

Unit overview

TOPIC: Conflicts and resolutions

TEXTS

Reading and listening: an article about Alfred Nobel; an extract from *Pride and Prejudice* by Jane Austen

Reading: an article about Aung San Suu Kyi

Listening: a conversation about a conflict resolution programme

Writing: writing about a person you admire

SPEAKING AND FUNCTIONS

Talking about Nobel Peace Prize winners

Discussing ways to resolve a conflict

Discussing characters from *Pride and Prejudice*

LANGUAGE

Grammar: past perfect passive; past perfect continuous

Vocabulary: conflicts and solutions

Pronunciation: linking sounds

1 Read and listen

If you set the background information as a homework research task, ask the students to tell the class what they found out.

BACKGROUND INFORMATION

The Nobel Peace Prize is one of six Nobel prizes (the others are for Physics, Chemistry, Economics, Medicine and Literature) awarded every year in Scandinavia. The winner is decided by a group of five people who form the Norwegian Nobel Committee. The prize can be won by an individual or an organisation.

Martin Luther King Jr (1929–1968) was a church minister and leader of the American civil rights movement which opposed racial discrimination against black Americans. King won the Nobel Peace Prize in 1964. Martin Luther King Day (January 15th) was established in his honour, following his assassination in 1968.

Nelson Mandela (born 1918) is a South African politician. He became leader of the African National Congress in 1961 and tried to end racial inequality (apartheid) in his country. He was put in

prison for his political activities in 1963 and stayed there for 27 years. He became President of South Africa in 1994 and won the Nobel Peace Prize in 1993.

Aung San Suu Kyi (born 1945) is a supporter of democracy in Myanmar. She won the Nobel Peace Prize in 1991. For more information about her, see page 59 of the Student's Book.

Kofi Annan (born 1938) is from Ghana. From 1997 to 2006 he was the Secretary-General of the United Nations. He and the UN itself were joint winners of the Nobel Peace Prize in 2001 for 'their work for a better organised and more peaceful world'. During his term of office he was deeply committed to strengthening the role of the UN in promoting international peace and security.

Lech Walesa (born 1943) was a Polish electrician who became a trade union and human rights activist in Poland. In the 1980s he led the Solidarity trade union which opposed government repression, and after the fall of the Communist regime he became President of Poland from 1990 to 1995. He won the Nobel Peace Prize in 1983.

Mother Teresa (1910–1997) was an Albanian-born Catholic nun who founded the Missionaries of Charity in India. Her work for the poor in Calcutta led to her winning the Nobel Peace Prize in 1979.

The First World War is also called World War I and the Great War. It lasted from August 1914 to November 1918. The Allied Powers (led by Britain, France, Russia until 1917, and the United States after 1917) defeated the Central Powers (led by the German Empire, the Austro-Hungarian Empire and the Ottoman Empire).

Warm up

Books closed. Ask students to imagine that they have to give some prizes for special achievements: the class prize for music, the class prize for acting and the class prize for peace. Give students a short while to decide who they would give the prizes to and discuss interesting answers in open class. Ask students if they know of any real prizes in these three fields.

- a** Ask students to look at the photos and elicit anything they know about the people. (The photos, top row left to right, show Mother Teresa, Aung San Suu Kyi, Martin Luther King Jr, and bottom row left to right, Nelson Mandela, Lech Walesa and Kofi Annan.)

- b** Pre-teach *explosive, fortune, dynamite, and obituary*. Students read the questions and then read the text quickly to find the answers. Encourage them to look for the answers and not to spend time looking up new words.

Answers

- 1 By making explosives, including dynamite.
- 2 He saw his own obituary and he didn't want to be remembered only as the man who had invented a destructive weapon.

Discussion box

In pairs or small groups, students discuss the question. Monitor and help as necessary, encouraging them to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Get it right!

Ask students to complete the sentence and then check in the text if necessary. Point out that we can use *work + for*, not *in*, when talking about the company or organisation where a person works.

Answer
for

- c** ▶ **CD2 T14** Read through the text with the class, pausing where necessary to check comprehension and help with difficult vocabulary: *landmines, sea mines, blast, weapon of mass destruction, promote, abolish, grave*. Then read the additional sentences (1–5). Ask students to look back at the text and to match the sentences with the correct spaces (A–E). Play the recording for students to check their answers. During feedback ask them to explain why they chose a certain sentence to fill each gap.

TAPESCRIPT

See the reading text on page 60 of the Student's Book.

Answers

A 5 B 1 C 4 D 2 E 3

- d** Students read the text again and put the events in the order in which they occurred.
- Stronger students:** Let students try to order the sentences from memory before looking back at the text to check their answers.

Answers

Order of events: 1, 3, 6, 7, 4, 2, 5

* OPTIONAL ACTIVITY

Write these sentences on the board. Ask students to decide if they are true or false and then to look back at the text and check their answers. Ask them to correct the false sentences.

- 1 *Alfred Nobel was the first winner of the Nobel Peace Prize.* (False. He created the prize.)
- 2 *Alfred was the first member of his family to develop explosives.* (False. His family had been developing explosives for many years when he joined the company.)
- 3 *Dynamite was safer than nitroglycerine.* (True.)
- 4 *Alfred Nobel was not a rich man.* (False. He had a great fortune.)
- 5 *Alfred Nobel is still alive.* (False. He is dead.)

2

Grammar

* Past perfect passive

- a** Books closed. Ask students how many past tenses they can think of. Elicit *past simple, past continuous* and *past perfect*. Write these sentences on the board and ask students which tenses are underlined.

Dan Brown wrote The Da Vinci Code. (past simple)

She was cooking dinner when I got home. (past continuous)

When I opened the door, I realised somebody had stolen my computer. (past perfect)

Write *passive* on the board and ask students to change the three sentences into the passive by changing the underlined verbs:

The Da Vinci Code *was written* by Dan Brown.

Dinner *was being cooked* when I got home.

When I opened the door, I realised my computer *had been stolen*.

Books open. Ask students to complete the sentences from the text in Exercise 1.

Answers

1 had been 2 had been

- b** Ask students to read through the rule and choose the correct options. Check answers. Refer back to Exercise 2a to show students examples of the use of this tense.

Answers

be, past participle

BACKGROUND INFORMATION

The League of Nations was an international organisation founded after the Paris Peace Conference of 1919. The League's main goals were to stop war through collective security, to settle disputes between countries through negotiation and to improve global welfare.

- c** Tell students they are going to read a text about the First World War. Elicit what they already know about this war. Pre-teach difficult vocabulary: *peace treaty, railway carriage, vast amounts, opposing armies*. Students read the text and choose the correct verb forms. Ask them to compare answers with a partner before feedback.

Answers

- 1 was signed 2 were sent 3 had been killed
4 had been spent 5 had been destroyed
6 was taken 7 had been discussed
8 was fought

- d** Students complete the sentences with the correct form of the verbs.

Answers

- 2 had been sold 3 was killed 4 was held
5 had not / hadn't been repaired 6 had been painted

Grammar notebook

Remind students to note down the rules for the past perfect passive and to write a few examples of their own.

* OPTIONAL ACTIVITY

Write these sentences on the board. In pairs, students complete the sentences with a verb in the past perfect simple.

- When I got home, somebody had broken my window.
My window ...
- I realised the decorators hadn't painted my front door.
My front door ...
- They had kept their cat in the house for five years.
Their cat ...
- Johnny's Dad had given him a new bike
Johnny ...

Answers

- 1 My window had been broken.
2 My front door had not / hadn't been painted.
3 Their cat had been kept in the house for five years
4 Johnny had been given a new bike.

3 Listening

Warm up

In open class, ask students what the disciplinary procedures are in their school. Do they think the system works well? Are there any parts of it that they would change? Invite individuals to give their opinions and write any interesting vocabulary on the board.

- a** Read through the sentences with students. Divide the class into pairs and ask students to discuss the meanings of the underlined words. Check answers.

Possible answers

- 1 ended amicably 2 causes aggression
3 keeping away from physical conflict
4 when two or more people hit each other
5 knocked against 6 intervene 7 points of view
8 possible courses of action

- b** ▶ **CD2 T15** Tell students they are going to hear a discussion with an American teenager called Jackson, and his friend, Olivia. Check understanding of *conflict resolution programme*. Ask students to read through the questions and then play the first part of the recording, several times if necessary. Students listen and answer the questions.

TAPESCRIPT

Presenter: A study carried out among US teenagers shows that a growing percentage of them see fighting as the only acceptable way to resolve disagreements. 33 per cent of junior and senior high school students said that when they were really angry there was no way they could control themselves. 41 per cent said that if they were challenged, they would fight and that avoiding fights was a sign of weakness. And what is most alarming is that one in three high school students said they had been in a physical fight in the past year.

Olivia: I can't listen to this any more. It's exactly the same at our school.

Jackson: Really? Well, it's not like that at ours. Probably because we've got this conflict resolution programme.

Olivia: A what programme?

Jackson: Yeah, that's what I thought when I first heard about it. But it's really cool, you know.

Olivia: What is it all about, then?

Jackson: Well, it's basically what the name says. A programme we're doing with a psychologist that helps us to resolve conflicts.

Olivia: So, how does it work, I mean how does the psychologist work with you?

Jackson: Well, for example, we had this situation recently where one of my friends got into a fight with another boy.

Olivia: What was the fight about?

Jackson: Well, he was standing in line at the canteen, and the other boy bumped into him, which wasn't really his fault as someone else had pushed him. There wasn't much of a reason really, but suddenly they were really angry and if one of the teachers hadn't stepped in, who knows, there might have been some serious fighting. And it's not the first time something like this has happened.

Olivia: Uh huh. So what did the psychologist do?

Jackson: Well, the first thing he taught us was that conflicts and disagreements are a normal part of life ...

Olivia: Right.

Answers

- 1 That fighting amongst US teenagers is increasingly seen as an acceptable way to resolve disputes.
- 2 He thinks the programme works well, and he likes it.
- 3 Two boys who got into a fight in the lunch queue.
- 4 That they are a normal part of life.

C ▶ **CD2 T16** Read through the instructions with the class and check understanding. Play the recording and ask students to put the steps in the correct order. Check answers. You may want to play the recording again, pausing as necessary for clarification.

TAPESCRIPT

Jackson: ... but they don't have to lead to violence. And then he told us about this six-step process for resolving conflicts. The first step is all about 'Setting the stage'.

Olivia: What does that mean?

Jackson: Well, the two kids who have a conflict have to agree that they will try to work together to find a peaceful solution, and accept certain ground rules, for example there is no name-calling, shouting, or interrupting. And of course the whole class takes part in this process.

Olivia: So what's the second step?

Jackson: It's called 'Gathering perspectives'. Each person describes the conflict from his or her perspective or point of view, without interruption. The other kids listen and then ask questions. In the conflict I mentioned, for example, it turned out that the two guys had been having similar problems for some time.

Olivia: Right. What about step three?

Jackson: Well, that's about 'Finding common interests'. Again, in this case, it turned out that neither of the boys actually likes violence at all.

Olivia: I see. What's the fourth step then?

Jackson: 'Creating options' – this is about taking time for each kid to try to think of solutions to the problem where both people gain something – think win–win!

Olivia: Win–win?

Jackson: Yeah. Too often we assume that for one person to win, the other person has to lose. But it's also possible to think creatively and come up with a solution that both people feel good about. What's important in this step is that you hear all the opinions, but nobody is allowed to say 'This doesn't work' or 'That's not a good idea.' That's all for the next step. In step five, we 'Evaluate options'. We all discuss the different solutions that have been suggested.

Olivia: And the final step?

Jackson: Is about 'Creating an agreement'. The kids involved agree what they will do to solve their conflict. And it's fascinating because conflicts can actually be positive – if we learn how to solve them, we understand others and ourselves better.

Olivia: So how did the two boys from the lunch line solve their conflict?

Jackson: Well, the solution was that the two of them became kind of assistants in the lunch break. They had to make sure that there were no more fights in the line. This meant there were far fewer conflicts, and a month later, because they had been working together so well, they actually became really good friends.

Answers

- 1 Set the stage
- 2 Gather perspectives
- 3 Find common interests
- 4 Create options
- 5 Evaluate options
- 6 Create an agreement

4

Grammar

* Past perfect continuous

- a** Look at the example with the class and focus on the verb *had been working*. Tell students that this tense is called the past perfect continuous. Draw attention to the form (*had + been + -ing*). Ask: *Did they work together before or after they became friends? (Before.) Did their work happen at a particular time or was it an extended action? (An extended action.)* Students read through the rule and choose the correct options.

Answers

continuous, before

- b** Ask students to read quickly through the text in Exercise 1 to find another example of the past perfect continuous. Ask them which happened first – Alfred joining the company or the development

of explosives (the development of explosives). Draw attention to the time expression *for many years* and point out that the action of developing explosives continued for an extended period of time.

Answer

When Alfred joined the Nobel family company, it had been developing explosives for many years.

- c** To clarify the difference between the past perfect and the past perfect continuous, write these sentences on the board:

*I recognised the hotel. I had stayed there in 2004.
When I arrived, I met Isobel. She had been staying at the hotel for a few days.*

Point out that both forms of the past perfect refer to an event that happened earlier than another event in the past. Ask students if they can say why the second example is different from the first. Elicit the point that we use the past perfect continuous to express continuous or repeated activities up to a point in the past. Students work in pairs to read through the text and decide which is the correct verb form. During feedback, you may find it useful to draw a timeline on the board to show when different actions took place.

Answers

**2 had been travelling 3 had received
4 had been looking**

- d** Students complete the sentences, using the correct tense. Ask them to compare answers with a partner before feedback.

Answers

**2 had been crying 3 was shopping
4 had been waiting 5 was crossing
6 had been thinking**

Grammar notebook

Remind students to note down the rule for the past perfect continuous and to write a few examples of their own.

* OPTIONAL ACTIVITY

Divide the class into small groups. Read out the following situations and give the groups a short time to think of a reason for the situation. Their reason must include the past perfect continuous. Encourage them to use their imagination and give a point for the best idea.

Example: *Why was Sally standing at the bus stop looking angry?*

She had been waiting for twenty minutes.

- 1 *Why was Tony's face wet?*
- 2 *Why did Bill's feet hurt?*
- 3 *Why was Kate carrying two heavy bags?*
- 4 *Why were Ian's knees dirty?*
- 5 *Why did Sue have blue fingers?*

If students enjoy the activity, you could ask them to think of some different situations and ask the class.

5

Vocabulary

* Conflicts and solutions

Warm up

To introduce the topic, ask students if they have ever had a serious argument with one of their friends or a member of their family. Ask them to discuss with a partner. What was the argument about? Did they make friends again? Did they go to somebody else for advice? Listen to a few examples in open class.

- a** Read through the two sentences with students and ask them to complete them. Make sure they understand that we *resolve a problem* or *find an answer/solution to a problem*.

Answers

resolve, find

- b** Tell students that they are going to read a page from a website which helps people resolve conflicts. Ask students to read the webpage and then to match the underlined expressions with the definitions. Students compare answers with a partner before feedback.

Answers

2 g 3 c 4 d 5 f 6 e 7 a 8 h

- c** ▶ **CD2 T17** Ask students to complete the sentences, using the underlined expressions. Point out that they will need to change the form of some of the verbs. Play the recording for students to check their answers.

TAPESCRIPT/ANSWERS

- 1 He's a bit upset because he's fallen out with his best friend.
- 2 Can you help me with my maths homework?
I keep getting stuck.
- 3 Let's reach a compromise. 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 take my brother's side.
- 5 The presidents of the two countries are meeting to try and resolve the conflict that started last month.

- 6 Annie can help you with any problems you've got. She's really good at sorting things out.
- 7 Haven't you and your brother made up yet? I'm tired of seeing the two of you fighting all the time!
- 8 There are many countries in the world that always stay neutral when a war starts.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding. There is also further practice in the Vocabulary bank activities on page 140.

Vocabulary bank activities

- a** Possible answers
 2 negotiate 3 give-and-take 4 ill feeling
 5 fight 6 misunderstanding 7 came; blows
 8 bottom

Vocabulary notebook

Encourage students to start a new section called *Conflicts and solutions* in their notebook and to add these words. They may find it useful to note down translations, too.

* OPTIONAL ACTIVITY

For further practice of the vocabulary in this exercise, photocopy and hand out the following sentence parts, or write them on the board. Ask students to match 1–6 with a–f.

- 1 *She's very good at creating problems*
 - 2 *The only way to resolve this conflict*
 - 3 *I'm trying to find a solution to this problem*
 - 4 *Jane and Fred fell out again last week, and*
 - 5 *Why do you always have to take someone's side?*
 - 6 *They failed to end the argument because*
- a *but I keep getting stuck.*
 b *they only made up yesterday.*
 c *Why can't you stay neutral?*
 d *but not so good at sorting them out.*
 e *they couldn't reach a compromise.*
 f *is to find out who started it.*

Answers

1 d 2 f 3 a 4 b 5 c 6 e

6 Pronunciation

* Linking sounds

- a** ▶ CD2 T18 Students read the sentences on pages 124–25. Play the recording and ask students to note how the underlined sounds are pronounced. Draw attention to the way a consonant sound at the

end of a word links up with a vowel sound at the beginning of the next word: *find a* /'faɪndə/, *sort out* /'sɔ:təʊt/.

- b** Ask students if they can think of a rule about when final consonants are pronounced. If they have difficulty with this, refer to the examples in Exercise 6a. Pay attention to the difference between sentences 4/5.

Answer

The consonant is pronounced when followed by a vowel and not pronounced when followed by a consonant. Point out to students that the final consonant is pronounced when the word ends the sentence. e.g. *It's hot.* and *That's good.*

- c** ▶ CD2 T18 Play the recording again, pausing after each sentence for students to repeat.

TAPESCRIPT

- 1 I'm getting stuck with my maths homework.
- 2 I'm sure we can sort out an answer.
- 3 She's really good at sorting them out.
- 4 Let's try to find a solution.
- 5 I've tried hard but I can't find the answer..

7 Speak

Read the text with the class. In groups, students discuss ways of resolving the conflict. Ask different groups to present their solutions to the class and encourage others to comment and ask questions. Encourage the class to try to come to agreement about the best way of resolving the problem.

* OPTIONAL ACTIVITY

If you have a strong class, you could ask pairs to write a dialogue between Evie and Jake, first arguing and then resolving their conflict. Invite different pairs to act out their dialogue for the class.

Literature in mind

8 Read

If you set the background information as a homework research task, ask the students to tell the class what they found out.

BACKGROUND INFORMATION

Jane Austen: (1775–1817) was born in Hampshire, England. She wrote six classic novels between 1811 and 1817: *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Northanger Abbey* and *Persuasion*. Her work is recognised for its definition of character and the insights it offers into the 18th-century middle and upper classes. Her books are still extremely popular throughout the world. In a major BBC poll in 2005, *Pride and Prejudice* was voted the second most popular British novel (first was *The Lord of the Rings* by J.R.R. Tolkien). The photo on this page is from the 2005 film of *Pride and Prejudice* starring Keira Knightley and Matthew Macfadyen.

- a** Ask students if they have heard of Jane Austen. Tell them they are going to read an extract from one of her novels, *Pride and Prejudice*. Students look at the cover of the book and read the summary of the story to decide if they think they would like to read the book. Discuss students' ideas and help with vocabulary if necessary.

- b** **▶ CD2 T19** Ask students to read the extract. Tell them it includes some difficult language and encourage them not to worry about the meaning of individual words. Play the recording while students read the extract for a second time and complete the exercise. Allow them to compare answers with a partner before checking answers in open class. Play the recording again, pausing as necessary to clarify language.

Answers

1 hastily 2 with composure 3 heightened
4 to rejoice 5 spared me the concern
6 might have been suppressed 7 perfectly comprehend 8 tempted me to accept it

Discussion box

In pairs or small groups, students go through the questions in the box and discuss them. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text.

Ask pairs or groups to feedback to the class and discuss any interesting points further.

* OPTIONAL ACTIVITY

Divide the class into pairs. Ask students to use their own words to 'translate' the extract into more simple language. Tell them that they should try to explain the meaning without repeating any of the words in the text. As feedback, work together as a group to create a modern English version of the extract.

9

Write

The planning for this exercise can be done in class and the writing can be set as homework.

- a** Ask students to read the text quickly and match the paragraphs (1–4) to the topics (a–d).

Answers

a 4 b 2 c 3 d 1

* Get it right!

Focus students on the tip box and ask them to decide on the correct preposition in the sentence. They can then check in the text if necessary. Point out that we say *arrive in* + country, not *arrive to*.

Answer

in

- b** Students read the last paragraph of the text again and discuss the writer's admiration for Aung San Suu Kyi.

Possible answers

The writer admires her because she has acted with great courage for the good of her people, although this was dangerous for her personally. She held on to her ideals and tried to achieve them through peaceful means. The writer describes what is special about Aung San Suu Kyi and shows how her behaviour and beliefs fit with the values that he/she believes in.

- c** Students think of somebody that they admire. Read through the notes with the class and tell students to plan their composition using the same paragraph structure as in the sample text. Encourage them to think about why they admire the person they have chosen and to express this in the final paragraph. This task could be extended into a class presentation, with students putting their writing on the walls, passing them round for cross-reading or giving oral presentations based on their texts.

History in mind

* Transition to democracy

* USEFUL VOCABULARY

dictatorship regime successor stagnation
decree elections constitution coronation
democratic representation left-wing
right-wing legitimacy setback stage
hostage nationwide coup standstill
demonstrations crown ban

BACKGROUND INFORMATION

The period in Spanish history commonly known as **The Transition** took place between November 1975 and February 1981: time from the end of the **dictatorship**, marked by the death of **General Francisco Franco**, to the establishment of **parliamentary democracy** in Spain. Franco had named **Don Juan Carlos de Bourbon** as his **successor** before his death and he was subsequently crowned **King Juan Carlos I**.

King Juan Carlos almost immediately set about facilitating the development of the current political system, naming **Adolfo Suárez** as head of the transitional government. Suárez himself had served as Secretary General in Franco's government. He went on to form the political party the **Union of the Democratic Centre** (Unión de Centro Democrático) which won the first elections of the new democratic era in 1977. In December 1978, the **Spanish constitution** was passed by **referendum**.

The one **setback** on the road to democracy was an **attempted coup** staged by **Lieutenant Colonel Tejero** in February 1981. Tejero and armed officers from the Guardia Civil (Civil guard) forced their way into **parliament** and kept its member **hostage** for several hours. King Juan Carlos condemned the coup and expressed his complete support for the new democracy. This event is recognised by many as marking the end of the period of transition.

This lesson aims to concentrate on the historical facts of the political transition in Spain rather than seeking to encourage any political debate around ideology. Consideration should be given to any sensitivity which could arise from such discussion.

1 What do you think?

Warm up

Books closed. Write *The Transition* on the board. Ask questions like the following: *What was The Transition? When did it take place? Who was involved?* (See BACKGROUND INFORMATION above for possible answers). If your students seem to have a good knowledge of this time in Spanish history, you could brainstorm important events and people surrounding The Transition and make a list on the board.

Books open. Look at the pictures A-E in Exercise 1. You could ask students to compare the events depicted in the pictures with the list on the board from the warm up (if you made one). Put students in pairs to discuss what they know about the events and to try to put them in the correct chronological order (if students have difficulty discussing and ordering the pictures, they could simply read the text and put the pictures in order). Listen to some

of their ideas in open class as feedback. Elicit some of their ideas about the order of the events, but don't confirm the correct answers at this stage.

Possible answers

- A** Adolfo Suarez was chosen by King Juan Carlos to head the government. He had been a member of Franco's staff. He won the first elections after Franco's death in June 1977 with his party The Union of the Democratic Centre (Unión de Centro Democrático).
- B** The Law of Political Reform was created in order to allow all political parties to participate in democratic elections. It was passed into law in November 1976.
- C** The Spanish Constitution outlines the fundamental laws of democratic Spain. It was voted for and approved by the Spanish people in a referendum in December 1978.
- D** Lieutenant Colonel Tejero and his troops forced their way into parliament on 23rd February 1981 and held its members hostage at gunpoint. The failed coup was an attempt to reinstate a military government.
- E** King Juan Carlos was crowned at his coronation in 1975. He had been named as Franco's successor by Franco himself.

2 Read

- a** Students read the text and put the events in the correct order. Allow them to compare their answers with a partner before checking answers open class.

Answers

1 E 2 B 3 A 4 C 5 D

- b** Ask students to read through the statements and check understanding. Students read the text again and decide if the statements are true or false. Remind them to correct the false sentences.

Answers

1 T 2 F (Franco intended the monarchy to return after the end of his rule.) 3 T 4 T 5 F (There was a referendum to approve the new constitution which had already been drafted.) 6 T 7 F (Tejero's attempted coup was not supported by the Spanish people)

- c** Students work with a partner and try to explain the terms to each other in their own words. Encourage them to look back at the text and to help them with their definitions. Students could then compare their definitions with those in a dictionary. Ask students to tell the class their ideas.

Possible answers

totalitarian government: a government where the power is held by one person of absolute authority.

democratic representation: when the people of a country freely choose their parliamentary representatives in elections.

a country's constitution: a document stating the fundamental principles or laws according to which a country is governed.

the Transition: an era describing when Spain moved from the dictatorship of General Franco to a liberal democratic state.

3 Listen

a ▶ **CD2 T20** Look at the picture of Mr Llanos and his daughter Raquel with students. Tell them they are going to hear these two people talking about their own experiences of living through The Transition.

Play the recording. Students listen and decide which events depicted in the pictures in Exercise 1 the interviewees talk about. Allow them to compare their answers with a partner before checking answers open class.

TAPESCRIPT

Presenter: Welcome to “The History of Europe”. Tonight our show comes from Spain. Nowadays Spain of course is a modern democratic country but during the 1970s the country underwent massive changes when General Franco died and the transition to democracy began. Tonight we're talking to two people who lived through this critical period in Spain's history. I'm joined by Miguel Llanos, and his daughter Raquel. So Mr Llanos, if I could start with you? Can you remember what you were doing the day General Franco died?

Mr Llanos: Well, I remember I was at home listening to the radio and suddenly the commentator read the news of Franco's death. The whole country came to a standstill – there were very few people on the streets. All the shows on the radio and the TV were cancelled.

Presenter: So obviously a very significant event for the country.

Mr Llanos: Absolutely, yes. Franco had ruled Spain for such a long time that some people didn't know anything different, we weren't at all sure about what was going to happen next.

Presenter: So Juan Carlos is appointed Franco's successor and is crowned King almost immediately. What was the general feeling amongst the population?

Mr Llanos: Well, I can't speak for everyone, but I was quite apprehensive at first. Of course, in the main, the monarchy was accepted but at that time, the way forward was not very clear at all. There was certainly a real feeling of uncertainty in the country at that point.

Presenter: And of course Spaniards would soon be voting for a new government – many for the first time.

Mr Llanos: Yes, we have to remember that Spain hadn't had elections for around forty years I was certainly excited at the prospect of getting the chance to vote for the first time. I remember that the streets were plastered with posters and photos before the elections encouraging people to vote. I knew all the slogans and the music. One of my favourite songs was “Libertad sin ira” which means “Freedom without anger”. I liked that song because it was like a universal message of hope.

Presenter: Do you have any other particular recollections of how things might have been changing at that time?

Mr Llanos: I remember everybody started talking more about politics. My elder son Pedro was eighteen then. He went to political meetings and demonstrations with union leaders at the university.

Presenter: Raquel, if I can just turn to you, you were obviously part of the younger generation? Could you give us a younger person's perspective on what was going on at the time?

Raquel: Well, I was only about 16, and of course I was too young to vote. I suppose it's a trivial thing, but what really sticks in my mind was the media at that time. Before, really all that was available on TV was bullfighting, football and perhaps some chat shows. There were films as well but they were usually westerns or war films which had been edited. Other, more romantic films had been edited as well and scenes had been cut out – even of people kissing! Around 1976, quite suddenly it seemed to me, there was a much greater variety of TV programmes!

Presenter: And in terms of popular culture – did this change much in the new era?

Raquel: Well yes, I think the world was becoming more ‘international’ in general. It was great to be able to see modern rock groups like the Rolling Stones who came to Spain around that time. I remember I went to see them in the early eighties which was really fantastic.

Presenter: If we could just go back to the political events at that time – there was almost a major setback, of course, on 23rd February, 1981 when Lieutenant Colonel Tejero entered congress and attempted a military coup.

Raquel: Yes. We were afraid that a military government was going to take over the country. We didn't sleep at all that night in our house, I remember.

Mr Llanos: No, we didn't and it wasn't until King Juan Carlos appeared on TV to condemn the attempted coup that we knew everything would be alright.

Presenter: A very historic moment, obviously. Well, that's all we have time for today, unfortunately. Thank you both so much for speaking to us today – some wonderful memories there ...

Answers

The coronation of King Juan Carlos, the first elections and the attempted military coup.

- b** ▶ **CD2 T20** Give students some time to read through the questions and check understanding. Encourage them to try and answer any of the questions they can remember the answers to before they listen again. Play the recording again for students to answer the questions. Students could compare answers in pairs before checking open class.

Answers

- 1 The whole country came to a standstill when Franco died. Radio shows and TV programmes were cancelled. There were very few people on the streets.
- 2 The monarchy was generally accepted, but there was still a feeling of uncertainty of how things were going to turn out.
- 3 The authorities plastered the streets with posters and photos to encourage people to vote.
- 4 Pedro went to political meetings and demonstrations held at the university.
- 5 Raquel believes that the types of TV programmes and their content changed. Before 1976, there was only bullfighting, football and chat shows, but after there was a greater variety of TV programmes.
- 6 A Rolling Stones concert in Spain which she went to.
- 7 The Spanish people realized the military coup had failed when King Juan Carlos appeared on TV to condemn it.

happened and who was involved. If students have difficulty thinking of examples or perhaps you think it would be more suitable to provide your students with examples, you might like to write one of two ideas on the board for students to discuss (see ideas below). Students can then research the events further for homework and present their findings to the rest of the class in the next lesson.

Alternatively, if you have access to the Internet in class, students could work in pairs to research examples of political change in other countries either recently or in history. Ask students to make notes of their findings in their notebooks and prepare a short presentation to give to the rest of the class. Again, consideration should be given to possible sensitivity amongst your students when selecting subject matter for this activity.

Possible answers

The French Revolution in 1789

Before the French Revolution there was a monarchy in France. After a very violent revolution, a republic was established and later the Napoleonic Empire.

The Russian Revolution in 1917

Before the Russian Revolution the Tsar governed Russia. After the revolution a union of soviet socialist republics was created.

The Fall of the Berlin Wall in 1989

Before 1989, Germany was divided into two parts; East and West. There was a wall in Berlin which separated the West (democratic Germany) from the East (The German Socialist Republic). The Fall of the Berlin Wall was the symbol of the fall of communist rule over Eastern European countries which had been in place since the end of World War II in 1945.

4 Speak

Warm up

Brainstorm some examples of well-known political transitions in other countries with students and write their ideas on the board. Students then work in pairs to discuss in more detail what happened in each case before and after political change, when it

Memo from Mario



Peacemakers

1 Both of us

- ▶ Write on the board: *By the time we were 15 both of us had... neither of us had...* (Choose a suitable age for your group.)
- ▶ Put the students in pairs to complete both sentences in as many ways as they can. They should ask each other questions to establish what they have in common. After a few minutes, get the students to mingle to see if anyone else has any of the same sentences. Ask some students to report back on the most interesting things they found out about their partners.

RATIONALE

This activity should produce a great deal of grammar practice without the main focus being on grammar. The language is being used to find out what students have in common. This can also help to build relationships within the group.

2 Continuous dictation

- ▶ Choose a short passage to dictate to your students. There is an example below.
- ▶ Put the students in groups of three. Ask them to choose one person to act as secretary for the group. This person must remain seated and is the only one allowed to write.
- ▶ The other two members of the group are to listen to your reading, memorise what they can and then go back and dictate it to the secretary. You should be far away enough from the secretaries for them not to be able to hear you.
- ▶ Start reading the passage in a fairly quiet voice. Read the passage over and over. You will have to concentrate quite hard to keep your reading natural!

The staff of a friend's small hotel wanted a pay rise. They demanded twenty per cent but the talks got stuck when my friend offered only two. I was called in to try to sort things out when they all refused to compromise. Obviously I couldn't take sides – a referee has to remain neutral if he wants to resolve an argument – but I felt my friend was being too hard. When I said so, we fell out over it and nearly got into a physical fight. In the end, the staff were happy with twelve per cent, but it was months before my friend and I made up again.

RATIONALE

Cooperation is the key to this activity. It also makes a dictation exercise more interesting.

3 My hero stories

- ▶ As a follow-up activity to the writing in exercise 9c, ask the students to tell a partner about the person they wrote about. They should not read out what they have written, but tell the story, maybe using the notes they wrote before completing their essay. Tell them that they will be repeating the stories they hear to another student. If you decide to allow the listeners to make notes, they should not be more than one or two key words.
- ▶ When they finish telling each other, they should change partners and tell their new partner what they heard from the first. Then they tell a third partner about what they heard from the second, so that many students in the group hear about the people other students have written about.

RATIONALE

Knowing that they are going to re-tell the story to another student makes for attentive listening. Sharing stories like this gives the writer a wider audience.