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 Hauser 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 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 Lilli. She is 45, not 46, and was born in a small town near Nuremberg. The secret story of the Barbie doll is about small-town naiveté against big business determination. Above all, it is the story of the tragedy of a little 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 Hauser lost everything he owned.

It was in 1952 that Lilli was born, in her first incarnation — as a cartoon character for the daily German newspaper Bild Zeitung. Her cartoonist Buthin 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 Lilli, and by 1953 she was so popular that Buthin 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 Hauser, the son of a famous toy manufacturer, who together with his brother Kurt had set up a very successful toy company called OAM Hauser. Rolf was fascinated by the idea of making a doll with the shape and curves of a mature woman, and he agreed to try. Lilli’s 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 miniskirts years before they came into fashion.

Lilli 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 OAM Hauser 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 Barbela, then 15, pointed out the Lilli 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 1955 the doll had been perfected and was being sold in America, having been renamed Barbie, after Ruth’s daughter.
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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 Hauser.
1 What happened to O&M Hauser in the end?
2 What is Rolf Hauser most angry about?
3 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.
1 The company started to make a loss.
2 Rolf Hauser didn’t know that Barbie existed.
3 Rolf Hauser saw some Barbies in a shop window.
4 O&M Hauser became a well-known company because of the Lili doll.
5 He found out who manufactured Barbie.
6 The company started to make a loss.
7 Rolf Hauser persuaded his brother not to take Mattel to court.
8 Lili became successful very quickly.
9 The Lili doll was named after Rolf Hauser’s wife.
10 Rolf Hauser went bankrupt.

3 FOCUS ON NEW LANGUAGE
Clauses expressing a contrast

a Match the sentence halves to make a summary of Barbie’s story.
1 Even though she is known worldwide 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 Hauser 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 Hauser 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 Hauser soon went bankrupt.
j 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.
1 Which form is used to express the biggest contrast, though, although, or even though?
2 What are the three grammatical possibilities after in spite of and despite?
d Check with the rules.

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

A | B
----|----
although | I was quite ill.
even though | I was really ill. (= for big contrasts)
in spite of | being ill, now from illness.
despite | the fact that I was ill.

- After although, although, and even though use a subject + verb.
- Even though is stronger than although/although, although is more formal 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 | How do you pronounce the brand names below? Fill in the phonetics to help you.
|---|---|
| b | T6:10 Listen and check.

<table>
<thead>
<tr>
<th>Brand</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nike</td>
<td>/naɪk/</td>
</tr>
<tr>
<td>Perrier</td>
<td>/ˈpɛrɪr/</td>
</tr>
<tr>
<td>Kodak</td>
<td>/ˈkɒdək/</td>
</tr>
<tr>
<td>Chanel</td>
<td>/ˈʃænl/</td>
</tr>
<tr>
<td>Swatch</td>
<td>/ˈswɒtʃ/</td>
</tr>
<tr>
<td>Sony</td>
<td>/ˈsoʊni/</td>
</tr>
<tr>
<td>Martini</td>
<td>/ˈmɑːrtəni/</td>
</tr>
<tr>
<td>Nescafé</td>
<td>/ˈnesəfi/</td>
</tr>
</tbody>
</table>

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 | T6:12 Listen again for more detail about the love triangle and the three songs. Compare what you understood with your partner.

**6 Song**

T6:13 Wonderful tonight
Patterns of Activity Sequencing in TEFL and their Effects on Learning

7 Focus on New Language

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

a) 1. He arrived late, but he was not (so) as to miss the bus.
2. They had to make a lot of workers redundant so that the company could survive.
3. My brother’s saving money so that he can buy a new bike.
4. The actress wore dark glasses so that she would not be recognized.
5. We had to work late on Friday night so as to have any work at the weekend.
6. I’ll send him an e-mail so that he will be aware of the meeting.

PRACTICE

a) Complete with to, so as to, for, so that, because, or because of.
1. He never talks about his private life (so as to) protect his family.
2. They had to make a lot of workers redundant (so that) the company could survive.
3. We always lock all the windows (in order to) prevent burglaries near here.
4. When she asked me if I liked her dress, I told a white lie (so as to) hurt her feelings.
5. We were very late for the concert (because) of the terrible traffic.
6. The family paid the kidnappers a lot of money (because) their son would be released unharmed.
7. My brother’s saving money (because of) a new bike.
8. I’m going to work late on Friday night (so) as to have any work at the weekend.
9. I’ll send him an e-mail (so that) he will be aware of the meeting.
10. He’s been very depressed recently (because of) 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 …
2. The actress wore dark glasses so that …
3. I took a taxi so as not to …
4. We’ve been saving for two years to …
5. I’m sure Nick only got the job because …
6. We had to wait six hours at the airport because of …

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&H Hauser?
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, Nescafe, 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 what 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.

Plant 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.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

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 ______ a postcard!
7 I don't remember ______ the window open.
8 You really need ______ the car. It's filthy.

2 Reported speech
Complete the second sentence so that it means the same as the first.
1 'I won't eat any more,' said the little boy refused.
2 'You should go siding. You'll love it.' He encouraged Jane.
3 'Sorry I'm late,' said the teacher apologized.
4 'OK. We'll meet there at 3.30,' said 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.

3 Clauses of contrast and purpose: in spite of, so that, etc.
Match the sentence halves.
1 We enjoyed the meal because of __________.
2 I'm going to have a dessert in spite of __________.
3 Keep an eye on the sauce so that __________.
4 I'm really hungry though __________.
5 I never eat chocolate so as not to __________.
6 I eat a lot of burgers although __________.
7 It was an excellent meal despite __________.
8 We haven't got enough bread to __________.
9 I never eat vegetables even though __________.
10 I only had fruit for __________.
a they're not good for me. b it doesn't burn.
c put on weight. d the wonderful cooking.
e the unfriendly waiters. f make sandwiches.
f being on a diet. g dessert.
APPENDIX B. Instructional material. Appendix B.1. Original file 6C (section 6.2.6.1.)
**Memory techniques**

- 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 ways to remember is the First Letter Memory Aid. It involves learning the first letter of the words in a list that you want to learn, e.g. for an exam. Studies show that if it's on the tip of your tongue feeling that people get when their memory is blocked can be helped by prompting with the first letter of the forgotten word. So list the points of (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, Must, 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.

- Read the definitions of the following five words. Use the Linkword method to memorize them.
  1. gambler /'gæmbəl/ a person who plays cards, etc. for money
  2. teetotaller /'tiːtətəl/ a person who doesn't drink any alcohol
  3. midwife /'midwaɪf/ a kind of nurse who helps a woman to give birth
  4. plumber /'plʌmə/ a person who repairs water pipes, etc.
  5. common /'kɒmən/ a person who tricks you into giving him/her money

- 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 back equipment luggage rubbish

- Test each other to see which method worked best.

**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.

<table>
<thead>
<tr>
<th>Why do ...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>... people go on holiday</td>
</tr>
<tr>
<td>... many women work outside the home</td>
</tr>
<tr>
<td>... people have children</td>
</tr>
<tr>
<td>... people drink alcohol</td>
</tr>
<tr>
<td>... people do sports</td>
</tr>
</tbody>
</table>

**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.

- Try to guess A's first word.
- Define the word you 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.
- Repeat for the other words.

<table>
<thead>
<tr>
<th>sun</th>
<th>lemon</th>
<th>hamburger</th>
<th>alarm</th>
</tr>
</thead>
<tbody>
<tr>
<td>summer</td>
<td>orange</td>
<td>banger</td>
<td>space</td>
</tr>
<tr>
<td>hot</td>
<td>fruit</td>
<td>protect</td>
<td>sky</td>
</tr>
<tr>
<td>sky</td>
<td>eat</td>
<td>house</td>
<td>lights</td>
</tr>
<tr>
<td>fly</td>
<td>car</td>
<td>home</td>
<td>sad</td>
</tr>
<tr>
<td>mustard</td>
<td>sleep</td>
<td>head</td>
<td>hamburger</td>
</tr>
</tbody>
</table>

This activity is based on the game: Fakso.

**Guess the sentence**

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

- Read through your sentences and spend a few minutes thinking about how you could complete the gaps.
  1. My neighbours are such friendly 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 sad 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.

- 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.
- Now try to complete sentence 2, etc.
APPENDIX B. Instructional material. Appendix B.1. Original file 6C (section 6.2.6.6.1.)

BUSINESS

A Verbs and expressions

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

<table>
<thead>
<tr>
<th>advertise</th>
<th>be</th>
<th>become</th>
<th>expand</th>
<th>export</th>
<th>go</th>
<th>have</th>
<th>import</th>
<th>make</th>
<th>manufacture</th>
<th>market</th>
<th>merge</th>
<th>set up</th>
<th>take over</th>
</tr>
</thead>
</table>

- 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)
- with another company (join)

- a loss (lose money)
- debts (debt, owe money)
- bankrupt (not be able to pay your debts)
- out of business

B Organizations and people

- Match the words and definitions.

<table>
<thead>
<tr>
<th>a business/company</th>
<th>a chain client</th>
<th>a colleague</th>
<th>a customer</th>
<th>a competitor</th>
<th>the Managing Director</th>
<th>an executive</th>
<th>the manager</th>
<th>a multinational</th>
<th>the owner</th>
<th>the staff</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PEOPLE IN BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

- Underline the stress. Practice saying the words.
- 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. [4] 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. [5]

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

Best wishes

Andy

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

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

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 (First Name), not Hello. Use a comma (,) or 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 the date.
2. 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 in Dublin 16th October 1854. He went to school in Enniskillen, and when he was 17 he went to Trinity College Dublin. Three years later he went to Oxford University. He wrote his first poem when he was travelling in Italy during the summer vacation.

Immediately after leaving Oxford he moved to London, where he lived... the next 17 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, in 1895 he was arrested for immoral behaviour, because of his intimate friendship with Lord Alfred Douglas, and was sentenced to two years in prison... his imprisonment he wrote one of his most beautiful works, De Profundis.

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

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

Tips for writing a biography
1. 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.
2. Link events with time expressions (immediately after).
3. 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).
4. Be careful with prepositions of time.
1. LISTEN BETTER (I). 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

It’s late in the evening, she’s wondering what to wear
2 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’.

We go to a party and everyone turns to
6 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’.

I feel wonderful tonight because I see the love in your eyes.
10 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)

<table>
<thead>
<tr>
<th>I went to the bank</th>
<th><em>(in order)</em> to</th>
<th>take out some money.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>so as to</td>
<td>a meeting with the manager.</td>
</tr>
<tr>
<td></td>
<td>for</td>
<td>I could pay my friend back.</td>
</tr>
<tr>
<td></td>
<td>so (that)</td>
<td></td>
</tr>
</tbody>
</table>

### REASON (explanation for an action)

<table>
<thead>
<tr>
<th>I was completely broke</th>
<th>because</th>
<th>I’d had an expensive holiday.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>because of</td>
<td>my expensive holiday.</td>
</tr>
</tbody>
</table>

- *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* 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, similarly 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”))

<table>
<thead>
<tr>
<th>bin</th>
<th>box</th>
<th>business</th>
<th>character</th>
<th>clothes</th>
<th>deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>shopping</td>
<td>forecast</td>
<td>magazine</td>
<td>manufacturer</td>
<td>name</td>
<td>park</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
7.e. 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)

<table>
<thead>
<tr>
<th>do</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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))

<table>
<thead>
<tr>
<th>Brand Name</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nike</td>
<td>/naɪki/</td>
</tr>
<tr>
<td>Parker</td>
<td>/pærkə/</td>
</tr>
<tr>
<td>Kodak</td>
<td>/kədək/</td>
</tr>
<tr>
<td>Chanel</td>
<td>/ʃænəl/</td>
</tr>
<tr>
<td>Swatch</td>
<td>/swɔtʃ/</td>
</tr>
<tr>
<td>Sony</td>
<td>/soʊni/</td>
</tr>
<tr>
<td>Martini</td>
<td>/mɑːˈtɪni/</td>
</tr>
<tr>
<td>Nescafé</td>
<td>/ˈneskæfɛ/</td>
</tr>
<tr>
<td>Kleenex</td>
<td>/ˈklɪnɛks/</td>
</tr>
<tr>
<td>Cadbury's</td>
<td>/ˈkædbrəz/</td>
</tr>
<tr>
<td>Perrier</td>
<td>/ˈpɛriə/</td>
</tr>
<tr>
<td>Levi's</td>
<td>/ˈlɪviəz/</td>
</tr>
<tr>
<td>Coca-Cola</td>
<td>/ˈkəkəˈkɔula/</td>
</tr>
<tr>
<td>Ariel</td>
<td>/ˈeriəl/</td>
</tr>
<tr>
<td>Kellogg's</td>
<td>/ˈkɛlɒgz/</td>
</tr>
<tr>
<td>Ericsson</td>
<td>/ˈɛrɪksən/</td>
</tr>
</tbody>
</table>
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 489.

*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, 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 Hauser 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 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, Lilli. 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 naiveté 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 Hauser lost everything he owned.

It was in 1952 that Lilli was born, in her first incarnation – as a cartoon character for the daily German newspaper Bild Zeitung. Their cartoonist, Reuthin, 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 Lilli, and by 1955 she was so popular that Reuthin 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 Hauser, the son of a famous toy manufacturer, who, together with his brother Kurt, had set up a very successful toy company called O&M Hauser. Rolf was fascinated by the idea of making a doll with the shape and curves of a mature woman, and he agreed to try.

Lilli 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.

Lilli 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 Hauser 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 Lilli 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.)

<table>
<thead>
<tr>
<th>Barbara and Ken</th>
<th>Lili</th>
<th>Martha Maar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beuthin</td>
<td>O&amp;M Hausser</td>
<td>Mattel</td>
</tr>
<tr>
<td>Bild Zeitung</td>
<td>Rolf Hausser</td>
<td>Lucerne</td>
</tr>
<tr>
<td>Kurt</td>
<td>Ruth Handler</td>
<td>Elliot</td>
</tr>
</tbody>
</table>

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 Hauser’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 Hauser. 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 501) and Student B goes to Appendix 2 (page 502). 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 Hausser. He accepts to be interviewed and to have this interview audio recorded.

Listen once to a radio interview with Rolf Hausser.
(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 Hausser in the end?
2. What is Rolf Hausser 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 neve 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*...
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.

<table>
<thead>
<tr>
<th>I enjoyed my trip to India</th>
<th>though</th>
<th>I was quite ill.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>although</td>
<td>I was really ill. (= for big contrast)</td>
</tr>
<tr>
<td></td>
<td>even though</td>
<td>in spite of</td>
</tr>
<tr>
<td></td>
<td>despite</td>
<td>being ill. NOT I was ill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>my illness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the fact that I was ill.</td>
</tr>
</tbody>
</table>

- 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.)

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

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)
Patterns of Activity Sequencing in TEFL and their Effects on Learning

**GRAMMAR**

1. Verbs + gerund or infinitive
   Complete with a verb in the correct form.
   1. The printer doesn’t seem to work. 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.

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 apologised ________
   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 ________

3. Clauses of contrast and purpose: in spite of, so that, etc.
   Match the sentence halves.
   1. We enjoyed the meal because of …
   2. I’m going to have a dessert in spite of …
   3. Keep an eye on the sauce so that …
   4. I’m really hungry though …
   5. I never eat chocolate so as not to …
   6. I eat a lot of burgers although …
   7. It was an excellent meal despite …
   8. We haven’t got enough bread to …
   9. I never eat vegetables even though …
   10. I only had fruit for …

**VOCABULARY**

4. Crime and punishment
   Which one is different? Why?
   1. burglar, pickpocket, hijacker, shoplifter
   2. thief, blackmail, bribery, smuggler
   3. verdict, judge, jury, witness
   4. catch, arrest, guilty, charge
   5. court, prison, fine, police station

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/lying.
   3. Have you ever cheated/cheat/delay at cards?
   4. She’s not really sad. She’s just cheating/pretending.
   5. I’m not very good at keeping/saving secrets.

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.’

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)

8. Compound nouns
   Complete with compound nouns.
   1. I read a fascinating article about Madonna in a 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________
   5. A: Do you think it’ll rain?
      B: Well, they said it would on the w______
      ______this morning.

**TOTAL MARKS**

500
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.

<table>
<thead>
<tr>
<th>Why do…?</th>
</tr>
</thead>
<tbody>
<tr>
<td>… people get married</td>
</tr>
<tr>
<td>… many couples today only want one child</td>
</tr>
<tr>
<td>… people tell lies</td>
</tr>
<tr>
<td>… people take early retirement</td>
</tr>
<tr>
<td>… people drive too fast</td>
</tr>
</tbody>
</table>
APPENDIX 2
(Development 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.

<table>
<thead>
<tr>
<th>Why do…?</th>
</tr>
</thead>
<tbody>
<tr>
<td>… people go on holiday</td>
</tr>
<tr>
<td>… many women work outside home</td>
</tr>
<tr>
<td>… people drink alcohol</td>
</tr>
<tr>
<td>… people have children</td>
</tr>
<tr>
<td>… people do sports</td>
</tr>
</tbody>
</table>