

There was a coup there in '67. • They're currently waging a guerilla war. • We should've intervened. • Hopefully, the ceasefire will hold. • He should be indicted for war crimes. • Apparently, they've reported some collateral damage. • The police were a bit heavy-handed. • It's just fuelling tensions. • The atrocity has provoked a backlash. • We need to stem the spiralling violence. • I'd take what they say with a pinch of salt. • I don't call that precision bombing! • We're beginning to bridge the divide. • We're beginning to acknowledge their grievances. • There are a lot of entrenched attitudes. • They just twist everything to their own ends. • These people are harbouring terrorists. • You've got to laugh – or else you'd cry! • There's light at the end of the tunnel at last.

# 14 War and peace

## Conversation

### 1 Speaking

Check you understand the vocabulary in red in the questions below. Then discuss the questions with a partner.

Can you think of any countries:

- that have compulsory military service?
- that have been invaded?
- that have been occupied?
- that are widely seen as rogue states?
- that have had conscription?
- where there's been a civil war?
- where there was a coup and which then had a military dictatorship?
- where guerilla warfare is currently being waged?
- where acts of genocide have been committed?
- where there are regular border skirmishes?

How much do you know about what happened in each place?

### Real English: conscription

Conscription occurs during wartime when the army is short of soldiers. If you're conscripted, you are made to join the armed forces. In American English, conscription is called the draft and you can get drafted. If you somehow manage to get out of doing this, you might get called a draft dodger.

### 2 Talking about war and terrorism

Complete the conversations with the correct form of the words in the box.

declare	get rid of	indict	pull out
descend	go off	pose	step up
foil	hail	prop up	stick

- A: Have you heard? They've ..... a ceasefire.

B: Yes, but it's only a temporary one. It'll never last.
- A: Have you heard? They're ..... all the troops.

B: Yeah, I know. The whole place will ..... into civil war now, just you wait and see.
- A: Have you heard? They've decided to invade.

B: I know. They've got a nerve! They've been ..... the regime for years and now they decide they want to ..... it.
- A: Have you heard the news? They've managed to ..... a gas attack on the underground.

B: Really? I just heard there'd been an incident somewhere.
- A: Have you heard? A huge bomb's ..... in the capital. Thirty-seven dead.

B: Oh God! No! They're really ..... their campaign, aren't they?
- A: They're just using terrorism as an excuse to invade.

B: How do you know? The country might ..... a real threat.
- A: We'd be ..... as liberators if we went in there.

B: You must be mad! They'd see us as invaders and occupiers.
- A: I think it's great the Prime Minister has decided to ..... to his guns and do what he thinks is right.

B: Are you serious? He should be ..... for war crimes.

With a partner, practise the conversations. Try to continue each conversation for as long as you can.

Have you heard any news about wars recently? How do you feel about it?





### 3 Listening

🔊 You're going to hear three people talking – Jackie, Don and Brian. As you listen, take notes about:

- which film Jackie talks about and what it was like.
- the scale of the genocide.
- how Jackie feels about her country's role in that conflict.
- how this differs from her previous comments about war.

### 4 Word check

Complete these sentences from the conversation with the correct form of the verbs in the box.

change	distract	have	see
come	hack	intervene	twist

- It was really harrowing. It ..... me in floods of tears.
- You ..... what I said. All I meant was that it's pointless trying to bomb countries into democracy.
- We all just sat back and let it happen. I think we should ....., we really should.
- You ..... your tune!
- They bring in all these so-called experts just to ..... us from what's really going on.
- All kinds of factors ..... into play.
- They basically just ..... people to death with machetes.
- They probably ..... us as aggressors.

**Work with a partner. Discuss who said these sentences and what they were talking about. Listen to the conversation again to check if you need to.**

### 5 Speaking

**Discuss these questions with a partner.**

- Had you heard about the Rwandan conflict before?
- Why do you think no-one intervened in the conflict?
- What's the most harrowing film you can remember seeing?
- Which of the following do you think are acceptable reasons for going to war? Why?
  - You think another country might attack you – so you attack them first.
  - You want to prevent human rights abuses.
  - One country has invaded another and this threatens to destabilise the whole region.
  - You want to intervene in a genocidal inter-ethnic conflict.
  - You want to defend your economic interests.
  - You think another country is funding and arming terrorist groups.
  - You want to bring about regime change in another country.



### 6 Using vocabulary: war reporting

In the conversation, Don and Jackie spoke about their distrust of the media. Can you remember why they feel like this?

Complete this text with the words in the box.

a war machine	fanatical	propaganda
biased	loyal	tyrant
censor	precision bombing	
collateral damage	pre-emptive strikes	

I've stopped watching the news when there's a war on. It's so one-sided and (1) ..... They twist everything to make you get behind 'our boys'. If you believe everything you hear on the news, then the enemy always has (2) ....., whilst we just have an army; they fire wildly at anything that moves, we carry out (3) .....; their leader is always a demented (4) ....., ours is always statesmanlike and dignified. When we kill innocent people, it's called (5) ..... – when they do it, it's civilian casualties. When we attack first, it's (6) ..... – when they do it's a sneak missile attack without provocation. They (7) ..... all their newspapers; our journalists just operate under reporting guidelines. Our generals give press briefings; theirs just churn out (8) ..... Our soldiers are professional, (9) ..... and brave; theirs are brainwashed, blindly obedient and (10) ..... Honestly, it makes me sick the way we're encouraged to view the enemy as less than human all the time. The press is all just part of the problem.

**Now discuss these questions with a partner.**

- Do you watch / read much news? Where do you usually get your news from? Why?
- Do you agree with the writer that the media influences the way people think about wars? Can you give any examples?
- Are there any sources you don't trust? Why?
- Do you think war reporting ever makes a positive difference? In what way?



## Reading

### 1 Speaking

Look at the quotes below and discuss the questions with a partner.

1. Which do you like best?
2. Are there any you disagree with? Why?
3. Are there any you don't get? Can your partner explain them to you?

- To make peace with the enemy, one must work with that enemy, and that enemy becomes your partner. (*Nelson Mandela*)
- Honest disagreement is often a good sign of progress. (*Gandhi*)
- Melt their weapons, melt their hearts, melt their anger with love. (*Shirley MacLaine*)
- If the battle for civilisation comes down to the wimps versus the barbarians, the barbarians are going to win. (*Thomas Sowell*)
- Victory against terrorism will not take place in a single battle, but in a series of decisive actions against terrorist organisations and those who harbor and support them. (*George W Bush*)
- I don't worry about terrorism. I was married for two years. (*Sam Kinison*)
- One is left with the horrible feeling now that war settles nothing; that to win a war is as disastrous as to lose one. (*Agatha Christie*)
- Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict – alternatives to passive or aggressive responses, alternatives to violence. (*Dorothy Thompson*)
- The man who throws a bomb is an artist because he prefers a great moment to everything. (*G K Chesterton*)

### 2 Reading

Read the first paragraph of the article on the next page and discuss these questions with a partner.

1. Which of the quotes above do you think the writer would most sympathise with? Do you think it's true?
2. Do you know much about the conflict in Northern Ireland?
3. Can you explain the diagram and what happens at each stage?

Now read the rest of the article and find out more.

Then re-explain the conflict with a partner, using the diagram to check you've both understood the article.

### 3 Speaking

Discuss these questions with a partner.

1. Do you know any other conflicts in the world which are at these different stages?
2. This model is sometimes applied to marriage and divorce. What do you think might happen at each stage?
3. Can you think of any other personal conflicts it could be applied to?

### 4 Word check: nouns

Look back at the article and find the adjectives / nouns which collocate with these nouns.

violence	struggle	ground	peace
riots	involvement	bombings	sacrifice

### 5 Word check: verbs

Match these verbs with the noun phrases they collocate with.

- |              |                          |                                      |
|--------------|--------------------------|--------------------------------------|
| 1. be denied | <input type="checkbox"/> | a. fire on thousands of protestors   |
| 2. contain   | <input type="checkbox"/> | b. the whole disastrous policy       |
| 3. open      | <input type="checkbox"/> | c. a backlash against the government |
| 4. abandon   | <input type="checkbox"/> | d. all access to a lawyer            |
| 5. provoke   | <input type="checkbox"/> | e. the rioters with water cannons    |

Now match these verbs with the noun phrases they collocate with.

- |                |                          |                                       |
|----------------|--------------------------|---------------------------------------|
| 6. bridge      | <input type="checkbox"/> | f. the conflict through violence      |
| 7. resolve     | <input type="checkbox"/> | g. a decision about what to do        |
| 8. reach       | <input type="checkbox"/> | h. the gap between both sides         |
| 9. acknowledge | <input type="checkbox"/> | i. its role in the whole sorry affair |
| 10. entrench   | <input type="checkbox"/> | j. attitudes on both sides            |

Can you remember how the verbs were actually used in the text?

Go back and underline them.

### 6 Speaking

Discuss these questions with a partner.

1. Has the government in your country abandoned any policies? Why?
2. What other gaps or divides could you bridge? How might you do it?



# Us and them?

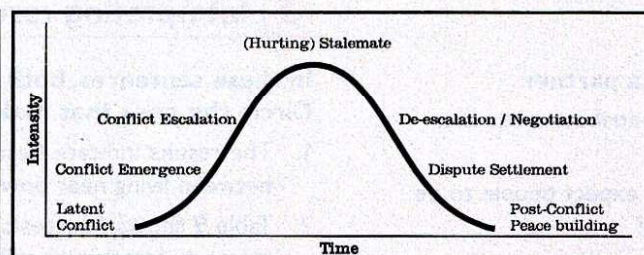
**A**nother bomb goes off, more people are killed. A politician steps out in front of the cameras and talks of monsters attacking us. 'They are evil, inhuman terrorists. They must be destroyed, we must never give in to terrorists and never negotiate with them. Terrorists only understand the language of violence,' and so on. These statements may seem like natural reactions, but we often miss the fact that they may also contribute to escalating a conflict by de-humanising those involved and removing any cause or reason for their actions. This in turn allows those attacked to respond in heavy-handed ways, which in turn may fuel bitterness, remove options for dialogue and therefore encourage further violence. Recognising this, and understanding it as one of several stages conflicts can typically go through (see diagram above) may help us to reconsider our reactions to terrorist atrocities. Here we explore these stages of conflict as illustrated in Northern Ireland over the last forty years.

## Latent conflict

Antagonisms between different sides are often present, but not publicly acknowledged. Up until the late sixties, the Catholic minority in Northern Ireland were frequently discriminated against by the Protestant majority – the Unionists – who ran the country and wanted to remain part of the UK. Catholics were denied access to jobs and good housing, and were unfairly represented in Parliament.

## Emergence

Open conflict is usually triggered by one or more incidents. In this case, it emerged as a result of peaceful civil rights



demonstrations by Catholics. The Unionist government claimed the civil rights movement was a front for the terrorist group, the IRA (Irish Republican Army), which wanted to create a united country with the Republic of Ireland in the south. The demonstrations were banned and when the protests continued, protestors were attacked by unionist groups and the police. The situation quickly developed into full-scale riots, which saw a number of deaths – mainly on the Catholic side. At this point, some Catholics actually accused the IRA of failing to protect their people. Subsequently, in 1969, the IRA split, with one group wishing to take up armed struggle to create a united Ireland. For many people north and south of the border, it was a decision they didn't agree with, and non-violent nationalist groups continued to reject violence throughout the following 30 years.

## Escalation

In an attempt to contain the spiralling violence and crush the newly formed Provisional IRA, the British government introduced imprisonment without trial (or *internment*) of all those suspected of terrorist involvement. Those arrested were overwhelmingly Catholics. Prisoners were frequently beaten and denied basic human rights. In 1972, 13 civil rights protestors were killed when the British army opened fire on protestors. Far from crushing the IRA,

internment proved to be a breeding ground for further hatred and support for terrorism. By the time the policy had been abandoned in 1974, over 1200 people had been killed on both sides of the divide.

## Stalemate

The violence continued at a steady rate with an average of more than 80 killings a year throughout the 1980s. IRA attacks on the British mainland and the killing of 11 civilians in Enniskillen further entrenched views. The British army killed three IRA members in Gibraltar, sparking one of the bloodiest months of the Troubles. Both sides were locked in a conflict they couldn't win and were paying high costs in terms of lives and the economy, yet neither had an obvious way out.

## De-escalation

In the early 1990s, the IRA's political wing made contact with the British government and began secret dialogues with a view to ending the armed struggle.

Typically, the push to enter negotiations is helped by events which confirm the need to move on. This happened in 1993 with a series of bombings on the British mainland including one in Warrington where two children, Tim Parry and Jonathon Ball, were killed. The then Prime Minister, John Major, was later to talk of it as a turning point. 'If we abandoned our attempt at peace ... how many other innocents would have their lives cut short?' he asked.

The attack also provoked a greater backlash amongst Republicans against the IRA. The following year, the IRA declared a ceasefire.

## Dispute settlement

For agreement to be reached, both sides have to track back through the conflict and acknowledge hurt and grievances. Both sides have to offer change. In 1998, the Unionist and Republican parties signed the Good Friday agreement, recognising each other's rights and setting up power sharing.

## Peace building

Signing an agreement does not necessarily lead to a lasting peace. Leaders have to convince their followers, and local resentments and stereotyping of the opposing parties have to be tackled. There is also a culture of criminality associated with paramilitary groups like the IRA, which has to be broken down. Northern Ireland, after ten years of 'peace', has far from resolved these issues with power-sharing institutions regularly suspended and low-level violence continuing. Yet peace remains and efforts of people to bridge community divides continue and none are working harder than the remarkable parents of the Warrington bomb victims who set up the Children's Peace Centre. The centre runs workshops to get children to acknowledge and understand diversity and try to resolve conflicts through dialogue. Reading the responses of participants in the Children for Peace programmes gives hope for the future. As one said: 'Although someone said that to die for one's country is the ultimate sacrifice, I now know that to live for one's country is better'.



# Writing: Describing visual information

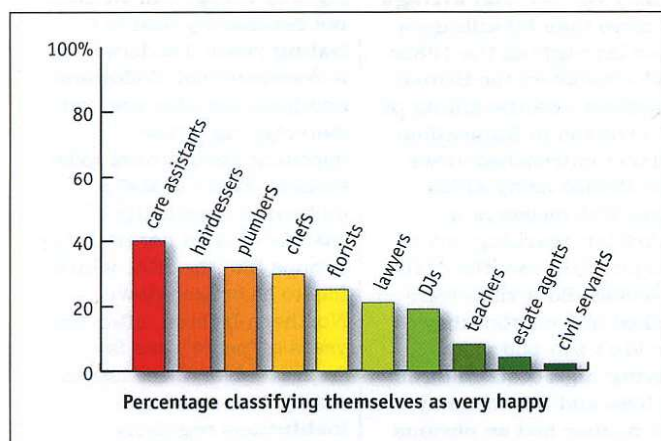
## 1 Speaking

Discuss these questions with a partner.

1. What factors do you think contribute most to a feeling of job satisfaction?
2. What kind of jobs would you expect people to be happiest / unhappiest in? Why?

Now look at the chart below. It shows the results of a survey into levels of job satisfaction.

3. What do you find most surprising about this information?
4. Why do you think those in certain blue-collar jobs seem to be much happier than those in white-collar jobs?
5. What would you imagine the pleasures and the downsides of each of these jobs would be?



## 2 Commenting on visual data

Complete the sentences with the words in the box.

case inspection revealed significant  
from morale seems with

1. As can be seen ..... this chart, a ..... proportion of blue-collar workers seem content with their lives.
2. As ..... by these figures, a financially-rewarding job is no guarantee of job satisfaction.
3. As can be seen from a closer ..... of the figures, there almost ..... to be an inverse relationship between income and job satisfaction.
4. As shown in this chart, the teaching profession is suffering from a serious loss of .....
5. As is often the ..... with surveys, the limited number of respondents means the results should be treated ..... caution.

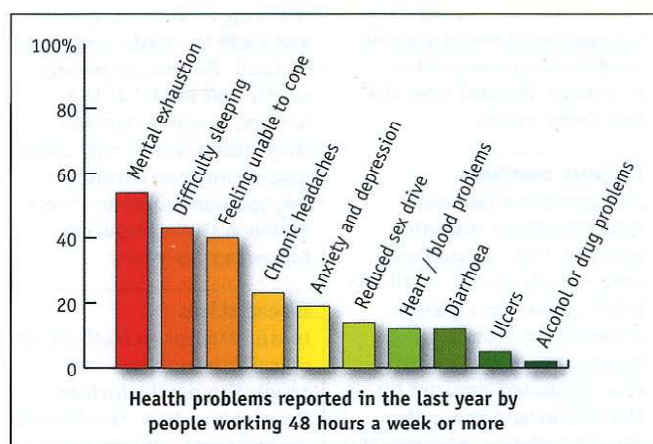
## 3 Interpreting research data

In these sentences, both choices are possible. Circle the ones that make the **stronger** claims.

1. The results **indicate** / **establish** that there is a link between living near power lines and cancer.
2. Table 9 **shows** / **suggests** that many in the overseas research community still require help with their written English.
3. These experiments **call into question** / **undermine** much previous research.
4. Figure 8 **clearly depicts** / **helps to clarify** the relationship between the two elements.
5. Temperature changes **had an influence on** / **distorted** the results of the experiment.
6. The results depicted in Figure 3 **validate** / **go some way towards supporting** this theory.
7. Most commentators **haven't fully taken** / **have failed to take** these findings into consideration.
8. The findings **demonstrate** / **suggest a need for further** research into the matter.

## 4 Practice

Make three comments about the chart below using some of the sentence starters from Activity 2.



Compare your comments with a partner. Now try to make some interpretations of the data, using some of the language from Activity 3.



## 5 Describing charts

Complete this short essay about the chart in Activity 1 with ONE word in each space.

This chart shows the results of a recent survey into levels of job satisfaction across a wide (1) ..... of occupations.

Perhaps surprisingly, the overall (2) ..... appears to be for those in more blue-collar jobs to classify themselves as very happy, (3) ..... those in the usually more financially-rewarding white-collar sector claim disturbingly low levels of happiness.

(4) ..... can be seen from the chart, the happiest workers are care assistants, of (5) ..... 40 per cent described themselves as very happy. A slightly lower proportion of (6) ..... hairdressers and plumbers (32 per cent) placed themselves in this category, with 30 per cent of chefs also opting for it. A (7) ..... of all florists, just over a fifth of all lawyers and just (8) ..... a fifth of all DJs seem content, whilst only an alarming 8 per cent of teachers feel similarly. At the bottom end of the survey, a (9) ..... 4 per cent of estate agents are happy in their jobs whilst an (10) ..... tinier proportion of civil servants feel the same.

## 6 Describing numbers

In this kind of academic writing, we need to vary the way we talk about the figures. Otherwise, the writing quickly becomes monotonous.

Replace the underlined statistics in these sentences with the expressions in the box.

an almost insignificant number	only slightly fewer
the overwhelming majority	just over half
just under a third	upwards of a third
only a tiny percentage	

1. 52 per cent of shoppers surveyed claimed to feel less confident about the state of the economy this year than last and 49 per cent said this was affecting their shopping patterns.
2. Only 2 per cent of the annual defence budget is currently spent on clothing and footwear.
3. 96 per cent of those polled said they would support a change in the law.
4. 35 per cent of all city dwellers have been affected by violent crime, though surprisingly 31 per cent of those living in the country have also been hit.
5. Only 0.2 per cent of those questioned claimed to support the proposals.

## 7 Using grammar: relative clauses

We often use relative clauses to link connected ideas together. Look at these examples:

- The bank currently has more than 2.4 million borrowers, the vast majority of whom are women.
- A prescribing error occurred in approximately 3 per cent of all medication orders written at the hospital, of which 18 per cent were potentially serious.

We generally use *of whom* to connect ideas about people and *of which* to connect ideas about things.

For more information on using relative clauses like this, see G14.

Connect the pairs of sentences with a relative clause using *of whom* or *of which*.

1. Only 800 escaped from the camps. 650 of the escapees were recaptured.
2. The government donates approximately 1.3 billion dollars in overseas aid per annum. The majority of this money goes to Eastern Europe.
3. Over a thousand people died in the conflict. Only a small percentage of those who died were actual combatants.
4. There has been a sharp increase in crime over the last twelve months. A considerable amount of this crime was juvenile crime.
5. Your body needs between 1.5 and 1.8 litres of fluid a day. The bulk of this fluid should be water.
6. During this time, just over 250 responses were received. Only a small percentage of these were negative.
7. Italian is a Romance language currently spoken by some 66,000,000 people. The vast majority of speakers live in peninsular Italy.
8. There were 1,113 motorcycle casualties in the country last year. 63 people involved in motorcycle accidents died.

## 8 Writing

Write a short essay (150–250 words) describing the chart shown in Activity 4. Use the essay in Activity 5 to help you. Try to use as much language from this unit as you can.