



# A bumpy ride

## What will you learn about in this unit?

- 1** • Belfast Black Taxi tour
  - the Troubles
  - Trivial Pursuit Northern Ireland
  
- 2** • the Titanic
  - *The Six*
  - Ellis Island
  - **Echo:** the present simple, present continuous, past simple, past continuous, present perfect simple and future simple tense
  - **+ Echo:** the past perfect simple tense
  - revision of the tenses
  
- 3** • World War I
  - war poetry
  - 1917
  - the emphatic use of *to do*
  
- 4** • refugees in World War I
  - **+ The Mysterious Affair at Styles** (Agatha Christie)
  - phrasal verbs

# Plug in!

One of your former school friends is travelling around Europe. Slightly envious, you regularly check out his Instagram pictures.

## 1 Study the posts below.

 Jim

Follow · ...

21 posts · 159 followers · 66 following

travel addict  
memories from my trips  
Brussels, Belgium

POSTS REELS TAGGED



Stepping stones on the edge of the world. #giantscauseway



On my way to King's Landing! #darkhedges #GOT #kingsroad



Medieval magic with epic views! #dunlucecastle



How cool to see where the ship was built and set sail on its maiden voyage! #titanicbelfast



In remembrance of WWI! #cenotaph #belfastcityhall



Peace Wall, erected to separate Catholic and Protestant neighbourhoods. #troubles

## 2 Discuss the questions in class.

- Which country is your friend currently visiting? How can you tell?
- Would you ever consider travelling to that country yourself? Why (not)?
- Which of the above locations would you like to visit? Which don't appeal to you? Explain your answer.
- Some of the above places are well-known film locations. Do you recognise them?
- Have you ever visited a film location? If so, which one?

# 1 Worlds apart

## 1.1 Troubled times

Fascinated by your friend's trip, you start reading his travel blog.

**Read Jim's blog post and answer the questions.**

Belfast began with one of the most unusual introductions I'd ever had to a European city. 'This is the most bombed hotel in all of Europe,' driver Ken told me, pointing to Belfast's Europa Hotel. In fact, more than 3,500 people lost their lives in Northern Ireland from the late 1960s until the Good Friday Agreement in 1998. Things are calm now in the capital of Northern Ireland, and as I was whisked around Belfast on my 5 Black Taxi tour, Ken continued chitchatting about numerous sights we passed. As all Black Taxi drivers in Belfast are apt to do, he infused his commentary with heavy doses of local lore, gossip and humour.

Black Taxi tours show more than the Troubles and politics, however. They can take you all over the city and even beyond. The standard tour lasts about 90 minutes, and driver-guides will pick you up and drop you off anywhere in the city. There are also day tours to Giant's Causeway and Bushmills Whiskey 10 Distillery. Tours will even take you to see the locations where *Game of Thrones* was filmed. With Ken's help, and later on my own for an additional day, I found Belfast to be an unexpectedly fascinating city. It's a capital that's full of charm and beauty, vitality and spirit.

Before I hopped into the back of Ken's Black Taxi, I had wandered about the city on my own. After a short walk, I headed off to the 15 much-heralded Titanic Museum, a massive monument of soaring steel and glass that dominates the neighbourhood. Everything about it had a nautical theme, from the quartet of ship bows on the exterior, down to the anchor chains that line the entrance way and guide you into the lobby. Even the ticket windows are large 20 portholes. The museum itself was mesmerising, unlike any other non-art museum I'd visited. There's also an introductory section discussing Belfast at the time the ill-fated liner was built, which is a great historic and cultural overview of the city and people.

When I left the Titanic Museum, I felt a bit lost and overwhelmed by the city, so I decided to take a Black Taxi tour. Ken collected me at my hotel and first took me into the Dark Horse. It is a sandwich and coffee 25 house that appears unassuming from the outside, but inside it is like no other. Just about everything in it was antique ... the tables, the decorations, the bar, even the loo, although the plumbing was modern. It was a living antique shop and a great place for a sandwich and coffee.

Once outside again, Ken brought me into an alley next door that had murals on the walls depicting daily life in the city. Around the corner, he showed me the Duke of York Tavern, the sister establishment of 30 the Dark Horse. It was destroyed in the early 1970s when the Irish Republican Army planted a car bomb outside it. It was rebuilt (a marvellous job) and today it's once again a popular and comfortable pub. Behind the bar are over 100 varieties of different whiskeys, as well as plenty of wine and beer.

Ken took me there since I had told him I was interested in seeing and learning more about the Troubles, the ethno-nationalist 35 conflict in Northern Ireland. He continued my education as we drove west towards the famous neighbourhoods. 'From 1969 to the late 1990s, about 15,500 bombs were set off by the IRA in Northern Ireland,' he told me. 'And as the capital, Belfast got its fair share. It was the luck of the draw who lived and who died, since 40 bombs were placed indiscriminately.'

>>

After a short ride we arrived in the old Catholic and Protestant neighbourhoods where political murals still cover many walls. We stopped along one of the walls that were built by British soldiers to separate the Irish (mainly Catholic) and the British (mostly Protestant) factions. Union Jacks and Irish flags were still flying at opposite ends of the street. You don't find murals only in the Catholic and Protestant 45 neighbourhoods, however. You come across them in different areas all over the city. I realised I wouldn't have seen any of them if I hadn't taken a Black Taxi tour of Belfast.

(Ferri, 2023)

### Glossary

to whisk: meenemen, rondleiden	a bow: een boeg van een schip	the luck of the draw: willekeurig
to chitchat: keuvelen	a porthole: een patrijspoort	indiscriminately: zonder onderscheid
apt to: geneigd om	mesmerising: betoverend	a faction: een groep, een partij
lore: folklore	ill-fated: noodlottig	
heralded: geprezen	a liner: een lijnboot	
soaring: zwevend	unassuming: bescheiden	

- a Highlight every piece of information about the Troubles in the blog post. Then summarise what you learnt about that period.

*It was an ethno-nationalist conflict that started in the late 1960s and ended with the Good Friday Agreement in 1998. In that period, about 15,500 bombs were set off by the Irish Republican Army in Northern Ireland and more than 3,500 people lost their lives. Belfast got its fair share of the bombs, which were placed indiscriminately. There were Protestant and Catholic neighbourhoods, which are still separated by walls. The walls are covered by political murals.*

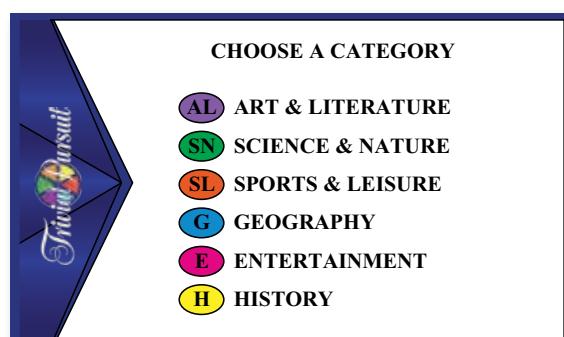
- b Are these sights connected with the Troubles? Explain your answers.

Europa Hotel	<i>Yes. It is the most bombed hotel in Europe.</i>
Titanic Museum	<i>No. The building and sinking of the Titanic took place much earlier.</i>
Duke of York Tavern	<i>Yes. It was destroyed in the early 1970s when the IRA planted a car bomb outside it.</i>
the walls	<i>Yes. They were built by British soldiers to separate the Irish (mainly Catholic) and the British (mostly Protestant) factions.</i>

## 1.2 Trivial Pursuit Northern Ireland

Impressed by Northern Ireland and its turbulent history, you feel like delving deeper into one of the country's aspects.

In groups, you are going to research an aspect that belongs to one of the six Trivial Pursuit categories. Choose a category and your teacher will tell you what to do.



## 2 In the same boat

### 2.1 The ship of dreams

Your friend Jim was stunned by the Titanic Museum, the number one tourist attraction in Belfast. As you quite enjoyed the film *Titanic*, you'd like to know more about this place.

1 Watch the video and answer the questions.



- a Briefly describe the location, exterior and interior of the Titanic Belfast building.

Right in the heart of Belfast, Titanic Belfast is located in a building with incredible, timeless and authentic architecture. Inside there are six floors with nine interactive galleries.

- b What was Belfast like in the beginning of the 20<sup>th</sup> century?

It was Ireland's biggest city and famous for its manufacturing, linen mills and shipbuilding.

- c What facts and figures connected with the Titanic were mentioned?

On 31 May 1911 the Titanic, a luxurious passenger ship, was launched. On 14 April 1912 at 11.40 pm, the ship hit an iceberg and sank in the North Atlantic Ocean.

You feel there's not much new to learn about the Titanic and its unfortunate voyage. Until you come across an article on the BBC website ...

2 Read the article and do the assignments.

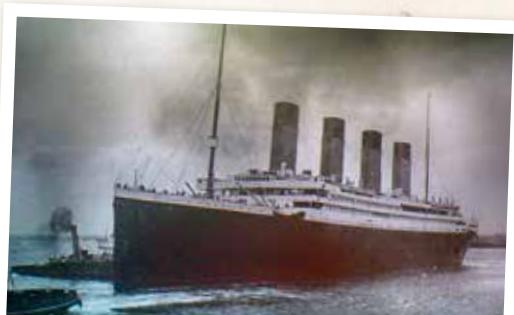
#### Titanic: Searching for the 'missing' Chinese survivors

When the luxurious British passenger ship Titanic sank into the Atlantic Ocean in April 1912, thousands of people fell into the frigid waters. Only one of the lifeboats that escaped the sinking ship turned back to search for potential survivors. In the darkness, the rescuers found a young Chinese man clinging to a wooden door, shivering but still alive.

That man was Fang Lang, one of six Chinese survivors of the Titanic. But this miraculous survival was not the end of their ordeal. Within 24 hours of their arrival at the immigrant inspection station

in Ellis Island, New York, they were expelled from the country because of the Chinese Exclusion Act, 15 a controversial law that barred the immigration of Chinese people into the US.

The six men disappeared from history – until now. A documentary film that has just premiered in China, *The Six*, shines a spotlight on their identities and lives, more than a century after the doomed voyage. It uncovers a tale beyond the Titanic, a story shaped by racial discrimination and anti-immigration policy. >>



The men were identified as Lee Bing, Fang Lang, Chang Chip, Ah Lam, Chung Foo and Ling Hee. They were believed to be sailors heading to the Caribbean for work. "As a group of people together, they are uniquely unknown," Arthur Jones, British filmmaker and the director of *The Six*, tells the BBC. The Chinese survivors' names were on the ship's passenger list, and news articles covering the Titanic's sinking briefly mentioned them. But unlike other Titanic survivors who received praise in the press, the Chinese men were vilified due to the anti-Chinese sentiment in the West in the early 20<sup>th</sup> century, according to historians and researchers. In a report filed days after the sinking, for instance, the Brooklyn Daily Eagle called the Chinese survivors "creatures" who had sprung into the lifeboats "at the first sign of danger" and concealed themselves beneath the seats.

But the documentary production team's research showed this claim was untrue. They built a replica of the Titanic's lifeboat and found that it would have been impossible for the Chinese men to hide unseen. "I think we see the same thing today. We find immigrants [were] scapegoated by the press," Mr Jones says.

Other media coverage at the time accused the Chinese men of having dressed as women in order to get priority to board the lifeboats. Titanic historian Tim Maltin says there is no proof the Chinese survivors were stowaways or disguised themselves as women. "These were stories made up by the press and the public after the event," he tells the BBC. The rumours may have stemmed from a stigma attached to many male survivors of the Titanic, as at the time the general public felt that women and children should have been prioritised in the rescue. According to Mr Maltin, the Chinese men tried to help other survivors. Fang Lang, the man who lashed himself to a floating door, later rowed on the lifeboat that rescued him and helped to ferry everyone on board to safety.

Turned away from the US, the six men were sent to Cuba. They soon found their way to the UK, where there was a shortage of sailors as many British sailors were enlisted in the army during World War I.

Chang Chip became increasingly unwell after the ill-fated night, and eventually passed away from pneumonia in 1914. He was buried in an unmarked grave in a cemetery in London. The rest worked together in Britain until 1920, when the country suffered from a post-war recession and anti-immigrant feelings were running high.

Cabin No.	NAME OF PASSENGER	Age	CLASS	Port at which Passenger last embarked or landed	Occupation or Calling of Passenger		Number of Children and Siblings
					Sex	Age	
1601	Bert Ford Ah Lam Yang Lang Ling Hee Chung Foo Chang Chip Ling Kee Lee Bing Lee Ling	41 1	THIRD CLASS	NEW YORK	Male Female	2 34 6 35 26 23 32 32 32 24 32 28	
						2 2 2 6	

A few of the Chinese men had married British women in the UK and had children. But an anti-immigrant policy forced them to depart the country without notice, leaving their loved ones behind. "And it wasn't their fault. All of these families were really driven [apart] by politics, something they didn't really have any control over," Jones says.

Ah Lam was deported to Hong Kong, while Ling Hee boarded a steamboat heading for Kolkata (Calcutta) in India. Lee Bing immigrated to Canada, while Fang Lang, after sailing between Britain and Hong Kong for years, became a citizen of the country that once rejected him – the US.

Tom Fong, the son of Fang Lang, was born in Milwaukee, Wisconsin nearly half a century after the Titanic sinking. The family's last name has various spellings in English. For decades, he knew nothing about his father's experience on the "unsinkable". "My father never spoke about it. Not to me, nor to my mother," Mr Fong tells the BBC. Mr Fong passed away in 1985 at the age of 90. It was not until 20 years after his death that Mr Fong first learnt from a family member that his father had survived the epic shipwreck. Mr Fong thinks his father may have kept his Titanic survival as a secret from him because of a mix of trauma and stigma.

When the research team of *The Six* tracked down descendants of the survivors, many of them were still reluctant to share their families' stories due to the stigma experienced by their family members a century ago. Growing up in Wisconsin, Mr Fong witnessed many incidents where his father had to fight against racism. Mr Fong chose to share

his family's story, hoping that the audience will learn about the true story of the Titanic's Chinese survivors and reflect on current events. "Because if you don't know the history, it will repeat itself," Mr Fong says.

### Glossary

- frigid: ijskoud
- an ordeal: een beproeving
- to expel: verdrijven
- to bar: belemmeren
- to vilify: zwartmaken, belasteren
- a stowaway: een verstekeling
- to lash oneself: zich vastklampen
- reluctant: terughoudend

- a Summarise what this article is about in one or two sentences.

**The article is about six Chinese men who survived the Titanic, but were confronted with anti-immigration policies and racial discrimination throughout their lives.**

### Culture

From 1892 to 1924, **Ellis Island** was America's largest and most active immigration station. Ellis Island is located in New York's harbour, close to the Statue of Liberty.

- b What happened to the Chinese passengers right after they had been rescued and had arrived in Ellis Island? Why?

**Within 24 hours of their arrival at the immigrant inspection station in Ellis Island, they were expelled from the country because of the Chinese Exclusion Act, a controversial law that barred the immigration of Chinese people into the US.**

- c Give some examples of how the six survivors were pictured in the media.

**Unlike other Titanic survivors who received praise in the press, the Chinese men were vilified. The Brooklyn Daily Eagle called the Chinese survivors 'creatures' who had sprung into the lifeboats 'at the first sign of danger' and concealed themselves beneath the seats. Other media coverage at the time accused the Chinese men of having dressed as women in order to get priority to board the lifeboats.**

- d The survivors never talked about their ordeal because of a mix of trauma and stigma. But what do these words mean?

- Trauma is an exciting or unexpected event. Stigma is being accused of a serious offence.
- Trauma is a lasting emotional shock caused by an extremely upsetting experience. Stigma is a set of negative and often unfair beliefs that a society has about a group of people.
- Trauma is an event causing great suffering, destruction and pain. Stigma is a serious offence against a moral principle.

## 2.2 Mystery unravelled

You are intrigued by the story of the six Chinese men on the Titanic and are curious about the documentary film.

### 1 Watch the trailer of *The Six* and discuss the questions in class.

- Why do you think James Cameron, the director of the classic film *Titanic*, decided to be the executive producer of *The Six*?
- Cameron refers to a certain 'Rose' in the trailer. Who exactly is she?
- Would you watch *The Six*? Explain why (not).



- 2 In the comments, you discover the link to a review of *The Six*. Read it and study the highlighted verbs. Then write them in the grid, next to the appropriate tenses.

The Six

IMDb RATING ★ 8/10 1.5 K

YOUR RATING ★ RATE

**The power of research**

*The Six* has unravelled the last great mystery of Titanic, as an international team searched for the ship's lost Chinese passengers, uncovering an extraordinary tale of survival and dignity in the face of racism and anti-immigrant policy.

The story of the Titanic certainly wouldn't be spoken about as much today, were it not for James Cameron's romantic epic on the disaster. However, while it was giving a hugely entertaining exploration of how the sinking came to happen, there were plenty of other details it didn't have the time to delve into. In particular the story of the six Chinese passengers who were rescued only to arrive in America to an entirely unwelcome reception. Therein lies what's so fascinating about *The Six*; it's not about the crash, the sinking or the rescue but it is about survival.

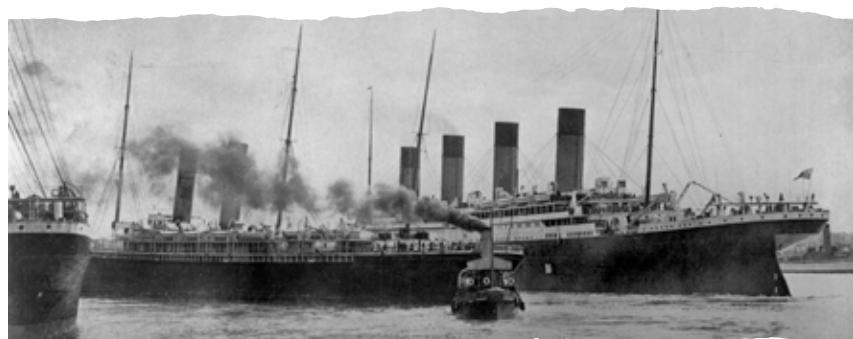
One of the things you are learning step by step is that digging up information about immigrants in the early 1900s is no easy task. That struggle to discover the truth is one of the elements which adds great suspense.

The film holds an interesting balance of discussing the survivors' lives and the racism and prejudice that pushed them in a lot of the directions that they followed. It will open your eyes to a whole new side of the story of the Titanic and will make you question about what else we don't know.

(Cherry, 2023)

the present simple tense	holds
the present continuous tense	are learning
the present perfect simple tense	has unravelled
the past simple tense	searched
the past continuous tense	was giving
the future simple tense	will open

- 3 Echo Do you remember how to form and use these six tenses? If not, do the online exercises.



On 1 September 1985, the wreckage of the Titanic was found on the ocean floor. A lot of visits to the underwater site have been undertaken since.

- 4 Read the text about the Titan submersible and select an appropriate tense for the verbs in brackets. The words in bold will give you a clue.

**Ever since** the Titanic ... (*to set*) (1) sail from Southampton to New York **on 10 April 1912**, the ship's tragic voyage ... (*to fascinate*) (2) people around the world. Its story ... (*to inspire*) (3) a blockbuster film and a successful tourist industry in the US, the UK and Canada, including St John's, the city nearest to where it ... (*to sink*) (4). **Each year**, the industry ... (*to attract*) (5) millions of visitors to museums and memorials worldwide, and an elite few ... (*to buy*) (6) themselves an even closer look by making the 3.8 km descent to the Titanic wreck site itself, some paying up to \$250,000 for the privilege.

However, **since** the implosion of OceanGate's Titan submersible and the death of the five people aboard, experts ... (*to raise*) (7) moral and safety concerns about the Titanic exploration industry.

The Titan ... (*not / to be*) (8) the first to voyage down to the Titanic. **Since** the discovery of the Titanic wreckage in 1985, several companies ... (*to organise*) (9) tours to the wreck. However, no company ... (*to go*) (10) as far with Titanic exploration as OceanGate, the company behind the Titan. **Until** the doomed trip, the company ... (*to offer*) (11) \$250,000-a-ticket tourist excursions to the remains of the Titanic. On 18 June 2023, the Titan ... (*to dive*) (12) towards the Titanic **for an hour and 45 minutes when** it ... (*to lose*) (13) contact with its mother ship. **Four days later**, officials ... (*to confirm*) (14) the Titan had suffered a catastrophic implosion.

To many experts, the OceanGate disaster ... (*not / to come*) (15) as a surprise. They had expressed concerns about the submersible's inferior design for more than five years, filing complaints to the US government and to OceanGate itself.

Considering the recent disaster, many ... (*already / to ask*) (16) for stricter supervision of the submersible industry and caution around any future trips to the Titanic wreckage. But others ... (*to say*) (17) people ... (*to miss out*) (18) on an important part of history by ending trips to the sunken ship forever.



1 **set**

2 **has fascinated**

3 **has inspired**

4 **sank**

5 **attracts**

6 **buy / have bought**

7 **have raised**

8 **wasn't**

9 **have organised**

10 **went**

11 **offered / was offering**

12 **was diving**

13 **lost**

14 **confirmed**

15 **didn't come**

16 **have already asked**

17 **say / have said / are saying**

18 **will miss out**

In the beginning of the 20<sup>th</sup> century there were several large ocean liners, designed to ferry passengers between Europe and the US in luxury and elegance.

5 Read the text about the Lusitania and fill in the verbs in brackets in the correct tense.

On 7 May 1915, while transatlantic passengers ... (*to eat*) (1) their lunch, a German torpedo ... (*to hit*) (2) the British Lusitania. Of the more than 1,900 passengers and crew members on board, more than 1,100 ... (*to die*) (3), including more than 120 Americans.

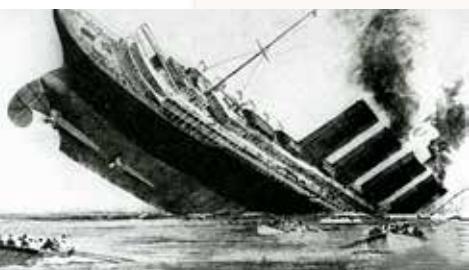
Why ... (*people / hardly / to remember*) (4) this catastrophe today, while the Titanic ... (*still / to have*) (5) a fixed place in our collective memory?

The torpedoing of the Lusitania ... (*to be*) (6) deeply shocking at the time and especially the death of 128 Americans ... (*to shake*) (7) the US position of neutrality in World War I to its foundations.

At first, as with the Titanic, newspapers ... (*to focus*) (8) on the fates of the rich and famous: millionaire Alfred Vanderbilt, fashion designer Carrie Hickson, aristocrat Lady Hugh Montagu Allan and her two daughters. Then news stories ... (*to shift*) (9) to the tiny acts of heroism: the volunteering of a lifejacket or the rush down to a cabin to search for a lost child.

While it ... (*to take*) (10) the Titanic two hours and forty minutes to sink after hitting the iceberg, passengers on the Lusitania ... (*to have*) (11) only 18 minutes before the ship ... (*to capsize*) (12). In the mad scramble, the crew ... (*to launch*) (13) only seven lifeboats out of a total of 22. However, there ... (*to be*) (14) still hope for those who ... (*desperately / to look*) (15) for a place. The water off the south coast of Ireland ... (*to be*) (16) 11°C, and those who ... (*to cling*) (17) to a piece of wreckage ... (*to have*) (18) a chance of surviving until the first rescue boats ... (*to arrive*) (19), about three hours later. By contrast, researchers ... (*recently / to show*) (20) that nobody ... (*can*) (21) survive more than twenty minutes in the -2°C north Atlantic waters where the Titanic ... (*to sink*) (22).

While the sinking of the Titanic ... (*to dominate*) (23) the news for over a year, further wartime atrocities soon ... (*to make*) (24) the public forget about the Lusitania. Still, it was a huge factor in swinging American public opinion so that President Woodrow Wilson could finally persuade Congress in April 1917 that the US should fight alongside Britain and France.



Ever since the ship ... (*to go*) (25) down, there ... (*to be*) (26) suspicions that the Lusitania ... (*to carry*) (27) weapons on board. Divers ... (*already / to find*) (28) over four million rounds of rifle and machine-gun ammunition in the wreck. Let's hope more of the truth ... (*to emerge*) (29) as new research ... (*to take place*) (30) in the years to come.

- |                                    |                                    |                                |
|------------------------------------|------------------------------------|--------------------------------|
| 1 <u>were eating</u>               | 11 <u>had</u>                      | 21 <u>could</u>                |
| 2 <u>hit</u>                       | 12 <u>capsized</u>                 | 22 <u>sank</u>                 |
| 3 <u>died</u>                      | 13 <u>launched</u>                 | 23 <u>dominated</u>            |
| 4 <u>do people hardly remember</u> | 14 <u>was</u>                      | 24 <u>made</u>                 |
| 5 <u>still has</u>                 | 15 <u>were desperately looking</u> | 25 <u>went</u>                 |
| 6 <u>was</u>                       | 16 <u>was</u>                      | 26 <u>have been</u>            |
| 7 <u>shook</u>                     | 17 <u>were clinging</u>            | 27 <u>was carrying</u>         |
| 8 <u>focused</u>                   | 18 <u>had</u>                      | 28 <u>(have) already found</u> |
| 9 <u>shifted</u>                   | 19 <u>arrived</u>                  | 29 <u>will emerge</u>          |
| 10 <u>took</u>                     | 20 <u>have recently shown</u>      | 30 <u>takes place</u>          |

## 2.3 Ellis Island

The Titanic was meant to arrive in New York on the morning of Wednesday 17 April 1912. There it would drop off its steerage passengers – those who had bought the cheapest tickets – at Ellis Island.

1 Study the information about Ellis Island. Then decide whether the statements on the next page are true or false. Correct the false statements.

The timeline illustrates the historical development of Ellis Island through various key events:

- 1620s:** The Dutch arrived in New York's harbour and began building their colony of New Amsterdam. The Dutch would refer to this island as 'Little Oyster Island'.
- 1774:** Samuel Ellis purchased the island. This New York merchant built a tavern on the island where men would come to dig for oysters and enjoy the views of the harbour.
- 1811-1812:** Fort Gibson was constructed by the United States War Department, built to protect the harbour during the War of 1812. However, the British never directly attacked the harbour during the war and thus Fort Gibson never saw any action.
- 1890-1891:** Before the construction of the immigration building began, the island was doubled in size with landfill. A ferry slip and dock were built, and some of the older military post buildings were adapted for reuse.
- 1900:** The current main building opened, made completely fireproof.
- 1902:** The main hospital building officially opened, with space and equipment for up to 125 patients.
- 1903-1909:** A number of other buildings were added to the hospital complex such as an administration building, a new hospital extension and the psychiatric ward. Enlarged again with landfill, the island then allowed room for the building of the contagious disease hospital and isolation wards.
- 1951-1954:** The Coast Guard returned to the island to establish a Port Security Unit.
- 1965:** Ellis Island became part of the Statue of Liberty National Monument.
- 1990:** The restored main building reopened as an immigration museum.
- 1674-1679:** After the British took hold of New Netherland, the island was given to Captain William Dyer. It was then renamed Dyer's Island.
- 1785:** Ellis tried to sell the island but failed. He passed away in 1794 and the island was given to his descendants.
- 1808:** The United States Federal Government acquired the island for harbour defence.
- 1890:** The Federal Government took control of immigration from the individual states.
- 1892:** The new immigration station opened on 1 January.
- 1897:** The immigration station was destroyed by a fire. No one was killed.
- 1901:** Kitchen, laundry and powerhouse buildings were built and the island was further enlarged by landfill to allow for a hospital complex.  

- 1920s:** A new immigration building, ferry house, recreation building and shelters were constructed.
- 1939-1946:** The United States Coast Guard occupied Ellis Island to establish a training station, utilising many of the buildings already on the island. By 1946, the training station was decommissioned.
- 1954:** Ellis Island Immigration Station was closed permanently and the island was abandoned.
- 1986:** The work began to repair and refurbish the main immigration building.

		True	False
a	The original name of Ellis Island was New Amsterdam. <i>By the Dutch, it was first called Little Oyster Island.</i>		x
b	Samuel Ellis gave the island to his descendants. <i>When Samuel Ellis died, his descendants inherited the island.</i>		x
c	Fort Gibson had to protect New York's harbour during World War I. <i>Fort Gibson had to protect New York's harbour during the War of 1812.</i>		x
d	The first immigrant entered through Ellis Island in 1892.	x	
e	It took three years to replace the burnt down immigration building.	x	
f	During World War II Ellis Island functioned as a training station.	x	
g	Ellis Island became a museum in 1965. <i>Ellis Island became a museum in 1990.</i>		x

- 2 Watch the video in which immigration in the period of Ellis Island is compared with today's situation. Then answer the questions.

- a Describe the US immigration rules until 1924.

*There weren't any rules or restrictions. People didn't need a passport, a visa or a green card. As a result, every immigrant was legal. 98% of people who passed through Ellis Island were allowed in.*

#### Glossary

to overhaul: hervormen

a raft: een vlot

a contribution: een inbreng

- b What happened when immigration quotas were exceeded between 1925 and 1965?

*Despite the quotas, the US allowed at least 200,000 undocumented white Europeans in the country and gave them a path to citizenship.*

- c What kind of mindset was the basis for this policy?

*They believed that nobody was going to throw out people who were already in the country and who were making contributions to society.*

- d Name three arguments that are used by people who are against illegal immigration.

*There aren't enough resources.*

*The country is overcrowded already.*

*Illegal immigrants are taking people's jobs away.*

- e Explain in your own words which ethnic group has been treated badly since the 19<sup>th</sup> century. Also explain how.

*The Chinese Exclusion Act of 1882 didn't allow Chinese people to enter the US, and up until now there has been a lot of discrimination, hate and aggression towards Asian people.*

- + 3 Echo Do you remember how to form and use the past perfect simple tense? If not, do the online exercises.

- +** 4 In 1891, an Irish teen girl was the first immigrant to pass through Ellis Island. Read her story and fill in the verbs in brackets in the correct tense.

Annie Moore ... (*to be*) (1) the first immigrant to walk through the doors when Ellis Island ... (*to open*) (2) in 1892. These days, there ... (*to be*) (3) statues of her in Ireland and at the historic US site.

The story of Annie Moore ... (*to captivate*) (4) audiences from the moment she ... (*to arrive*) (5) on American shores. On 1 January 1892, reporters from New York newspapers ... (*to look on*) (6) as Moore ... (*to walk*) (7) through the large double doors of the new federal immigration depot at Ellis Island. She ... (*to travel*) (8) on the SS Nevada on a 12-day journey from Queenstown, Ireland, with two younger brothers by her side.

In its headline that day, the New York Times ... (*to describe*) (9) Moore as a 'rosy-cheeked Irish girl'. According to the newspaper accounts, a Catholic priest ... (*to bless*) (10) Moore and a top official ... (*to hand*) (11) her a \$10 gold coin to commemorate the occasion. Then, officials ... (*to escort*) (12) her and her brothers to a waiting room to reunite them with their parents, who ... (*to arrive*) (13) in New York four years earlier.

From there, the girl's celebrity ... (*to fade*) (14). However, recent research ... (*to show*) (15) that, after arriving in New York's Lower East Side, it ... (*to be*) (16) likely that Annie Moore never ... (*to leave*) (17).

She ... (*to marry*) (18) Joseph Schayer, the son of a German baker. Over the years, they ... (*to live*) (19) at multiple addresses in the neighbourhood. They ... (*to have*) (20) at least 10 children; many ... (*not / to survive*) (21) long. Moore herself ... (*to die*) (22) of heart failure at 47 years old. However, people ... (*always / to remember*) (23) her as the teen who ... (*to become*) (24) the first of 12 million immigrants to arrive on Ellis Island.



- 1 was
- 2 opened
- 3 are
- 4 has captivated
- 5 arrived
- 6 were looking on
- 7 walked / was walking
- 8 had travelled
- 9 described
- 10 blessed
- 11 handed
- 12 escorted
- 13 had arrived
- 14 faded
- 15 has shown
- 16 is
- 17 left
- 18 married
- 19 lived
- 20 had
- 21 didn't survive
- 22 died
- 23 will always remember
- 24 became

## 2.4 Miss Unsinkable

Impressed by the stories you've heard so far, you wonder whether there are any other miracle stories surrounding the voyages at the start of the 20<sup>th</sup> century.

**Watch the video that tells the unbelievable story of Violet Jessop, an Irish ocean liner stewardess and nurse. Then write a summary. Follow the instructions.**



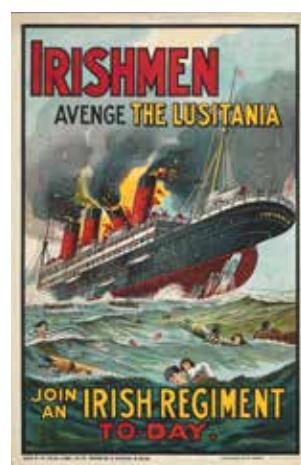
- Watch the video a first time without writing down anything. Watch again and, on a separate piece of paper, take notes of the most important information. If necessary, consult the **Student's Guide, Strategies n° 7.3** for tips on how to take notes. Ask for a third viewing session, if necessary.
- Write a summary with the help of your notes. Pay attention to the logical structure of your text, the correct use of the tenses, spelling and vocabulary.
- Adapt and correct your summary where necessary.

# 3 Off to war

## 3.1 Now is the time!

Wandering around in Belfast, your friend Jim notices an antiques shop selling old posters. He takes pictures of them and sends them to you.

1 In pairs, study the three posters and complete the grid.

   			
Description	A man wearing a cap (Field Marshall Lord Kitchener) is pointing at the audience.	Two women and a child are looking out of the window of their home and seeing soldiers leave.	The Lusitania has just been attacked and is on fire. Passengers are floating around.
Aim and target audience	It wants Britons to join the army.	It wants British women to encourage their husbands to go to war.	It wants the Irishmen to avenge the Lusitania by going off to war.
How does it try to persuade?	<ul style="list-style-type: none"> <li>- a man of authority is pictured</li> <li>- the pointing finger</li> <li>- the word 'Britons' and 'you'</li> <li>- the colour red</li> </ul>	<ul style="list-style-type: none"> <li>- the imperative 'go!'</li> <li>- the women and child comforting each other</li> </ul>	<ul style="list-style-type: none"> <li>- the ship on fire and the helpless people in the water</li> <li>- the use of the imperatives 'avenge' and 'join'</li> </ul>



### Culture

Since the 12<sup>th</sup> century, **Ireland** and England have had an uneasy relationship. After the emergence of Great Britain, Ireland remained under the influence of the British crown. In 1801, it formally joined with Great Britain as a single political entity, known as the United Kingdom of Great Britain and Ireland. In 1921, the Irish successfully fought for independence and Ireland was partitioned into two countries: the Irish Free State, which was almost entirely Catholic, and the smaller **Northern Ireland**, which was mostly Protestant with a Catholic minority.

You want to know more about Word War I, so you go in search of some information.

## 2 Watch the short video about WWI and answer the questions.

- a Write down the words that were mentioned by the experts to describe World War I.

cataclysmic, catastrophic, transformational, destructive,  
a mistake, stupid

### Glossary

cataclysmic: rampzaelig  
to encapsulate: samenvatten  
within grasp: binnen handbereik  
rigidity: onbuigzaamheid  
grievous: pijnlijk

- b Why was the period just before World War I so exciting and new?

*There were incredible advances in technology and medicine. It seemed like everything was within grasp.*

- c 'People ended up massacring themselves in the mud and blood of the trenches.' Explain 'trenches' in your own words.

*Trenches were deep ditches dug by soldiers and used as a place from which they could attack the enemy while being hidden.*

British author H.G. Wells described World War I as 'the war that will end all wars'. Ironically, there have been wars ever since. Consequently, knowing some war vocabulary might be useful.

## 3 Write the words from the grid with the correct definitions. Add translations in the right-hand column.

an ally – a battle – a casualty – a ceasefire – an enemy – to invade – to negotiate  
no-man's-land – a peace treaty – a shell – a trench – to withdraw

		Word	Translation
a	an agreement to (temporarily) stop fighting	a ceasefire	een staakt-het-vuren
b	an agreement between two hostile parties which formally ends a state of war	a peace treaty	een vredesverdrag
c	a projectile filled with explosives	a shell	een granaat
d	a person who is killed or injured during a war or fight	a casualty	een (oorlogs)schachtoffer
e	a country that supports and helps another country in a war	an ally	een bondgenoot
f	to leave the place where soldiers are fighting	to withdraw	zich terugtrekken
g	to try to reach an agreement by discussion	to negotiate	onderhandelen
h	a fight between armed forces	a battle	een strijd
i	an area between opposing armies that is not controlled by either	no-man's-land	niemandsland
j	a country or group you are fighting against	an enemy	een vijand
k	a deep ditch used as a place from which soldiers could attack the enemy while being hidden	a trench	een loopgraaf
l	to enter a country using military force in order to take control of it	to invade	binnenvallen

**4 For each sentence, tick the appropriate word for the gap.**

- a The general refused to ... his troops, he wanted them to keep on fighting.  
 invade       negotiate       withdraw
- b The United States has always been a close ... of South Korea.  
 ally       casualty       enemy
- c After a brief ..., fighting continued.  
 battle       ceasefire       peace treaty
- d The government refused to ... with terrorists.  
 invade       negotiate       withdraw
- e When the city was bombed, there were hundreds of ... and a lot of damage.  
 casualties       enemies       shells
- f The soldiers would have liked to disobey orders and stay in ...  
 the battle       no-man's-land       the trench

'It will be over by Christmas!' This is what millions of soldiers sent to fight in World War I had been told. Like so much of what they had heard about the conflict, this was a lie.



**5 Read this text about a very special moment during WWI and fill in the missing words. All words were used in ex. 3.**

When the Germans ... (1) Belgium in August 1914, people thought they would ... (2) soon and the war would be over by Christmas. But in December of that year, millions of soldiers, fighting their daily ... (3), were packed together in freezing conditions. Often they were living only a stone's throw from their ... (4). The distance between British and German ... (5) was not even 30 metres in some places.

On Christmas Eve, German troops began unwrapping gifts from home. While the German soldiers were lighting lanterns and candles, carol singing broke out. Suddenly, the British and their ... (6) joined in. Christmas greetings and well wishes were exchanged in different languages, and offers of a temporary ... (7) were communicated between them.

As the sun rose on Christmas morning, soldiers from both sides impulsively made their way out to ... (8). There, they began to greet each other, and gifts were exchanged. Spontaneous games of football broke out. The noise of ... (9) and gunfire was replaced by laughter and singing. The Christmas truce also allowed both sides to finally bury their ... (10), who had been lying in the battlefields for weeks.

Of course, it was only a truce. Men at the front tried to ... (11) for the fighting to stop permanently, but an actual ... (12) was no option. The war would continue for four more years.

1 invaded \_\_\_\_\_

2 withdraw \_\_\_\_\_

3 battles \_\_\_\_\_

4 enemy / enemies \_\_\_\_\_

5 trenches \_\_\_\_\_

6 allies \_\_\_\_\_

7 ceasefire \_\_\_\_\_

8 no-man's-land \_\_\_\_\_

9 shells \_\_\_\_\_

10 casualties \_\_\_\_\_

11 negotiate \_\_\_\_\_

12 peace treaty \_\_\_\_\_

## 3.2 The art of war

World War I didn't only have a huge impact on politics, but also on art and literature.

Read these three famous poems and answer the questions.

### SUICIDE IN THE TRENCHES

I knew a simple soldier boy  
Who grinned at life in empty joy,  
Slept soundly through the lonesome dark,  
And whistled early with the lark.

5 In winter trenches, cowed and glum,  
With crumps and lice and lack of rum,  
He put a bullet through his brain.  
No one spoke of him again.

You smug-faced crowds with kindling eye  
10 Who cheer when soldier lads march by,  
Sneak home and pray you'll never know  
The hell where youth and laughter go.

grijnsde

vast

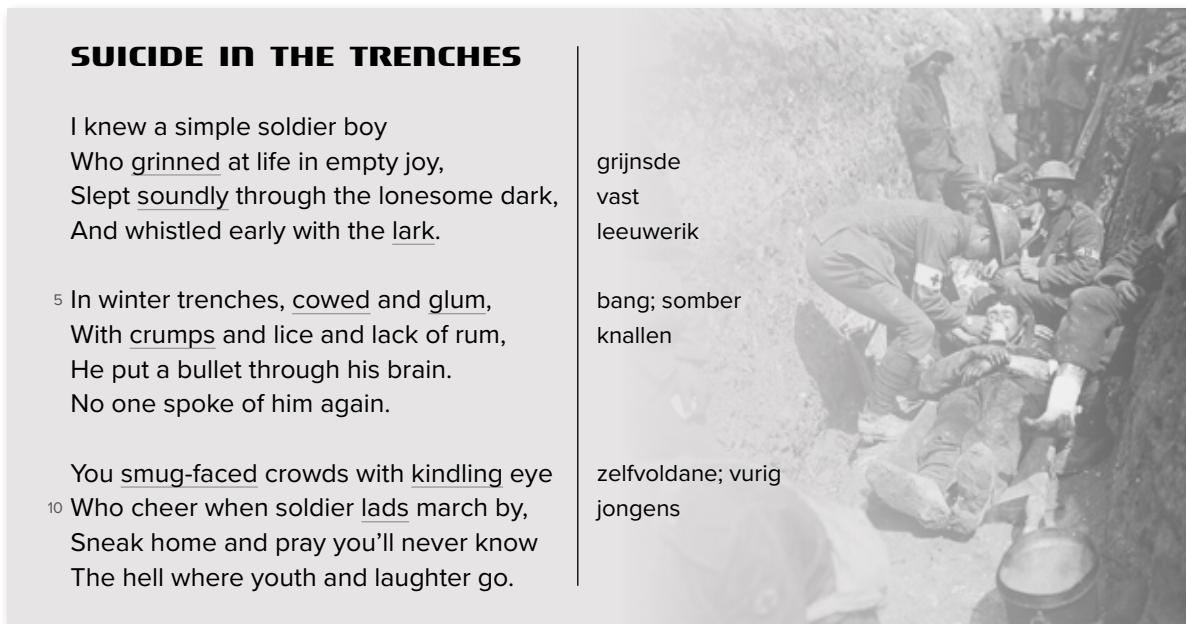
leeuwerik

bang; somber

knallen

zelfvoldane; vurig

jongens



(Sassoon, 1918)

### In Flanders Fields

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
5 Scarce heard amid the guns below.

We are the dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie,  
In Flanders fields.

10 Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
15 In Flanders fields.

klaprozen

nauwelijks hoorbaar; te midden van

dageraad

strijd; vijand

verzwakte

fakkel; aan u

u het vertrouwen beschaamt



(McCrae, 1915)

# The Last Laugh

'O Jesus Christ! I'm hit,' he said; and died.  
Whether he vainly cursed or prayed indeed,  
The Bullets chirped—In vain, vain, vain!  
Machine-guns chuckled—Tut-tut! Tut-tut!  
5 And the Big Gun guffawed.

Another sighed,—'O Mother,—mother,—Dad!'  
Then smiled at nothing, childlike, being dead.  
And the lofty Shrapnel-cloud.  
Leisurely gestured,—Fool!  
10 And the splinters spat, and tittered.

'My Love!' one moaned. Love-languid seemed his mood,  
Till slowly lowered, his whole face kissed the mud.  
And the Bayonets' long teeth grinned;  
Rabbles of Shells hooted and groaned;  
15 And the Gas hissed.

tevergeefs vloekte  
floten  
grinniken  
schaterlachte

hooghartige wolk van  
Scherven  
gemoedelijk  
giechelden  
liefde-loom  
Granatengespuis gilde  
en kreunde



(Owen, 1918)

## Literature

**Wilfred Owen, Siegfried Sassoon and John McCrae** are considered the leading poets of World War I. Being soldiers themselves, they wrote about the horrors of trenches and gas warfare. The English poet Wilfred Owen (1893-1918) was – at the age of 25 – killed in action on 4 November 1918, a week before the war's end. Siegfried Sassoon (1886-1967), also from England, was decorated for his bravery on the Western Front. During World War I he met and formed a friendship with Wilfred Owen, who was greatly influenced by him. The Canadian John McCrae (1872-1918) was a soldier and a surgeon during World War I. He died of pneumonia near the end of the war.

- What images of World War I do the three poems convey?
- Compare the tone and the message of the three poems.
- Which emotions do these poems evoke in you? Explain your answer.
- Do you think these poems could have been written in our time too? Why (not)?
- Which of these three poems appeals most to you? Why?

## 3.3 Extraordinary and terrible

One of the most recent films about World War I is *1917*. It was nominated for ten Oscars and won three. You want to convince your English teacher to show it in class, so you start looking for arguments why this film is worth watching.

### 1 Watch the short promotional video and answer the questions.

- a What inspired director and writer Sam Mendes to make *1917*?

Mendes' grandfather had fought in World War I, between 1916 and 1918, as a 17-year-old. He told his grandchildren stories about the war when he was in his 70s.

- b Explain why Mendes used the one-shot technique (= a technique to seemingly film in one long take by a single camera).

With this technique, the viewer lives and breathes with the main characters, sees the clock ticking down and sees no further than the characters do.

In the film *1917*, British soldiers Schofield and Blake receive an almost impossible order. In a race against time, they must cross over into enemy territory to deliver a message that could potentially save 1,600 of their fellow comrades, including Blake's own brother.

## 2 Watch a scene from the film and pay special attention to the camera movements. Then discuss the questions.

- Had you imagined the trenches and the battlefield as shown in the scene? Explain your answer.
- How do you feel about the camera constantly surrounding and following the characters?
- Would you like to watch the entire film? Why (not)?



## 3 These two sets of sentences from the scene are slightly different. Read them and answer the questions.

I have a message from General Erinmore.  
He told me to leave immediately.  
Watch who you're shoving!  
Get out of the way then!

I do have a message from General Erinmore.  
He did tell me to leave immediately.  
Do watch who you're shoving!  
Do get out of the way then!

- Compare the two sets of sentences. What is the difference between them?
- Pronounce the sentences in the right-hand column. Where do you put the sentence stress?
- In which situations will you use the sentences from the right-hand column, do you think?
- How would you say the right-hand sentences in Dutch?

## 4 Study the grammar grid.

### The emphatic use of *to do*

#### Form

In the present simple or the past simple tense, ***to do*** can sometimes be used as an **auxiliary verb** in **affirmative sentences**.

I	<b>do</b>	have a message from General Erinmore.
He	<b>did</b>	tell me to leave immediately.

***To do*** can also be used as an **auxiliary verb** in **affirmative imperatives**.

<b>Do</b>	watch who you're shoving!
	get out of the way then!

#### Use

Use ***to do*** as an auxiliary verb in an affirmative sentence when you want to **add emphasis**.

We ***do*** have an urgent mission.

Schofield and Blake ***did*** cross no-man's-land to reach the abandoned German trenches.

Also use ***to do*** as an auxiliary verb in an affirmative sentence when you want to **correct what somebody thinks** or to **confirm something you think is true** (followed by a question tag).

'You said you would help me!' 'I ***did*** help you! But you didn't notice!'

This scene ***does*** look spectacular, doesn't it?

#### Note

Unlike ordinary auxiliary verbs, which are typically unstressed when you speak, the **emphatic *do*** is almost always **stressed**.

5 Complete the sentences by using the emphatic *do* and the infinitive in brackets.

a	Every Friday, my mother ... ( <i>to enjoy</i> ) watching war documentaries.	<i>does enjoy</i> _____
b	She ... ( <i>to buy</i> ) an XL screen last week.	<i>did buy</i> _____
c	... ( <i>to come over</i> ) for a film night some time!	<i>Do come over</i> _____
d	We ... ( <i>to watch</i> ) three war documentaries last night.	<i>did watch</i> _____
e	I ... ( <i>to love</i> ) our current history lessons.	<i>do love</i> _____
f	... ( <i>to let</i> ) me know your opinion!	<i>Do let</i> _____
g	Our history teacher ... ( <i>to teach</i> ) well most of the time.	<i>does teach</i> _____
h	You ... ( <i>to like</i> ) history, don't you?	<i>do like</i> _____
i	I ... ( <i>to think</i> ) it is the most interesting subject.	<i>do think</i> _____
j	... ( <i>to sit down</i> ) and listen, please!	<i>Do sit down</i> _____

6 Rewrite these sentences, using an emphatic *do + infinitive*.

a	I love watching films about World War I.	<i>I do love watching films about World War I.</i> _____
b	You watch a lot of films, don't you?	<i>You do watch a lot of films, don't you?</i> _____
c	I found <i>1917</i> a stunning film from start to finish.	<i>I did find <i>1917</i> a stunning film from start to finish.</i> _____
d	The storyline is simple: 'Deliver this message'.	<i>The storyline is simple: 'Do deliver this message'.</i> _____
e	The film <i>1917</i> won three Academy Awards.	<i>The film <i>1917</i> did win three Academy Awards.</i> _____
f	The entire film appeared as one long shot.	<i>The entire film did appear as one long shot.</i> _____
g	Tell me what you think.	<i>Do tell me what you think.</i> _____
h	This film shows the horrors of war in a great way.	<i>This film does show the horrors of war in a great way.</i> _____
i	<i>1917</i> made me leave the cinema with tears in my eyes.	<i><i>1917</i> did make me leave the cinema with tears in my eyes.</i> _____
j	Go and see this film!	<i>Do go and see this film!</i> _____

*All Quiet on the Western Front* is a novel by Erich Maria Remarque, a German veteran of World War I. It describes the German soldiers' extreme physical and mental trauma during and after the war.

7 Work in pairs. Student A stays on this page, student B goes to the next page.

**Student A**

- Read the first part of a review of *All Quiet on the Western Front*. Then listen to student B reading this part aloud. Check whether he / she uses an emphatic *do* for all the words in bold.

Man, I **do need** a break. I've been reading about World War I solidly since July and I have had enough: there's only so many times you can go through the same story. However, I **do have** to say that *All Quiet on the Western Front* is in fact excellent. It **did leave** quite an impression on me, despite my trench fatigue. It **does contain** the same elements as all the other novels, but Remarque **does describe** it all with such conviction and such clarity that I was struck by the full horror of it, all over again. The story **does move forward** at lightning pace, but there is nuance and depth in this short novel as well.

- Now read the rest of the review and replace every verb form (highlight them) with an emphatic *do*, wherever you can. Then read your part aloud. Student B checks.

The story is studded with remarkable incidents that **linger** in the mind: roasting a stolen goose in the middle of a battle, for instance, or stabbing a Frenchman to death in a fit of panic while sheltering in the same shell-hole. I **loved** the moment where our narrator and his friends were swimming across a river to have a drink with some local French girls, arriving naked because they couldn't risk getting their uniforms wet.

Written in the late 1920s, it **shows** what the horror of the trenches was like for the young soldiers who were fighting. In the 1930s, the Nazis and some European countries **banned** this book because it was considered anti-war propaganda.

This book **deserves** a place on your bookshelf for sure. If you are brave enough, **pick up** a copy to enter the hellish trenches of WWI!



### Student B

- Read the first part of a review of *All Quiet on the Western Front*. Replace every verb form (highlight them) with an emphatic *do*, wherever you can. Then read your part aloud. Student A checks.

Man, I **need** a break. I've been reading about World War I solidly since July and I have had enough: there's only so many times you can go through the same story. However, I **have** to say that *All Quiet on the Western Front* is in fact excellent. It **left** quite an impression on me, despite my trench fatigue. It **contains** the same elements as all the other novels, but Remarque **describes** it all with such conviction and such clarity that I was struck by the full horror of it, all over again. The story **moves forward** at lightning pace, but there is nuance and depth in this short novel as well.

- Now read the rest of the review and listen to student A reading this part aloud. Check whether he / she uses an emphatic *do* for all the words in bold.

The story is studded with remarkable incidents that **do linger** in the mind: roasting a stolen goose in the middle of a battle, for instance, or stabbing a Frenchman to death in a fit of panic while sheltering in the same shell-hole. I **did love** the moment where our narrator and his friends were swimming across a river to have a drink with some local French girls, arriving naked because they couldn't risk getting their uniforms wet.

Written in the late 1920s, it **does show** what the horror of the trenches was like for the young soldiers who were fighting. In the 1930s, the Nazis and some European countries **did ban** this book because it was considered anti-war propaganda.

This book **does deserve** a place on your bookshelf for sure. If you are brave enough, **do pick up** a copy to enter the hellish trenches of WWI!



Continue with the ▲ exercises online.



8 Play the 'rumours and whispers' game. Your teacher will tell you what to do.

These days, many people are into classical art memes and try to decipher what those enigmatic old artists were really trying to say. As you want to double your number of followers on your social media, you'd like to give it a try yourself.

9 First study the three examples. Then create a classical art meme yourself. Follow the instructions.



- Look for a painting in which at least two people are pictured.
- Think of a short, witty dialogue. Include an emphatic *do*.
- Add the text to the painting.

# 4 Exit west

## 4.1 Brave Little Belgium

While roaming the antiques shops in Belfast, your friend Jim discovers an old book in Dutch, dated 1913. Puzzled why this book would pop up there, you decide to look for an explanation of this mystery.

- 1 You have found an article with a possible explanation. Read it and answer the questions.



As the first huddle of Belgian refugees prepared to leave their native shores for the British city of Leeds in October 1914, excitement, relief and trepidation laced the air. Sister Marie Antoine, who had been forced to flee when her convent in Willebroek, a village between Antwerp and Brussels, was attacked by German shells, described the exodus at the dockside in Antwerp: "We took our places on the deck of this little boat ... There were seats for about half of the number of passengers, but we crowded together as best we could, with a feeling of security, for we all knew that within a few hours we would be safely out of reach of those terrible bombs and shrapnel." A mere four hours later, after a freezing journey across the sea, "the hills and rugged banks of England made their appearance" – safety was finally in sight.

The British, for their part, were eager to catch a glimpse of these beleaguered victims of war. After all, for most of the population, the arrival of Belgian refugees was their first encounter with the human costs of the First World War. Belgium had announced in July 1914 that it would uphold its neutrality, as guaranteed by Britain, Prussia, France, Austria, Russia and the Netherlands in the 1839 Treaty of London. But by August 1914, the Germans were advancing through the country to reach France. Refugees began to flee in their thousands. By November, most of Belgium was under German occupation.

In total, 1.5 million Belgians were displaced, fleeing to France, the neutral Netherlands and Britain. By October 1914, after the collapse of Belgian military

resistance, a thousand Belgians a day were arriving in Britain. In a few short months, more than 200,000 Belgians arrived in the country – the largest influx of people in British refugee history.

At first, the refugees from 'Gallant Little Belgium' who arrived in Britain were met with open arms. In 1914 and 1915, the British public were greatly supportive of the refugees' plight, and huge sums to cover the cost of caring for the Belgians were donated. Of those Belgians who fled to Britain and required monetary support, around two-thirds were women and children; men of military age continued to be conscripted into the Belgian army throughout the war.

As the first few months of the war turned into years, the relationship between Belgian refugees and their British hosts fundamentally changed. Initially, individual families had taken refugees into their own homes. However, this proved to be only a short-term solution. British families soon found their budgets and generosity exhausted, while Belgian refugees preferred to live independently once they were able to do so.

In 1916, two years after the first Belgian boats had arrived, both casualty figures and food prices were on the up, and there were many more charitable causes asking for donations from the British public's dwindling resources. Belgian refugee committees across the country faced difficult choices as funds began to run out, and there was mounting pressure on the refugees to find paid employment.

>>

The manpower crisis, especially in 1917 and 1918, meant that there was no shortage of opportunities. By 1918, some 30,000 Belgians were working in ammunition factories, including more than 7,000 women, making it one of the largest foreign workforces in the country. As the Belgian refugees settled into life as paid factory workers, cleaners and the like, many yearned to establish greater autonomy for themselves – and, crucially, a sense of identity beyond that of ‘Belgian refugee’. There was an increasing number of Belgian-led initiatives designed to maintain their traditional way of life. These ranged from Belgian schools – established because of anxieties that children were becoming too anglicised – theatre groups and choirs, to professional groups, including associations for

Belgian lawyers, railway workers, teachers and metal workers.

When the war drew to a close, rather than remaining in Britain, more than 90 per cent of refugees returned to Belgium, but they faced a difficult reception when they arrived. Some were treated as cowards who had had an easier time than those forced to live under the harsh conditions of German occupation.

In Britain today, there are few traces of the Belgian refugees. But inscribed furniture, paintings and other objects donated by Belgians to their British hosts bear witness to the warm friendships that existed between individuals and communities.

#### Glossary

a huddle: een groep  
trepidation: angst  
to lace the air: in de lucht hangen  
a convent: een klooster  
shrapnel: granaatsplinters  
mere: amper  
rugged: ruig  
a plight: ellende  
dwindling: verminderd  
resources: financiële middelen  
to yearn: hunkeren



(Fell, 2020)

- a Answer the question in the headline.

At first, the Belgian refugees who arrived in Britain were met with open arms and the British public were greatly supportive of the refugees' plight. But after two years, there was mounting pressure on the refugees to find paid employment.

- b Why did so many Belgians flee the country in the autumn of 1914?

Belgium had announced in July 1914 that it would uphold its neutrality. But by August 1914, the Germans were advancing through the country to reach France. By November, most of Belgium was under German occupation.

- c When did the attitude towards the Belgian refugees start to change? What was the reason?

In 1916, two years after the first Belgian boats had arrived, both casualty figures and food prices were on the up, and there were many more charitable causes asking for donations from the British public's dwindling resources.

- d Why was there ‘a manpower crisis’ in 1917 and 1918, do you think?

A lot of British men were fighting in Belgium and France or had been killed on the battlefields. This resulted in a lack of workers in Britain.

- e How did the Belgians try to preserve their sense of identity?

They founded their own schools, theatre groups, choirs and professional groups, including associations for Belgian lawyers, railway workers, teachers and metal workers.

- f Briefly describe what happened at the end of the war.

More than 90 per cent of the refugees went back to Belgium, but there, they were seen as cowards for spending the war years in the UK.

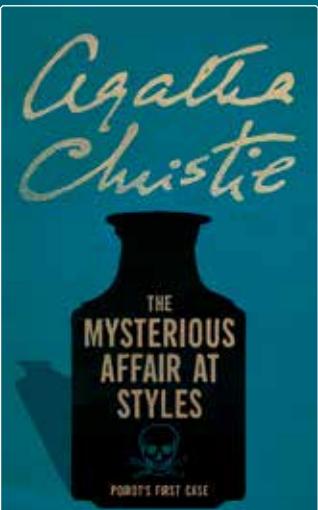
## 2 Discuss these questions in small groups or with the class.

- What similarities do you see between the above story and present-day refugee stories?
- Are there also important differences? Explain your answer.
- What do you think it is like for people to suddenly flee their country and end up with host families or in a refugee centre?
- What challenges do refugees bring to the countries they go to?
- How are you going to explain to your friend Jim how the old book in Dutch might have ended up in a Belfast bookshop?

## 4.2 A mysterious affair

It turns out there was a famous, albeit fictitious, Belgian among the World War I refugees.

### 1 Study the cover, read the blurb and answer the questions orally.



More than a hundred years ago, 'Queen of Crime' Agatha Christie introduced British readers to a small man with an impeccably maintained moustache who, with the help of his 'little grey cells', was very good at solving crimes. That man was Belgian detective Hercule Poirot, who had served in the Belgian police force until he was forced to flee as a refugee during World War I.

In Christie's debut novel, *The Mysterious Affair at Styles*, Poirot – unlike many other refugees – decides to stay in England and ends up near Styles Court, the country house of the wealthy Emily Inglethorp. When Emily is poisoned, Poirot puts his enormous detective abilities to work. The victim's considerably younger husband, her stepsons, her longtime companion, a young family friend working as a nurse and a London poison specialist who just happens to drop by, are all suspects. All of them have secrets they desperately want to keep hidden. Will the murderer outsmart Poirot and get away with this cruel act?

- What do you learn about Hercule Poirot?
- What are 'little grey cells'?
- Summarise briefly what this story is about.
- How will the story end, do you think?



2 Read the extract from *The Mysterious Affair at Styles*, which you can find online, and answer the questions.

3 Read the sentences from the blurb and tick the most appropriate meaning of the underlined words.

- a Poirot decides to stay in England and ends up near Styles Court, the country house of the wealthy Emily Inglethorp.  
 dies  
 feels completely at ease  
 reaches a place that was not expected
- b Will the murderer outsmart Poirot and get away with this cruel act?  
 feel lucky about  
 escape without being seen  
 not be punished for

#### Vocabulary

A **phrasal verb** consists of a verb and a particle (or sometimes two particles). The combination of the verb and its particle often **completely changes the meaning of the verb**.

e.g. Could you look after (= take care of) my sister? She's ill.

We look up to (= respect) our dad, he's our role model.

I look forward to (= wait for something pleasant) meeting your friend.

I have the impression she's looking down on (= having a low impression of) me.

4 Match these phrasal verbs with their explanations. Use a dictionary if necessary.

1	to break <b>off</b>	a	to resemble a relative in appearance, behaviour or character
2	to burst <b>out</b>	b	to agree to do something you don't want to do
3	to end <b>up</b>	c	to give something to someone in a position of authority
4	to get <b>away</b> with	d	to finally be in a particular place or situation
5	to give <b>in</b> to	e	to suddenly go away
6	to give <b>up</b>	f	to die
7	to hand <b>in</b>	g	to suddenly start doing something
8	to look <b>after</b>	h	to stop abruptly
9	to pass <b>away</b>	i	to reject or refuse
10	to take <b>after</b>	j	to stop trying
11	to take <b>off</b>	k	not to be punished for doing something
12	to turn <b>down</b>	l	to take care of someone or something

1	2	3	4	5	6	7	8	9	10	11	12
h	g	d	k	b	j	c	l	f	a	e	i



## 5 Complete the phrasal verbs in these sentences with the appropriate particles.

a	Never give ... your dreams. Miracles happen every day!	up
b	Do you take ... your father or your mother?	after
c	Why did he turn ... the invitation? Doesn't he like parties?	down
d	She refused to give ... to bullying and threats.	in
e	My neighbour had to look ... his three kids on his own.	after
f	They broke ... the meeting before it had properly started.	off
g	After the game he burst ... in perspiration.	out
h	Every evening I take ... to the gym for a good workout.	off
i	Queen Elizabeth II passed ... in 2022.	away
j	Don't think you can get ... with telling lies!	away
k	If you keep on doing stunts like these, you'll end ... in hospital.	up
l	We're supposed to hand ... our homework tomorrow.	in

## 6 Read these refugees' stories and complete them with the phrasal verbs from the box. Pay attention to the tenses.

to break off – to give in to – to look after – to pass away – to take after – to take off

Before 1914, Emiel and Bertha were living in Ypres. At the outbreak of the war, Emiel ... (1) to the frontline. His heavily pregnant wife fled from the completely destroyed Ypres to England with her mother and two sisters. They had to ... (2) their journey in Rugby because Bertha had gone into labour. When her daughter Denise was born, she weighed barely 2 kg. Bertha was overjoyed to see that the baby ... (3) her husband, but five weeks later, Bertha suddenly ... (4). The family tried not to ... (5) their grief but travelled on to Ettrick Bridge in Scotland. The grandmother and aunts ... (6) baby Denise and remained in the UK until the end of the war. They returned to Ypres in 1918.

1 took off

2 break off

3 took after

4 passed away

5 give in to

6 looked after / were looking after

to burst out – to end up – to get away with – to give up – to hand in – to turn down

13-year-old Clementine was the youngest of six. When the Germans invaded her hometown Aarschot, she ... (1) into tears. After some time, German soldiers suspected the 15-year-old son of the mayor of having shot a German officer. They launched a revenge operation in which 173 boys and men were killed. The volunteer firemen, among whom was Clementine's father, were ordered by the Germans to ... (2) their guns and ammunition. Those who refused did not ... (3) it but were killed.

>>

1 burst out

2 hand in

3 get away with

To protect his family, Clementine's father ... (4) his struggle and left with his rifle and ammunition. That was the last time they saw him. Clementine, her mother and sisters decided to ... (5) the offer to go to the Netherlands. Instead, they ... (6) in London and found employment in a sewing workshop. In 1919, they returned to Aarschot.

4 gave up

5 turn down

6 ended up



- 7 Read the story of Ahmad, a present-day refugee, and fill in the missing phrasal verbs, all used in the previous exercises. Pay attention to the tenses.

Twenty years ago, Ahmad was born in Kabul, Afghanistan. When he was 16, he started working at his elder brother Abdallah's shop. When their parents ... (1), Abdallah started ... (2) Ahmad. The two brothers worked hard and the shop was thriving, until the Taliban took control of the country. Because Ahmad and Abdallah were suspected of selling alcohol, the Taliban decided to drop by without a warning. They didn't find anything illegal, but still, the soldiers completely destroyed the shop windows and interior. Both brothers knew that the soldiers would easily ... (3) this crime. Abdallah, who ... (4) their father in temper, ... (5) shouting and screaming and was shot through the head. Ahmad, who was more cautious, was spared. Grief-struck he ... (6) to Europe, seeking a better life. Nothing could persuade him to ... (7) this journey, he was determined not to ... (8) despair. He crossed deserts and seas and ... (9) in Greece. He immediately ... (10) his asylum application, but unfortunately, the officials ... (11) his request. When he met two other Afghans with similar stories, they decided not to stay at the refugee camp, but to cross the sea again and – like so many others – to head for the UK. Despite the stories of hardship and danger, they don't want to ... (12) their chance of a new life.

1 passed away

2 looking after

3 get away with

4 took after

5 burst out

6 took off

7 break off

8 give in to

9 ended up

10 handed in

11 turned down

12 give up

After these stories you are trying to decide how you feel about immigration.



- 8 You are going to hold a four-corner debate about the following statement. Your teacher will give you the necessary instructions. If necessary, consult the **Student's Guide, Strategies n° 4.1 and Functions n° 3** for tips on how to hold a debate.



# Up to you!

While World War I changed political borders and introduced modern weapons such as poison gas, machine guns and tanks, it also saw many medical, technological and practical inventions and innovations. As this will be the topic of an upcoming science exhibition at your school, you set to work.

**1 You are going to create an original magazine cover featuring an invention from the 1910s.**

**Step 1: go online and look up which inventions and innovations were developed in the 1910s.**

Choose one invention: something of which you had no idea it was developed in that period, something you cannot imagine living without or something that has saved plenty of lives or time. Look up some background information about this invention.

**Step 2: create a magazine cover featuring the invention or innovation you chose.**

- Your magazine can have an antique or vintage look, but also a contemporary cover is definitely possible.
- Think of an appropriate name, font and layout. Use a graphic design tool or website or get creative with crayons, felt tip pens and paper.
- Find a photo or painting of the invention and put it on the cover.
- Add some text: the name of the invention, the year in which it was invented and some background information (max. 100 words). Make sure to check spelling.
- Give your magazine cover an attractive layout. Below you can find some examples.



**+ 2 Present your magazine cover to the exhibition's audience and convince them why the featured invention should be named the invention of the 20<sup>th</sup> century.**

# Vocabulary UNIT 1

## FILE 3 - OFF TO WAR

 When Germany declared war on France and ... ( <i>binnenviel</i> ) Belgium in 1914, history changed forever. More than 30 nations got involved: the majority were ... ( <i>bondgenoten</i> ) of Britain, Russia and France. They were opposed by Germany, Austria-Hungary, Italy and some more countries.	invaded (to <b>invade</b> )  allies (an <b>ally</b> )	binnenvallen  een bondgenoot
In France and Belgium, soldiers fought from ... ( <i>loopgraven</i> ), striking at their ... ( <i>vijand</i> ) across ... ( <i>niemandsland</i> ) with machine guns, ... ( <i>granaten</i> ) and chemical weapons. Despite millions of ... ( <i>slachtoffers</i> ), neither side had any real success or gained any advantage. From time to time, there was ... ( <i>een staakt-het-vuren</i> ), but never for long.	trenches (a <b>trench</b> ) (an) <b>enemy</b> <b>no-man's-land</b> <b>shells</b> (a <b>shell</b> ) <b>casualties</b> (a <b>casualty</b> ) a <b>ceasefire</b>	een loopgraaf een vijand niemandsland een granaat een (oorlogs)slachtoffer een staakt-het-vuren
The fighting between exhausted, demoralised troops continued until the Germans lost a number of individual ... ( <i>gevechten</i> ) and very gradually began ... ( <i>zich terugtrekken</i> ). The war ended on 11 November 1918. The Germans ... ( <i>onderhandelden</i> ) an armistice and soon after, ... ( <i>een vredesverdrag</i> ) was signed.	<b>battles</b> (a <b>battle</b> )  to <b>withdraw</b> <b>negotiated</b> (to <b>negotiate</b> ) a <b>peace</b> treaty	een gevecht, een strijd  zich terugtrekken  onderhandelen een vredesverdrag

## FILE 4 - EXIT WEST

 In 1914, Frieda and William were living in Ypres. In 1916, William was killed by a drunk soldier, who ... ( <i>wegkwam met</i> ) this crime. Frieda ... ( <i>gaf op</i> ) her life in Belgium and ... ( <i>vertrok</i> ) to England. At that time, she ... ( <i>zorgde voor</i> ) the son of her sister who had ... ( <i>gestorven</i> ) earlier that year, so she took the boy with her.	got <b>away</b> with (to get <b>away</b> with) gave <b>up</b> (to give <b>up</b> ) took <b>off</b> (to take <b>off</b> ) was looking <b>after</b> (to look <b>after</b> ) passed <b>away</b> (to pass <b>away</b> )	wegkomen met opgeven vertrekken  zorgen voor  sterven
They first ... ( <i>kwamen terecht</i> ) in Folkestone but were ... ( <i>afgewezen</i> ) by the local War Refugees Committee. They were then sent to Birmingham, where they got accommodation for a modest rent. Frieda was so relieved she ... ( <i>barstte uit</i> ) laughing.	ended <b>up</b> (to end <b>up</b> ) turned <b>down</b> (to turn <b>down</b> )  (to) burst <b>out</b>	terechtkomen afwijzen  uitbarsten
Frieda found a job in an ammunition factory, where she met Victor. Victor had fought at the front but was sent back to Scotland after a leg injury. He had to ... ( <i>afbreken</i> ) his journey in Birmingham because of an infection, so he decided to stay there.	(to) break <b>off</b>	afbreken

Victor and Frieda fell in love, but when Victor proposed, Frieda needed some time to think. Did she want to stay in England for the rest of her life? When she finally ... (*toegaf*), they got married and Frieda ... (*leverde in*) her resignation. She quickly got pregnant and soon gave birth to a son, who ... (*leek op*) his father in looks and character. Frieda never regretted her decision.

gave **in**  
(to give **in** to)  
handed **in** (to hand **in**)  
took **after**  
(to take **after**)

toegeven aan  
inleveren

## PERSONAL VOCABULARY



An alphabetical vocabulary list is available online. Also go to Scoodle ([SlimStampen](#)) for exercises that will help you memorise this vocabulary.

# Grammar UNIT 1

## FILE 2 - IN THE SAME BOAT

- **Echo:** the present simple tense (Student's Guide, Grammar n° 8.1)
- **Echo:** the present continuous tense (Student's Guide, Grammar n° 8.2)
- **Echo:** the past simple tense (Student's Guide, Grammar n° 8.3)
- **Echo:** the past continuous tense (Student's Guide, Grammar n° 8.4)
- **Echo:** the present perfect simple tense (Student's Guide, Grammar n° 8.5)
- **Echo:** the future simple tense (Student's Guide, Grammar n° 8.8)
- **Echo:** the past perfect simple tense (Student's Guide, Grammar n° 8.7)



## FILE 3 - OFF TO WAR

- the emphatic use of *to do*, p. 33



You can practise this grammar online.

