the financial problem?

**N** Two things. I’ve contacted the former members of the Burning Pagodas and they’ve very generously agreed to do a benefit concert in Belmore Park, Sydney – that’s near Chinatown – and we hope to raise at least 100,000 dollars.

**I** And the other thing?

**N** I’m in touch with the Kuala Lumpur Football Club and I think they’ll let us have their stadium for free in July. It holds about 18,000 people, so if we sell tickets at 150 Malaysian Ringgit – that’s about 50 dollars – we can gross about 900,000 dollars.

**I** OK, but you still have overheads.

**N** Sure, but we can work that out, no problem.

**I** Last year you had problems with gatecrashers. What do you intend to do
about that?

**N** Well, in a stadium, it’s a lot easier to filter people, though they’ll probably complain about the queues. We also hope that specialist tour operators will start promoting the festival as well and that’ll bring in people from the five continents so the festival will become not just an Asian festival but a truly world festival.

**I** So what’s the line-up this year?

**N** Top of the bill is Cambodia Dub Foundation. They’re a great band and we’re bringing back the Java Jive All Stars – they went down very well.

**I** Who else?

**N** Well, not entirely sure – it’s early days
yet – but I’ve got plenty of contacts.

**I** OK, Nick, thanks for your time!

**N** You’re welcome.

Some bad news

Exercise 3, page 67

Tell students that despite Nick’s optimistic view of the concert arrangements for this year, not everything is going well. The messages in Exercise 3 are in the form of text messages that typically use incomplete sentences and formal letters that use official language. Students work in pairs to read the six messages and match them with the subject descriptions a–d. Take feedback on these before they go on to the two
discussion questions.

**1** a 6 b 1, 4 c 2 d 3, 5

**2**, **3** Students’ own answers.

TASK

Exercise 4, page 67

Tell students that Nick has realized he needs help and has contacted an events management company. Students work in pairs to roleplay a meeting between Nick and a representative of Global Productions to draw up a plan for the next festival. Allocate roles: Student A is Nick and Student B represents Global Productions. Refer them to the relevant pages in the Pairwork files. They should look up any words in their role information they do not know in a dictionary.

Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. When students have finished, invite each pair to present their plan to the rest of the class. What were the differences?

See Pairwork files 8 and 26 on pages 103 and 109.

possible outcome

The suggestions put forward by Global Productions go a long way to solving Nick’s problems. On the basis of these, Yarwood could be encouraged to think again about its sponsorship. However, the idea of encouraging local firms to back the festival is also good. The following points should be noted:

• The choice of the Sengalor racecourse as the venue will satisfy the readers of *Jookbox* magazine and avoid the security problems that marred the festival the previous year.

• The target revenue from ticket sales is $600,000 but $350,000 of this is needed to pay off outstanding debts. The hire of the venue is $100,000 and the cost of the bands in excess of $375,000 to which should be added advertising expenses and agency costs for security, stage set-up and cleaning the site after the festival. Some of these costs will be offset by fees paid by caterers and the contribution from Warped Vinyl Records.

• As a result, the festival will still make a (probably smaller) loss this year. However, suggested improvements in the management of the event should ensure that a suitable sponsor is willing to come forward to make the festival a viable concern from a financial point of view.

**UNIT 7: KEY WORDS**

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the
DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

• Students write a sentence of their own using each of the key words given at the end of
the lesson.

• If students have ever attended a music festival, ask them to write an account of their experience there. Was it well organized or were there problems? (200–250 words)

• If students have never attended a music festival, ask them to research one on the internet (not WOMAD, which they researched in the unit) and write an account of what it is, where it is and what kind of activities are organized. (200–250 words)