

FILE 6

C Secret stories

Clauses of contrast and purpose
Business
Compound nouns

1 READ BETTER

Remembering who's who

- a Talk to a partner.
 - 1 What kind of toys did you use to play with?
 - 2 What was your favourite toy? Why?
 - 3 Which toys were in fashion when you were a child? Are they still in fashion today?
- b You are going to read an article called *Barbie: her secret story*. Quickly read up to line 36. According to the text, what is her secret?

It is sometimes a problem understanding a text where there are a lot of names. As you read, stop and make sure you know who or what they refer to.

- c Read on. Then see if you can remember who/what the following are.

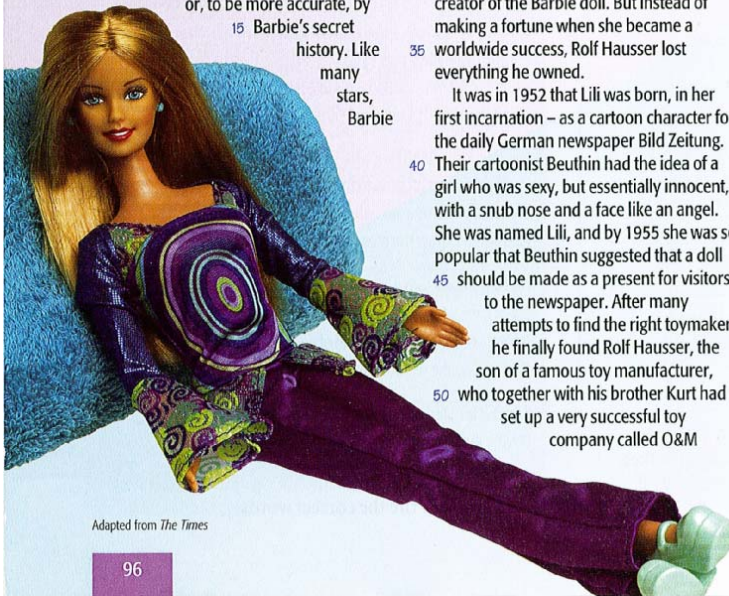
Barbara and Ken Beuthin	Lili O&M Hausser	Martha Maar Mattel
Bild Zeitung	Rolf Hausser	Lucerne
Kurt	Ruth Handler	Elliot

Barbie her secret story

Barbie, the glamorous blonde doll beloved by little girls around the world, is an icon of American femininity. She is also the most long-lived toy on the market, a fact that was celebrated throughout the world when she recently had her 40th birthday.

But in a tiny village in Bavaria there was no celebration, only bitterness and regret. In the Hausser home, Rolf and Lily ignored the global celebrations and instead complained bitterly, as they have done so many times over the past four decades, about how badly they have been treated by history, or, to be more accurate, by

15 Barbie's secret history. Like many stars, Barbie



Adapted from *The Times*

20 is not what she seems. Not only is she older than her official age, but Barbie is not her real name, and what's more, she isn't even American, she's German.

Barbie's real name is in fact Lili. She is 45, not 40, and was born in a small town near Nuremberg. The secret story of the Barbie doll is about small-town naivety against big business determination. Above all, it is a story of the tragedy of a bitter old man, a man who has been erased from Barbie's history so completely that only a few people in the world know that he was the true creator of the Barbie doll. But instead of making a fortune when she became a worldwide success, Rolf Hausser lost everything he owned.

It was in 1952 that Lili was born, in her first incarnation – as a cartoon character for the daily German newspaper *Bild Zeitung*. Their cartoonist Beuthin had the idea of a girl who was sexy, but essentially innocent, with a snub nose and a face like an angel. She was named Lili, and by 1955 she was so popular that Beuthin suggested that a doll should be made as a present for visitors to the newspaper. After many attempts to find the right toymaker, he finally found Rolf Hausser, the son of a famous toy manufacturer, who together with his brother Kurt had set up a very successful toy company called O&M

Hausser. Rolf was fascinated by the idea of making a doll with the shape and curves of a mature woman, and he agreed to try.

Lili the doll went on the market on August 12 1955, and became an overnight success. Unlike any other dolls of her time, she was not a baby, but a fully grown modern young woman, with flexible limbs. She had all sorts of clothes, beach clothes, ski-wear and formal dresses, all made by Martha Maar, Rolf's mother-in-law. She even had mini-skirts years before they came into fashion. Lili became popular all over Western Europe, and was sold in America and Britain, although in much smaller quantities. Within weeks there were so many orders that O&M Hausser could not keep up with the demand.

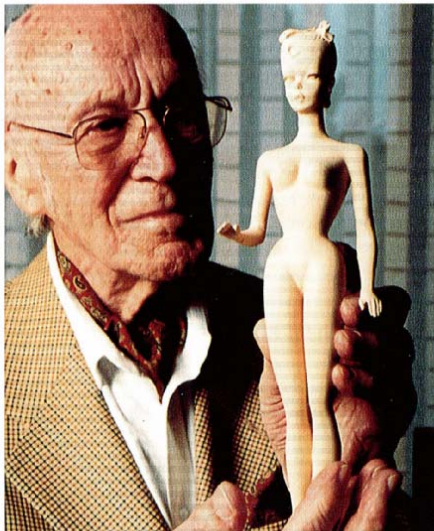
In 1956 a woman called Ruth Handler went to Lucerne, in Switzerland, for a holiday with her husband Elliot, daughter Barbara, and son Ken. Ruth and Elliot Handler were the co-founders of Mattel, a big toy manufacturer in the USA. When Barbara, then 15, pointed out the Lili doll in a shop window, Ruth was intrigued. She had never before seen a doll that was a mature adult figure, and at once saw the potential for the American market. She bought a doll and took it home in her suitcase. Back in the States she sent two of her employees to Japan to find a manufacturer who could make a similar doll. By 1959 the doll had been perfected and was being sold in America, having been renamed Barbie, after Ruth's daughter.

- d Read the whole article again carefully, guessing the new words from context. Say if the following are T (true) or F (false). Explain why.
- The secret about Barbie is that she wasn't invented by an American company.
 - Beuthin decided to have a doll made to give as a present to people.
 - He quickly found the right toymaker.
 - O&M Hausser became a well-known company because of the Lili doll.
 - The Lili doll was named after Rolf Hausser's wife.
 - What made Lili different was that she had so many different clothes.
 - Lili became successful very quickly.
 - Ruth Handler bought a Lili doll as a present.
- e Highlight words/phrases in the text related to 'business'. In pairs, discuss what they mean. Then complete Vocabulary Builder 14 Business A, p.139.

2 LISTEN BETTER

Following a story: time connectors

When you are trying to follow a story or sequence of events, listen for when the speaker uses a time connector (*then, later, one day, etc.*). They often tell you that an important part of the story is coming.



- a **T6.9** Listen once to a radio interview with Rolf Hausser.
- What happened to O&M Hausser in the end?
 - What is Rolf Hausser most angry about?
 - What does the interviewer say about the two dolls?

- b Listen again. Number the events in the order they happened. Use the time connectors to help you.
- The company started to make a loss.
 - He went to Nuremberg.
 - Rolf Hausser didn't know that Barbie existed.
 - The Hausser sold the patent of Lili.
 - He found out who manufactured Barbie.
 - Kurt Hausser persuaded his brother not to take Mattel to court.
 - Rolf Hausser saw some Barbies in a shop window.
 - Rolf Hausser went bankrupt.
- c What is Rolf Hausser referring to when he says 'It was probably the worst thing we could have done'? What should he have done? Do you feel sorry for him?

3 FOCUS ON NEW LANGUAGE

Clauses expressing a contrast

- a Match the sentence halves to make a summary of Barbie's story.
- Even though** she is known worldwide as Barbie ...
 - Lili began as a cartoon character **though** ...
 - Although** there were many toy manufacturers in Germany ...
 - Lili's clothes included mini-skirts **even though** ...
 - In spite of** the fact that Lili was popular all over Europe ...
 - Ruth Handler had never seen a doll like Lili before **despite** ...
 - Rolf Hausser knew nothing about Barbie **though** ...
 - He wanted to take Mattel to court **even though** ...
 - Despite** the money he received for the patent ...
 - Rolf Hausser has now been completely forgotten **in spite of** ...
- they were a much bigger company.
 - they weren't in fashion yet.
 - having her own toy company.
 - her original name was in fact Lili.
 - it was hard to find someone to make the Lili doll.
 - not many dolls were sold in the USA.
 - being Barbie's original creator.
 - she soon became better known as a doll.
 - O&M Hausser soon went bankrupt.
 - she had already existed for some years.
- b Cover a-j. Complete the sentences from memory.
- c Look at sentences 1-10. Focus on the words in **bold**.
- Which form is used to express the biggest contrast, *though, although, or even though*?
 - What are the three grammatical possibilities after *in spite of* and *despite*?

6 C

d Check with the rules.

Use *although*, *even though*, *though*, *in spite of*, and *despite* to express a contrasting idea.

I enjoyed my trip to India	though although even though	I was quite ill. I was really ill. (= for big contrasts)
	in spite of despite	being ill. NOT I was ill my illness. the fact that I was ill.

- After *though*, *although*, and *even though* use a subject + verb.
- *even though* is stronger than *though/although*. *though* is more informal than *although*.
- After *in spite of* and *despite* use either
 - 1 a noun
 - 2 a verb in the *-ing* form
 - 3 *the fact that* + a subject + verb (= more formal)

PRACTICE

a Rewrite the sentences so that they mean the same.

- 1 Despite doing no marketing their products sell well.
Although _____
- 2 Even though he had a perfect alibi he was arrested.
In spite of _____
- 3 In spite of being the market leader the company went bankrupt.
Even though _____
- 4 Although they don't have a burglar alarm they've never been burgled.
Despite _____
- 5 Despite the fact that I was late the boss wasn't angry.
Although _____
- 6 In spite of being the managing director he goes to work by bike.
Even though _____

b Complete the sentences in a logical way. Tell the class some of your sentences. Are any of them the same?

- 1 I'm going to see the film again even though ...
- 2 He's very mean despite ...
- 3 Although she spoke really quickly I ...
- 4 We enjoyed our holiday in spite of ...
- 5 I couldn't sleep even though ...
- 6 They won the match despite ...
- 7 It was a great restaurant though ...
- 8 Despite studying all night ...

4 MAKING CONVERSATION

GET IT RIGHT

Pronouncing international brand names

- a How do you pronounce the brand names below ...?
- 1 in your language
 - 2 in English (use the phonetics to help you)
- b **T6.10** Listen and check.

- | | |
|---------------------|---------------------------|
| Nike /'naɪki:/ | Kleenex /'kli:neks/ |
| Parker /'pɑ:kə/ | Cadbury's /'kædbrɪz/ |
| Kodak /'kəʊdæk/ | Perrier /'perɪə:/ |
| Chanel /ʃə'nel/ | Levi's /'li:vɪz/ |
| Swatch /'swɒtʃ/ | Coca-Cola /'kəʊkə 'kəʊlə/ |
| Sony /'səʊni/ | Ariel /'eəriəl/ |
| Martini /mɑ:'ti:ni/ | Kellogg's /'kelɒgz/ |
| Nescafé /'neskæfeɪ/ | Ericsson /'erɪksən/ |

In small groups, talk about some of the brands. Try to use the words in **bold**.

- 1 Which country is the **brand** from? What are their products?
- 2 Is this brand the **market leader** in your country?
- 3 Who are their main **competitors**?
- 4 Why do you think this brand is **well known**?
 - a because of **marketing**
 - b because of **the quality**
 - c because of **the price**
 - d other reasons
- 5 Have you ever bought any of their **products**?

5 LISTEN BETTER

Listening for gist and detail

- a **T6.11** Can you identify any of the people in the photos on page 99? Listen once to a radio programme called *The story behind the song*. Write the names of the three songs. What have all three songs got in common?
- b Listen again for more detail about the love triangle and the three songs. Compare what you understood with your partner.

6 Song 🎵

T6.12 *Wonderful tonight*



7 FOCUS ON NEW LANGUAGE

Clauses of purpose and reason: to, so as to, so that, because (of), for

a **T6.13** Complete the sentences from memory. Listen and check.

- 1 George wanted to write a song **to** ...
- 2 Their relationship began to deteriorate, mainly **because** ...
- 3 Patti began flirting with Eric **so as to** ...
- 4 Eric decided to write a song about Patti **so that** ...
- 5 Eric wrote *Wonderful tonight* **for** ...
- 6 Patti and Eric broke up mainly **because of** ...

b After which connectors do you continue ...?
 with a verb in the infinitive _____, _____
 with a subject and a verb _____, _____
 with a noun _____, _____

c Check with the rules.

Use (*in order*) *to, so that, so as to*, and *for* to express a purpose for doing something.

Use *because* or *because of* to give the reason for doing something.

PURPOSE (objective of an action)		
I went to the bank	(in order) to so as to for so (that)	take out some money. a meeting with the manager. I could pay my friend back.

REASON (explanation for an action)		
I was completely broke	because because of	I'd had an expensive holiday. my expensive holiday.

- *in order to* and *so as to* are more formal than *to*.
 - After *so that* use a subject + verb, normally a modal verb (*can, could, would, etc.*).
- She gave him a map so that he wouldn't get lost. NOT he didn't get lost*

! You can't use *to* to express a negative purpose. Use *so as not to*.
We hurried so as not to miss the bus. NOT I hurried not to

PRACTICE

a Complete with *to, so as not to, for, so that, because, or because of*.

- 1 He never talks about his private life _____ protect his family.
- 2 They had to make a lot of workers redundant _____ the company could survive.
- 3 We always lock all the windows _____ there have been burglaries near here.
- 4 When she asked me if I liked her dress, I told a white lie _____ hurt her feelings.
- 5 We were very late for the concert _____ the terrible traffic.
- 6 The family paid the kidnappers a lot of money _____ their son would be released unharmed.
- 7 My brother's saving _____ a new bike.
- 8 I'm going to work late on Friday night _____ have to do any work at the weekend.
- 9 I'll send him an e-mail _____ tell him when we're coming.
- 10 He's been very depressed recently _____ his job.

b Your teacher has the endings to sentences 1–6. In pairs, try to guess them.

- | | |
|---|--|
| 1 What a disaster! I arrived late for ... | 4 We've been saving for two years to ... |
| 2 The actress wore dark glasses so that ... | 5 I'm sure Nick only got the job because ... |
| 3 I took a taxi so as not to ... | 6 We had to wait six hours at the airport because of ... |

c Go to **Communication** *Why do they do it?*, A p.121, B p.125. Talk about why people do things.



6 C

8 BUILD YOUR VOCABULARY

Compound nouns

In English there are many compound nouns (two nouns together) where the first noun (always singular) is used as an adjective to describe the second noun. e.g. *a love story a bus stop*

- a Make compound nouns using words from the list. Some words can be used more than once.

bin box business character clothes deal detector
forecast magazine manufacturer name park
shopping song thief

- 1 window _____
- 2 brand _____
- 3 business _____
- 4 car _____ / _____
- 5 cartoon _____
- 6 designer _____
- 7 family _____
- 8 letter _____
- 9 lie _____
- 10 love _____
- 11 music _____ / _____
- 12 rubbish _____
- 13 safari _____
- 14 toy _____ / _____
- 15 weather _____

- b Compare in pairs. Have you got different ones? Cover the second nouns. Test yourself.

BETTER PRONUNCIATION

Stress on compound nouns

Compound nouns are almost always stressed on the first word.

- a **T6.14** Practise saying the compound nouns in a above. Listen and check.
- b Answer with a compound noun. Stress them correctly.
- 1 Where do you park your car?
 - 2 What can you normally hear at the end of the news?
 - 3 What kind of company was O&M Hausser?
 - 4 Who is Bart Simpson?
 - 5 What kinds of things do top models wear?
 - 6 Where can you see wild animals that are not in cages?
 - 7 What do you call a person that steals cars?
 - 8 What are Nike, Nescafé, and Ariel?
 - 9 Where does the postman put your mail?
 - 10 Where should you throw sweet papers?

9 WRITE BETTER

An informal e-mail

- a Go to **Writing Bank 3 An informal letter/ e-mail, p.143.** Check what's different when you write an e-mail.



- b An English friend of yours wants to set up a business exporting a new brand of (...) to your country. He/she wants to know ...
- 1 who the market leaders are and why.
 - 2 what other products are on sale and why they are less successful.
 - 3 what you think his/her product will need in order to succeed.

Plan your e-mail in pairs. Decide what the product is, and how to answer questions 1–3.

- c Write the e-mail in about 100–150 words. Use a different paragraph to answer each question. Check it for mistakes before you give it in.

REMEMBER PHRASAL VERBS IN CONTEXT

- a Complete the phrasal verbs from File 6 with the right particles.
- 1 All criminals hope to **get** _____ their crimes.
 - 2 When Matt went to **pick** his car _____, the police said they didn't think they'd catch the thief.
 - 3 The man had **broken** _____ Matt's car.
 - 4 In an instant an innocent man was **turned** _____ a criminal!
 - 5 Have you ever been **caught** _____ telling a lie?
 - 6 Sometimes he **made** _____ stories of medical congresses.
 - 7 The company was **set** _____ in 1948.
 - 8 Big companies often **take** _____ smaller ones.
- b In pairs, say what the phrasal verbs mean.

Before you do the test, revise File 6 Grammar summary and vocabulary.

Check your progress 6

GRAMMAR

1 Verbs + gerund or infinitive

Complete with a verb in the correct form.

- 1 A The printer doesn't seem to work.
B Have you tried _____ the red button?
- 2 I'll never forget _____ beer for the first time.
- 3 The grass needs _____. It's very long.
- 4 I'm trying _____ to ski.
- 5 Did you remember _____ the milk?
- 6 Have a good holiday, and don't forget _____ me a postcard!
- 7 I don't remember _____ the window open.
- 8 You really need _____ the car. It's filthy.

/8

2 Reported speech

Complete the second sentence so that it means the same as the first.

- 1 'I won't eat any more.'
The little boy refused _____.
- 2 'You should go skiing. You'll love it.'
He encouraged Jane _____.
- 3 'Sorry I'm late.'
The teacher apologized _____.
- 4 'OK. We'll meet there at 3.30.'
They agreed _____.
- 5 'I really don't think you should buy it.'
She persuaded him _____.
- 6 'I'm paying for the meal and I don't want any arguments.'
She insisted on _____.
- 7 'I didn't steal their car.'
He denied _____.

/7

3 Clauses of contrast and purpose: in spite of, so that, etc.

Match the sentence halves.

- | | |
|--|--------------------------|
| 1 We enjoyed the meal because of ... | <input type="checkbox"/> |
| 2 I'm going to have a dessert in spite of... | <input type="checkbox"/> |
| 3 Keep an eye on the sauce so that ... | <input type="checkbox"/> |
| 4 I'm really hungry though ... | <input type="checkbox"/> |
| 5 I never eat chocolate so as not to ... | <input type="checkbox"/> |
| 6 I eat a lot of burgers although ... | <input type="checkbox"/> |
| 7 It was an excellent meal despite ... | <input type="checkbox"/> |
| 8 We haven't got enough bread to ... | <input type="checkbox"/> |
| 9 I never eat vegetables even though ... | <input type="checkbox"/> |
| 10 I only had fruit for ... | <input type="checkbox"/> |
-
- | | |
|----------------------------|--------------------------|
| a they're not good for me. | f it doesn't burn. |
| b put on weight. | g dessert. |
| c I know they're healthy. | h the wonderful cooking. |
| d the unfriendly waiters. | i make sandwiches. |
| e being on a diet. | j I had a big breakfast. |

/10

VOCABULARY

4 Crime and punishment

Which one is different? Why?

- 1 burglar, pickpocket, hijacker, shoplifter
- 2 theft, blackmail, bribery, smuggler
- 3 verdict, judge, jury, witness
- 4 catch, arrest, guilty, charge
- 5 court, prison, fine, police station

/5

5 Truth and lies

Cross out the wrong word.

- 1 I promise I'm telling you the **true**/truth.
- 2 I wouldn't trust him. He's an awful **lie**/liar.
- 3 Have you ever **cheated**/deceived at cards?
- 4 She's not really sad. She's just **cheating**/pretending.
- 5 I'm not very good at **keeping**/saving secrets.

/5

6 Verbs for reporting speech

Write the correct reporting verb.

- 1 'I'll love you for ever.' _____
- 2 'If you make a sound, I'll shoot.' _____
- 3 'Don't forget to post the letter.' _____
- 4 'It's very dangerous.' _____
- 5 'I can tell you about a great hotel.' _____

/5

7 Business

Complete with the correct verb.

- 1 _____ a profit
- 2 _____ bankrupt
- 3 _____ business (with e.g. another company)
- 4 _____ a product on TV
- 5 _____ a new company (= start)

/5

8 Compound nouns

Complete with compound nouns.

- 1 I read a fascinating article about Madonna in a m _____ m _____.
- 2 The company is negotiating an important b _____ d _____.
- 3 Nescafé is a well-known b _____ n _____.
- 4 Asterix and Charlie Brown are both famous c _____ c _____.
- 5 A Do you think it'll rain?
B Well, they said it would on the w _____
f _____ this morning.

/5

TOTAL MARKS /50

Communication

5 B Memory techniques A

- a Read about the *Linkword* method. Explain to **B** what the method is and how to use it.

How to learn new words

The *Linkword* method can increase your ability to remember words by up to three times. It works by linking a foreign word to a word in your own language that sounds like the word that you want to remember. For example if you are an English person learning Turkish, the Turkish word for blood is *kan*: this sounds like the English *can* as in 'a can of cola'. So you imagine 'a can of blood'. Or you are a Spanish student learning English. You are trying to remember the word *crucial* (= very important): it sounds like the Spanish word *cruz* which means 'cross', so you imagine 'a diary page with a big cross on it'. You must spend at least ten seconds thinking about each picture or it will not stick in your mind. It works for any language, and you can learn around 150 to 200 words a day using this method.

- b Read the definitions of the following five words. Use the *Linkword* method to memorize them.

- 1 a **gambler** /'gæmblə/ a person who plays cards, etc. for money
- 2 a **teetotaller** /ti:'təʊtəl/ a person who doesn't drink any alcohol
- 3 a **midwife** /'mɪdwaɪf/ a kind of nurse who helps a woman to give birth
- 4 a **plumber** /'plʌmə/ a person who repairs water pipes, etc.
- 5 a **conman** /'kɒnmæn/ a person who tricks you into giving him/her money

- c Use the *First Letter Memory Aid* technique to remember the following uncountable nouns that can be used with *a piece of*.

You can change the order of words if you like.

furniture information advice news luck equipment
luggage rubbish

- d Test each other to see which method worked best.

5 C Are you telepathic? A and B

- 1 50% of people draw a building, circle, or square. 15% a boat or cat.
- 2 Most people draw a triangle in a circle, or a square in a circle.
- 3 Almost everyone says seven.
- 4 Most people choose 35 or 37.
- 5 One in four people say 22 or 23.

6 C Why do they do it? A

Take turns to ask your questions. When you answer **B**'s questions, you mustn't use *because*. Try to use:

To/So as not to ... So that ... Because of ...

Continue the conversation.

Why do ...?

- ... people get married
- ... people tell lies
- ... people take early retirement
- ... many couples today only want one child
- ... people drive too fast

7 A Forbidden words A

You have several words which you have to define to each other using *feel*, *smell*, etc. However in your definition you **can't** use certain key words which are 'forbidden'.

- a Define the word *ashtray* to **B**. You can't use any of the 'forbidden words', e.g. *cigarette*, *smoke*, etc. and you **must** use one of the verbs of the senses, e.g. *feel*, *smell*, etc.
- b Try to guess **B**'s first word.
- c Repeat for the other words.

ashtray	cake	fur coat	ice	rose	organ
cigarette	birthday	soft	cold	flower	instrument
smoke	dessert	clothes	drink	plant	church
burn	oven	wear	water	red	Bach
plate	chocolate	animal	snow	garden	electronic

This activity is based on the game *Taboo*.

7 C Guess the sentence A

You and **B** both have the same sentences, but where you have words in **bold**, **B** has gaps, and vice versa.

- a Read through your sentences and spend a few minutes thinking about how you could complete the gaps.
 - 1 My neighbours are **such** ____ that nobody likes them.
 - 2 There were **so many photographers** outside that the actress could hardly get out of the car.
 - 3 It was **such** ____ that nobody laughed.
 - 4 I had **such a terrible cold** that I was coughing and sneezing all day.
 - 5 My dress was **so** ____ that I could hardly breathe.
 - 6 His hair was **so long** that I almost didn't recognize him.
 - 7 It was **such** ____ that we decided not to go out.
 - 8 Their flat's **so tiny** that there isn't room for all their furniture.
 - 9 My boss is **so** ____ that you can't argue with him.
 - 10 Jim's **such a dangerous driver** that he's had three crashes in the last two weeks.
 - 11 She tells **so** ____ that now nobody believes a word she says.
 - 12 It was **such a serious crime** that the man was given a life sentence.
- b Now try to complete sentence 1. If you say the exact words **B** has in bold, **B** will say *That's right*. If not, **B** will say *Try again* or *Almost*.
- c Now **B** will try to complete sentence 2. If he/she says the exact words you have in bold, say *That's right*. If not, say *Try again*.

5 B Memory techniques

- a Read about the *First Letter Memory Aid* technique. Explain to A what the method is and how to use it.

Learning lists

One of the most common aids to memory is the *First Letter Memory Aid*. It involves learning the first letter of the points, or words in a list that you want to learn, e.g. for an exam. Studies show that the 'it's on the tip of my tongue' feeling that people get when their memory is blocked can be helped by prompting with the first letter of the forgotten word. So first, list the points or (key) words you want to remember. Then take the first letter of each word and turn them into a silly sentence or phrase. For example, suppose you want to remember 'New York, London, Paris, Tokyo, Madrid, and Berlin' (in that order): take the initials of each city and make a sentence (in your language), e.g. 'Nobody Likes Pizza with Tomatoes, Meat, and Bread'. Then imagine a horrible pizza with bits of bread, meat, and tomatoes. The image will then help you remember the sentence, and then the words.

- b Read the definitions of the following five words. Use the *Linkword* method to memorize them.
- 1 a **gambler** /'gæmblə/ a person who plays cards, etc. for money
 - 2 a **teetotaller** /ti:'təʊtlə/ a person who doesn't drink any alcohol
 - 3 a **midwife** /'mɪdwaɪf/ a kind of nurse who helps a woman to give birth
 - 4 a **plumber** /'plʌmə/ a person who repairs water pipes, etc.
 - 5 a **conman** /'kɒnmæn/ a person who tricks you into giving him/her money
- c Use the *First Letter Memory Aid* technique to remember the following uncountable nouns that can be used with *a piece of*. You can change the order of words if you like.

furniture information advice news luck equipment
luggage rubbish

- d Test each other to see which method worked best.

6 C Why do they do it?

Take turns to ask your questions. When you answer A's questions, you mustn't use *because*. Try to use: *To/So as not to ... So that ... Because of...*

Continue the conversation.

Why do ...?
... people go on holiday
... many women work outside the home
... people have children
... people drink alcohol
... people do sports

7 A Forbidden words

You have several words which you have to define to each other using *feel*, *smell*, etc. However in your definition you **can't** use certain key words which are 'forbidden'.

- a Try to guess A's first word.
b Define the word *sun* to A. You can't use any of the 'forbidden words', e.g. *summer*, *weather*, etc. and you **must** use one of the verbs of the senses, e.g. *feel*, *smell*, etc.
c Repeat for the other words.

sun	lemon	burglar alarm	UFO	ketchup	pillow
summer	orange	burglar	space	tomato	bed
weather	yellow	protect	sky	sauce	head
hot	fruit	car	lights	mustard	sleep
sky	eat	house	fly	hamburger	cushion

This activity is based on the game *Taboo*.

7 C Guess the sentence

You and A both have the same sentences, but where you have words in **bold**, A has gaps, and vice versa.

- a Read through your sentences and spend a few minutes thinking about how you could complete the gaps.
- 1 My neighbours are **such unfriendly people** that nobody likes them.
 - 2 There were **so** _____ outside that the actress could hardly get out of the car.
 - 3 It was **such a bad joke** that nobody laughed.
 - 4 I had **such** _____ that I was coughing and sneezing all day.
 - 5 My dress was **so tight** that I could hardly breathe.
 - 6 His hair was **so** _____ that I almost didn't recognize him.
 - 7 It was **such awful weather** that we decided not to go out.
 - 8 Their flat's **so** _____ that there isn't room for all their furniture.
 - 9 My boss is **so pig-headed** that you can't argue with him.
 - 10 Jim's **such** _____ that he's had three crashes in the last two weeks.
 - 11 She tells **so many lies** that now nobody believes a word she says.
 - 12 It was **such** _____ that the man was given a life sentence.
- b A will try to complete sentence 1. If he/she says the exact words you have in bold, say *That's right*. If not, say *Try again* or *Almost*. A must continue until he/she says the exact words.
c Now try to complete sentence 2, etc.

BUSINESS

A Verbs and expressions

a Complete with verbs from the list (some verbs are used more than once).

advertise be become expand export go have import make manufacture market merge set up take over

_____ a **company** (start)
 _____ a **product** (make in a factory)
 _____ on TV/in the press
 _____ a product (sell using advertising)

_____ **successful**
 _____ a **profit**
 _____ (grow, become bigger)
 _____ to another country
 _____ from another country
 _____ **the market leader**
 _____ another company (get control of sth)
 _____ with another company (join)

_____ a **loss** (lose money)
 _____ **debts** /dets/ (owe money)
 _____ **bankrupt** (not be able to pay your debts)
 _____ **out of business**

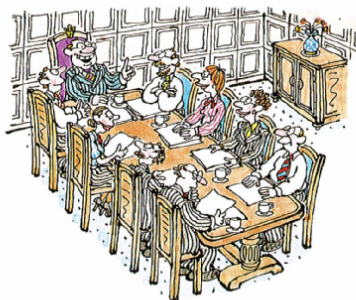
b Underline the stress on the words in **bold**.
 Practise saying the words.

c Cover the verbs. Test yourself.

d Put the nouns under **do** or **make** to complete business expressions.

business /'biznis/ **money** **marketing** **work**
a profit/a loss **a job** **a deal** (a business agreement)
paperwork **sb redundant** (dismiss sb because he/she isn't needed any more)

do	make
_____	_____
_____	_____
_____	_____
_____	_____



B Organizations and people

a Match the words and definitions.

a **business/company** a **chain** a **client** a **colleague**
 a **customer** a **competitor** **the (Managing) Director** an **executive**
the manager a **multinational** **the owner** **the staff**

ORGANIZATIONS

- _____ an organization which produces or sells goods (things for sale) or provides (gives) a service
- _____ a company that has offices or factories in many countries (e.g. BP)
- _____ a group of shops, hotels, etc. owned by the same person or company (e.g. Benetton)

PEOPLE IN BUSINESS

- _____ the person who **owns** a business (e.g. a shop)
- _____ the group of people who work for a particular organization
- _____ someone who receives a **service** from a professional person (e.g. a lawyer)
- _____ a person who buys **goods** (things for sale) or services, e.g. from a shop or restaurant
- _____ a person, company, or product that is trying to do better than the others
- _____ a person who works with you
- _____ a person who has an important **position** in a company
- _____ the person who **manages or controls** a company or organization
- _____ the person who is **in charge of** part of an organization (e.g. a shop)

b Underline the stress. Practise saying the words.

c Cover the words. Look at the definitions. Remember the words.

3 AN INFORMAL LETTER / E-MAIL

a Read the letter. Guess the missing phrases.

24 Arlington Road
London NW8
28 October 2001

Dear [1],
Thanks for your letter. [2] but I've been really busy. [3] I've managed to persuade my parents to let me spend a year in your country learning the language! So I hope we'll be able to see each other when I'm there. I've applied for courses in several cities, so I don't know exactly where I'll be going yet.

I must admit that now I am starting to get a bit worried. Now that it's definite that I'm going, I've started to wonder how I'll adapt to living there. How easy do you think it is for someone from England to get used to living in your country? As you know, I've only been there on holiday and I'm sure living there is going to be very different. What kind of problems do you think I might have? I'd really like your advice.

[4] as I have to go and pick up my little brother from school. [5], or if it's easier, send me an e-mail from the university. My e-mail address is Renton@btelecom.uk.
[6] I hope they're both well.
[7]

Best wishes
Andy

b Choose a possible phrase for gaps 2–7 (1 = your name).

Opening expressions	Closing expressions
It was great to hear from you	Write soon
I'm sorry I haven't written for so long/for ages	Looking forward to hearing from you
I've got some good news!	Hoping to hear from you soon
I was really sorry to hear ...	(Anyway) I have to finish now
This is just a quick note to tell you...	(Well) that's all for now
	(Give my) regards/love to your (parents)

Tips for writing an informal letter

- Put your address and the date in the top right-hand corner (but NOT your name).
- Begin *Dear (Jane)* NOT **Hello**. Use a comma (,) NOT a colon (:).
- Use informal language (contractions, colloquial expressions, etc.).
- Always divide your letter into at least three paragraphs.
- Show that you are going to end the letter by using a 'finishing' sentence (*Well, that's all for now.*) Put *Best wishes/ Regards* or (*Lots of*) *love* if it's a close friend.
- If you have forgotten something, add it at the end with PS.

Writing an informal e-mail

Follow the rules for an informal letter but ...

- don't put your address or the date.
- you can begin *Hi* + name, or simply *Hi/Hello*.

4 A BIOGRAPHY

Read the biography. Complete with prepositions from the list.

A biography of Oscar Wilde



Oscar Wilde was born ¹ ___ Dublin ² ___ 16th October 1854. He went to school in Enniskillen, and ³ ___ he was 17 he went to Trinity College Dublin. Three years ⁴ ___ he went to Oxford University. He wrote his first poem ⁵ ___ he was travelling in Italy during the summer vacation.

Immediately ⁶ ___ leaving Oxford he moved to London, where he lived ⁷ ___ the next 18 years. He married Constance Lloyd in 1884 and they had two sons. Wilde's first big success came in 1892 with his play *Lady Windermere's Fan*, and he soon became famous for plays like *An Ideal Husband* and *The Importance of Being Earnest*, and his novel *The Picture of Dorian Grey*.

However ⁸ ___ 1895 he was arrested for immoral behaviour, because of his intimate friendship with Lord Alfred Douglas, and was sentenced to two years in prison. ⁹ ___ his imprisonment he wrote one of his most beautiful works, *De Profundis*.

¹⁰ ___ he was released from prison he went to live in France, where he died ¹¹ ___ 30th November 1900, a broken man.

after (x2) during for in (x2) later
on (x2) when while

Tips for writing a biography

- Write at least three paragraphs, one for the birth and early years, one (or two) for the middle years, and one for the last years.
- Link events with time expressions (*Immediately after*).
- Use narrative tenses. If the person you're writing about is still alive, you may want to use *Since* + present perfect in the last paragraph (*Since he retired he's spent a lot of time travelling*).
- Be careful with prepositions of time.

File 6C. Secret stories

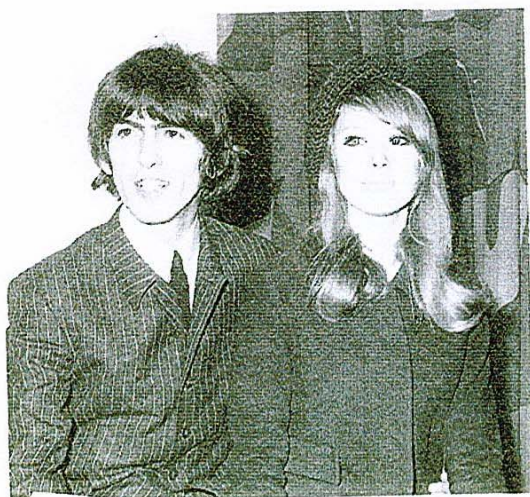
**Clauses of contrast and purpose
Business
Compound nouns**

1. LISTEN BETTER (1). *Listening for gist and detail*

Do you remember George (the radio journalist of File 4A) and his wife Sarah? Sarah is also a journalist. She works for the 21st Century magazine. It publishes latest current articles and journalistic research. For the next number of the magazine, her boss, Julian, has told her to write about the story behind three popular pop songs. He even supplies her with a case that contains two interesting materials: a cassette of a radio programme called “The story behind the song” and some photographs of the people involved in that story.

1.a. *Sarah goes home to start working on the article. When she opens the case she immediately looks for the pictures.*

Can you identify any of the people in the photos below? (EFUI TB 89/5.a; EFUI SB 99/5.a.)



1.b. *Sarah plays the tape and learns the name of the three songs as well as what they all have in common. Listen once to a radio programme called “The story behind the song”.*

Write the names of the three songs. What have all the three songs in common?
(EFUI TB 89/5.a; EFUI SB 99/5.a. The original activity included two sub-activities that I have divided into two separate exercises).

1.c. *Sarah then plays it once more and makes notes about the love triangle and the three songs.*

Listen again for more detail about the love triangle and the three songs. Compare what you understood with your partner. (EFUI TB 89/5.b; EFUI SB 99/5.b.).

2. SONG. *Wonderful tonight*

Sarah is curious about the last song, Wonderful tonight.

2.a. *She finds an Eric Clapton's record with it at home, but realises that its quality is very bad: some words are hardly decipherable.* Read the lyrics of the song. In most lines there is one word missing. Listen once and mark where the missing words go. (EFUI TB 175/1; EFUI SB 98/6. This and the following activity are not included in the EFUI SB but have literally been taken from the teaching suggestion in the EFUI TB to exploit the song).

2.b. *Sarah decides to play the song once more and tries to guess the undistinguishable words.* Listen again. What are the missing words? (EFUI TB 175/2; EFUI SB 98/6)

Wonderful tonight

- 2 It's late in the evening, she's wondering what to wear
 She puts on her make up and brushes her long hair
 And then she asks me, 'Do I look all right?'
- 4 And I say, 'You look wonderful tonight'.
-
- 6 We go to a party and everyone turns to
 This beautiful lady that's walking with me.
 And she asks me, 'Do you feel all right?'
- 8 And I say, 'Yes, I feel wonderful tonight'.
-
- 10 I feel wonderful tonight because I see the love in your eyes.
 And the wonder of it all is that you don't realize
 How I love you.
-
- 12 It's time to go home and I've got an aching head,
 So I give her the keys, she helps me to bed.
- 14 And then I tell her as I turn out the light, I say,
 'Darling, you were wonderful tonight'.



3. FOCUS ON NEW LANGUAGE (1). Clauses of purpose and reason: to, so as to, so that, because (of), for

Sarah arranges her notes: she chronologically orders them and completes some details. Then, she listens again to the radio programme to check.

3.a. Complete Sarah's sentences from memory. Complete the sentences from memory. Listen and check. (EFUI TB 90/7.a; EFUI SB 99/7.a.)

1. George wanted to write a song **to**...
2. Their relationship began to deteriorate, mainly **because**...
3. Patti began flirting with Eric **so as to**...
4. Eric decided to write a song about Patti **so that**...
5. Eric wrote Wonderful tonight **for**...
6. Patti and Eric broke up mainly **because of**...

3.b. After which connectors do you continue...? (EFUI TB 90/7.b; EFUI SB 99/7.b)

With a verb in the infinitive _____,

With a subject and a verb _____,

With a noun _____,

3.c. Check with the rules. (EFUI TB 90/7.c; EFUI SB 99/7.c)

Use (*in order*) *to*, *so that*, *so as to*, and *for* to express a purpose for doing something.

Use *because* or *because of* to give the reasons for doing something.

PURPOSE (objective of an action)		
I went to the bank	(in order) to so as to for so (that)	take out some money. a meeting with the manager. I could pay my friend back.

REASON (explanation for an action)		
I was completely broke	because because of	I'd had an expensive holiday. my expensive holiday.

- *in order to* and *so as to* are more formal than *to*.
- After *so that* use a subject + verb, normally a modal verb (*can*, *could*, *would*, etc.).

She gave him a map so that he wouldn't get lost. NOT ~~he didn't get lost.~~

! You can't use *to* to express a negative response. Use *so as not to*.

We hurried so as not to miss the bus. NOT ~~I hurried not to~~

4. PRACTICE (1.1). Clauses of purpose and reason: to, so as to, so that, because (of), for

Back in her office, Sarah overhears a conversation between her boss Julian and one of her colleagues, Nick. They are in the Julian's office (next door to Sarah's). Complete the sentences that Sarah heard with to, so as not to, for, so that, because, or because of.

Complete with *to, so as not to, for, so that, because, or because of*.

(EFUI TB 90/7 Practice a; EFUI SB 99/7 Practice a. The wording and ordering of the sentences are slightly different from the original so that the statements could better fit in the communicative stage. For instance, sentence 4 in the EFUI SB is number 7 in this new unit and reads as follows: "I'll send him an e-mail _____ tell him that we're definitely going to his meeting." Sentence 5 in the EFUI SB appears in my adaptation as number 8 with this wording: "Julian, did I tell you that we were very late for the concert _____ the terrible traffic?". The new ordering (expressed with the numbers of the original sentences) is as follows: 3, 2, 1, 10, 6, 9, 4, 5, 8, 7).

1. We always lock all the windows _____ there have been robberies near the newspaper's office.
2. They had to make a lot of workers redundant in "The Friday news" journal _____ it could survive.
3. Paul never talks about his private life _____ protect his family.
4. Did you know that he has been very depressed recently _____ his job?
5. Yes, his family paid the criminals a lot of money _____ their son would be released unharmed.
6. I'll send him an e-mail _____ tell him that we're definitely going to his meeting.
7. When Richard's sister asked me if I liked her dress, I told her a white lie _____ hurt her feelings.
8. Julian, did I tell you that we were very late for the concert _____ the terrible traffic?
9. I'm going to work late on Friday night _____ have to do any work at the weekend.
10. My brother's saving _____ a new car.

Right answers:

1: because; 2: so that; 3: to; 4: because of; 5: so that; 6: to; 7: so as not to; 8: because of; 9: so as not to; 10: for

5. BUILD YOUR VOCABULARY. *Compound nouns*

In English there are many compound nouns (two nouns together) where the first noun (always singular) is used as an adjective to describe the second noun.
 e.g. *a love story a bus stop*

Sarah hears laughter coming from Julian’s office. Her boss was now telling Nick that he was going to be promoted to the post of the sub-director of the 21st Century magazine. Sarah becomes furious because Julian had already promised her that post. She is determined to do another article to make Julian change his mind. She then thinks that a good story would be one related to the functioning of a world business company created by a self-made person. This business person could add a human touch to the story, similar to what happened in the three songs. So she starts researching for her story on the Internet with a long list of key business words.

5.a. *Discover some of Sarah’s key words by making compound nouns using words from this list. Make compounds using words from the list. Some words can be used more than once. Notice that terms other than those related to companies and music industry are included too. (EFUI TB 90/8.a; EFUI SB 100/8.a. Please first highlight the following terms as those belonging to Sarah’s list (those terms actually related to companies and music industry, such as “brand name”, “business deal”, “cartoon character”, “designer clothes”, “family company”, “music business/magazine”, “toy box/manufacturer”))*

bin	box	business	character	clothes	deal
detector	forecast	magazine	manufacturer	name	park
shopping	song	thief			

1. window _____
2. brand _____
3. business _____ / _____
4. car _____ / _____
5. cartoon _____
6. designer _____
7. family _____
8. letter _____
9. lie _____
10. love _____
11. music _____ / _____
12. rubbish _____
13. safari _____
14. toy _____ / _____
15. weather _____

5.b. Compare in pairs. Have you got different ones? Cover the second nouns. Test yourself. (EFUI TB 90/8.b; EFUI SB100/8.b)

6. BETTER PRONUNCIATION (1). *Stress on compound nouns*

Compound nouns are almost always stressed on the first word.

T6.14 Practise saying the compound nouns in 5.a. above. Listen and check. (EFUI TB 90/Better Pronunciation a; EFUI SB 100/Better Pronunciation a)

7. VOCABULARY BUILDER. *BUSINESS*

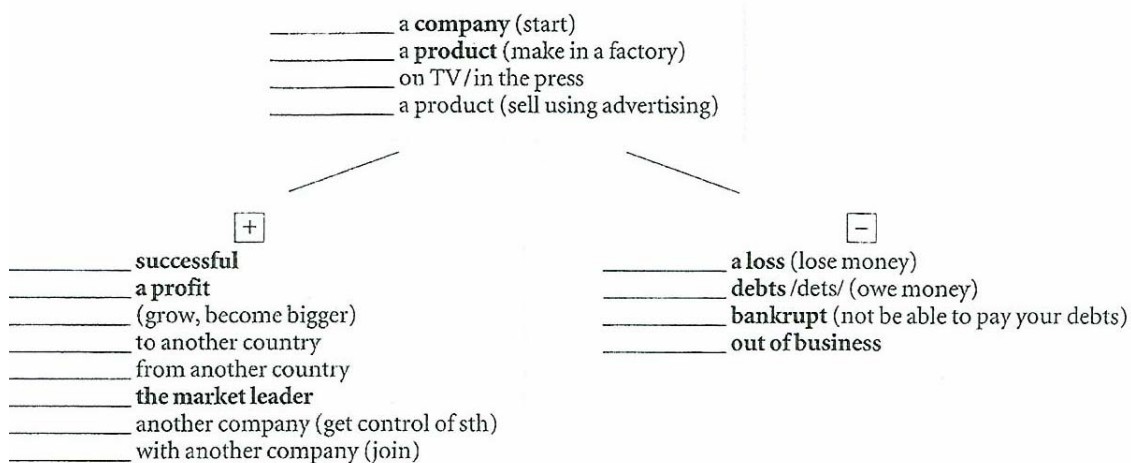
Verbs and expressions

This search has provided Sarah a huge amount of links to companies. So she is forced to drastically refine her search on the Internet. She then uses other more specific key words. Do exercises 7.a.-7.c. to discover which key words she used. (These exercises were originally included in the last activity of Read Better (1.e.)).

7.a. Complete with verbs from the list (some verbs are used more than once). (EFUI TB 87/1.e; EFUI SB 97/1.e; 139/A a)

7.b. Underline the stress on the words in bold. Practise saying the words. (EFUI TB 87/1.e; EFUI SB 97/1.e; 139/A b)

advertise be become expand export go have import make manufacture market merge set up take over



7.c. Cover the verbs. Test yourself. (EFUI TB 87/1.e; EFUI SB 97/1.e; 139/A c).

7.d. Sarah noticed certain business expressions in the texts she found. Put the nouns under **do** or **make** to complete the business expressions that she read. (EFUI TB 88/1.e; EFUI SB 97/1.e; 139/A d)

<i>do</i>	<i>make</i>

8. GET IT RIGHT

With this new search Sarah obtains a more reduced list of links concerning the following multinational companies.

Pronouncing international brand names

8.a. How do you pronounce the brand names that Sarah obtained in her second search? How do you pronounce the brand names below? (EFUI TB 89/4 (Get It Right a); EFUI SB 98/4 (Get It Right a))

1. in your language
2. in English (use the phonetics to help you)

8.b. **T6.10** Listen and check. (EFUI TB 89/4 (Get It Right b); EFUI SB 98/4 (Get It Right b))

Nike /'naɪki:/	Kleenex /'kli:neks/
Parker /'pɑ:kə/	Cadbury's /'kædbɪrɪz/
Kodak /'kəʊdæk/	Perrier /'perɪ:ɪ/
Chanel /ʃə'nel/	Levi's /'li:vəɪz/
Swatch /'swɒtʃ/	Coca-Cola /'kəʊkə 'kəʊlə/
Sony /'səʊni/	Ariel /'eəri:əl/
Martini /mɑ:'ti:ni/	Kellogg's /'kelɒgz/
Nescafé /'neskæfeɪ/	Ericsson /'erɪksən/

9. PRACTICE (1.2.). *Clauses of purpose and reason: to, so as to, so that, because (of), for*

Feeling very tired, Sarah decides to take a taxi and come back home, where her little daughter Emily and husband have just arrived. Still furious, Sarah tells her husband about the conversation she overheard between Nick and her boss Julian.

What do you think her ending to her sentence was (the first one)?

In pairs, try to guess the endings to the rest of sentences below. Check if your answers coincide with your teacher's. (EFUI TB 90/Practice b; EFUI SB 98/Practice b. I put the original fifth sentence as the first one in the adapted version to better contextualize this communicative stage. The new ordering (expressed with the numbers of the original sentences) is as follows: 5, 1, 2, 3, 4, 6).

1. I'm sure Nick only got the post because ...
2. What a disaster! I arrived late for...
3. The actress wore dark glasses so that...
4. I took a taxi so as not...
5. We've been saving for two years to...
6. We had to wait six hours at the airport because of...

10. MAKING CONVERSATION

After her husband has calmed her down, Sarah feels ready to start studying her material. She firstly devises a brief schedule with questions about several main aspects of each one of the companies listed in activity no. 8.a on page 439.

*Look at her questionnaire. Look at the questionnaire. In small groups, talk about some of the brands. Try to use the words in **bold**. (EFUI TB 89/4; EFUI SB 98/4)*

1. Which country is the **brand** from? What are their products?
2. Is this brand the **market leader** in your country?
3. Who are their main **competitors**?
4. Why do you think this brand is **well known**?
 - a) because of **marketing**
 - b) because of **the quality**
 - c) because of the **price**
 - d) other reasons
5. Have you ever bought any of their **products**?

11. BETTER PRONUNCIATION (2). *Stress on compound nouns*

Compound nouns are almost always stressed on the first word.

Sarah feels quite disappointed once she has revised all the texts. They are not interesting at all: they only offer sales statistics and very ordinary stories about how they were set up. Exhausted, she starts playing a spontaneous guessing game with her daughter Emily. She asks here questions whose answers are the words contained in the list of activity no. 5.a.

Answer Sarah's questions to her daughter with a compound noun. Answer with a compound noun. Stress them correctly. (EFUI TB 90/Better Pronunciation b; EFUI SB 100/Better Pronunciation b)

1. Where do you park your car?
2. What can you normally hear at the end of the news?
3. What kind of company is **Lego**? (This one appears as *O&M Hausser* in the EFUI SB)
4. Who is Bart Simpson?
5. What kind of things do top models wear?
6. Where can you see wild animals that are not in cages?
7. What do you call a person that steals cars?
8. What are Nike, Nescafé, and Ariel?
9. Where does the postman put your mail?
10. Where should you throw sweet papers?

12. READ BETTER. *Remembering who's who*

Emily gets tired of this guessing game and begins playing with one of her multiple Barbies. While Sarah is contemplating her, she suddenly realises that she's got the ideal type of company for her article: a toy manufacturer. How could she not have thought of it before? She thinks that Mattel (Barbie's manufacturer) could well serve her purposes. It is known worldwide and has a long tradition (she herself had even played with Barbies!). Excited, Sarah quickly phones several friends with little daughters too. She wants to get a first impression of Barbie's popularity.

12.a. *Look at the following improvised questions Sarah asked her friends. Talk to a partner.* (EFUI TB 87/1.a; EFUI SB 96/1.a).

1. What kind of toys did you use to play with?
2. What was your favourite toy? Why?
3. Which toys were in fashion when you were a child? Are they still in fashion today?

12.b. *Sarah is now absolutely persuaded of the potential of Mattel's star product, Barbie. She rushes again to her computer and searches on the Internet for articles related to this doll. Just by chance, she finds the following one by The Times titled "Barbie: her secret story". Intrigued, Sarah quickly reads it to discover the secret.*

You are going to read the article found by Sarah and called Barbie: her secret story. You are going to read an article called Barbie: her secret story. Quickly read up to line 36. According to the text, what is her secret? (EFUI TB 87/1.b; EFUI SB 96/1.b).

Barbie her secret story

Barbie, the glamorous blonde doll beloved by little girls around the world, is an icon of American femininity. She is also the most long-lived toy on the market, a fact that was celebrated throughout the world when she recently had her 40th birthday.

But in a tiny village in Bavaria there was no celebration, only bitterness and regret. In the Hausser home, Rolf and Lily ignored the global celebrations and instead complained bitterly, as they have done so many times over the past four decades, about how badly they have been treated by history, or, to be more accurate, by

Barbie's secret history. Like many stars, Barbie



Adapted from *The Times*

96

is not what she seems. Not only is she older than her official age, but Barbie is not her real name, and what's more, she isn't even American, she's German.

Barbie's real name is in fact Lili. She is 45, not 40, and was born in a small town near Nuremberg. The secret story of the Barbie doll is about small-town naivety against big business determination. Above all, it is a story of the tragedy of a bitter old man, a man who has been erased from Barbie's history so completely that only a few people in the world know that he was the true creator of the Barbie doll. But instead of making a fortune when she became a worldwide success, Rolf Hausser lost everything he owned.

It was in 1952 that Lili was born, in her first incarnation – as a cartoon character for the daily German newspaper *Bild Zeitung*. Their cartoonist Beuthin had the idea of a girl who was sexy, but essentially innocent, with a snub nose and a face like an angel. She was named Lili, and by 1955 she was so popular that Beuthin suggested that a doll should be made as a present for visitors to the newspaper. After many attempts to find the right toymaker, he finally found Rolf Hausser, the son of a famous toy manufacturer, who together with his brother Kurt had set up a very successful toy company called O&M

Hausser. Rolf was fascinated by the idea of making a doll with the shape and curves of a mature woman, and he agreed to try.

Lili the doll went on the market on August 12 1955, and became an overnight success. Unlike any other dolls of her time, she was not a baby, but a fully grown modern young woman, with flexible limbs. She had all sorts of clothes, beach clothes, ski-wear and formal dresses, all made by Martha Maar, Rolf's mother-in-law. She even had mini-skirts years before they came into fashion. Lili became popular all over Western Europe, and was sold in America and Britain, although in much smaller quantities. Within weeks there were so many orders that O&M Hausser could not keep up with the demand.

In 1956 a woman called Ruth Handler went to Lucerne, in Switzerland, for a holiday with her husband Elliot, daughter Barbara, and son Ken. Ruth and Elliot Handler were the co-founders of Mattel, a big toy manufacturer in the USA. When Barbara, then 15, pointed out the Lili doll in a shop window, Ruth was intrigued. She had never before seen a doll that was a mature adult figure, and at once saw the potential for the American market. She bought a doll and took it home in her suitcase. Back in the States she sent two of her employees to Japan to find a manufacturer who could make a similar doll. By 1959 the doll had been perfected and was being sold in America, having been renamed Barbie, after Ruth's daughter.

It is sometimes a problem understanding a text where there are a lot of names. As you read, stop and make sure you know who or what they refer to.

12.c. *As she is reading, Sarah becomes aware of the great amount of proper names involved in the story. She highlights them so as to remember who and what they refer to.*

Read on. *Then see if you can remember the names highlighted by Sarah: who/what are they?* (EFUI TB 87/1.c; EFUI SB 96/1.c.)

Barbara and Ken	Lili	Martha Maar
Beuthin	O&M Hausser	Mattel
<i>Bild Zeitung</i>	Rolf Hausser	Lucerne
Kurt	Ruth Handler	Elliot

12.d. *Sarah reads the article once again in a more relaxed way. She makes some notes which summarise the main points.*

Read the whole text again carefully, guessing the new words from context. *Say if Sarah's summarising statements are T (true) or F (false). Say if the following are T (true) or F (false). Explain why.* (EFUI TB 87/1.d; EFUI SB 96/1.d).

1. The secret about Barbie is that she wasn't invented by an American company.
2. Beuthin decided to have a doll made to give as a present to people.
3. He quickly found the right toymaker.
4. O&M Hausser became a well-known company because of the Lili doll.
5. The Lili doll was named after Rolf Hausser's wife.
6. What made Lili different was that she had so many different clothes.
7. Lili became successful very quickly.
8. Ruth Handler bought a Lili doll as a present.

12.e. *Sarah also highlights several words/phrases in the text related to 'business'. She adds them to her list of key words for possible future new searches. It's very late at night, so she goes to bed.*

Highlight words/phrases in the text related to 'business'. In pairs, discuss what they mean. (EFUI TB 87/1.e; EFUI SB 97/1.e.).

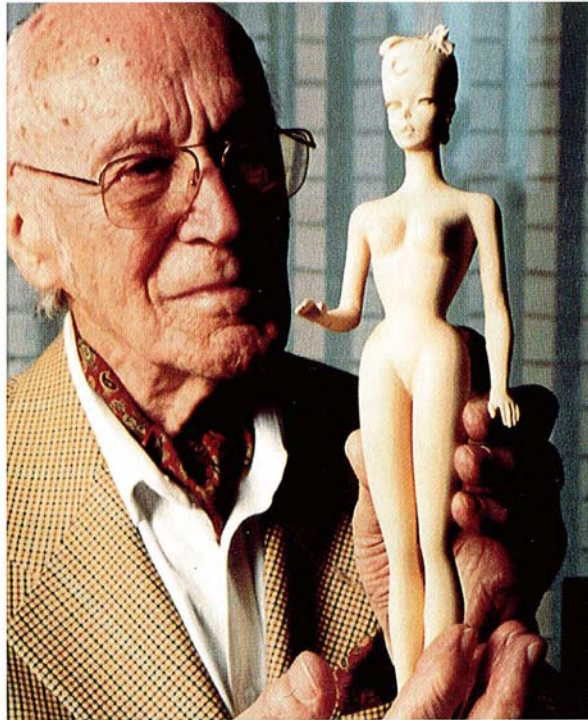
13. PRACTICE (1.3.). *Clauses of purpose and reason: to, so as to, so that, because (of), for*

The following day at work Sarah is still fascinated by this secret story not known by most of the public. She is resolved to change the topic of her article: instead of describing how Mattel works, she will investigate the real authorship of Mattel's star product. Thus Sarah decides to fly to Nuremberg to interview Rolf Hausser. She wants to get his opinion about Ruth Handler's behaviour, something which had never seen the light before and which would add a human touch to her article. She goes to George's radio station office to tell him about her decision. He was on air doing his programme with a very prestigious sociologist and psychologist who was responding to certain audience's questions. Can you answer them?

"Why do they do it?" Student A goes to Appendix 1 (page 451) and Student B goes to Appendix 2 (page 452). Talk about why people do things. (EFUI TB 90/Practice c; EFUI SB 99/Practice c)

14. LISTEN BETTER (2). *Following a story: time connectors*

When you are trying to follow a story or sequence of events, listen for when the speaker uses a time connector (*then, later, one day, etc.*). They often tell you that an important part of the story is coming.



14.a. *Sarah packs and leaves for Heathrow Airport to take the first plane to Berlin. Once installed in Nuremberg, she manages to find Rolf Hauser. He accepts to be interviewed and to have this interview audio recorded.*

Listen once to a radio interview with Rolf Hauser.

(EFUI TB 88/2.a; EFUI SB 97/2.a. I have modified the original wording of the third question so that it naturally tied in with this communicative step).

1. What happened to O&M Hauser in the end?
2. What is Rolf Hauser most angry about?
3. What does Sarah say after seeing an original Barbie and a Lili together? (The “two dolls” for the students; I have modified the original wording of this question so that it naturally tied in with this communicative step).

14.b. *Sarah makes some notes as she was listening to Rolf Hausser.*

Listen again and number the events described in her notes in the order they happened.

Listen again. Number the events in the order they happened. Use the time connectors to help you. (EFUI TB 88/2.b; EFUI SB 97/2.b)

- a) The company started to make a loss.
- b) He went to Nuremberg.
- c) Rolf Hausser didn't know that Barbie existed.
- d) The Haussers sold the patent of Lili.
- e) He found out who manufactured Barbie.
- f) Kurt Hausser persuaded his brother not to take Mattel to court.
- g) Rolf Hausser saw some Barbies in a shop window.
- h) Rolf Hausser went bankrupt.

14.c. *Sarah was so impressed after interviewing Rolf Hausser that she phones George. When he heard the story, George told her that the German toy manufacturer should have acted in a different way. Why do you think he believes so?*

What is Rolf Hausser referring to when he says 'It was probably the worst thing we could have done?' What do you think he should have done? Do you feel sorry for him? (EFUI TB 88/2.c; EFUI SB 97/2.c.)

15. FOCUS ON NEW LANGUAGE (2). *Clauses expressing a contrast*

15.a. *After hanging up, Sarah starts working on her article. As a good journalist, she makes a summary of the facts that she learnt from Rolf Hausser's interview. Match Sarah's sentence halves to discover what her summary of Barbie's story was.*

Match the sentence halves below to make a summary of Barbie's story. (EFUI TB 88/3.a; EFUI SB 97/3.a.)

- 1. **Even though** she is known worldwide known as Barbie...
- 2. Lili began as a cartoon character **though**...
- 3. Although there were many toy manufacturers in Germany...
- 4. Lili's clothes included mini-skirts **even though**...
- 5. **In spite of** the fact that Lili was popular all over Europe...
- 6. Ruth Handler had never seen a doll like Lili before **despite**...
- 7. Rolf Hausser knew nothing about Barbie **though**...
- 8. He wanted to take Mattel to court **even though**...
- 9. **Despite** the money he received for the patent...
- 10. Rolf Hausser has now been completely forgotten **in spite of**...

- a) they were a much bigger company.
- b) they weren't in fashion yet.
- c) having her own toy company.
- d) her original name was in fact Lili.
- e) it was hard to find someone to make the Lili doll.
- f) not many dolls were sold in the USA.
- g) being Barbie's original creator.
- h) she soon became better known as a doll.
- i) O&M Hausser soon went bankrupt.
- j) she had already existed for some years.

15.b. *In order to get more inspired, Sarah closes her eyes. She firstly tries to remember the events depicted in each sentence and secondly, to visualize them.*

Cover a-j. Complete the sentences from memory. (EFUI TB 88/3.b; EFUI SB 97/3.b)

15.c. Look at sentences 1-10. Focus on the words in bold. (EFUI TB 88/3.c; EFUI SB 97/3.c)

1. Which form is used to express the biggest contrast, *though*, *although*, or *even though*?
2. What are the three main grammatical possibilities after *in spite of* and *despite*?

15.d. Check with the rules. (EFUI TB 88/3.d; EFUI SB 98/3.d)

Use *although, even though, though, in spite of, and despite* to express a contrasting idea.

I enjoyed my trip to India	though although even though	I was quite ill. I was really ill. (= for big contrast)
	in spite of despite	being ill. NOT I was ill my illness. the fact that I was ill.

- After *though, although, and even though* use a subject + verb.
- *Even though* is stronger than *though/although, though* is more informal than *although*.
- After *in spite of* and *despite* use either
 1. a noun
 2. a verb in the -ing form
 3. the fact that + a subject + verb (= more formal)

16. PRACTICE (2.1). *Clauses expressing a contrast*

During a break, Sarah phones Claudia (her friend at work). The following are some sentences of their conversation.

Rewrite the sentences so that they mean the same. (EFUI TB 89/Practice a; EFUI SB 98/Practice a. The targeted structural points of the sentences are exactly the same as in the original. I have slightly altered the ordering and wording of some sentences so that they could fit in better as real extracts from the conversation between Sarah and Claudia. For instance, sentence 5 in the EFUI SB “Despite the fact that I was late the boss wasn’t angry” becomes “Despite the fact that Nick was late for work Julian wasn’t angry with him”. The new ordering (expressed with the numbers of the original sentences) is as follows: 4, 2, 3, 5, 6, 1).

1. Although Julian has a burglar alarm he was burgled again two weeks ago!

Despite _____

2. Even though the newspaper’s carpenter had a perfect alibi, he was arrested for the burglary in Julian’s house.

In spite of _____

3. In spite of being the toy market leader in Germany the company went bankrupt.

Even though _____

4. Despite the fact that Nick was late for work Julian wasn’t angry with him.

Although _____

5. In spite of being the managing director, Julian goes to work by bike.

Even though _____

6. Despite doing no marketing their magazine sells well.

Although _____

Right answers:

1. Despite having a burglar alarm, Julian was burgled again last Sunday.
2. In spite of having a perfect alibi, the newspaper’s carpenter was arrested for the burglary in Julian’s house.
3. Even though the company was the toy market leader in Germany it went bankrupt.
4. Although Nick was late for work, Julian wasn’t angry with him.
5. Even though Julian is the managing director, he goes to work by bike.
6. Although they do no marketing, their magazine sells well.

17. REMEMBER PHRASAL VERBS IN CONTEXT

Sarah and Claudia hang up after a long chat on the phone. Sarah turns on the T.V. and manages to tune in to a British channel where the evening news report is currently being broadcasted. The star story is about Matt (Do you remember him? In File 6A, he is the guy whose car was stolen and recovered afterwards thanks to a photo taken by the thief himself with Matt's camera). Other strange stories are also included. The following are some sentences uttered by the presenter.

17.a. Complete the phrasal verbs from File 6 with the right particles. (EFUI TB 91/Remember Phrasal Verbs a; EFUI SB 100/Remember Phrasal Verbs a)

1. All criminals hope to **get** _____ their crimes.
2. When Matt went to **pick** his car _____, the police said they didn't think they'd catch the thief.
3. The man had **broken** _____ Matt's car.
4. In an instant an innocent man was **turned** _____ a criminal!
5. Have you ever been caught _____ telling a lie?, they asked her.
6. Sometimes he **made** _____ stories of medical congresses.
7. The company was **set** _____ in 1948.
8. Big companies often **take** _____ smaller ones.

17.b. In pairs, say what the phrasal verbs mean. (EFUI TB 91/Remember Phrasal Verbs b; EFUI SB 100/Remember Phrasal Verbs b)

18. PRACTICE (2.2.). *Clauses expressing a contrast*

The following day, Sarah returns to England. George picks her up at the airport and on the way home they have a lively chat. She starts telling him anecdotes of her trip. In pairs, complete the sentences they told each other in a logical way. Tell the class some of your sentences. Are any of them the same? (EFUI TB 89/Practice b; EFUI SB 98/Practice b. The distribution of the sentences is virtually the same except for items 1 and 2. The original second sentence has been reworded from "We enjoyed our holiday in spite of" to "I enjoyed my trip to Nuremberg in spite of" so as to link this item with the present communicative stage).

1. It was a great restaurant though...
2. I enjoyed my trip to Nuremberg in spite of...
3. Despite studying all night...
4. I'm going to see the film again even though...
5. He's very mean despite...
6. Although she spoke really quickly I...
7. They won the match despite...
8. I couldn't sleep even though...

19. WRITE BETTER. An informal e-mail

Sarah finishes her article and hands it in to Julian. He likes it so much that he names her as the sub-director of this magazine instead of Nick. A few days later, Julian receives the phone-call of an English friend, Andrew. He asks Julian who could provide him with a brief market study of the toy manufacturer industry in Spain. Julian immediately thinks of Sarah due to her great experience on the topic. He tells her:

“An English friend of mine wants to set up a business exporting a new brand of (...) in Spain. He/she wants to know ...

1. who the market leaders are and why
2. what other products are on sale and why they are less successful
3. what you think his/her product will need in order to succeed.”

Julian then asks Sarah to answer his friend.

(What Julian actually tells Sarah is a rewording from “An English friend of yours wants to set up a business exporting new brand of (...) to your country”. The latter part accounts for my specification of “Spain” in the new instructions. The questions belong to activity 9. b). in the EFUI SB. The activities in the adapted version appear in exactly the same order as in the original one, but you have to direct your learners’ attention to these questions in the first place).

- 19.a. Study this **Writing Bank 3 An informal letter/e-mail**. Check what is different when you write an e-mail. (EFUI TB 91/9.a; EFUI SB 100/9.a.; 143 Writing Bank 3 *An informal letter/e-mail*.)

Tips for writing an informal letter

1. Put your address and the date in the top right hand corner (but NOT your name)
2. Begin *Dear (Jane)* NOT ~~Hello~~. Use a comma (,), NOT a colon (;).
3. Use informal language (contractions, colloquial expressions, etc.)
4. Always divide your letter into at least three paragraphs.
5. Show that you are going to end the letter by using a ‘finishing’ sentence (*Well, that’s all for now.*) Put *Best wishes/Regards* or (*Lots of*) *love* if it’s a close friend.
6. If you have forgotten something, add it at the end with PS.

Writing an informal e-mail

Follow the rules for an informal letter but...

1. don’t put your address or date
2. you can begin *Hi + name*, or simply *Hi/Hello*.

- 19.b. Plan your e-mail in pairs. Decide what the product is, and how to answer questions 1-3. (EFUI TB 91/9.b; EFUI SB 100/9.b)
- 19.c. Write the e-mail in about 100-150 words. Use a different paragraph to answer each question. Check it for mistakes before you give it in. (EFUI TB 91/9.c; EFUI SB 100/9.c)

Before you do the test, revise File 6 **Grammar summary** and vocabulary.

Check your progress 6

GRAMMAR

1 Verbs + gerund or infinitive

Complete with a verb in the correct form.

- 1 A The printer doesn't seem to work.
B Have you tried _____ the red button?
- 2 I'll never forget _____ beer for the first time.
- 3 The grass needs _____. It's very long.
- 4 I'm trying _____ to ski.
- 5 Did you remember _____ the milk?
- 6 Have a good holiday, and don't forget _____ me a postcard!
- 7 I don't remember _____ the window open.
- 8 You really need _____ the car. It's filthy.

/8

2 Reported speech

Complete the second sentence so that it means the same as the first.

- 1 'I won't eat any more.'
The little boy refused _____.
- 2 'You should go skiing. You'll love it.'
He encouraged Jane _____.
- 3 'Sorry I'm late.'
The teacher apologized _____.
- 4 'OK. We'll meet there at 3.30.'
They agreed _____.
- 5 'I really don't think you should buy it.'
She persuaded him _____.
- 6 'I'm paying for the meal and I don't want any arguments.'
She insisted on _____.
- 7 'I didn't steal their car.'
He denied _____.

/7

3 Clauses of contrast and purpose: in spite of, so that, etc.

Match the sentence halves.

- | | |
|--|--------------------------|
| 1 We enjoyed the meal because of ... | <input type="checkbox"/> |
| 2 I'm going to have a dessert in spite of... | <input type="checkbox"/> |
| 3 Keep an eye on the sauce so that ... | <input type="checkbox"/> |
| 4 I'm really hungry though ... | <input type="checkbox"/> |
| 5 I never eat chocolate so as not to ... | <input type="checkbox"/> |
| 6 I eat a lot of burgers although ... | <input type="checkbox"/> |
| 7 It was an excellent meal despite ... | <input type="checkbox"/> |
| 8 We haven't got enough bread to ... | <input type="checkbox"/> |
| 9 I never eat vegetables even though ... | <input type="checkbox"/> |
| 10 I only had fruit for ... | <input type="checkbox"/> |
-
- | | |
|----------------------------|--------------------------|
| a they're not good for me. | f it doesn't burn. |
| b put on weight. | g dessert. |
| c I know they're healthy. | h the wonderful cooking. |
| d the unfriendly waiters. | i make sandwiches. |
| e being on a diet. | j I had a big breakfast. |

/10

VOCABULARY

4 Crime and punishment

Which one is different? Why?

- 1 burglar, pickpocket, hijacker, shoplifter
- 2 theft, blackmail, bribery, smuggler
- 3 verdict, judge, jury, witness
- 4 catch, arrest, guilty, charge
- 5 court, prison, fine, police station

/5

5 Truth and lies

Cross out the wrong word.

- 1 I promise I'm telling you the **true/truth**.
- 2 I wouldn't trust him. He's an awful **lie/liar**.
- 3 Have you ever **cheated/deceived** at cards?
- 4 She's not really sad. She's just **cheating/pretending**.
- 5 I'm not very good at **keeping/saving** secrets.

/5

6 Verbs for reporting speech

Write the correct reporting verb.

- 1 'I'll love you for ever.' _____
- 2 'If you make a sound, I'll shoot.' _____
- 3 'Don't forget to post the letter.' _____
- 4 'It's very dangerous.' _____
- 5 'I can tell you about a great hotel.' _____

/5

7 Business

Complete with the correct verb.

- 1 _____ a profit
- 2 _____ bankrupt
- 3 _____ business (with e.g. another company)
- 4 _____ a product on TV
- 5 _____ a new company (= start)

/5

8 Compound nouns

Complete with compound nouns.

- 1 I read a fascinating article about Madonna in a m_____ m_____.
- 2 The company is negotiating an important b_____ d_____.
- 3 Nescafé is a well-known b_____ n_____.
- 4 Asterix and Charlie Brown are both famous c_____ c_____.
- 5 A Do you think it'll rain?
B Well, they said it would on the w_____ f_____ this morning.

/5

TOTAL MARKS /50

APPENDIX 1

(Student A)

Why do they do it?

Take turns to ask your questions. When you answer Student B's questions, you mustn't use *because*. Try to use:

To/So as not to...

So that...

Because of...

Continue the conversation.

Why do...?

... people get married

... many couples today only want one child

... people tell lies

... people take early retirement

... people drive too fast

APPENDIX 2

(Student B)

Why do they do it?

Take turns to ask your questions. When you answer Student B's questions, you mustn't use *because*. Try to use:

To/So as not to...

So that...

Because of...

Continue the conversation.

Why do...?

... people go on holiday

... many women work outside home

... people drink alcohol

... people have children

... people do sports