

# 6

# Conflict and resolution

## IN THIS UNIT, YOU:

- roleplay disagreements where you reach a solution
- relate what you have found out about different conflict and peace processes
- debate issues connected to conflict and peace

## SPEAKING

### 1 Work in pairs. Discuss the questions.

- 1 What do you think the relationship is between the people in the photo? Why?
- 2 What do you think they might be arguing about? What might they be saying?
- 3 Which of these sentences about arguing do you agree with? Why?
  - It's healthy to let off steam every once in a while.
  - As soon as you lose your temper, you lose the argument.
  - Sometimes people need a good row to clear the air.
  - Arguing can become addictive and can have a terrible impact on relationships.
  - Raising your voice is a form of aggression.
  - An argument may be unpleasant, but it's often the first step towards a solution.

### 2 Work with a new partner. Look at the list of things people often argue about. Discuss how each might lead to arguments and what kind of things might be said.

careers	politics	exes
religion	homework	silly annoyances
household chores	sport	in-laws
stress and tiredness	kids	time spent together
money	work	

### 3 Which three areas in Exercise 2 do you think generally cause the worst arguments? Why?

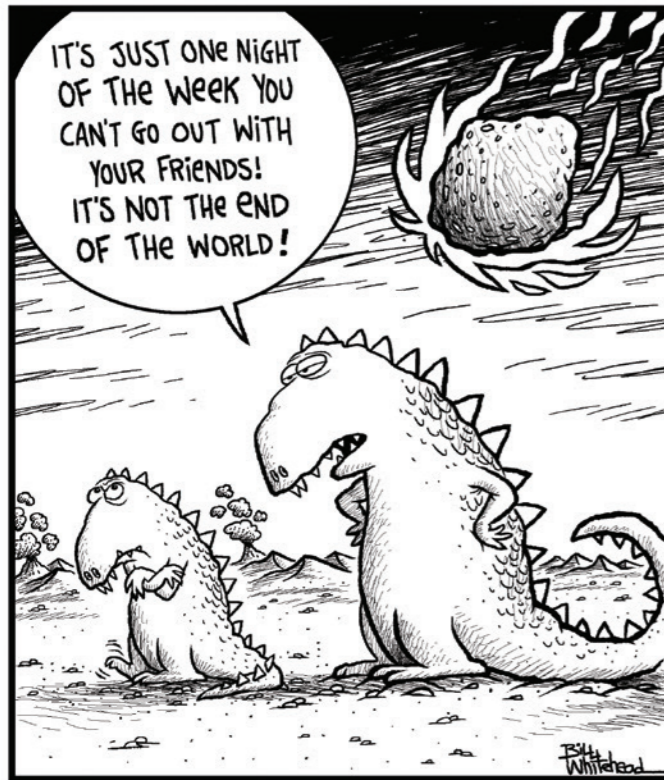
People arguing in Parliament Square, London, England.



# Clear the air

## IN THIS LESSON, YOU:

- roleplay disagreements where you reach a solution
- practise listening to arguments and identifying main issues
- practise ways to defend and justify yourself
- practise ways you can avoid repeating what's been said



## VOCABULARY Arguments and discussions

### 1 Write the words in brackets in the correct order to make phrases people use in arguments.

- I hear what you're saying, but \_\_\_\_\_ . (my / point / view / see / it / try / from / to / of)
- That's not what I meant at all. \_\_\_\_\_ . (words / my / you're / twisting)
- \_\_\_\_\_ . (our / crossed / I / we've / got / think / wires) That wasn't my intention at all.
- OK! \_\_\_\_\_ . (there's / voice / no / to / raise / need / your) I can hear you perfectly well.
- I've obviously done something to upset you, so \_\_\_\_\_ . (I / clear / we / think / air / should / the)
- OK. You've made your point and I heard you. \_\_\_\_\_ ? (just / now / on / can / we / move)
- \_\_\_\_\_ . (wrong / sorry / out / came / all / that) Just pretend I didn't say that.
- Alright! Calm down! \_\_\_\_\_ ! (world / it's / not / end / of / the / the)
- It's done. Just forget about it. \_\_\_\_\_ . (milk / no / there's / crying / spilled / over / point)
- We're getting nowhere here. \_\_\_\_\_ . (circles / going / just / round / we're / in) Can we just agree to disagree?

### 2 Work in pairs. Answer the questions.

- How many phrases with *point* can you find in Exercise 1?
- Can you translate the idioms in Exercise 1 directly into your language?
- Do you think each of the full comments in Exercise 1 would calm an argument or make things worse? Why?

### 3 Work in pairs. Close your books. How many of the idioms from Exercise 1 can you remember?

- Think of a time you might have said one of these idioms. Then work in groups. Tell the rest of the group what happened.
  - There's no point crying over spilled milk.
  - I think we've got our wires crossed.
  - Just pretend I didn't say that.
  - We're going round in circles.
  - I take your point.

## LISTENING

### 5 Listen to two conversations in which arguments occur. What is the main problem between the two people in each conversation?

### 6 Decide if these statements refer to Conversation 1, Conversation 2 or neither. Then listen again and check.

Someone ...

- has tripped over.
- has lost business.
- says they're very busy.
- says something sarcastic.
- has failed to pass on a message.
- takes offence.
- has spent money they didn't have.
- deliberately broke something.
- has had a series of difficulties over the day.
- was annoyed about a previous conversation.

### 7 Work in pairs. Discuss the questions.

- How are the two arguments resolved?
- Do you think the underlying problems have actually been resolved? Why? / Why not?
- Do you know anyone who is untidy, sarcastic, a control freak or easily offended? Does it bother you? Why? / Why not?
- Have you ever had any recurrent arguments with someone? What about? Did you resolve them eventually?

## DEVELOPING CONVERSATIONS

### Defending and justifying

We often use the patterns *It's not as though I if ...* and *It's just that ...* to defend and justify our position and / or behaviour.

A: I almost broke my neck!

B: OK. Sorry. **It's not as though** I did it deliberately. (= I didn't do it deliberately.)

**It came out wrong. I'm sorry. It's just that** it's been a long day and this was the last straw.

### 8 Work in pairs. Complete these conversations with your own ideas.

- A: There's no need to shout!  
B: I know. I'm sorry. It's just that \_\_\_\_\_ .
- A: Why did you buy that?  
B: What's the problem? It's not as if \_\_\_\_\_ .  
A: I know. It's just that \_\_\_\_\_ .
- A: Why can't someone else do it? It's not as though \_\_\_\_\_ .  
B: I know. It's just that \_\_\_\_\_ .
- A: I should've asked you, but I was in a hurry.  
B: OK, but it's not as though \_\_\_\_\_ .  
A: I guess. It's just that \_\_\_\_\_ .
- A: I can't believe you did that.  
B: It's not as though \_\_\_\_\_ .

### 9 Work with a new partner. Practise the conversations in Exercise 8 again. You may need to give different responses depending on what your partner says.

## GRAMMAR

### Ellipsis and substitution

Rather than repeating the same verb phrase twice in one sentence or when we respond to what someone has said, we often use an auxiliary verb (*be, do, have, would, will, etc.*) to refer to that verb phrase. The auxiliary can often indicate a different form than the original verb phrase.

A: I was going to take it to my room ...

B: Well, I wish you **had**.

C: I wish you'd said something sooner.

D: I **would have**, but you hardly come out of that office.

E: If I take my lunch break when you **do**, we could do some shopping.

F: OK, let's **do** that.

### 10 Look at the examples in the Grammar box. Answer the questions.

- What verb phrases do the auxiliaries in bold refer back to?
- What would the new verb phrase be if you didn't only use an auxiliary?
- Are the forms the same or different to the verbs they replace? Why?

### 11 Work in pairs. Complete the sentences using one word in each space. Then explain the function of each of the gapped sentences.

- A: What? You're joking?  
B: I wish I \_\_\_\_\_ .
- A: You should've tried calling them.  
B: I \_\_\_\_\_ , but no-one answered.
- A: Call me later.  
B: I \_\_\_\_\_ .
- A: You should've booked the ticket when I \_\_\_\_\_ . You said you were going to.  
B: I \_\_\_\_\_ , but then I got distracted and it slipped my mind. Sorry. You don't know anyone else who's going?

### 12 Choose three of the comments (1–5). Write three-line dialogues using ellipsis / substitution to avoid repetition.

- You're always complaining about everything!  
A: *You're always complaining about everything!*  
B: *Well, I wouldn't if you actually worked hard.*  
A: *What do you mean? I do!*
- You shouldn't have left it so late.
- I can't believe you're studying instead of coming to my party.
- You were shouting and screaming.
- Don't talk to people about company business.

**G** See Grammar reference 6A.

## CONVERSATION PRACTICE

### 13 **M** Work in pairs. You are going to roleplay a conversation. Read your information and spend a few minutes planning what you are going to say. Then have your conversation.

Student A: Look at File 3 on page 189.

Student B: Look at File 21 on page 196.

# War and peace

## IN THIS LESSON, YOU:

- relate what you have found out about different conflict and peace processes
- read an article about peace studies and practise avoiding making assumptions
- explain aspects of what you read to different people and relate it to what you know
- explain the general process of conflicts and resolutions

## READING

- 1 Work in pairs. You are going to read an article that talks about a degree programme called Peace Studies. Write five questions you would like to ask about it.**
- 2 Read the article on page 59 quickly. See if any of your questions were answered.**
- 3 Work in pairs. Read the text again and decide if the following statements are true (T), false (F) or not given (NG) according to the information in the article.**
  - The Tolstoy Cup was established by a peace campaigner.
  - Stephen Pinker believes that humanity is becoming progressively more peaceful.
  - The end of the conflict in Angola was not widely reported in the news.
  - There's no support for Pinker's views.
  - According to Pinker, we have fewer wars now because countries rely more on international trade.
  - There are now more centres for Peace Studies than War Studies.
  - Peace Studies doesn't teach practical answers to problems.
  - If you don't take positive measures, then tensions can resurface and violence can break out again.
  - Migration is given as both a reason for greater peace and possible cause of conflict.
  - Bradford has won the Tolstoy Cup more often than King's College.
- 4 Complete the phrases from the text with the correct form of the word in bold.**

1 big <b>rivals</b>	the fiercest sporting _____
2 carry great <b>symbolism</b>	_____ battle it out
3 create <b>controversy</b>	perhaps more _____
4 a <b>mobile</b> population	greater human _____
5 a <b>practical</b> solution	messy _____ of life
6 an <b>absent</b> father	the _____ of violence
7 <b>settle</b> a dispute	a lasting _____
8 <b>understand</b> the problem	foster greater _____
9 the <b>structure</b> of society	complex _____ issues
10 an <b>inclusive</b> approach	building _____
- 5 Work in pairs. Explain how the phrases in Exercise 4 were used in the article.**

- 6 M Work with a new partner. Roleplay two conversations where you report aspects of what you read in the text.**
  - 1 Student A:** you are always complaining about how bad the world is.  
**Student B:** challenge Student A's attitude by telling them about some ideas in the text.
  - 2 Student B:** you are a teenager struggling to decide what to study at university.  
**Student A:** make some suggestions by telling them about some ideas in the text.
- 7 Work in groups. Choose three sets of questions to discuss.**
  - Do you believe Stephen Pinker's claim that we are less violent? Why? / Why not? How do you think the five factors he mentioned may have helped to reduce violence? Which factor do you think has had the biggest effect? Why?
  - Would you study Peace Studies? Why? / Why not? How do you think the different disciplines relate to creating peace? What work roles do you think students may take up?
  - How might the structural issues mentioned create conflict? Which is the most pressing issue? Why?
  - Can you think of any other notable peace campaigners or military minds? What were their main achievements?

## VOCABULARY Conflict and resolution

- 8 Work in pairs. For each group of phrases 1–5 number them in the order the things are most likely to happen, starting with the words in bold.**
  - were invaded** / initially defended themselves / other countries joined forces / defeated them / pushed the enemy back / lost ground
  - tensions rose** / a ceasefire was called / the conflict escalated / fighting broke out / war was raging
  - was surrounded** / ran out of food / were under siege for weeks / became prisoners of war / surrendered
  - declared a ceasefire** / negotiations restarted / began negotiations / talks broke down / came to a resolution
  - a peace agreement was signed** / amnesty was granted / arms were surrendered / a truth and reconciliation process / armed groups were disbanded
- 9 P Listen to the answers for Exercise 8 and practise saying the phrases. Which phrases do you find hard to say? Practise saying them again.**

## SPEAKING

- 10 Work in groups. Think of examples of a peace protest. Spend a few minutes researching to check what happened and what the consequences have been. Then share your ideas.**

# PEACE to defeat WAR yet again?

It might not be among the fiercest sporting rivalries or biggest sporting events in the UK, but the Tolstoy Cup, which is played again today, must carry the greatest symbolism. Named after the author of *War and Peace*, the annual football match pits Bradford University's Department of Peace Studies against London's King's College Department of War Studies. On the football field, the teams wear shirts emblazoned with the names of peace campaigners, like Gandhi and Martin Luther King, or great military minds, such as Caesar and Clausewitz, and they symbolically battle it out to see if the dark side will triumph or whether peace can actually win out over war. Back in the real world, there are some academics who think that it can and, in fact, is already doing so.

In his book, *The Better Angels of Our Nature*, the evolutionary psychologist Stephen Pinker argues that violence is actually in decline in most, if not all forms, including murder, torture, the treatment of children and minority groups, and – perhaps more controversially – military conflict. We are, of course, all too familiar with the wars that have raged over the last century, but it is easy to forget that many conflicts round the world, from Angola to Colombia to Northern Ireland, have found some kind of resolution in recent years. Military coups and outbreaks of violence tend to attract greater attention on our TV screens than the quiet working of democracy or the end of a siege. And a recent study also seems to back up Pinker's assertions. It finds that over the last 80 years, albeit with some peaks coinciding with major wars, the overall trend shows conflicts cause fewer deaths per head of population than in the past.

Pinker credits five main historical forces with having brought about this reduction: the growth of nation states and legal systems; the increasingly global nature of commercial transactions; an increased respect for the interests and rights of women; the spread of the mass media and greater human mobility; and the increased importance of reason, which he claims helps us to 'reframe violence as a problem to be solved rather than a contest to be won.'

Certainly, this reframing can be seen in the rise of Peace Studies. While King's College's Department of War dates back as far as 1848, Europe's second Peace Studies programme in Bradford

was established in 1973, following the Peace Research Institute in Oslo a decade earlier. When Bradford's course started, the subject was seen as a fringe area and students often stereotyped as utopian hippies with their head in the clouds, uninterested in the messy practicalities of real life. Nevertheless, programmes have proliferated round the world since then. At the current count there are around 400, including highly regarded courses at Universitat Jaume I in Spain and UPEACE in Costa Rica. There are also important centres of Peace Studies in places that have suffered the consequences of conflict such as Hiroshima, Sarajevo and East Timor.

So, what might you cover in Peace Studies programmes? Well, as an interdisciplinary course you may study history, politics and economics, law, sociology, psychology and anthropology. Central to all programmes is a focus on, firstly, the causes and nature of violence, whether in personal and domestic situations or in international conflicts, and secondly, how to stop it. Courses then tend to distinguish between 'negative' and 'positive' peace. Negative peace focuses on the absence of violence: the establishment of a ceasefire; the surrender of weapons; the disbanding of armies and reintegration of fighters into society. These are obviously necessary steps, but it's argued they don't lead to lasting settlements. For this, you need positive peace, which fosters greater understanding between antagonistic groups, for example through truth and reconciliation commissions, and which also tackles complex structural issues that undermine peace. This is why, as well as teaching practical skills in mediation, negotiation and building inclusivity, courses may explore solutions to problems such as the climate crisis, nuclear proliferation, migration, racism, poverty and human rights violations.

Can studying peace defeat war, though? Well, graduates are certainly doing their best, going on to work in a variety of roles to create a less violent and more just world. The hopeful signs might not always be apparent from the news, but in the Tolstoy Cup, at least, Peace Studies students have the upper hand, triumphing eight out of eleven times. And if Stephen Pinker is right, those graduates will be vindicated in real life too.



International students of the University for Peace in Costa Rica come from over 45 countries

# A war of words

## IN THIS LESSON, YOU:

- debate issues connected to conflict and peace
- discuss how the language of conflict is used in everyday life
- listen to discussions on news items about conflict
- relate similar news stories you have heard

## VOCABULARY War metaphors

See Vocabulary reference 6C.

### 1 Work in pairs. Read the short article about metaphors related to conflict. Answer these questions.

- 1 In what areas of life do we use words connected with war?
- 2 Do these metaphors exist in your language?
- 3 Can you think of an alternative way of expressing the war metaphors in the text that might be more constructive / positive / 'peaceful'?
- 4 Do you think it matters if we use these war metaphors? Why? / Why not?

For most of us, war and physical conflict are not things we have experienced directly, yet they have become a major part of how we describe many aspects of our world. Perhaps unsurprisingly, in sport we talk about **attacking** and **defending**. A team may even **lay siege** to the goal, and their opponents might eventually **surrender** their lead. Similar language is also found in health and medicine, where people talk about **battling** cancer or undergoing **invasive** treatments; in business, where a firm might launch an **aggressive** marketing **campaign** and **bombard** people with advertising; and in court, where **hostile witnesses** and lawyers try to **destroy** each other's arguments. Politics is also an area where governments may **wage war** on drugs or corruption; where politicians might **stick to their guns** when **under fire** from the media; and **campaigners** may **march** to **defend** rights that are **under attack**. Most of the time, we are probably unaware of these metaphors, but some argue they have an impact on attitudes and the way we behave in areas such as relationships, medicine and politics and that we should seek to express our ideas in more constructive ways.



### 2 Complete the sentences with these words. The first one is done for you.

army battle bombarding bullet capture combat  
defence fire frontline guns invasion war

- 1 They've been engaged in a fierce price war which has hit profits.
- 2 The party has recruited a huge \_\_\_\_\_ of volunteers for the campaign.
- 3 They are desperately trying to attract female voters and have been \_\_\_\_\_ them with messages seeking support.
- 4 They're gaining ground in the polls and look set to \_\_\_\_\_ at least 20 new seats in the election.
- 5 In order to \_\_\_\_\_ the rise in crime we need to target criminal gangs.
- 6 She has won her fight to stop the photos being published, which she said was an \_\_\_\_\_ of privacy.
- 7 All the big \_\_\_\_\_ are through to the semi-finals of the competition, so it's going to be a tight battle to reach the final.
- 8 The government has come under \_\_\_\_\_ after dropping the bombshell that they intended to privatize the national water company.
- 9 The fifth set became a \_\_\_\_\_ of wills as both players tired and it was Ruud who finally surrendered to the onslaught from Alcaraz in the last set.
- 10 Tiredness can often reduce our \_\_\_\_\_ against viruses that attack our bodies.
- 11 The company plans to sack hundreds of \_\_\_\_\_ workers, but they are holding fire pending talks with the unions.
- 12 The board finally decided to bite the \_\_\_\_\_ and sack the coach before the team ended in a relegation battle.

### 3 Work in pairs. Compare your answers. Decide which area of life is being discussed in each sentence in Exercise 2 and underline the words in each sentence that use a war metaphor.

### 4 With your partner, discuss the questions.

- 1 What else can reduce your defences against viruses?
- 2 Do you know of any aggressive diseases or someone who has fought an illness?
- 3 How can we combat poverty / disease / addiction?
- 4 Who are the big guns in sport in your country?
- 5 Have you ever had to battle for something? What? Did you win or give in?
- 6 What companies, political parties or ideas are gaining ground at the moment? Why?
- 7 Have you ever had to bite the bullet and make a difficult decision? What happened?

## LISTENING

### 5 Work in groups. Look at the headlines. Discuss what you think has happened in each case.

- a War of words ends in court
- b Last steelmaker loses battle against bankruptcy
- c Defenders of free speech hail victory
- d Stop Oil activists bring traffic to a halt in sticky protest
- e Government under fire for neglecting infrastructure

### 6 Listen to extracts from three radio debates about news stories. In each case, decide which story from Exercise 5 they are discussing.

### 7 FS The start of a clause is often said more quickly. Listen to eight phrases from the beginning of a clause and decide what word(s) could come next.

### 8 Work in pairs. Listen again to each debate and choose the best answer to each question.

#### Debate 1

- 1 What's the main argument the woman gives for bailing out the company?
  - A The government doesn't have a strategy to combat unemployment.
  - B Losing the company will make the country less able to fend for itself.
  - C There are no other factories to provide jobs in the town.
- 2 What's the man's main argument against bailing out the company?
  - A The government doesn't believe in giving subsidies.
  - B They don't believe it will have a major impact on the area.
  - C The company is never going to be profitable.

#### Debate 2

- 3 Why does the man think the protests are effective?
  - A They happen every day, so keep the topic alive.
  - B The protesters are always calm and polite.
  - C They make a big impact and get on the news.
- 4 Which argument does the woman NOT make?
  - A Voting is more effective than direct action.
  - B Not enough is being done to tackle climate change.
  - C The protests are not affecting those that cause the most damage.

#### Debate 3

- 5 Which of the following did NOT happen?
  - A A woman got into an argument over an article she had written.
  - B Someone has lost a court case and had to pay damages.
  - C The verdict is going to be challenged.
- 6 On what point do the speakers agree?
  - A People can be aggressive and unpleasant on social media.
  - B Going to court is a reasonable response to online abuse.
  - C There were a lot of lies in the article that was discussed.

### 9 Work in pairs. Discuss the questions.

- 1 Who did you agree with more in each dialogue? Why?
- 2 Have you heard of any other stories:
  - where a factory / industry closed? What was the result?
  - where protestors caused disruption? What happened?
  - where someone was banned from social media or an argument ended in court? What happened?

## SPEAKING TASK

### 10 Work in pairs. Look at these debate topics and discuss which you think would be most interesting to debate. Then think of one more idea to debate around the themes of conflict and peace.

- We need controls on social media to stop conflict in society growing.
- Wars are a necessary evil.
- Peaceful protests are the only ones that work.
- Society overvalues 'fighters' and rewards aggression too much.
- People should learn mediation skills at school.
- There should be more restrictions on advertising.

### 11 M Prepare to have a debate.

- As a class, choose two of the statements from Exercise 10 to debate.
- Divide into groups – half the class will agree with the two statements and the other half will disagree.
- In your group, prepare your ideas and think how you might knock down your opponent's arguments. Choose one spokesperson for each debate.

### 12 Carry out the two debates.

- The spokesperson for the 'for' group should speak for two minutes.
- The 'against' spokesperson should speak for two minutes.
- When they have finished, anyone can ask questions to each spokesperson.
- In pairs, discuss who you thought was the best spokesperson and why.
- Take a vote as a class.

## MY OUTCOMES

### Work in pairs. Discuss the questions.

- 1 What topics in this unit did you find most intriguing or rewarding?
- 2 What can you do better when arguing or discussing?
- 3 What areas of grammar did you find most challenging in this unit?
- 4 How can you put into practice language from this unit in your everyday life?

# Writing an arts review

**IN THIS LESSON, YOU:**

- write an arts review for a specific purpose
- discuss your attitude to different types of art
- read a review and analyze the purpose and structure
- explain your opinions of different works in more detail

## SPEAKING

**1** Number these types of art from 1 (what you like most) to 10 (what you like least). Add one more genre or type of art you like.

art	ballet	drama	musicals	novels
opera	poetry	pop music	romcom films	theatre

**2** Work in pairs. Compare your answers and explain why you like or dislike these things.

**3** Think about some works in your favourite type of art / genre. Tell your partner what works you would recommend for these purposes.

- to introduce the particular type of art / genre to someone who's not sure about it
- to show a particular aspect of your society
- to teach English or to teach someone your language
- to inspire people in some way
- to share with your family

## WRITING

**4** Read the review and decide what its purpose is. Choose from one of the five listed in Exercise 3. Where does the writer make this clear?

**5** Answer these questions about the review.

- 1 What adjectives highlight positive opinions?
- 2 What adjectives highlight negative opinions?
- 3 In what paragraph(s), if any, do we find out:
  - a the initial set-up of the plot
  - b more about how the plot develops
  - c how the story ends
  - d details about the makers of the work (writer's name, actors, etc.)
  - e the overall message of the piece
  - f aspects of the work which the reviewer likes and doesn't like
  - g the purpose of the film, according to the reviewer

## VOCABULARY Reviews

**6** Complete the sentences with these pairs of words.

dated + timeless	essence + diversity
imagery + distressing	large-scale + accessible
obscure + hardcore	relatable + sentimental
snappy + array	sparkling + delight
underdog + triumph	upbeat + wow

- 1 There are a number of \_\_\_\_\_ references to his previous work that might put off anyone who is not a \_\_\_\_\_ fan.
- 2 It's a \_\_\_\_\_ celebration of Mexican culture that will \_\_\_\_\_ adults and kids alike.
- 3 The brutal \_\_\_\_\_ exposes the dark side of life there, which some might find \_\_\_\_\_.
- 4 The \_\_\_\_\_ production, the incredible costumes and the well-known tunes make it very \_\_\_\_\_ to anyone unfamiliar with opera.
- 5 It's an inspirational story of an \_\_\_\_\_ who comes from obscurity to eventually \_\_\_\_\_.
- 6 The words are very \_\_\_\_\_ – most of us have experienced heartbreak – but when put together with the music it's all a bit too \_\_\_\_\_.
- 7 Some of the attitudes depicted are somewhat \_\_\_\_\_ now, but nonetheless the story of good triumphing over evil is \_\_\_\_\_.
- 8 The \_\_\_\_\_ message of hope and fantastic tunes continue to \_\_\_\_\_ audiences and make it a firm family favourite.
- 9 The \_\_\_\_\_ scenes and the huge \_\_\_\_\_ of interesting characters will keep kids interested.
- 10 It captures the \_\_\_\_\_ of the country and shows life here in all its \_\_\_\_\_, in straightforward language which is highly accessible.

**7** Match the descriptions in Exercise 6 with the purposes in Exercise 3. Some descriptions may match more than one purpose.

**8** Choose at least six words or phrases from Exercise 6 that could describe works you've seen or read. Then work in pairs. Tell your partner as much as you can about each work.

## USEFUL LANGUAGE

### Given and nevertheless

**Given** shows you are taking account of a particular fact when you give an opinion.

*The sharp satire argues that, given the state of politics and the media, the world won't pull together.*

**Nevertheless**, is used when you add a comment that contrasts with the previous sentence.

*At times the humour is quite heavy handed. Nevertheless, some performances are excellent.*

**Nevertheless** is also used after contrastive conjunctions such as *while*, *but* and *although*, in order to emphasize the contrast.

*While that criticism is mainly directed at the US media, it is nevertheless very relevant here too.*

**9** Match the sentence beginnings (1–6) with the endings (a–f) to make complete opinions.

- 1 The play received very poor reviews,
  - 2 The play was a remarkable success,
  - 3 While Watson only plays a minor role in the film,
  - 4 Given that Watson only plays a minor role,
  - 5 The film has a number of adult themes and distressing scenes.
  - 6 Given its adult themes and language,
- a she nevertheless delights with her remarkable performance.
  - b it's unsurprising that some people have been put off.
  - c it's remarkable that she won an Oscar.
  - d given its somewhat obscure subject matter.
  - e Nevertheless, it ultimately provides an upbeat message of hope triumphing over adversity.
  - f but nevertheless went on to wow the public.

**10** Work in pairs. Think of two different ways to complete each of these sentences.

- 1 While it has been badly received by the press, I nevertheless found it ...
- 2 Despite a huge budget, the film nevertheless ...
- 3 Given the length of the novel, ...
- 4 This is a very young orchestra. Nevertheless, ...

## PRACTICE

**11** **M** Write a review of a work (a film, play, ballet, novel, etc.) for one of the purposes you discussed in Exercise 3. Write between 220 and 260 words. Think about:

- what information you'll give in the introduction and what the main message is
- how you'll describe the initial plot in the second paragraph
- how much of the rest of the plot / production you will describe and how it relates to your audience
- what good and bad points you will balance in your final paragraph and recommendation

**12** Share your review with others. How far do people agree with your assessment?

### Don't Look Up Review ★★★★★

*Don't Look Up* is a sharp satire directed by Adam McKay, which highlights the divisions in our society. Featuring a star-studded cast led by Leonardo DiCaprio and Jennifer Lawrence, the film argues that faced with an Armageddon-like catastrophe, we'd struggle to pull together.

The film opens with astronomy researcher Kate Dibiasky (Lawrence) discovering a comet that's going to collide with the Earth. Having confirmed the discovery with her professor, Randall Mindy (DiCaprio), the two try to warn the US President, played by Meryl Streep, who rejects their concerns because she fears the news will damage her poll ratings. The two astronomers hit TV studios instead to publicize the issue.

What then unfolds is a story which is by turns completely absurd and all too recognizable. The media trivialize the story and Mindy is drawn in by fame, taking on the role of the 'sexy professor'. A weird tech billionaire selling software to stop sad feelings blocks efforts to bomb the comet so his company can mine it for precious metals. Dibiasky is bombarded with abuse on social media and forced out of the spotlight. Society becomes divided between those fearing the comet and those in denial, who use the hashtag *Don't Look Up*.

At times the humour is quite heavy handed and at two hours eighteen minutes the film is a bit too long. Nevertheless, some performances are excellent, with Mark Rylance outstanding as the tech mogul. The film also hits a nerve with its brutal depiction of the vain and hypocritical TV journalists. While that criticism is mainly directed at the US media, it is nevertheless very relevant in our country too.



Jennifer Lawrence and Leonardo DiCaprio in *Don't Look Up*.



**VIDEO Out and about**

**1 Work in pairs. Discuss the following.**

- Tell your partner about a great night out you had. Why was it so great?
- Recommend a book you've read and say why you'd recommend it.

**Understanding accents**

Some accents replace an /ɑː/ sound with /æ/, so *barn* /bɑː(r)n/ may sound more like *ban* /bæn/; *park* /pɑː(r)k/ like *pack* /pæk/; and *chart* /tʃɑː(r)t/ like *chat* /tʃæt/.

**2 Watch the video and answer the questions.**

- Who do you think had the best night out? Why?
- Which book do you most like the sound of? Why?

**3 Match two statements with each speaker and explain your choices. There are two statements you do not need. Then watch again to check.**

- We hadn't met up in person for ages.
- That book inspired me to take up sailing.
- It's a great chance to catch up with people you haven't seen all year.
- It's a biography of a big Hollywood star.
- We all went out on the town to celebrate the fact I'd made it there.
- It's a very thought-provoking, informative read.
- It was transformative for me – totally life-changing.
- It's about the dark side of being a child star.

**4 Work in groups. Discuss the questions.**

- When did you last manage to catch up with someone you hadn't seen for ages?
- What kind of problems do you think child stars face as they get older?
- Have you ever been kayaking or hiking? How was it?
- Have any books ever inspired you to do something?
- How much sleep do you need? Do you get that?
- Can you think of a film / book you found thought-provoking?

**VIDEO Developing conversations**

**5 You are going to watch two flatmates trying to resolve a dispute. Watch and take notes on what they say.**

**6 Work in pairs. Compare what you understood. Watch again if you need to.**

**7 Discuss the questions with your partner.**

- How well do you think the two people handled the conflict?
- Have you ever lived in a shared flat / house?
- What do you think are the main advantages of flat-sharing / house-sharing?
- What do you think are the main sources of conflict?

**8 Watch again. Complete the sentences with three to five words in each gap.**

- You literally never hang out with us, so \_\_\_\_\_ there is a problem.
- When I moved into this house, I didn't realize that you guys \_\_\_\_\_ cleaning rotas.
- We're now \_\_\_\_\_ the house has not been cleaned by everyone in a long time.
- \_\_\_\_\_ I haven't spoken about this to you already.
- But try and see \_\_\_\_\_.
- So don't you think that's \_\_\_\_\_ because this is the time when I'm sleeping?
- OK. I think we're \_\_\_\_\_. I think we should come together.
- Maybe we could also, like, come up with a better cleaning rota so that \_\_\_\_\_ it.

**CONVERSATION PRACTICE**

**9 Work in pairs. You are going to practise a conversation.**

- Choose a conversation practice from either Lesson 5A or Lesson 6A.
- Look at the language in that lesson.
- Check the meaning of anything you've forgotten with your partner.
- Have the conversation. Try to improve on the last time you did it.

**GRAMMAR**

**1 Choose the correct options. More than one may be possible.**

- I just wanted the ground to open up, *being forgotten* / *forgotten* / *forgetting* the words on stage like that.
- Having lost* / *Being lost* / *Losing* twice to them previously, we were super determined to win this time.
- I asked her to help, but she just *wouldn't* / *doesn't* / *hasn't*.
- Not having read* / *Not reading* / *Don't read* the book, I can't tell you whether the film is that different.
- Weaving* / *Woven* / *Having woven* elements of history, cultural analysis and science, she builds a compelling argument about the dangers of AI.
- We threw a very lavish party, but I wish we *didn't* / *hadn't* / *wouldn't*.
- A: Why don't you hire a covers band for the function?  
B: I *would* / *will* / *could*, but I just can't afford to.
- A: *Having judged* / *Judged* / *Judging* by the reviews, it looks as if it was a great performance. I wish I'd gone.  
B: You *should* / *should have* / *must*. It was amazing.

**2 Match the first part of the sentences (1–6) with the second part (a–f).**

- She always does herself down,
  - Hearing her talk about her childhood,
  - I said she'd make a go of the business,
  - Left to her own devices,
  - I thought you did it,
  - Having created such a scene,
- she wouldn't do anything.
  - she was a bit embarrassed when we found it.
  - and she did in the end.
  - but I really wish she wouldn't.
  - you'd think she'd lived in poverty.
  - but she must have.

**VOCABULARY**

**3 Complete the sentences with the correct form of the word in bold.**

- There was a bit of \_\_\_\_\_ to begin with. **awkward**
- As the plot \_\_\_\_\_ we discover the truth. **fold**
- The book is an \_\_\_\_\_ introduction to AI. **access**
- It's a \_\_\_\_\_ story that continues to delight. **time**
- There's a lack of \_\_\_\_\_ within the media. **diverse**
- We need to develop \_\_\_\_\_ in society. **include**
- They're seeking a \_\_\_\_\_ to the conflict. **resolve**
- With peace, all military groups were \_\_\_\_\_. **band**
- There was a \_\_\_\_\_ process after the war. **reconcile**
- I found the story a bit too \_\_\_\_\_. **sentiment**

**4 Match the verbs (1–10) with the collocates (a–j).**

- |           |                                    |
|-----------|------------------------------------|
| 1 capture | a the history / the source         |
| 2 trace   | b the audience / the judges        |
| 3 delve   | c amnesty / an injunction          |
| 4 seize   | d the front line / people with ads |
| 5 raise   | e into the past / deeper           |
| 6 clear   | f its essence / enemy soldiers     |
| 7 twist   | g the air / your mind              |
| 8 bombard | h my arm / my words                |
| 9 wow     | i control / new ground             |
| 10 grant  | j the alarm / your voice           |

**5 Decide if these words and phrases are connected to conflict or books / art.**

arms	ceasefire	debut	escalate
follow-up	hype	let-down	memoir
narrate	rage	rivalry	sanction
snappy	surrender	upbeat	

**6 Complete the sentences with a preposition in each gap.**

- Try and see it \_\_\_\_\_ my point of view.
- Can we move on? We're going round \_\_\_\_\_ circles.
- It is, \_\_\_\_\_ turns, comic and deeply moving.
- The novel is regarded \_\_\_\_\_ a modern classic.
- It's a modern take \_\_\_\_\_ the Medusa myth.
- The story revolves \_\_\_\_\_ life in one London street.
- The minister came \_\_\_\_\_ fire for a social media post.
- Her proposal came \_\_\_\_\_ the blue.
- He was \_\_\_\_\_ bits, but there's no point crying \_\_\_\_\_ spilled milk.

**7 Complete the text with one word in each gap. The first letters are given.**

Last year I went on a date to the cinema to see some old rom-com which had been re-released. It followed a girl from a working class neighbourhood who's <sup>1</sup>s \_\_\_\_\_ her fortune as a trader in the big city. She is an <sup>2</sup>un \_\_\_\_\_ who has to compete with more privileged people, but <sup>3</sup>ba \_\_\_\_\_ sexism and prejudice to <sup>4</sup>tr \_\_\_\_\_ in the end. It was set in the 80s and it just seemed very <sup>5</sup>da \_\_\_\_\_ to me. I was absolutely bored out of my <sup>6</sup>m \_\_\_\_\_ but my date seemed to think it was hilarious. He was in <sup>7</sup>st \_\_\_\_\_ half the time, while I spent most of the film <sup>8</sup>y \_\_\_\_\_ and looking at my watch. At one point I must've fallen asleep and my date had to shake me awake and I caught myself snoring. I was <sup>9</sup>mo \_\_\_\_\_ ! The next time, I chose the film – a German film about young men <sup>10</sup>se \_\_\_\_\_ for meaning as war <sup>11</sup>r \_\_\_\_\_ around. I said it was a tender <sup>12</sup>ex \_\_\_\_\_ of friendship. He said he found the film's themes <sup>13</sup>ob \_\_\_\_\_ and that it wasn't at all relatable. After that I decided to bite the <sup>14</sup>bu \_\_\_\_\_ and end our relationship, but before I had the chance to say anything he <sup>15</sup>d \_\_\_\_\_ me by text!