

- * Past perfect passive
- * Past perfect continuous
- * Vocabulary: conflicts and solutions

1 Read and listen

- a** Do you recognise the people in the photos? What do you know about them?
- b** Read the text quickly and answer the questions.
- 1 How did Alfred Nobel make his money?
 - 2 Why did he decide to start the Nobel Prizes?



Alfred Nobel Rests in Peace

People like Martin Luther King Jr, Nelson Mandela, Aung San Suu Kyi, Kofi Annan, Lech Walesa and Mother Teresa have become famous all around the world. ^A ... They are all winners of the Nobel Peace Prize. But none of them would have received their prize and the recognition it brings if it had not been for one Swedish man, Alfred Nobel.

When Alfred joined the Nobel family company, it had been developing explosives for many years. Alfred's father, Immanuel, had started the family fortune by working for the Russian army to produce landmines and sea mines, which are bombs that are put under the ground or in the sea and which explode when people move over them. But the family made even more money by manufacturing nitroglycerine, which was an effective but very dangerous explosive.

One day Alfred arrived home to find that his 20-year-old brother Emil had been killed in a nitroglycerine explosion. ^B ... The result was dynamite, which became an immediate success all over the world.

Alfred Nobel always wanted dynamite to be used for peaceful means. And when it was used to blast a path for the Panama Canal in 1914 he couldn't have been happier. Unfortunately, in the same year, the First World War started and, when it ended four years later, dynamite had been used to take away the lives of thousands of young men.

^C ... To see his invention being used in this way made him very sad.

Sometime later Alfred's older brother Ludwig died. One newspaper accidentally printed Alfred's obituary instead of his brother's. The obituary described Alfred as a man who had become rich by inventing a weapon of mass destruction. When Alfred read this review of his life, he was horrified

and decided to do something about it. He decided that he would use the great fortune that he had made to reward people who had been working to promote good in society. ^D ... The Nobel Peace Prize was awarded to the person who had done the most, or the best, work to promote friendship between countries, to abolish armies or to hold and promote peace conferences.

In 1997 the Nobel Peace Prize went to an American called Jody Williams for her efforts to get landmines banned. ^E ... Perhaps now, Alfred Nobel will rest more easily in his grave.

Get it right!

Which word is missing? Don't look at the text!
Alfred's father worked ... the Russian army.

Discussion box

- 1 Why did the people in the photos win the Nobel Prize?
- 2 If you could award a Nobel Peace Prize, who would you give it to? Why?

c ▶ CD2 T14 Read the text again and add the sentences. Listen and check.

- 1 Alfred was determined to invent a safer explosive.
- 2 The five awards he created were for physics, chemistry, medicine, literature and, most significantly, peace.
- 3 Ironically, of course, the Nobel family fortunes had been built on mines.
- 4 Alfred had always hated war and considered it to be 'the horror of horrors and the greatest of all crimes'.
- 5 And what do they have in common?

d Read the text again and put these events in order.

- 1 Alfred started working with his father.
- 2 Alfred read about his own 'death' in a newspaper.
- 3 Alfred's brother Emil died in an accident.
- 4 Dynamite killed many people during the First World War.
- 5 Alfred created the Nobel Prizes.
- 6 Alfred invented dynamite.
- 7 Dynamite was used to build the Panama Canal.

2 Grammar

* Past perfect passive

a Complete these sentences from the text in Exercise 1.

- 1 One day he arrived home to find that his brother ... killed in an explosion.
- 2 When the war ended four years later, dynamite ... used to take away the lives of thousands of young men.

b Choose the correct options to complete the rule.

RULE: We form the past perfect passive with the past perfect form of the verbs *be* / *have* plus the *infinitive* / *past participle* of the main verb.

c Read the text about the end of the First World War and choose the correct verb forms.

At 11 o'clock on 11 November, 1918, the peace treaty that ended the First World War ¹*was signed* / *had been signed* in a railway carriage. When the war ended, all the soldiers ²*were sent* / *had been sent* home, but millions of men ³*were killed* / *had been killed* in the fighting and vast amounts of money ⁴*were spent* / *had been spent*. Large parts of the French countryside were in terrible condition, and many towns and cities ⁵*were destroyed* / *had been destroyed* by the guns of the opposing armies.

Because of the destruction, a decision ⁶*was taken* / *had been taken* in 1919 to start the League of Nations, to make sure that such a war would never happen again. The idea of a League ⁷*was discussed* / *had been discussed* for several years, but it was the First World War that made it happen.

Unfortunately, the League of Nations didn't work. Between 1939 and 1945, another World War ⁸*was fought* / *had been fought* between countries from all over the world.



d Complete the sentences. Use the past simple passive or past perfect passive form of the verbs in brackets.

I had been destroyed

- 1 When the soldiers got home, they discovered that their homes ... (destroy) during the war.
- 2 When we got to the bookshop, we were too late! The last copy ... (sell).
- 3 There was a terrible car accident in my street last night – one man ... (kill).
- 4 The 2010 football World Cup ... (hold) in South Africa.
- 5 I was angry when I got to the shop because my bicycle ... (not repair).
- 6 It was strange to see my old school again – all the walls ... (paint) a different colour by the new caretaker.

3 Listening

a Try to guess the meaning of the underlined words and phrases.

- For a long time it seemed that the conflict between the two states could not be resolved.
- A growing percentage of conflicts among people lead to violence.
- He seems to think that avoiding fights is a sign of weakness.
- They started to shout at each other and almost got into a physical fight.
- As I was walking round the corner, a boy talking on his mobile bumped into me.
- When I saw them starting to kick each other, I decided to step in.
- When there is a conflict, it's good to listen to the perspectives of both sides.
- Before we do what he suggests, let's see if we can find other options.



b ▶ **CD2 T15** Listen to an American teenager, Jackson, talking to his friend Olivia about a conflict resolution programme at his school. Answer the questions.

- What are the results of a study carried out among US teenagers?
- What does Jackson think about the conflict resolution programme at his school?
- What example of a conflict does he give?
- What did the psychologist say about conflicts and disagreements?

c ▶ **CD2 T16** Listen to the second part of the conversation and put the steps of the conflict resolution programme in the correct order. Then discuss with a partner what each step is about.

- | | |
|---------------------|-----------------------|
| Gather perspectives | Set the stage |
| Create options | Evaluate options |
| Create an agreement | Find common interests |

4 Grammar

* Past perfect continuous

a Read the examples, then choose the correct option to complete the rule.

Because they had been working so well together, they became really good friends. It turned out later that the two guys had been having similar problems for some time.

RULE: We use the past perfect continuous to talk about *continuous / single* actions that began *before / at the same time as* a specific time in the past.

b Find another example of the past perfect continuous in the text in Exercise 1.

c Choose the correct verb forms.

I was going

Last Friday evening, Zoe was on a train to London. She ¹*was going / had been going* home. She was hungry because she hadn't eaten for several hours, and she was tired because she ²*had travelled / had been travelling* for almost a day. Yet she was happy, too, because she ³*had received / had been receiving* a letter from her parents. She was also happy because she ⁴*had looked / had been looking* forward to going home ever since the day she left.

d Complete the sentences with the past continuous or past perfect continuous form of the verbs in brackets.

I had been sleeping

- When my alarm clock went off, I ... (sleep) for eleven hours.
- Her face was red and she had a handkerchief in her hand, so I knew she ... (cry).
- I met an old friend of mine yesterday when I ... (shop).
- When she finally got to see the doctor, she ... (wait) for over an hour.
- A car almost hit me when I ... (cross) the road last Saturday.
- I ... (think) about the problem for hours, when suddenly the answer came into my head!

5 Vocabulary

* Conflicts and solutions

a Complete the sentences from the listening with *find / resolve*.

- 1 A study carried out among US teenagers shows that a growing percentage of them see fighting as the only acceptable way to ... disagreements.
- 2 They have to agree that they will try to work together to ... a peaceful solution.

b Read this web page. Match the underlined expressions with definitions a–h.

1b

www.friendsonceagain.com

Friends once again.com
- we are here to help you!

If you have a disagreement with a neighbour, a friend or a partner, and can't seem to resolve it, don't worry, we're here to help. Sometimes people ¹fall out completely, and even when they try to ²sort things out between themselves, they ³get stuck and are unable to ⁴make up. Problems like this can easily be sorted out if you know the best way to do it. And we know the best way!

We have years of experience in managing and ⁵resolving conflicts. We believe that it is always possible to ⁶make a compromise that satisfies everyone involved. We do everything we can to ⁷stay neutral. We're not interested in ⁸taking sides, we're only interested in helping you to end the deadlock. So contact us and let us help you find a solution.

- a not support one person more than another
- b have a disagreement and no longer be friendly
- c be unable to go any further
- d be friendly again after a disagreement
- e reduce demands or change opinion in order to agree
- f find a way to end a disagreement or fight
- g make things clearer / better
- h support one person against another

c ▶ CD2 T17 Complete the sentences with the correct form of the underlined expressions in Exercise 5b. Then listen and check.

I fallen out

- 1 He's a bit upset because he's ... with his best friend.
- 2 Can you help me with my Maths homework? I keep
- 3 Let's If you change your mind and let me go to the party, I'll be back by 11 o'clock instead of 12!
- 4 I get angry at home because my parents always ... my brother's
- 5 The presidents of the two countries are meeting to try and ... the ... that started last month.
- 6 Annie can help you with any problems you've got. She's really good at ... things
- 7 Haven't you and your brother ... yet? I'm tired of seeing the two of you fighting all the time!
- 8 There are many countries in the world that always ... when a war starts.

Vocabulary bank Turn to page 136.

6 Pronunciation

* Linking sounds

▶ CD2 T18 Turn to page 124.

7 Speak

Read the text. Work in groups and discuss how the conflict described in the text could be resolved.

www.friendsonceagain.com

Evie is brilliant at Physics. One of her best friends in class, Jake, has asked her several times to help him with his physics homework. She has always been happy to help him, but recently the situation has started to get uncomfortable because Jake has stopped doing the homework himself and has started copying it from her. Yesterday, Mr Donovan, their physics teacher, confronted Evie with the situation and accused her of letting Jake copy the homework from her. Evie confessed to it, but Jake was furious when he found out. How can the situation be resolved?

comments(4)

Friendsonceagain says:

Literature in mind

8 Read

- a** Look at the cover of the book and read the short description of the story. Would you be interested in reading the book, or seeing the film? Why / Why not?

Pride and Prejudice

by Jane Austen

In 18th century England, Elizabeth Bennett and Mr Darcy meet and he appears to dislike her. Darcy is very rich, Elizabeth comes from a poorer family. Elizabeth believes that Darcy has treated her sister badly, and also her friend Mr Wickham. So she is very surprised when, one day, Mr Darcy asks her to marry him. She says 'No' and they argue.



'Your character was revealed many months ago by Mr. Wickham. On this subject, what do you have to say? How can you defend yourself?'

'You take an eager interest in that gentleman's concerns,' said Darcy in a less tranquil voice, and with heightened colour.

'How can anyone who knows about his misfortunes help feeling an interest in him?'

'His misfortunes?' repeated Darcy contemptuously. 'Yes, his misfortunes have been great indeed.'

'And inflicted by you,' cried Elizabeth with energy. 'You have reduced him to his present state of poverty. [...] You have deprived him of the best years of his life, of the independence he deserved.'

'And this,' cried Darcy, as he walked quickly across the room, 'is your opinion of me? This is the estimation in which you hold me?! I thank you for explaining it so fully. My faults, according to this calculation, are heavy indeed! But perhaps,' he added, stopping in his walk, and turning towards her, 'these offences might have been overlooked, if your pride had not been hurt by my honest confession [...]. These accusations might have been suppressed, if I had hidden my struggles, and flattered you into thinking that my feelings were driven by inclination, by reason, by

reflection, by everything. But I hate any kind of disguise. And I am not ashamed of the feelings I expressed. They were natural and just. Could you expect me to rejoice in the inferiority of your connections? To congratulate myself on the thought of joining a family whose condition in life is so beneath my own?'

Elizabeth felt herself growing more angry every moment, but she tried very hard to speak with composure when she said: 'You are mistaken, Mr. Darcy, if you think that the manner of your proposal affected me – it only spared me the concern that I might have felt about refusing you, if you had behaved in a more gentlemanly manner.'

She saw his surprise, but he said nothing, so she continued.

'You could not have made me an offer of marriage in any way that would have tempted me to accept it.'

Again his astonishment was obvious, and he looked at her with an expression of disbelief mixed with embarrassment. [...]

'You have said quite enough, madam. I perfectly comprehend your feelings, and can now only be ashamed of my own. Forgive me for taking up so much of your time, and accept my best wishes for your health and happiness.'

And with those words he hastily left the room, and Elizabeth heard him open the front door and leave the house.

- b** ▶ CD2 T19 Read the extract again and listen.
Which underlined word or phrase means:

- | | |
|---------------------|------------------------------------|
| 1 very quickly | 5 saved me from being worried |
| 2 in a calm way | 6 might not have been said |
| 3 increased | 7 completely understand |
| 4 to be happy about | 8 made me think about saying 'yes' |

Discussion box

- 1 Do you feel more sympathetic to Elizabeth, or to Darcy? Why?
- 2 Do you think Elizabeth and Darcy get married at the end of the story, or not? Why?

9 Write

- a** Read the text about a Nobel Prize winner. Which paragraph describes:
- the writer's own opinion of this person?
 - the person's early biographical history?
 - the person's achievements?
 - who the person is?

Aung San Suu Kyi

- Aung San Suu Kyi is an opposition leader from Myanmar (formerly Burma) and the 1991 winner of the Nobel Peace Prize.
- When she was two years old, her father, who was expected to become prime minister of independent Burma, was assassinated. She went to school in Burma until 1960, when her mother became ambassador to India. After studying in India, she attended the University of Oxford, where she met her future husband. She had two children and lived a rather quiet life until 1988, when she returned to Myanmar to look after her mother who was very ill.
- When Aung San Suu Kyi arrived in her country, people were protesting against the rule of the military government. On one occasion, hundreds of protesters were killed by the army, and this was the reason why Aung San Suu Kyi began to speak out. She began a non-violent struggle for democracy and human rights. She joined the National League for Democracy, which won more than 80 per cent of the parliamentary seats in 1990, but the military government refused to recognise the results. Aung San Suu Kyi was placed under house arrest from July 1989. The military offered to free her if she agreed to leave Myanmar, but she refused to do so until the country was returned to civilian government

and political prisoners were freed. Since 1989, she has spent most of her time under house arrest, but during this period she has also been freed on several occasions. She was finally freed again from house arrest on 13 November 2010.

- I admire Aung San Suu Kyi for what she has done for the people of her country. Although she must have known from the very beginning that speaking out against the dictatorship in her country could be very dangerous for her personally, she believed in her dream of a free Myanmar and has continued her fight for democracy and human rights. I think, as an opposition leader, Aung San Suu Kyi has set a perfect example of what politicians should be like. They should see themselves as serving the people of their country, rather than aiming to gain personal advantages, money and a life of luxury. Aung San Suu Kyi has very courageously shown the world how one woman, who truly believes in her ideals, can stick by her people in the face of all kinds of adversity.

Get it right!

Which is correct? Don't look at the text!
When Aung San Suu Kyi arrived *in* / *to* her country ...

- b** Read the last paragraph of the text again. What things does the writer admire about Aung San Suu Kyi? How does the writer express his/her admiration?
- c** Write about a person you admire. Use the notes to help you. Write about 200–250 words.
- Decide on the person you want to write about. Make notes about what you already know about them. Use the internet or an encyclopaedia to find more information.
 - Think about the structure of your text. Organise your information into paragraphs. Use the text in Exercise 9a to help you. Decide on which information the reader will find interesting. You don't have to include every detail.
 - Consider why you have chosen this person. Ask yourself what the person has achieved, what is special about the person and what you admire about him/her.

1 What do you think?

Look at the pictures connected to the transition to democracy in Spain. What do you know about the events? Can you put them in the order that they happened?



Adolfo Suárez wins the first elections.



The Law for Political Reform is passed.



The creation of the Spanish Constitution.



Attempted military coup by Colonel Tejero.



The coronation of King Juan Carlos I.

The road to democracy

The Spanish Civil War ended in 1939 with victory for General Franco, and so began a dictatorship which lasted nearly forty years. When Franco died on 20 November 1975, the dictatorship ended. During his lifetime, Franco's regime had imposed a totalitarian government on Spain. This meant there were no political or social rights such as democratic representation in parliament, no unions, political parties, or equal rights for women. Spain had also experienced international isolation and economic and cultural stagnation under Franco.

Franco decreed that the monarchy should return after his death, so in 1975, King Juan Carlos I was crowned. Unexpectedly this event triggered off what is known as The Transition. This is the name given to the process which Spain went through to achieve parliamentary democracy.

The king eventually named Adolfo Suárez, a young politician from Franco's staff, as head of the government. From that moment on, the king and Adolfo Suárez combined forces and gradually developed Spain's new democracy.

At the same time, the nationalist and left-wing political parties, which had been banned by Franco during the dictatorship, joined forces with the reformers to reach a common goal; that of establishing a democratic government which would represent everybody.

In November 1976, parliament passed The Law for Political Reform which officially ended the dictatorial regime once and for all and

2 Read

a Read the text and check your answers to Exercise 1.

b Read the text again. Write *T* (true) or *F* (false). Correct the false sentences.

- 1 There was no democratic representation during Franco's rule.
- 2 Franco intended Adolfo Suárez to be his successor.
- 3 King Juan Carlos I had a leading role in the transition to democracy.
- 4 All political parties were allowed to take part in the new political process.
- 5 There was a referendum to ask the people if they wanted a new constitution.
- 6 The Spanish Constitution helped Spain to develop its international relations.
- 7 Tejero's attempted coup was widely supported by the Spanish people.

allowed all of the different parties to participate in politics. Suárez's newly born Union of the Democratic Centre party won the election in June 1977.

In 1978, the political parties and trade unions came to an agreement called The Moncloa Pact which set the basic shape of economic and social policy during political transition. Immediately parliament started to draft the constitution which was approved by votes from the Spanish people in a referendum on 6 December 1978. The Spanish constitution established the fundamental laws of the new democratic Spain and guaranteed the 'protection of all Spaniards and all the peoples of Spain in the exercise of human rights, their cultures and traditions, languages and institutions'. The constitution also gave international legitimacy to Spanish democracy. Countries all over the world supported the new government and eventually the European Union welcomed Spain as a member in 1986.

The democratic process did experience one setback though when, on 23 February 1981, military authorities from the extreme right-wing, led by Lieutenant-Colonel Tejero, staged a military coup. They forced their way into the parliament building and held the government and members of parliament hostage. Their aim was to restore a strong military government but the Spanish people didn't support the coup at all. The failure of Tejero's attempted military coup was met by nationwide celebration the following day. Spain was well on the road to democracy. ■

c Work with a partner. Explain these words / concepts in your own terms. If necessary, use a dictionary to help you.

a totalitarian government
democratic representation
a country's constitution
The Transition

3 Listen

a ▶ **CD2 T20** Listen to an interview with a father and daughter who lived through The Transition. Which events in Exercise 1 do they talk about?



b ▶ **CD2 T20** Listen again and answer the questions.

- 1 What happened to the country on the day Franco died, according to Mr Llanos?
- 2 What was the general feeling in the country after the coronation of King Juan Carlos, according to Mr Llanos?
- 3 How did the authorities try to encourage people to vote?
- 4 Why did Mr Llanos's son Pedro go to the university?
- 5 What does Raquel remember about TV around 1976?
- 6 Which event made Raquel feel Spain had become more international?
- 7 When did the Spanish people realise Colonel Tejero's attempted coup had failed?

4 Speak

Work with a partner. Can you think of any examples of political change in other countries? What was the political situation before and after the change took place?