

5

Battles

5A

Vocabulary

War and conflict

I can talk about military conflicts.

Unit map

Vocabulary

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1 SPEAKING Work in pairs. Describe the photos of the war in Afghanistan. What do you know about the war? Try to answer the questions.

- 1 Which countries were involved?
- 2 Why and how did it start?
- 3 What was the eventual outcome?

2 VOCABULARY Complete the text with the nouns below. Check your ideas from exercise 1.

War and conflict allies asymmetric warfare atrocities border
civilian government coalition guerrilla raids insurgency invasion leader
occupation security special forces terrorist-training camps terrorists troops

Following the 9/11 attacks in New York, when ¹ _____ flew planes into the World Trade Center and the Pentagon, killing nearly 3,000 people, the USA issued an ultimatum to the Taliban government in Afghanistan to hand over Osama bin Laden, the ² _____ of Al Qaeda, which, having a few years earlier declared war on the USA, now claimed responsibility for the ³ _____. When the Afghan government refused the request, the USA invaded Afghanistan in order to remove the government from power and destroy the ⁴ _____, where it was claimed the 9/11 hijackers had spent time. The USA was supported from the outset by its closest ⁵ _____, including the UK, and from 2003 by a ⁶ _____ of NATO forces. In all, ⁷ _____ from 43 different countries were involved in the ⁸ _____ and subsequent ⁹ _____ of Afghanistan. The Americans were determined to capture or kill Osama bin Laden, but he fled to the mountains on the Afghan-Pakistan ¹⁰ _____. The Taliban, who had seized power in 1996, were replaced by a ¹¹ _____. Though outgunned and outnumbered, the Taliban launched an ¹² _____ against the new government and the forces of occupation, mounting ¹³ _____ and staging ambushes in the countryside and carrying out suicide attacks in towns and cities. This type of ¹⁴ _____ was difficult to counter and the Taliban took control of much of the south and east of the country. In May 2011, elite American ¹⁵ _____ killed Osama bin Laden in Pakistan, and in 2012 the USA took the decision to withdraw their forces from Afghanistan. The Americans and their allies ended combat operations in 2014 and the Afghan government in the capital, Kabul, assumed full responsibility for the country's ¹⁶ _____.



FLUENCY!

Choosing the right verb-noun collocation will make you sound more precise. For example, you can say **start an attack** or **cause casualties**, but using the collocations **launch an attack** and **inflict casualties** will make you sound more like a native speaker.

3 DICTIONARY WORK Read the **Fluency!** box. Then read the dictionary entries below. Look again at the text in exercise 2 and find six collocations from the entries.

• VERB + ULTIMATUM **deliver, give sb, issue, present (sb with), send** *The government denied that it had presented the union with an ultimatum.* | **get, receive** | **comply with** | **ignore** | **withdraw**

• VERB + WAR **be in, fight in** *My grandfather fought in two world wars.* | **fight, make, wage** *The two countries fought a short but bloody war.* | **win** | **lose** | **declare** | **go to** *The country went to war in 1914.*

• VERB + POWER **come to, rise to** *When did this government come to power?* | **assume, seize, take** *The Crown Prince assumed power in his father's place.* | **fall from, lose** *They fell from power in 1992.* | **give up, relinquish, renounce** | **delegate, devolve** *The new law delegates many of these powers to school governors.*

• VERB + AMBUSH **lay, prepare, set up** *The soldiers set up an ambush in the road.* | **lie in, wait in** *The soldiers lay in ambush for the enemy troops.* | **carry out, stage** *They staged an ambush on an army patrol.* | **be caught in, run into, walk into** *We ran into an ambush in the valley.*

• VERB + ATTACK **carry out, launch, lead, make, mount, spearhead** *The soldiers mounted an all-out attack on the village.* | **come under, suffer** *They came under sustained attack from the air.*

• VERB + FORCE **assemble, create, form, mobilise** *A large expeditionary force is now being assembled.* | **send** *The decision to send forces over the border.* | **deploy, use** *A small peacekeeping force will be deployed in the area.* | **withdraw**

4 Complete the sentences with the nouns below and the correct form of the verbs from the dictionary entries in exercise 3. Sometimes more than one verb is possible.

an ambush attack forces power the ultimatum war

- The port _____ under _____ from missiles fired from ships out to sea.
- The dictator went into hiding after _____ from _____ in 2012.
- Last night two soldiers were injured when they _____ in _____ as they entered the town.
- The president decided to _____ armed _____ into the disputed territory.
- NATO demanded that the government withdraw its troops within 24 hours. But the government refused to _____.
- The terrorists said they were _____ on Western civilisation.



5 2.05 SPEAKING Work in pairs. Can you answer the questions about the Vietnam war below? Then listen to an account of the war, and check or find out the answers.

- Until the Second World War, Vietnam was a colony of which country?
- Which political system did North Vietnam adopt?
- In which decade did the Vietnam war end?
- Who won the Vietnam war, the North or the South?

6 2.05 Listen again. Complete the sentences with a word or short phrase.

- The tactic which Ho Chi Minh used against the Japanese and French was to wage _____.
- The French abandoned Vietnam in the mid 1950s after they lost _____.
- The Americans supported South Vietnam because they were afraid that it and other countries in the region might turn to _____.
- Air raids on the North started after the North attacked _____.
- _____ helped the North to defend themselves against air strikes.
- In the USA, demonstrations against the war were organised by _____.
- 50% of the Vietnamese casualties were _____.

7 VOCABULARY Complete the collocations from the listening with the verbs below.

break claim inflict lose make occupy put up stage station suffer supply

Collocations: conflict and war

- | | |
|--------------------------|---------------------|
| 1 _____ a country / area | 7 _____ resistance |
| 2 _____ arms (to) | 8 _____ losses |
| 3 _____ troops (in) | 9 _____ a protest |
| 4 _____ a breakthrough | 10 _____ victory |
| 5 _____ the stalemate | 11 _____ one's life |
| 6 _____ casualties | |

8 Work in pairs. Take turns to use the collocations from exercise 7 in sentences.

My great-grandfather lost his life in the Second World War.

9 SPEAKING Work in pairs. Discuss the quotations and sayings below. Do you agree with them? Give reasons for your opinions.

- 'The purpose of all war is peace.'
- 'An eye for an eye and the whole world goes blind.'

Passive structures

I can use passive structures.

- SPEAKING** Have you ever seen a Star Wars film? Did you enjoy it? Why? / Why not? What are the films about? How many Star Wars characters can you name? Do you have a favourite?
- Read the text. In what order were the three Star Wars trilogies released?



MAY THE FORCE BE WITH YOU

Star Wars is a series of science-fiction films set in the distant past, 'in a galaxy far, far away'. The first film, *Star Wars*, was released in 1977 and was the first of a trilogy of films released over the next six years. The films follow the classic plotline of an evil power being taken on by a 'small guy' who eventually triumphs. They were phenomenally successful, to the point where phrases from them like 'the Evil Empire' and 'May the Force be with you' have become part of everyday language. The first film was awarded seven Oscars, including one for the visual effects, which were ground-breaking and incredibly convincing for the time. The film has had praise heaped on it from all quarters, and can be regarded as instrumental in launching the science-fiction boom of the late 1970s and early 1980s. Three more films (a prequel to the first trilogy) followed in the late 1990s and early noughties, and since 2015 they have started to release a sequel trilogy. It is widely rumoured that there are plans for the Star Wars franchise to be kept alive for many years to come!

- Find examples of passive structures 1–7 below in the text. Sometimes more than one answer is possible.
 - a passive gerund, e.g. *I dislike being photographed.*
 - a verb with two objects which is used in a passive construction, e.g. *I was promised the job.*
 - a passive construction with *regard, say, consider*, etc., e.g. *Spielberg is seen as ...*
 - a passive construction with introductory *it* and *regard, believe, consider*, etc., e.g. *It was thought that ...*
 - a passive phrasal verb, e.g. *I was woken up by ...*
 - a phrase with a past participle used in place of a passive construction, e.g. *a film directed by Almodóvar*
 - a passive or perfect passive infinitive, e.g. *(to) be seen, (to) have been seen*

- In your notebook, rewrite each sentence twice, making each object the subject of the passive verb.
 - The sales assistant sold me a defective TV.
I was sold ...
A defective TV was ...
 - The lifeguard has thrown a lifeline to the swimmer.
 - We'll offer the job to the most experienced applicant.
 - The farmer was feeding the chickens with corn.
 - After the poor performance, the crowd showed the players little respect.
 - They are sending me my exam results in the post.

LEARN THIS! Auxiliary passive

- With verbs with two objects we can also use a passive construction with *have*.
They gave me a book. > I had a book given (to) me.
- The following can also become the subject of the auxiliary passive:
 - The prepositional object of a verb. *They explained the situation to us. > We had the situation explained to us.*
 - A possessive (*your, Jo's*). *They confiscated Tom's iPad. > Tom had his iPad confiscated.*

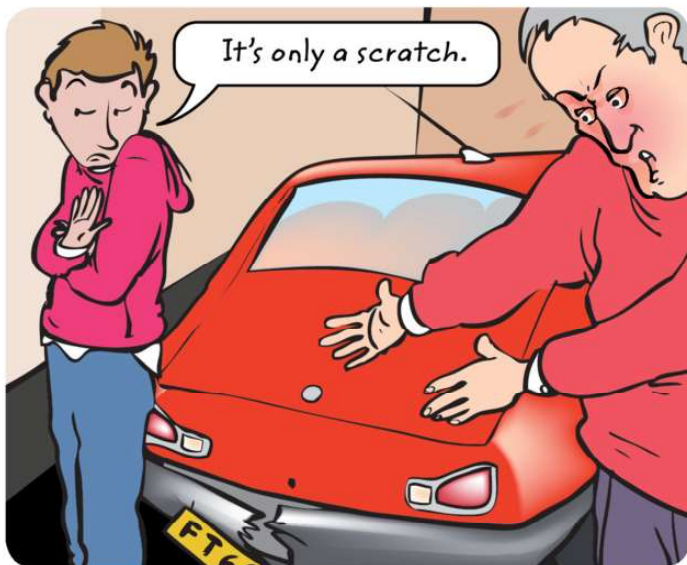
- Read the **Learn this!** box. Find an example of 2a in the text in exercise 2. How would it be expressed as a standard passive structure?
- In your notebook, rewrite the sentences using the auxiliary passive. Start with the words in brackets.
 - A close friend gave me this CD for my birthday. (I)
I had this ...
 - Someone had stolen Sally's car from right outside her house. (Sally)
 - They always read stories to us at primary school. (We)
 - They won't return Tom's iPad to him until the end of the lesson. (Tom)
 - They'll refuse Ed permission to miss the P.E. lesson. (Ed)
 - They played a practical joke on Liam. (Liam)
- Where possible, rewrite the sentences in exercise 6 with a standard passive construction.
 - I was given ... / This CD was ...*
- SPEAKING** Work in pairs. Take turns to read a sentence from below to your partner with his / her book closed. Your partner reforms it using a passive structure. If you can, invent more active sentences for your partner to make passive.
 - Someone should tell her the truth.
 - They say that Harry didn't do any revision.
 - He always wants people to praise him.
 - I hate it when people stare at me.
 - They should take the car for repair immediately.
 - The critics gave the film poor reviews.

Someone should tell her the truth.

She should be ...

Arguments

I can understand people talking about arguments.



➔ **Vocabulary Builder** Reporting verbs: page 128

- 3 **2.07** Listen to three conversations and choose the correct answers. There are two questions for each conversation.

Conversation 1: You hear two people talking about how to avoid arguments.

- The woman insists that
 - it's always possible to avoid getting into a rage.
 - articles like this always contain good advice.
 - the man has misunderstood the advice in the article.
- The man concedes that
 - the article may contain some truth.
 - he needs some advice and help himself.
 - arguments are always avoidable.

Conversation 2: You hear two people talking about an argument that got out of control.

- What does the woman say/think about an argument she had with her partner?
 - She admits that it was her fault.
 - She resents having to apologise to her partner.
 - She fears that they'll split up.
- The man reveals that he and his partner
 - take a long time to make up.
 - also have serious rows.
 - don't feel any anger towards each other.

Conversation 3: You hear two people talking about making up after arguments.

- The woman claims that
 - her partner spends too much time with his friends.
 - she and her partner don't need to make up after an argument.
 - her partner never apologises to her.
- What does the man think of the woman's attitude to arguments?
 - He argues that it may have long-term negative consequences.
 - He doubts that their relationship will survive.
 - He advises her to give in to her partner.

- 4 **SPEAKING** Work in pairs. Which of the opinions expressed in the recordings do you agree or disagree with? Why?

- 5 **SPEAKING** Work in pairs or small groups. Discuss the questions below and then report your ideas to the class.

- Is it a good thing to be passionate about your beliefs?
- Do you enjoy 'playing devil's advocate' (pretending to be against an idea that others support)?
- Do you get along with argumentative people?
- Are you easily persuaded in an argument or debate?

- 1 **SPEAKING** Work in pairs. What do you think the following people most often argue about amongst themselves? Give examples.

- siblings
- teenage friends
- parents and their teenage children
- married couples

Listening Strategy

Listening tasks often include language that reports or summarises things people say in the recording. It is important therefore to have a good knowledge of reporting verbs, adjectives and adverbs that describe feelings, and verbs that report opinions.

- 2 **2.06** Read the **Listening Strategy** and check the meaning of the reporting verbs below. Then listen to eight people talking and complete the sentences with a reporting verb. Use the past simple.

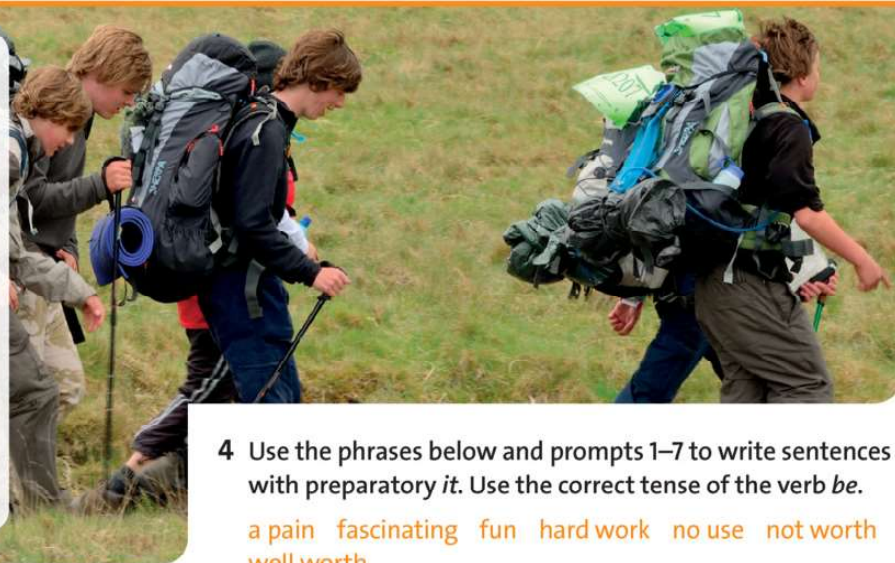
Reporting verbs admit advise announce argue boast claim complain concede confirm deny dismiss doubt enquire fear inform insist mention object(to) observe propose protest question recommend regret remark remind resent reveal threaten warn

- The woman _____ to punish the children if they didn't stop misbehaving.
- The boy _____ his innocence and _____ breaking the window.
- The woman _____ to the plan to build a supermarket near her house.
- He _____ that he was at fault for starting the argument.
- The teacher _____ the students that they had a test coming up.
- The man _____ to the waiter that his food was cold and smelled odd.
- The woman _____ that she and her boyfriend were going to get married.
- The man _____ them not to swim in the river.

Uses of *it*

I can use a range of structures with it.

THE TEN TORS CHALLENGE is an annual weekend hike for teenagers, organised by the British Army. It takes place on Dartmoor, a vast area of moorland in south-west England. Teams are made up of six people. The aim is to visit ten points on the moor within 34 hours, walking a total of 56, 72 or 88 km (depending on the age group). Participants have to carry everything with them: tent, food, clothes and water. It isn't a race but a test of endurance, and of navigation and survival skills, though teams often compete to see who can finish first.



1 SPEAKING Read about the Ten Tors Challenge. Would you like to take part in it? Why? / Why not? Do you know any similar challenges or races? What do they involve?

2 2.08 Listen to Elin talking about the Ten Tors Challenge. Complete the sentences.

- People regard it _____ the distance in such a short time.
- It isn't easy _____ the length of Dartmoor.
- It was really hard work _____ for the challenge.
- It's anybody's guess _____ will be like.
- It's important _____ strong.
- You have to help if one of the team is finding it hard _____.
- It was kind of her friend _____.
- She loved it _____ the finish line.

3 Read the **Learn this!** box. Match the sentences in exercise 2 with the uses of preparatory *it*.

LEARN THIS! Uses of *it*

- We can use *it* to introduce a gerund, infinitive or clause that is the subject of the sentence.
It was fun going to the cinema with you.
It isn't important whose fault it is.
- We can use *it* to introduce an adjective, adding *of* / *for* + noun to say who or what the adjective refers to.
It was kind of you to invite me.
It wasn't easy for me to pass the test.
- it* can also stand for a clause or infinitive that is the object of a sentence.
I love it when you smile. ✓ NOT *How when ...* X
I hate it that he's so rude.
I'd appreciate it if you'd send me more information.
- We use *it as* + noun / adjective + clause or infinitive with *see, take, regard, accept* and *view*.
I see it as insulting / an insult that he didn't invite me.

4 Use the phrases below and prompts 1–7 to write sentences with preparatory *it*. Use the correct tense of the verb *be*.

a pain fascinating fun hard work no use not worth well worth

- dance / at the party. We had a great time!
It was fun dancing at the party. We had a great time!
- hear / all about his adventures in Africa. I can't wait.
- dig / the new vegetable patch. It took us two whole days.
- buy / a travel card. We'll hardly use it.
- have to / go all the way to London to get a new passport.
- ask / Tom to sponsor you. He never has any spare money.
- visit / Venice. There's so much to see.

5 In your notebook, rewrite the sentences using *it* + adjective / noun + *of* or *for* and an infinitive.

- Joe didn't say sorry, which was very rude.
It was rude of Joe not to say sorry.
- I'm not usually so tired in the morning.
- Kate remembered my birthday. How thoughtful!
- Joe's thinking of quitting his job, which would be a mistake.
- You fixed my iPhone. That was so clever!
- We really ought to leave the party now. Look at the time!
- She did a very silly thing, leaving the cup of tea on the edge of the table.

6 USE OF ENGLISH In your notebook, rewrite the sentences using the word in brackets and a structure with *it*.

- Going to the gym after work is very relaxing for her. (finds)
She finds it very relaxing going to the gym after work.
- You don't need to clear up. I'll do it. (leave)
- She discovered that she just wasn't able to make ends meet. (found)
- Using a mobile whilst driving is against the law. (illegal)
- In his opinion, her failure to apologise is unacceptable. (regards)
- You have a responsibility to your parents to let them know where you are. (owe)
- What I hate is when you refuse to talk to me. (can't stand)

7 SPEAKING Work in pairs. Complete the sentences with your own ideas.

- | | |
|----------------------------|----------------------------|
| 1 I find it hard ... | 5 It's always fun ... |
| 2 It isn't worth ... | 6 I'd appreciate it if ... |
| 3 I hate it when ... | 7 It's strange ... |
| 4 I see it as unlikely ... | |

Dependent prepositions

I can use a range of dependent prepositions.

- 1 SPEAKING** Work in pairs. Discuss the question: Is violent protest ever justified? Give reasons for your opinions.
- 2 2.09** Listen to two teenagers, Nathan and Becky, answering the question in exercise 1. In what circumstances do they believe that it is justified? Do you agree?
- 3 2.09** Complete the phrases from the listening with the correct prepositions. Then listen again and check.
 - opposed ____ violence
 - disapprove ____ people breaking the law
 - responsible ____ our own actions
 - discourage the victim ____ a gross injustice ____ taking the law into their own hands
 - result ____ more violence
 - a danger ____ democracy
 - have/lose sympathy ____ a cause
 - preferable ____ any form ____ violent protest
 - restrict themselves ____ non-violent protest
 - a disregard ____ human rights
 - the threat ____ imprisonment without trial
 - excuse them ____ resorting ____ violence
 - no other means ____ protest available ____ them
 - justified ____ defending themselves ____ the people who were intent ____ annihilating them
 - no threat ____ life and liberty
 - protests ____ GM crops
 - limit themselves ____ civil disobedience
- 4** Cover the dictionary entry below. Answer the questions about the verb *agree*, and think of examples.

agree /ə'gri:/ verb

• **SHARE OPINION** [I,T] to have the same opinion as sb; to say that you have the same opinion: *When he said that, I had to agree.* <> + **speech** 'That's true,' she agreed. <> ~ **(with sb) (about/on sth)** He agreed with them about the need for change. <> ~ **with sth** I agree with her analysis of the situation. <> ~ **(that)**... We agree (that) the proposal was a good one. <> 'It's terrible.' 'I couldn't agree more!' (= I completely agree.)

> **SAY YES** [I,T] to say yes; to say that you will do what sb wants or that you will allow sth to happen: *I asked for a pay rise and she agreed.* <> ~ **to sth** Do you think that he'll agree to their proposal? <> ~ **(that)**... She agreed (that) I could go early. <> ~ **to do sth** She agreed to let me go early.

> **DECIDE** [I,T] to decide with sb else to do sth or to have sth: ~ **on sth** Can we agree on a date? <> ~ **sth** They met at the agreed time. <> Can we agree a price? <> They left at 10, as agreed. <> ~ **to do sth** We agreed to meet on Thursday. <> ~ **what, where, etc.**... We couldn't agree what to do.

> **ACCEPT** [T] ~ **sth** to officially accept a plan, request, etc. **SYN approve:** *Next year's budget has been agreed.*



- 6** Look at the prepositions in bold in the sentences below. Then complete the sentences with the correct forms of the words below. Use each word twice.

appeal differ improve warn

- I _____ **with** Kate on the best way to organise direct action.
- This essay is certainly an _____ **on** your last one.
- Mum _____ me **about** the impending bad weather.
- Left-wing politics have never really _____ **to** me.
- There's been an _____ **in** human rights.
- Dave _____ me **against** getting involved with the anti-war demonstrators.
- The president has _____ **for** calm following the riots.
- Your views on violent protest _____ **from** Joe's.
- 7** Complete the sentences with the correct prepositions. All of the adjectives are in exercises 3–6.
 - The terrorists were responsible _____ several bombings.
 - We're agreed _____ our opposition to violent protest.
 - People in some countries face the threat _____ terrorism every day.
 - The army is intent _____ crushing all opposition.
 - I have no sympathy _____ people who take the law into their own hands.
 - My dad discouraged me _____ attending the march.
 - Is living under capitalism preferable _____ living in a socialist state?
 - Across the country there were protests _____ the austerity measures.
- 8 SPEAKING** Work in pairs. In what, if any, circumstances would you be prepared to use violence? Give reasons for your views. Use the ideas below to help you.

To protect:

- yourself
- your family or friends
- a stranger
- your property
- your country
- to prevent a crime

- 5 DICTIONARY WORK** Look at the dictionary entry and check your answers to exercise 4.