



Explore all avenues

What will you learn about in this unit?

- | | |
|---|--|
| <p>1</p> <ul style="list-style-type: none">• English around the world• what your accent says about you• + words from around the world• Echo: the infinitive• + the gerund and infinitive• a pronunciation poem | <p>3</p> <ul style="list-style-type: none">• <i>Around the World in 72 Days</i> (Nellie Bly)• Nellie Bly's journey• a travelogue <p>4</p> <ul style="list-style-type: none">• foreign accent syndrome• relative clauses |
| <p>2</p> <ul style="list-style-type: none">• the British Empire and the Commonwealth• <i>Day-O</i>• + apologise or not | |

Plug in!

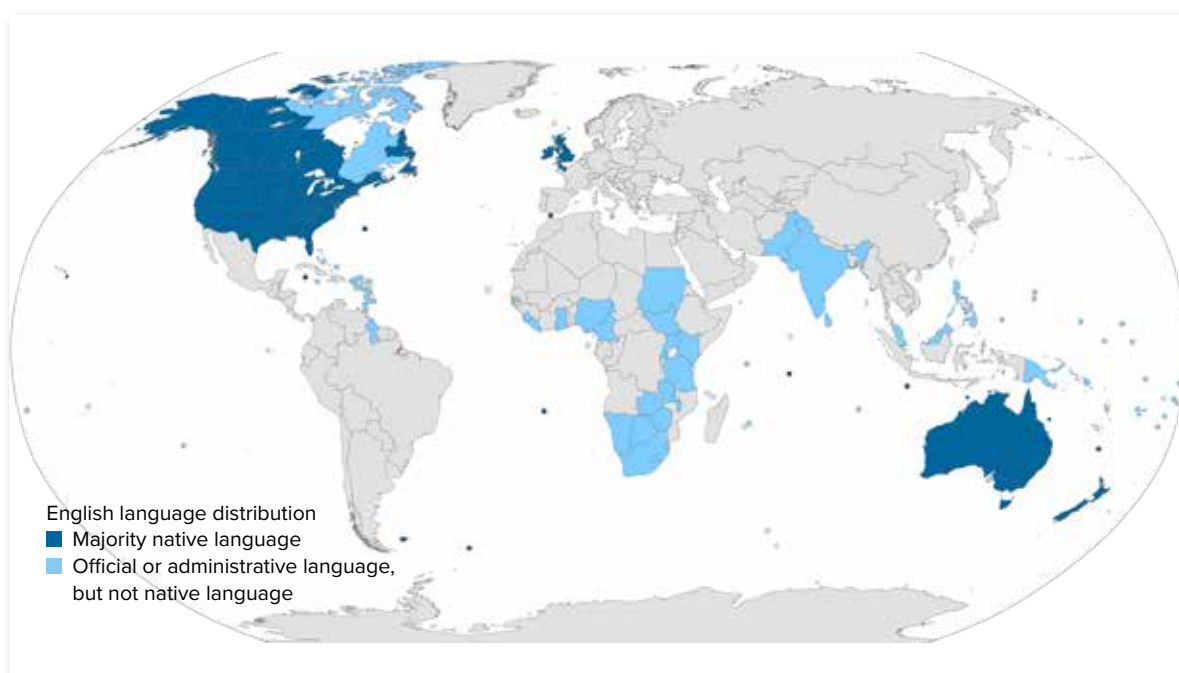
Convinced of the importance to speak English, but slightly worried your accent doesn't come close to how native speakers sound, you are looking for ways to improve your accent.

1 Watch the video and discuss the questions.



- What is this video about?
- What accents did you recognise?
- Can you do a similar thing in English? If so, give it a try!

2 This map shows which places use English as a native or official language. In groups of three or four, write down as many countries as you can in three minutes.



3 Listen to the same paragraph read out five times with a different accent. Which countries do the speakers come from?

Australia = n° 4

England = n° 5

India = n° 2

South Africa = n° 3

US = n° 1

4 Go to the Speech Accent Archive (<http://accent.gmu.edu>). On this website you can find recordings of hundreds of people's accents in English from countries all over the world. They all read the same paragraph in English, so it's very easy to compare and analyse their accents. Listen to your teacher and do the assignments.

1 A global language

1.1 Come again?

Every day, you are confronted with so many different accents in English and you want to know if that ever results in weird situations. It turns out YouTube is the best place to find out!

1 Watch the video and answer the questions orally.



Language

Received Pronunciation (RP), also called the **Queen's Pronunciation** or **BBC Pronunciation**, is the accent traditionally regarded as the standard form of spoken British English.

- Describe fully what is happening here.
- Have you ever seen or been in a similar situation in your own language? If so, describe it.
- Do you think people have the right to speak with a strong accent, or should they adapt it? Explain your answer.

Considering the diversity of accents in English, you want to decide for yourself which is the most attractive one.

2 Read the article and answer the questions.

What does your accent say about you?

No single British accent fails to provoke a measure of prejudice, a language expert has claimed.

Robert Cauldwell, who teaches English as a foreign language and who has spoken on the effects of regional accents, claims while there have been huge shifts in the perception of accents in recent years, some stereotypes do remain. "People from Birmingham are uneducated, thick, louts. That would be one that I come across most often," he said. Bad luck if you are from Birmingham. But, should you hail from either Northern Ireland or Edinburgh, you may be in luck. "Educated Scottish English and educated Irish English are always an attractive accent, people find."

"There is no prejudice-neutral accent," he told The Independent. "There is no accent that is immune from prejudice – but prejudice jumps both ways, so can be positive and negative." He also cautioned there was no "best" accent. "It depends on the

social group that you want to impress or work with." And, Mr Cauldwell added, people's reaction to accent said more about them than the accent itself. "Every accent excites prejudices ... they lie with the hearers."

A YouGov survey polled 2,000 people and found the most attractive accent was from Southern Ireland, closely followed by the Queen's English accent, with the Brummie and Scouse accents polling at the bottom. Mr Cauldwell told there had been a "shift" in recent years away from the "precious or what was known as Received Pronunciation [RP]" accents. "Previously those accents were thought of as highly educated and trustworthy," he said. "But, the perception of toffs and of, say, the Bullingdon Club, means those accents can now be seen [as] having privileges they don't deserve."

Glossary

a prejudice: een vooroordeel
thick: dom
a lout: een lomperik
to hail from: afkomstig zijn van
a toff: een hoge piet
the Bullingdon Club: een beruchte en elitaire studentenclub voor jongens die in Oxford studeren

- a Summarise this article in one or two sentences.

A language expert has found every accent excites positive or negative prejudices, but there have been huge shifts in the perception of accents recently. People find the accent from Southern Ireland the most attractive and the Brummie and Scouse accents the least attractive.

- b Explain in your own words what has happened with the perception of Received Pronunciation in recent years?

Previously those accents were thought of as highly educated and trustworthy. But because it is now perceived as the accent of toffs and rich people, it is considered less attractive.

- c In which British cities can you hear the following accents or dialects? Find out by unscrambling the words in the middle column.

Brummie	gnBhaimimr	Birmingham
Cockney	ndoLno	London
Geordie	aNctweels	Newcastle
Mancunian	nareMehsct	Manchester
Scouse	iovolepLr	Liverpool

- d Do people in your country have similar prejudices about certain accents or dialects? Explain your answer.

personal answer

- e Which accent in English do you find the most attractive? Why?

personal answer

Every twelve months, Oxford University Press looks for the Word of the Year, and they have recently decided to call in the help of the public. You are keen to contribute and propose a word, so you look for some background information about where new words come from.



3 Read the article and answer the questions.

English is picking up brilliant new words from around the world and that's a gift

Who owns the English language? The answer to this question is no longer as straightforward as “the English”. According to the latest figures from the British Council, English is “spoken at a useful level” by about 1.75 billion people. Counted among this vast anglophone population are not only the hundreds of millions who speak English as a first language, but also the hundreds of millions more who speak it as a second or foreign language in different parts of the world.

English spread across the globe largely as a result of imperialism, as the language was imposed on colonies in Asia, Africa, Australia and the Americas. When these former colonies achieved independence, many chose to retain the use of English, usually to function as a primary working language and neutral medium of communication for their diverse populations. As countries such as India, Nigeria, South Africa, Jamaica and Singapore adopted English as a language, they also adapted it – making significant changes to its pronunciation, grammar and vocabulary, and giving rise to new varieties now collectively known as World Englishes.

Today, the predominance of English as a language of science, technology, business, diplomacy and entertainment has given many people around the world a strong incentive to acquire the language. From Brazil to South Korea, Spain to Indonesia, millions of people are learning English, and they too are making their own mark on its development.

The Oxford English Dictionary has documented many of the words that these new communities of English speakers have added to the vocabulary. Many of these words are borrowings from other languages with which English is in constant contact, such as *lepak* (to loiter aimlessly) from Malay and *deurmekaar* (confused, muddled) from Afrikaans. Speakers of world varieties of English are remaking its vocabulary to better express their identities, cultures and everyday realities. In the Philippines, many houses have a *dirty kitchen*, which is not actually a kitchen that is dirty in the sense you think, but a kitchen outside the house where most of the real cooking is done – a



necessary convenience in a tropical country where it is best to avoid trapping heat and smells indoors. In Nigeria, a *mama put* is a street-food stall, and its name comes from the way that its customers usually order food: they say “Mama, put ...” to the woman running the stall, and point to the dish they want so it can be put on their plate.

In Oxford University Press’s Gift of Words campaign this year, we have asked people who speak more than one language to “gift” a word from their first to their second language, and vice versa. The responses we have so far received highlight even more words that multilingual English speakers felt they had to borrow from their other languages for lack of a direct equivalent in English: words such as *saudade* (nostalgic longing) from Portuguese, *gezellig* (a sense of cosiness and togetherness) from Dutch and *apapacho* (affection, comfort) from Nahuatl by way of Spanish.

Calling these borrowed words “gifts” is an important reframing, as many value language purity over diversity and consider external influences a threat to the integrity of a language. But this is in contradiction to how language works, as the borrowing of words is part of the natural evolution of all living languages.

(Abridged from Salazar, 2022)

Glossary

anglophone: Engelstalig
to impose: opdringen
to retain: behouden
an incentive: een motivatie
to acquire: verwerven

to loiter: rondhangen
muddled: door elkaar gegooid
a reframing: een andere invalshoek
to value: waarderen
the integrity: de zuiverheid

a Summarise the message of this article in one sentence.

Vocabulary borrowed from lots of people across the globe who speak English as a first, second or foreign language, is enriching the English language.

b How did English spread around the world in the first place?

English spread across the globe largely as a result of imperialism, as the language was imposed on colonies in Asia, Africa, Australia and the Americas.

c Explain in your own words what 'World Englishes' are.

They are new varieties of English, spoken in countries such as India, Nigeria, South Africa, Jamaica and Singapore. They adopted and adapted English, making significant changes to its pronunciation, grammar and vocabulary.

d Why are so many people worldwide learning English?

Today, English is predominant as a language of science, technology, business, diplomacy and entertainment.

e Mention the reasons why words like *deurmekaar*, *mama put* and *saudade* made their appearance in the English language.

- Some words are borrowings from other languages, so that speakers of world varieties of English can better express their identities, cultures and everyday realities.
- For some words, there isn't a direct equivalent in English.

Well-informed about which words might contribute to the English language, you decide to take part in the Oxford Dictionaries Word of the Year contest.



- 4 Your teacher will show you a list of Dutch words that don't have a direct equivalent in English. Which one should definitely be introduced in English and be a contender for Oxford's Word of the Year? Write it in the image and explain why.



Arguments

personal answer

Submit

1.2 Speaking with skill

You've realised there are many varieties in English. But you haven't found the answer to how to sound like a native speaker yet.

1 Watch the video and complete the grid with the missing words.

	Reasons why it is difficult to speak a foreign language without an accent	Examples
1	<u>Sounds</u> differ from language to language.	<u>The /p/-sound in French and in English</u> are pronounced differently.
2	<u>Letters</u> work in a specific way when they come together and people adapt words in a foreign language to fit <u>the rules of their own language</u> .	Spaniards have difficulty pronouncing words that <u>start with 'sp', because there are no words in Spanish that start with those letters</u> .
3	Every language has <u>its own stress pattern</u> and it is hard to ditch <u>the stress pattern of your own language</u> .	French words have <u>final-syllable stress</u> , English words often have <u>primary and secondary stress</u> .
4	<u>The rhythm of languages</u> can be very different.	Italian is <u>syllable-timed</u> , while in English stressed syllables come <u>at regular intervals</u> .

2 Complete these sentences from the video with the words from the box.

adapting – ditching – inserting – learning – speaking – starting

a	Have you ever found yourself ... English with a weird hybrid accent when you go abroad?	<u>speaking</u>
b	... about letters individually tells you very little about how they work when they come together.	<u>Learning</u>
c	You'll often find yourself ... sounds to make them pronounceable in a foreign language.	<u>inserting</u>
d	In English, ... a word with an 'm' and a 'b' next to each other is just not done.	<u>starting</u>
e	People find themselves subconsciously ... words of a foreign language to fit the rules of their own.	<u>adapting</u>
f	... your language's stress pattern is often very hard and is not always well taught.	<u>Ditching</u>



3 Reread the sentences from the previous exercise and answer the questions.

- Which verb form are the words you had to fill in? the -ing form / the gerund
- How is it formed? infinitive + -ing
- Compare the sets of sentences below. Which verb forms are used? Can you deduce why?

I love learning new languages.
Learning languages is my hobby.
I look forward to learning Spanish at uni.

I love to learn new languages.
It is difficult to learn a new language.
I decided to learn English after a trip to London.



4 **Echo** Do you remember when to use a bare infinitive or a to-infinitive? If not, do the online exercises.

5 Study the grammar grid.



The gerund and infinitive

The gerund

You can use the gerund as the **subject or object of a sentence**.

Learning languages is interesting.

We recommend **studying** English.

You can also use the gerund after **prepositions** and **phrasal verbs**.

Before **learning** a new language, you have to be fluent in your native language.

Since I wanted to learn a completely new language, I ended up **learning** Japanese.

Some verbs always take a gerund: to admit, to avoid, to celebrate, to consider, to deny, to enjoy, to feel like, to finish, to keep, to mind, to miss, to practise, to recommend, to spend time, to suggest, to support, ...

I don't mind **working** hard.

Why do the Dutch enjoy **speaking** English all the time?

The infinitive

The infinitive is used after **adjectives**.

It is nice **to speak** several languages.

It is hard **to sound** like a native speaker.

Some verbs always take the infinitive: to afford, to (dis)agree, to decide, to expect, to forget, to help, to hope, to learn, to need, to offer, to plan, to promise, to refuse, to seem, to want, ...

The tourist refused **to speak** English.

We expect foreigners **to learn** the national language as fast as possible.

Infinitive or gerund with no difference in meaning

Some verbs can be used with either the gerund or the infinitive with **no difference in meaning**: to begin, to continue, to like, to love, to prefer, to start, ...

Some people prefer **reading** books in English.

Some people prefer **to read** books in English.

Infinitive or gerund with difference in meaning

Some verbs (to forget, to regret, to remember, to stop, to try, ...) can be used with either the gerund or the infinitive, but the **meaning is different**. An infinitive refers to the future, while a gerund expresses an earlier action, relative to the time of the first verb.

I **remember handing in** the assignment. (= I have a memory of the act of handing in.)

Will you **remember to hand** in the assignment? (= Won't you forget to do it?)

I **tried studying** Japanese, but I quit. (= I had a go at Japanese.)

I **tried to study** Japanese, but I was too tired. (= I made an effort to study Japanese.)

She **stopped drinking** tea. (= She doesn't drink tea anymore.)

She **stopped to drink** tea. (= She stopped what she was doing to drink tea.)

+ 6 Read these sentences and select the gerund or the infinitive form for the gaps.

a	I don't feel like ... (<i>going out / to go out</i>) tonight.	<i>going out</i>
b	He would like ... (<i>studying / to study</i>) English literature at university.	<i>to study</i>
c	His brother has decided ... (<i>taking / to take</i>) a gap year.	<i>to take</i>
d	We admitted ... (<i>speaking / to speak</i>) English better than our friends.	<i>speaking</i>
e	He practised ... (<i>pronouncing / to pronounce</i>) the words correctly.	<i>pronouncing</i>
f	The teacher refused ... (<i>explaining / to explain</i>) the theory again.	<i>to explain</i>
g	It is wonderful ... (<i>understanding / to understand</i>) what they are saying.	<i>to understand</i>
h	... (<i>Living / To live</i>) without a smartphone must be terrible.	<i>Living</i>

+ 7 Do you need some advice to sound like a native speaker of English? Read this text and select whether a gerund or infinitive is most appropriate for the gaps.

It is possible ... (*speaking / to speak*) (1) English like a native speaker if you want ... (*putting in / to put in*) (2) enough time and energy. Over time, ... (*conversing / to converse*) (3) with people, ... (*watching / to watch*) (4) films, ... (*reading / to read*) (5) books and, most importantly, ... (*getting / to get*) (6) enough practice will dramatically improve your accent and speaking style. How long this takes completely depends on you. If you speak English every day, you are much more likely ... (*picking up / to pick up*) (7) things quickly. However, if you only speak English once a week at your language class, you might expect things ... (*taking / to take*) (8) a lot longer. Obviously, ... (*spending / to spend*) (9) some time in an English-speaking country is one of the best options for ... (*speeding up / to speed up*) (10) the process of ... (*learning / to learn*) (11) ... (*speaking / to speak*) (12) like a native English speaker. Just by ... (*living / to live*) (13) there, you will be able ... (*interacting / to interact*) (14) with native English speakers every day, allowing you to pick up slang, idioms and commonly used phrases.



(Adapted from the Language Gallery, n.d.)

- 1 *to speak*
- 2 *to put in*
- 3 *conversing*
- 4 *watching*
- 5 *reading*
- 6 *getting*
- 7 *to pick up*
- 8 *to take*
- 9 *spending*
- 10 *speeding up*
- 11 *learning*
- 12 *to speak*
- 13 *living*
- 14 *to interact*

Training

How did the previous exercises go?

the gerund and infinitive
ex. 6 → ex. 7



+/- →
ex. 8 → ex. 9 /



8 Here is some more advice. Read the tips and complete the gaps with the gerund or infinitive form of the verbs in brackets.

Get familiar with different English accents

There are lots of different accents used by native English speakers. In England alone, accents vary across London, Essex, Newcastle, Manchester and many more. There are also Scottish, Welsh, Irish, American, Canadian, ... accents – so if you plan ... *(to learn)* (1) English from a variety of sources you could end up ... *(to use)* (2) a mixture of accents. As you become more confident with the language, you will find it easier ... *(to identify)* (3) different accents.

Improve your pace and clarity

An important aspect of ... *(to sound)* (4) like a native is being able ... *(to match)* (5) native speakers' communication pace. Try ... *(to listen)* (6) to pace, rhythm and articulation and you might expect your confidence ... *(to grow)* (7).

Learn to use idioms

Speakers of English are known for ... *(to use)* (8) idioms – phrases which are often used to mean something completely different to how they are said. If you are not a native English speaker, this can often be confusing! Phrases such as: 'The best thing since sliced bread' can be used to mean a great innovation. You might consider ... *(to study)* (9) a list of common idioms and phrases. This will help you ... *(to understand)* (10) people in everyday conversation.

Use what you've learnt immediately

The best way to learn anything quickly is by ... *(to practise)* (11) as you go. ... *(to use)* (12) what you've learnt immediately keeps things fresh in your mind and means you get a chance ... *(to try out)* (13) words or phrases you may hear friends or colleagues using.

Use slang

When it comes to language, different parts of the world adopt different slang words and phrases. ... *(to become)* (14) familiar with slang while staying in a particular country will allow you ... *(to engage)* (15) with people more easily on an everyday basis.

(Adapted from the Language Gallery, n.d.)

- | | | |
|----------------------------|-------------------------------|----------------------------|
| 1 <i>to learn</i> _____ | 6 <i>to listen</i> _____ | 11 <i>practising</i> _____ |
| 2 <i>using</i> _____ | 7 <i>to grow</i> _____ | 12 <i>Using</i> _____ |
| 3 <i>to identify</i> _____ | 8 <i>using</i> _____ | 13 <i>to try out</i> _____ |
| 4 <i>sounding</i> _____ | 9 <i>studying</i> _____ | 14 <i>Becoming</i> _____ |
| 5 <i>to match</i> _____ | 10 <i>to understand</i> _____ | 15 <i>to engage</i> _____ |



9 Read these sentences and fill in the verbs in brackets in the gerund and/or the infinitive.

a	I started ... <i>(to learn)</i> Arabic, but it was so difficult that I stopped.	<i>learning / to learn</i> _____
b	Try ... <i>(not / to wake)</i> your parents when you come home after the gig.	<i>not to wake</i> _____
c	Due to the heat, the builders stopped ... <i>(to rest)</i> for a while.	<i>to rest</i> _____
d	I will never forget ... <i>(to read)</i> <i>A Passage to India</i> for the first time.	<i>reading</i> _____
e	If you happen to see my brother, remember ... <i>(to say)</i> hello from us.	<i>to say</i> _____
f	The students like ... <i>(to have)</i> some free time.	<i>having / to have</i> _____
g	I'm sure she will forget ... <i>(to pay)</i> the bill.	<i>to pay</i> _____
h	After ... <i>(to go)</i> on holiday, I will immediately plan the next one.	<i>going</i> _____

i	We tried ... <i>(to cross)</i> the road, but the traffic was too heavy.	<i>crossing / to cross</i> _____
j	My dad stopped ... <i>(to smoke)</i> some twenty years ago.	<i>smoking</i> _____
k	I will always remember ... <i>(to taste)</i> oysters for the first time.	<i>tasting</i> _____
l	Have you ever tried ... <i>(to ski)</i> ? I think you would like it very much.	<i>skiing</i> _____



Continue with the ▲ exercises online.

As you've gathered a lot of useful information about accents, you want to share your insights on an online language forum.

- 10 Read the forum question and some answers. Answer the question yourself and ask two classmates to comment on your answer.

Foreign accents: awful or beautiful?

What do you think of (foreign) accents when people are speaking in English?

Lucas Cardino

I think any accent has the potential to sound nice. It depends on the person who has it, not on the sounds they produce.

Rachel Sanford

The best accent is no accent. A foreign accent is likely to irritate people.

personal answer

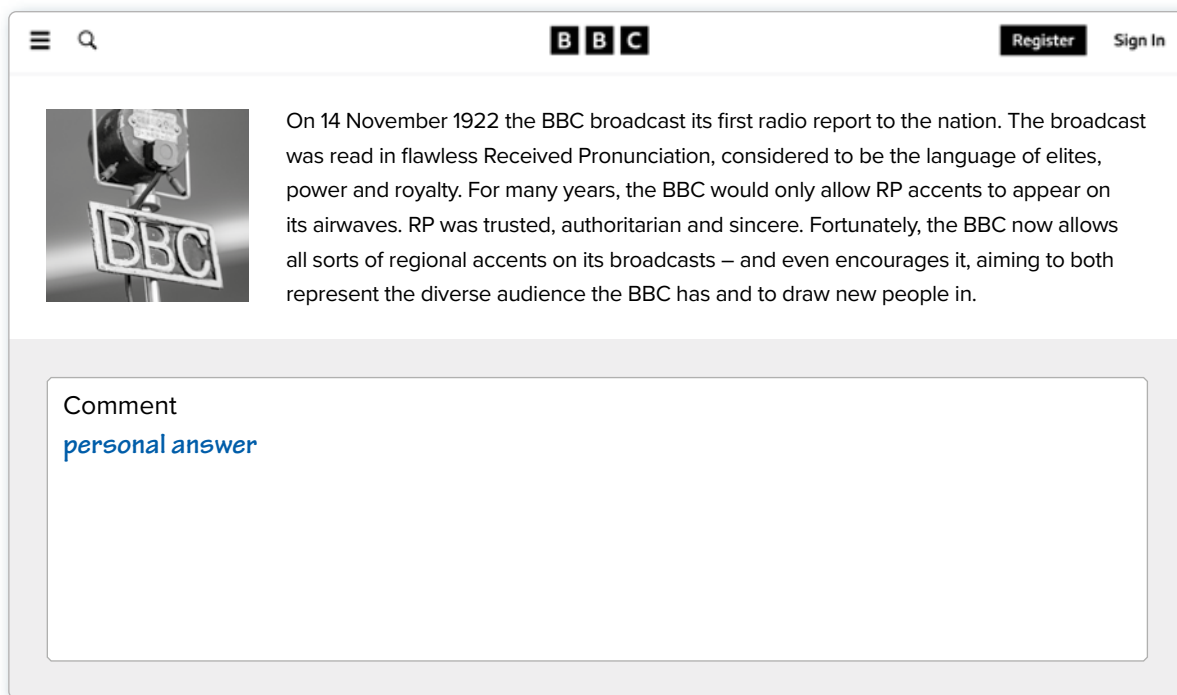
personal answer

personal answer

The standard accent in English is also called BBC Pronunciation. With the information you've gathered so far, you want to voice your opinion about the variety of accents that can be heard in the media.

- 11** Read this statement on the BBC website and write a comment in which you briefly state your opinion. Include three of the following verbs and use gerunds and infinitives where necessary.

to avoid – to consider – to enjoy – to expect – to practise – to offer – to remember – to try



The screenshot shows the BBC website interface. At the top, there is a search bar, the BBC logo, and links for 'Register' and 'Sign In'. The main content area features a black and white photograph of a vintage BBC microphone with the letters 'BBC' on it. To the right of the photo is a text block: 'On 14 November 1922 the BBC broadcast its first radio report to the nation. The broadcast was read in flawless Received Pronunciation, considered to be the language of elites, power and royalty. For many years, the BBC would only allow RP accents to appear on its airwaves. RP was trusted, authoritarian and sincere. Fortunately, the BBC now allows all sorts of regional accents on its broadcasts – and even encourages it, aiming to both represent the diverse audience the BBC has and to draw new people in.' Below this text is a large, empty rectangular box for a comment, with the word 'Comment' and a blue link 'personal answer' at the top left of the box.

1.3 A dreadful language

Still desperately looking for ways to sound like a native speaker of English, you remember that songs and poems can be of great help to imitate and improve your accent.

- 1** Read this poem in silence. What is its main message?

<p>I take it you already know Of tough and bough and cough and dough Others may stumble, but not you On hiccough, thorough, laugh, and through.</p>	<p>Watch out for meat and great and threat, They rhyme with suite and straight and debt. 15 A moth is not a moth in mother, Nor both in bother, broth in brother.</p>
<p>5 And cork and work and card and ward And font and front and word and sword Well done! And now if you wish, perhaps To learn of less familiar traps,</p>	<p>And here is not a match for there, And dear and fear for bear and pear. And then there's dose and rose and lose – 20 Just look them up – and goose and choose,</p>
<p>Beware of heard, a dreadful word 10 That looks like beard and sounds like bird. And dead: it's said like bed, not bead – For goodness sake don't call it deed.</p>	<p>And do and go, then thwart and cart. Come, come, I've hardly made a start! A dreadful language? Man alive! I'd mastered it when I was five.</p>

(T.S. Watt, 1954)

- 2** Now listen to the poem and compare the pronunciation with how you pronounced the words.

2 Any way the wind blows

2.1 Where the sun never set

In a few weeks' time, you and your classmates will organise the school's annual quiz night. Inspired by the variety of English accents, this year's topic will be English-speaking countries. High time to brush up your knowledge of their culture and history!

- 1 Look at these photos. What countries do you recognise? Write down their names and answer the questions orally.



South Africa



Canada



Australia



Jamaica



Hong Kong



India

- What have these countries in common, except for the fact that English is a native or official language?
- Can you think of more countries that fit in?

As other European countries, Britain colonised many overseas places. You want to know more about this period in history.

- 2 First read this article. Then divide yourselves into two groups. Group A writes appropriate subtitles for facts n° 3-6 and group B for facts n° 7-10. Finally, with the class, exchange your answers.

Ten facts about the British Empire

The British Empire was one of the largest and most influential empires in history, spanning a vast geographical expanse and shaping the course of global events for centuries. The British Empire's impact on politics, economics, cultures, and societies reverberates even today.

1 It was one of the largest empires in history

The British Empire stands as one of the most extensive empires the world has ever seen. At its zenith, which occurred in the early 20th century, it covered approximately one-quarter of the Earth's landmass and encompassed a significant portion of the global population. Its dominion reached across diverse regions, including the Americas, Africa, Asia, the Pacific, and the Middle East.



The British Empire at its height

2 It started with colonies in the Americas

The origins of the British Empire trace back to the 16th century when British explorers and settlers established colonies in the Americas. The first successful English colony was Jamestown, founded in Virginia in 1607. Over time, these colonies expanded along the eastern coast of North America, marking the initial steps in the empire's growth.

3 possible answer: It expanded through trade, conquest and colonization

The British Empire's expansion was fueled by a combination of trade ventures, military conquests, and colonization efforts. The empire established trading posts and ports in strategic locations, facilitating the

exchange of goods, resources, and ideas between the colonies and the mother country. Additionally, military campaigns and projects in Africa, Asia, and the Pacific further extended the empire's territorial reach.

4 possible answer: It benefited from the Industrial Revolution

The British Empire experienced significant growth and influence during the Industrial Revolution, a period characterized by technological advancements and economic changes. Innovations in transportation, communication, and manufacturing played a crucial role in expanding the empire's reach. Steamships, railways, and telegraphs made it easier to connect distant colonies, enabling the efficient movement of goods, information, and people. The rise of industrialization also increased the demand for raw materials and resources, which the empire could access through its vast colonial territories.

5 possible answer: It impacted cultures, languages and legal systems

As the British Empire extended its influence, it left a lasting impact on cultures, languages, and legal systems in its colonies. The English language was often introduced as the medium of administration and education, leading to its widespread adoption in many parts of the world. British legal systems, governance structures, and educational institutions were also established in various colonies, leaving a legacy that continues to influence these regions to this day.

3 Read the statements and decide whether they are true or false. Correct the false statements.

		True	False
a	The British Empire was at its biggest in 1850. <u>It was at its biggest in the early 20th century.</u>		X
b	Trade was an important reason for the existence of the British Empire.	X	
c	The Industrial Revolution was a period of poverty and a lack of growth. <u>It was a period characterised by technological advancements and economic changes.</u>		X
d	Most of Britain's colonies became independent during World War II. <u>Most of Britain's colonies became independent after World War II.</u>		X
e	Former British colonies could become members of the Commonwealth of Nations if they wanted to.	X	

4 These sentences were taken from the article. Derive the meaning of the underlined words from the context and write a synonym or explain them in English.

Over time, these colonies expanded (1) along the eastern coast of North America, marking the initial (2) steps in the empire's growth.

1 increased in size, became larger

2 first, earliest

Steamships, railways, and telegraphs made it easier to connect distant (3) colonies, enabling the efficient movement of goods, information, and people.

3 faraway, remote

The British Raj had a profound (4) impact on Indian society, politics, and culture, shaping the course of India's history.

4 intense, deep

Commodities (5) such as spices, textiles, raw materials, and manufactured goods were traded between colonies and the mother country.

5 Goods, products

The British Empire, weakened by the war, faced growing pressure to grant (6) autonomy to its colonies.

6 permit

Following the dissolution (7) of the empire, a voluntary association known as the Commonwealth of Nations was formed.

7 end, break-up

The Commonwealth consists of former British colonies and current members who share historical ties (8).

8 connections, bonds



2.2 Day-O

Jamaica, colonised in 1655, became one of the British Empire's most valuable colonies in terms of agricultural production. You want to know more about this exotic place, now mostly famous for its music.



1 Listen to the song *Day-O* by Harry Belafonte with closed books and answer the questions orally.

- Have you heard this song or melody before? If so, where?
- What agricultural product is the song about?
- Do you understand most of the lyrics? Why (not)?

2 Now read the lyrics and the accompanying information and discuss the questions.

Day-o, day-ay-ay-o
Daylight come and me wan' go home
Day, me say day, me say day, me say day,
me say day, me say day-ay-ay-o
5 Daylight come and me wan' go home

Work all night on a drink a rum
(Daylight come and me wan' go home)
Stack banana 'til the mornin' come
(Daylight come and me wan' go home)

10 Come, mister tally man, tally me banana
(Daylight come and me wan' go home)
Come, mister tally man, tally me banana
(Daylight come and me wan' go home)

Lift six foot, seven foot, eight foot, bunch
15 (Daylight come and me wan' go home)
Six foot, seven foot, eight foot, bunch
(Daylight come and me wan' go home)

Day, me say day-ay-ay-o
(Daylight come and me wan' go home)
20 Day, me say day, me say day, me say day,
me say day, me say day
(Daylight come and me wan' go home)

A beautiful bunch of ripe banana
(Daylight come and me wan' go home)
25 Hide the deadly black tarantula
(Daylight come and me wan' go home)

stapelen

controleur; tel



Culture

Day-O (The Banana Boat Song) is a traditional Jamaican call and response song. The language is Jamaican Patois, an English-based creole language with influences from many foreign languages. The best-known version was released by Jamaican American singer, Harry Belafonte, in 1956.

- What is going on in this song?
- Why is it called 'a call and response song'?
- In the lyrics, find some differences with standard English.
- Is this a happy song? Explain your answer.
- Do you like this song? Why (not)?

2.3 Together we unite

Inhabitants of colonised countries – understandably – had mixed feelings about imperialism. While doing further research for the quiz night, you ask yourself if this still applies to people whose roots lie in one of the countries of the former British Empire.

1 Watch the video in which people are asked what the **British Empire** and the **Commonwealth** mean to them. Then discuss the questions.

- Explain briefly who are interviewed.
- Are they mainly positive or negative about the British Empire?
- How do they feel about the Commonwealth?
- Can you compare the British Empire to colonisation by other European countries, e.g. Belgium? Explain your answer.

Culture

The **Commonwealth** refers to the intergovernmental organisation of about 50 member states that are mostly former territories of the British Empire. The purpose of the Commonwealth is for international cooperation and to advance economics, social development and human rights in member countries. The head of the Commonwealth is the Monarch of the United Kingdom.

2 Watch again and tick the correct summary of what the **British Empire** or **Commonwealth** means to these interviewees.



- ☒ She considers herself a child of the British Empire because her parents and grandparents were born in countries that were under British rule at the time.
- ☐ She considers herself a child of the British Empire because her parents and grandparents were born in countries that were part of the Commonwealth at the time.

- ☐ He considers the British Empire something from the past, when they conquered the world for land.
- ☒ He considers the British Empire something from the past, when they conquered the world for resources.



- ☐ She is angry about the British Empire: its long history is very personal for her and her family.
- ☒ She is nostalgic about the British Empire: its long history is very personal for her and her family.

- ☐ He sees the Commonwealth as a number of countries that joined because they were forced to during the British rule.
- ☒ He sees the Commonwealth as a number of countries that could join after the British rule.



3 These words all appeared in the video. Match them with the definitions in the right-hand column.

1	to associate	a	a natural material that can be used for some form of benefit
2	to conquer	b	to connect something in your mind with something else
3	an empire	c	most of the time
4	a foundation	d	to take control or possession of a foreign land or group of people
5	in general	e	a feeling of pleasure and also slight sadness when you think about things that happened in the past
6	nostalgia	f	the state of being in agreement and working together
7	a resource	g	a group of countries ruled by a person, government or country
8	a rule	h	the system in which some people are owned by others
9	slavery	i	usually, in most situations
10	to a great extent	j	much money or property
11	unity	k	an underlying basis or principle
12	wealth	l	a period of time during which a particular person or group is in control of a country

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

4 Replace the words in brackets with words from ex. 3. Adapt them to the sentences, if necessary.

In the 16th century, Britain set the ... (*basis*) (1) of its ... (*realm*) (2), which brought huge changes to societies, cultures and the lives of people all around the world. Built over many years, it ... (*took control of*) (3) large areas of North America, Australia, New Zealand, Asia and Africa, as well as small parts of Central and South America. The first English colonies were in North America, and over the course of the 17th and 18th centuries, England gained major colonies there and further south in the West Indies. Here, the climate was perfect for growing crops like sugar and tobacco, but only possible with the labour of enslaved Africans and their descendants. Britain's ... (*riches*) (4) was, ... (*mainly*) (5), derived from ... (*the system of owning slaves*) (6). Many people also ... (*connect*) (7) the British Empire with the East India Company, which allowed England to control the trade of natural ... (*materials*) (8) and luxury goods like spices, cotton, silk and tea from India and China. After the American War of Independence, the nation lost a huge part of its empire. However, it claimed new lands in the late 18th and early 19th centuries, when colonies were founded in parts of Australia and Asia. By the early 1900s, also huge parts of Africa came under British ... (*control*) (9). In 1921, the British Empire was larger and more powerful than ever, but over the course of the 20th century, Britain's empire broke down in stages. It was replaced by what is now called the Commonwealth of Nations. Despite their differences, Commonwealth countries have a sense of ... (*being together*) (10) and are often described as a 'family of nations'. ... (*Commonly*) (11), discussions about the British Empire often evoke a complex mix of sentiments, ranging from ... (*sentimentality*) (12) for its historical influence to critical reflections on the broader impact of colonialism.

- | | | |
|---------------------|----------------------------|----------------------|
| 1 foundation | 5 to a great extent | 9 rule |
| 2 empire | 6 slavery | 10 unity |
| 3 conquered | 7 associate | 11 In general |
| 4 wealth | 8 resources | 12 nostalgia |

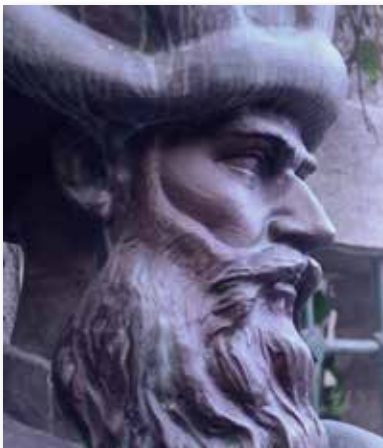


5 Complete these texts about some of the largest empires in history. All words were used in the previous exercises.



In 1206, Genghis Khan founded the Mongol ... (1), which spanned an estimated 23 million km². The Mongols started on the wide steppes of Central Asia and, under the leadership of Genghis Khan, united nomadic tribes under a single authority via a relentless war of conquest. With lightning speed, this tremendous military machine ... (2) China, the Middle East and portions of Eastern Europe, extending from Eastern Europe to Asia. The Mongol Empire declined in the 14th century, ... (3) due to internal conflicts and a lack of ... (4).

The Russian Empire (1721-1917) was an immense and powerful political force. In the early 1700s Peter the Great set the ... (5) for the creation of a modern Russia. It flourished culturally and expanded geographically under the ... (6) of Catherine the Great in the late 1700s. Serfdom – after ... (7) the most common form of forced labour – endured for a large portion of the Russian Empire's history, and the tsar served as the absolute ruler. Social unrest accompanied 19th-century attempts at industrialisation and modernisation, which culminated in the 1917 Russian Revolution and the end of the empire. Post-imperial ... (8) and sentimentality are still present with many Russians and their leaders.



The Ottoman Empire, a powerful Islamic nation that ruled over three continents from the late 13th to the early 20th centuries, significantly shaped North Africa, Southeast Europe and the Middle East. ... (9), the Ottoman Empire was a mingling pot of cultures, faiths and ethnic groups and many people still ... (10) it with a very tolerant style of government. Apart from agricultural production, the empire also produced and traded in natural ... (11), such as coal, iron, copper and marble. However, due to corruption, inefficiency and unequal distribution of ... (12) and power, the empire's economy could never expand to its full potential.

(Adapted from Mamchii, 2024)

Glossary

serfdom: lijfeigenschap

1 Empire

2 conquered

3 to a great extent

4 unity

5 foundation

6 rule

7 slavery

8 nostalgia

9 In general


10 associate


11 resources

12 wealth

The video about what the British Empire and Commonwealth mean to people evoked a lot of discussion on YouTube. As you've gained a deeper insight into this matter, you want to share your thoughts as well.



- 6 Read what some viewers wrote and write a comment yourself. Then swap books with a partner and ask him / her to comment on what you wrote.






@aryansingh three days ago



The British and their Royal Family stole up to an estimated £100 zillion in today's money from Africa and Asia, including more than 500,000 artefacts, most of which can be found in their houses and museums in London. The Royal Family's wealth comes directly from their evil deeds of slavery which seems to have moved into the Commonwealth. Why would any independent, forward-thinking country want to be ruled by a foreign king? The British should return all stolen properties and pay for the blood on their hands.




[REPLY](#)



@Georgina57752 two days ago


The British Empire committed atrocities which I won't even try to defend. However, it also did many great things: it was the first empire to end slavery, it brought civilisation and peace to many countries, and it gave birth to some of the great countries we see today, such as Australia, New Zealand, the US and Canada. The British Empire is also responsible for many great inventions and advancements in technology. I feel it is a period in Britain's history which we can forever be proud of, and so can the countries that were a part of it, because they contributed to its glory.



[REPLY](#)



@You now

[personal answer](#)



@Your partner now

[personal answer](#)

Many former colonies of European countries demand apologies from their colonisers. When you look up information about this issue, a video pops up.



- 7 First watch the video in which King Charles III visited Kenya. Then, on a separate piece of paper, summarise what the video is about. Also, explain what you think would be the appropriate thing to do in this situation and, by extension, what action all colonising countries, including Belgium, should undertake. Consult the **Student's Guide, Functions n° 1** on expressing your opinion, if necessary.



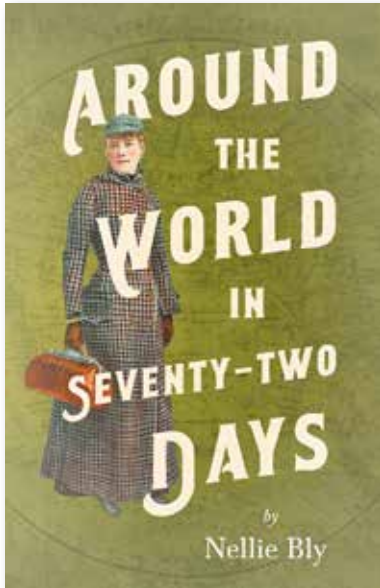
3 Around the world

3.1 A proposal

Browsing around in a second-hand shop, you suddenly notice a novel with a title that reminds you of a well-known book. As you have plans to read more books in English, you pick it up.

1 Study the cover and discuss the questions with the class.

- What other novel does the title remind you of? What do you know about that novel?
- Look at the drawing and the style of the cover. What is this story about, do you think?



2 Read the first part of chapter one from *Around the World in 72 Days*. You can also listen to the audiobook at the same time. Then answer the questions orally.

A PROPOSAL TO GIRDLE THE EARTH.

WHAT gave me the idea? It is sometimes difficult to tell exactly what gives birth to an idea. Ideas are the chief stock in trade of newspaper writers and generally they are the scarcest stock in market, but they do come occasionally.

- 5 This idea came to me one Sunday. I had spent a greater part of the day and half the night vainly trying to fasten on some idea for a newspaper article. It was my custom to think up ideas on Sunday and lay them before my editor for his approval or disapproval on Monday. But ideas did not come that day and three o'clock in the morning found me weary and with an aching
- 10 head tossing about in my bed. At last tired and provoked at my slowness in finding a subject, something for the week's work, I thought fretfully:
"I wish I was at the other end of the earth!"

"And why not?" the thought came: "I need a vacation; why not take a trip around the world?"

- 15 It is easy to see how one thought followed another. The idea of a trip around the world pleased me and I added: "If I could do it as quickly as Phileas Fogg did, I should go."

Then I wondered if it were possible to do the trip in eighty days and afterwards I went easily off to sleep with the determination to know before

- 20 I saw my bed again if Phileas Fogg's record could be broken.

de aarde rond te
reizen

belangrijkste
onderdeel
meest schaarse

tevergeefs; me
fixeren op
hoofdredacteur
vermoeid
woelend
kribbig

I went to a steamship company's office that day and made a selection of time tables. Anxiously I sat down and went over them and if I had found the elixir of life I should not have felt better than I did when I conceived a hope that a tour of the world might be made in even less than eighty days.	levenselixer
25 I approached my editor rather timidly on the subject. I was afraid that he would think the idea too wild and visionary.	
"Have you any ideas?" he asked, as I sat down by his desk.	
"One," I answered quietly.	
He sat toying with his pens, waiting for me to continue, so I blurted out:	
30 "I want to go around the world!"	
"Well?" he said, <u>inquiringly</u> looking up with a <u>faint</u> smile in his kind eyes.	nieuwsgierig; flauwe
"I want to go around the world in eighty days or less. I think I can beat Phileas Fogg's record. May I try it?"	
To my <u>dismay</u> he told me that in the office they had thought of this same	verbijstering
35 idea before and the intention was to send a man. However he offered me the <u>consolation</u> that he would favor my going, and then we went to talk with the business manager about it.	troost
"It is impossible for you to do it," was the terrible verdict. "In the first place you are a woman and would need a protector, and even if it were possible	
40 for you to travel alone you would need to carry so much baggage that it would <u>detain</u> you in making rapid changes. Besides you speak nothing but English, so there is no use talking about it; no one but a man can do this."	ophouden
"Very well," I said angrily, "Start the man, and I'll start the same day for some other newspaper and beat him."	
45 "I believe you would," he said slowly.	
I would not say that this had any influence on their decision, but I do know that before we parted I was made happy by the promise that if any one was <u>commissioned</u> to make the trip, I should be that one.	opgedragen
After I had made my arrangements to go, other important projects for	
50 gathering news came up, and this rather visionary idea was put aside for a while.	
One cold, wet evening, a year after this discussion, I received a little note asking me to come to the office at once. A <u>summons</u> , late in the afternoon, was such an unusual thing to me that I was to be excused if I spent all my	uitnodiging
55 time on the way to the office wondering what I was to be scolded for.	terechtgewezen
I went in and sat down beside the editor waiting for him to speak. He looked up from the paper on which he was writing and asked quietly: "Can you start around the world day after tomorrow?"	
"I can start this minute," I answered, quickly trying to stop the rapid beating	
60 of my heart.	

(Bly, 1890)

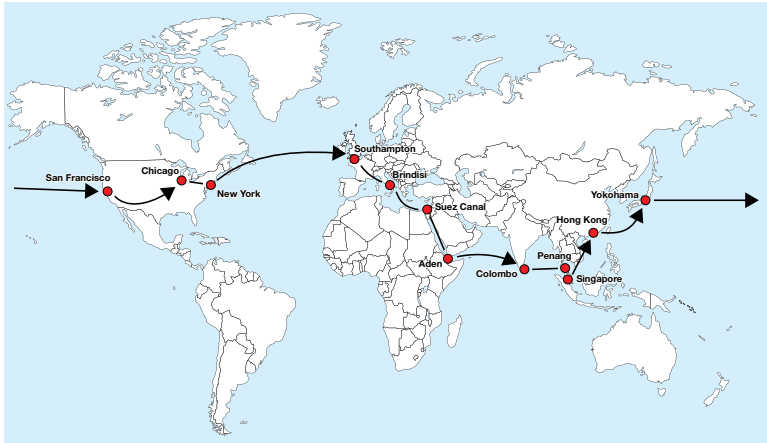
- What is Nellie Bly's profession?
- What challenge does she want to undertake?
- Do you think she will succeed? Explain your answer.
- Which reasons do the editor and business manager come up with to oppose her plan?
- How would you describe Nellie Bly's character, based on this extract? Why?
- What strikes you when you look at the year this novel was written in? Explain your answer.



On her record-breaking trip, Nellie Bly captivates readers with her accounts of exotic places, strange habits and bizarre foods.

3 Divide yourselves into groups of four. Each reads an extract that Bly wrote during her journey. Then work together and follow the instructions.

- Summarise your extract briefly.
- Explain how Nellie Bly describes the place and how she experiences it.
- How do you feel about the extract? Does it make you enthusiastic to visit the place?



Student A

The roads at Aden are a marvel of beauty. They are wide and as smooth as hardwood, and as they twist and wind in pleasing curves up the mountain, they are made secure by a high, smooth wall against mishap. Otherwise their steepness might result in giving tourists a serious roll down a rough
 5 mountain-side. Just before we began to ascend we saw a black man at his devotions. He was kneeling in the centre of a little square formed by rocks. His face was turned heavenward, and he was oblivious to all else except the power before which he was laying bare his inmost soul, with a fervor and devotion that commanded respect, even from those who thought of
 10 him as a heathen. I inferred that he was a sun worshipper from the way in which he constantly had his face turned upward, except when he bent forward to kiss the ground on which he knelt.

een ongeval
 klimmen
 gebeden
 zich onbewust
 diepste; ijver
 heiden; besloot

Student B

I found no place away from America where smoking was prohibited, and in this lovely promenade the men smoked, consumed gallons of whiskey and soda and perused the newspapers, while the women read their novels or bargained with the pretty little copper-colored women who came to sell
 5 dainty hand-made lace, or with the clever, high-turbaned merchants who would snap open little velvet boxes and expose, to the admiring gaze of the charmed tourists, the most bewildering gems. There were deeply-dark emeralds, fire-lit diamonds, exquisite pearls, rubies like pure drops of blood, the lucky cat's-eye with its moving line, and all set in such beautiful shapes
 10 that even the men, who would begin by saying, "I have been sold before by some of your kind," would end by laying down their cigars and papers and examining the glittering ornaments that tempt all alike. No woman who lands at Colombo ever leaves until she adds several rings to her jewel box, and these rings are so well known that the moment a traveler sees one,
 15 no difference in what part of the globe, he says to the wearer, inquiringly: "Been to Colombo, eh?"

bestudeerden
 onderhandelden
 delicaat; kantwerk
 edelstenen
 smaragden;
 robijnen
 nieuwsgierig

Student C

There are no sidewalks in Singapore, and blue and white in the painting of the houses largely predominate over other colors. Families seem to occupy the second story, the lower being generally devoted to business purposes. Through latticed windows we got occasional glimpses of peeping Chinese
 5 women in gay gowns, Chinese babies bundled in shapeless, wadded garments, while down below through widely opened fronts we could see people pursuing their trades. Barbering is the principal trade. A chair, a comb, a basin and a knife are all the tools a man needs to open shop, and he finds as many patrons if he sets up shop in the open street as he would
 10 under shelter. Sitting doubled over, Chinamen have their heads shaven back almost to the crown, when a spot about the size of a tiny saucer is left to bear the crop of hair which forms the pig-tail. When braided and finished with a silk tassel the Chinaman's hair is "done" for the next fortnight.

met tralies
 vrolijke;
 gewatteerde
 kleertjes

gevlochten
 kwast; twee weken

Student D

The prettiest sight in Japan, I think, is the native streets in the afternoons. Men, women and children turn out to play shuttlecock and fly kites. Can you imagine what an enchanting sight it is to see pretty women with cherry lips, black bright eyes, ornamented, glistening hair, exquisitely graceful gowns,
 5 tidy white-stockinged feet thrust into wooden sandals, dimpled cheeks, dimpled arms, dimpled baby hands, lovely, innocent, artless, happy, playing shuttlecock in the streets of Yokohama? Japanese children are unlike any other children I ever saw at play. They always look happy and never seem to quarrel or cry. Little Japanese girls, elevated on wooden sandals and with
 10 babies almost as large as themselves tied on their backs, play shuttlecock with an abandon that is terrifying until one grows confident of the fact that they move with as much agility as they could if their little backs were free from nursemaid burdens. Japanese babies are such comical little fellows. They wear such wonderfully padded clothing that they are as shapeless
 15 as a feather pillow. Others may think, as I did, that the funny little shaven spots on their heads was a queer style of ornamentation, but it is not. I am assured the spots are shaven to keep their baby heads cool.

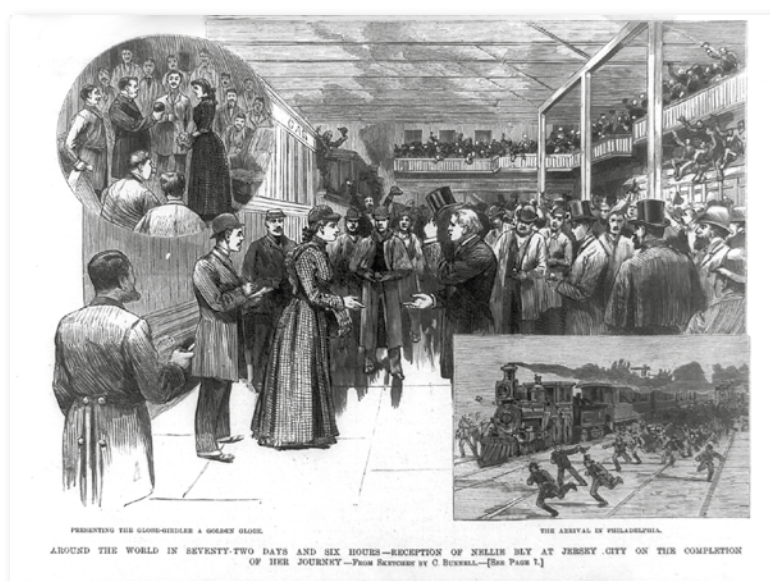
een soort bad-
 minton; vliegers
 betoverend
 gestoken

ruziemaken

ongedwongenheid
 beweeglijkheid
 de lasten van een
 kindermisje

merkwaardige

(Bly, 1890)



3.2 Audacious adventures

Impressed by what Nellie Bly accomplished, you wonder if people ever felt tempted to follow in her footsteps. It turns out someone did.

1 Read this modern-day travelogue and answer the questions.

ADVENTURESS TRAVEL MAGAZINE

Q

IN THE FOOTSTEPS OF NELLIE BLY

Intrepid journalist and adventurer Nellie Bly believed that 'nothing is impossible if one applies a certain amount of energy in the right direction'. Her own 'energy in the right direction' sent Bly whirling around the globe faster than anyone ever

5 had in 1889. She raced through a 'man's world' in 72 days – alone and literally with the clothes on her back – to shatter the fictional record set by Jules Verne's Phileas Fogg in *Around the World in 80 Days*.

I discovered Nellie Bly when I was researching Victorian female travelers. The more I got to

10 know Bly, the more I was enthralled by the courage, determination and daring that sent her circumnavigating the globe solo with a gripsack. That this fearless heroine had faded into oblivion inspired me to revive her. Although it is her compelling journalism and humanitarianism that I most admire, Nellie Bly was best known for her epic world journey. My goal was to relive her adventure; her book *Around the World in 72 Days* led the way. I lodged at the same hotel

15 – The Grand Oriental in Colombo, Sri Lanka – where she spent five anxious nights waiting for the SS Oriental to take her to Singapore. We both sipped tropical juices on the shaded verandas of colonial hotels beside the Indian Ocean. From the jasmine-scented Royal Botanical Gardens in Sri Lanka's hill country to incense-clouded temples in Singapore's Little India; I tracked the Nellie Bly trail.

20 Nellie Bly guided me through a raging typhoon in Hong Kong to gentle autumn showers in Canton (present-day Guangzhou), China where she visited a blood-soaked execution ground and a leper colony. To my great relief, neither can now be traced. The usually cynical Nellie Bly fell irretrievably in love with Japan. So did I. Bly

25 climbed a ladder inside Japan's great Kamakura Buddha and gazed through his eyes at the carpeted hills surrounding Mount Fuji. I stepped into his bronze belly 125 years later.

After crossing three oceans and four continents, Nellie Bly ended her journey by train across America. I flew from Tokyo to New York

30 to re-trace the start and finish of her iconic voyage. When she arrived home on January 25, 1890, she was said to be the most famous woman in the world. It was 'the most remarkable of all feats of circumnavigation ever performed by a human being,' The New York World declared. Nellie Bly set out to break a record, dismissing

35 anything that could get in her way – social norms, danger, even the need for luggage. She wore the same travel ensemble the entire 21,740 miles, avoiding clothing that shrunk women's horizons ... and their waists. Traveling on her own across oceans and over continents, she overcame severe sea sickness, freak weather and

40 excruciating delays to circumnavigate the globe in record-breaking time. Impossible was a word that she abhorred. It held no place in her vocabulary and certainly not in her approach to life.



Glossary

intrepid: onverschrokken
to whirl: wervelen
to shatter: verbrijzelen
enthralled: gefascineerd
determination: doorzettingsvermogen
a gripsack: een reistas
oblivion: vergetelheid
compelling: meeslepend
incense: wierook
a leper: een leprapatiënt
irretrievably: hopeloos
to abhor: verafschuwen

- a What words does Rosemary Brown use to show that she greatly admires Nellie Bly? Give at least three examples.

(Three out of these:) intrepid – enthralled – her courage, determination and daring – fearless heroine – her compelling journalism

- b Explain in your own words in what way Brown's trip differed from Nellie Bly's.

Nellie Bly visited a blood-soaked execution ground and a leper colony, but those weren't there anymore when Brown visited. Nellie Bly took trains and boats, but Rosemary Brown took the plane for parts of her trip. It's not mentioned, but Brown's trip was probably shorter and her luggage bigger.

- c What is meant by 'clothing that shrunk women's horizons ... and their waists'?

Women's clothing was often very uncomfortable in the 1890s. It took a long time to dress, because women wore a lot of layers. They were also dependent on others to be dressed. They also wore corsets to give the impression of a tiny waist.

2 Match the underlined words from the article to the definitions below.

a	worried and nervous	<u>anxious</u>
b	the ability to control your fear in a dangerous or difficult situation	<u>courage</u>
c	impressively great	<u>epic</u>
d	a period of time by which something is late or postponed	<u>a delay</u>
e	to enclose on all sides	<u>to surround</u>
f	the feeling of happiness when something unpleasant stops or does not happen	<u>relief</u>
g	the Earth	<u>the globe</u>
h	to decide that something is not important and not worth thinking or talking about	<u>to dismiss</u>
i	a way of dealing with a situation or a problem	<u>an approach</u>
j	to look at something or someone with respect or approval	<u>to admire</u>
k	extremely bad	<u>severe</u>
l	a long journey involving travel by sea	<u>a voyage</u>
m	a quality that makes you continue trying to do or achieve something that is difficult	<u>determination</u>
n	not afraid at all	<u>fearless</u>

When Nellie Bly boarded the ship for London, she had no idea that a few hours later, rival journalist Elizabeth Bisland would step on a train from New York to California. Her editors at The Cosmopolitan magazine decided to have her circumnavigate the globe in the opposite direction in an attempt to beat Bly.

3 Read the sentences about the two competitors for the world record and select the appropriate words for the gaps.

- a Nellie Bly was an ambitious and ... reporter from the Pennsylvania coal country who sought out the most sensational news stories, often going undercover to expose social injustice.
☐ anxious ☐ epic ☒ fearless
- b Aristocratic and elegant, Elizabeth Bisland rather ... herself with novels and poetry than with newspapers. She was widely referred to as 'the most beautiful woman in metropolitan journalism'.
☐ admired ☐ dismissed ☒ surrounded
- c Both women, however, were determined to outdo Jules Verne's fictional hero, Phileas Fogg, and circle the ... in less than eighty days.
☐ approach ☒ globe ☐ voyage
- d The ... race that followed would span 28,000 miles, captivate the nation and change both competitors' lives forever.
☒ epic ☐ fearless ☐ severe
- e Bly's newspaper had an original ... to sustain readers' interest in the story: they organised a 'Nellie Bly Guessing Match' in which readers were asked to estimate Bly's arrival time to the second, with the first prize a free trip to Europe and, later on, also spending money for the trip.
☒ approach ☐ courage ☐ determination
- f Nellie Bly won the race by completing the journey in 72 days, showcasing her ... to keep on going despite several setbacks.
☐ delay ☒ determination ☐ relief
- g Elizabeth Bisland faced some ... during her journey and while she also completed the trip in less than 80 days, she arrived back in New York four and a half days after Nellie Bly.
☐ anxious ☒ delays ☐ reliefs



On her journey around the world, Nellie Bly met lots of people. But one meeting definitely stood out.



4 Complete the text about Nellie Bly's meeting with Jules Verne. Use the words from ex. 2. Adapt the words to the sentences, if necessary.

After a ... (1) of eight days across the Atlantic Ocean, Nellie Bly arrived in England, where she was handed a letter from Jules Verne, author of the ... (2) novel *Around the World in 80 Days*. He invited her to visit him and his wife at their home. Of course, Bly didn't want to ... (3) his offer, but to visit the writer she ... (4) so much, she would have to be on the move for the next 24 hours in order not to lose precious time.

To avoid any ... (5), she travelled from Southampton to London on a special mail train. From Waterloo Station she took a quick tour through London, had breakfast at Charing Cross Station and left for Folkestone, where she took a ferry across the Channel to Boulogne. There she took her first major detour, travelling about 65 miles south to the city of Amiens.

When she arrived in Amiens, it took Nellie Bly some ... (6) to introduce herself to Jules Verne. He was not only the inspiration for her journey but also one of the most renowned authors of his time. *Around the World in 80 Days* told the story of a British aristocrat named Phileas Fogg who wagered £20,000 that he could travel around the ... (7) in 80 days. The novel was full of adventure: Fogg was pursued by a bold and ... (8) detective, rode an elephant across India, faced ... (9) weather, was ... (10) and attacked by Native Americans, and ultimately made it back to London with only hours to spare.

They went to Verne's house and conversed through a translator in the salon. Verne, interested in Bly's journey and ... (11) on how to set the record, asked why she did not plan on crossing India by rail like his character Phileas Fogg. Full of ... (12), she answered that she would save time going by sea. They plotted out their contrasting journeys on a large map. Although enjoying herself, Bly knew that she had to leave. ... (13) that a single missed connection would cost her the record, she said farewell to Verne and his wife and headed to Calais. At about 1.30 in the morning, she boarded a train to Italy. To her ... (14), Nellie Bly could finally rest after a hectic 24 hours.

1 voyage

2 epic

3 dismiss

4 admired

5 delays

6 courage

7 globe

8 fearless

9 severe

10 surrounded

11 approach

12 determination

13 Anxious

14 relief



5 Write a travelogue yourself with the help of the strategies. Follow the instructions.

- Tell a specific story about a holiday or day trip you recently undertook.
- Write at least ten sentences.
- Check grammar and spelling thoroughly.

Strategies

- ## Strategies



4 Speech splash

4.1 Accent alarm

While dreaming of foreign lands and accents, you notice the most remarkable story in the paper.

1 Read what happened to Michelle Myers and answer the questions.

Michelle Myers, **who** has foreign accent syndrome, started suffering severe headaches when she was in her 20s. She would experience excruciating pain **that** would last for days. About seven years ago, at a time **when** she was suffering a particularly bad headache, she tried shaking it off by taking a nap. But when she woke up, she noticed her tongue felt different and she was speaking with an Irish accent. After 5 eight days her voice returned to normal. With no further symptoms, she put the incident to the back of her mind, until it happened again three years later. She explained: 'I had moved to California and I was in my back garden when, suddenly, my head started hurting really badly and I passed out. When I woke up, my face felt funny on the right side and my left hand felt tingly. I screamed and this time came out with an Australian accent. It went away after a day or so again, so I just tried to forget it.'

10 But a year later, a third incident changed Michelle's life completely. 'My eyesight went funny,' she said. 'I couldn't see out of my right eye and my whole left side just wouldn't work.' 'My brother drove me to the emergency room, **where** I lost my cognitive function. I tried to say something and completely different words would come out.' After a night in the same hospital she had stayed at previously, Michelle woke up and found that most of her cognitive function had returned, but she was speaking with yet another 15 accent. Michelle, **whose** Australian and Irish accents disappeared after some time, has been speaking with a British accent for two years now.

She said: 'We've never been overseas, but my family keep teasing me, saying I sound like I have emigrated to America from England.' Doctors don't know what triggered the rare change, 20 **which** can occur after a head injury or stroke. 'I have been diagnosed with hemiplegic migraines, meaning my headaches are accompanied by temporary weakness on one side of the body and numbness,' Michele explained. 'But sadly, doctors haven't found the reason **why** I experience foreign accent syndrome.'



a What is the topic of this article?

This article is about a woman who, due to severe headaches, suffers from foreign accent syndrome: first she spoke with an Irish accent, then with an Australian accent, and finally with a British accent.

b In the article, the pronouns in bold introduce relative clauses with extra information about a main clause. Reread the underlined relative clauses and complete the grid below.

a	a pronoun for people	who
b	a pronoun indicating possession	whose
c	a pronoun for things and animals and to refer to a complete phrase	which
d	a pronoun for people, animals and things	that
e	a pronoun indicating time	when
f	a pronoun indicating reason	why
g	a pronoun indicating place	where

2 Study the grammar grid to check your answers.

Relative clauses

A **relative clause** gives information about the antecedent in the main clause. The antecedent can be a **person**, an **animal** or a **thing**. The first word of the relative clause is a **relative pronoun**.

Who is used when the antecedent is a **person**.

Michelle Myers, **who** has foreign accent syndrome, started suffering severe headaches when she was in her 20s.

Which is used when the antecedent is a **thing** or an **animal** or when it refers to a **complete phrase**.

Foreign accent syndrome, **which** is very rare, is a speech disorder.
Doctors don't know what triggered the rare change, **which** can occur after a head injury or stroke.

That is used when the antecedent is a **person**, a **thing** or an **animal**. **That** is more informal than **who** or **which**.

She would experience excruciating pain **that** would last for days.

Whose is used to express **possession**.

Michelle, **whose** Australian and Irish accents disappeared after some time, has been speaking with a British accent for two years now.

When is used to refer to **time**.

About seven years ago, at a time **when** she was suffering a particularly bad headache, she tried shaking it off by taking a nap.

Where is used to refer to **place**.

Her brother drove her to the emergency room, **where** she lost her cognitive function.

Why is used to refer to **reason**.

Sadly, doctors haven't discovered the reason **why** she experiences foreign accent syndrome.

Pay attention

When the information is **essential** (= without this clause it would be very difficult to know who or what we are talking about), **no commas** are used. When the information is **not essential** for understanding who or what we are talking about, it is put between **commas**.

Michelle Myers is the woman who suffers from foreign accent syndrome.
Michelle Myers, who has foreign accent syndrome, started suffering severe headaches when she was in her 20s.

When the information is essential, you can **leave out** the relative pronoun if it is **followed by a subject**.

Michelle Myers is the woman (**who**) I told you about.
The people (**that**) we met spoke with a foreign accent.

The relative pronoun **that** cannot be not used when the information is not essential.

Michelle, who has foreign accent syndrome, started suffering severe headaches when she was in her 20s.
Michelle is the woman **who / that** suffers from foreign accent syndrome.

A sudden change of accent might be quite unusual for common people, but it seems to happen to celebrities more often than you think.

3 Read about these celebrities' bizarre accent changes and select the correct relative pronouns.

Among the many changes ... (*that / when*) (1) Madonna has gone through? A shift in her accent. The singer, ... (*that / who*) (2) was born and raised in Michigan, took on a British accent in the early 2000s. Her new voice incidentally emerged during her marriage to English director Guy Richie. Even more unexpectedly, her voice returned to an American style once they divorced.

1 that

2 who

Johnny Depp is an incredibly famous actor ... (*which / whose*) (3) biography lists films such as *Pirates of the Caribbean* and *Edward Scissorhands*. However, if you ask people about the country ... (*where / whose*) (4) he is from, you'll likely get a wide range of answers. In many interviews ... (*that / who*) (5) can be found on YouTube, he sounds British, but he's been known to slip in and out of other accents like Australian and Irish. This has left people believing Depp not to be American, although he was born in Kentucky and spent his childhood in Florida.

3 whose

4 where

5 that

Back in the 90s, ... (*when / why*) (6) pop culture took flight, Victoria Beckham was dubbed 'Posh Spice' and given the persona of a fashion-mad glamour girl in The Spice Girls. But she wasn't really posh, and she didn't have an especially posh voice, ... (*when / which*) (7) any interview from back in the day can prove. But as she and husband David Beckham transitioned to life in LA, her accent began changing. She found herself in increasingly upper-class spaces, and this is the reason ... (*which / why*) (8) her voice has a much more dignified air now.

6 when

7 which

8 why

4 Read the sentences and select the correct relative pronouns from the grid.

that – when – where – which – who – whose – why

a	Foreign accent syndrome, ... causes a sudden change to speech, is very rare.	<u>which</u>
b	FAS is the reason ... Michelle quit her job.	<u>why</u>
c	The second Monday in March is the day ... we celebrate Commonwealth Day.	<u>when</u>
d	My friend, ... speaks seven languages fluently, hates travelling.	<u>who</u>
e	The app ... I was talking about is called Babbel.	<u>that / which</u>
f	Have you ever heard of the Oxford University Language Centre? It's the place ... you can learn academic English.	<u>where</u>
g	The man ... daughter you met suffers from foreign accent syndrome.	<u>whose</u>

5 First decide whether the information in the relative clause is essential or not. Then tick the correct sentence.

a	<input checked="" type="checkbox"/> Where is the article I gave you last week? <input type="checkbox"/> Where is the article, I gave you last week?
b	<input type="checkbox"/> This poem which is quite cool was written by William Shakespeare. <input checked="" type="checkbox"/> This poem, which is quite cool, was written by William Shakespeare.
c	<input type="checkbox"/> Michelle whose accent has changed a few times had to quit her job. <input checked="" type="checkbox"/> Michelle, whose accent has changed a few times, had to quit her job.
d	<input checked="" type="checkbox"/> Have you ever seen that man who is standing in the corner over there? <input type="checkbox"/> Have you ever seen that man, who is standing in the corner over there?
e	<input type="checkbox"/> My brother who is 19 can speak with lots of different accents. <input checked="" type="checkbox"/> My brother, who is 19, can speak with lots of different accents.

Training

How did the previous exercises go?

relative clauses
ex. 3 → ex. 5



+/- →
ex. 6 → ex. 7 /

6 Read the text about another case of FAS and select the correct relative pronouns. Where you can leave out the pronoun, it is indicated with Ø.

A woman in Italy ... (*which / who*) (1) went to the emergency room, experienced a puzzling symptom. The woman, ... (*that / whose*) (2) native language was Italian, suddenly began speaking in an accent ... (Ø / *who*) (3) people might recognise as Canadian. She was diagnosed with an extremely rare disorder ... (*which / who*) (4) is known as foreign accent syndrome. This is a condition in ... (*that / which*) (5) a person develops a sudden change in their speech ... (*that / why*) (6) makes them sound like they are speaking with a foreign accent. Only about 150 cases have ever been reported since 1907, ... (*when / where*) (7) the condition was first described.

The 50-year-old woman went to the emergency room when she suddenly began experiencing difficulty speaking and writing, as well as slurred speech ... (Ø / *that*) (8) lasted about five minutes. After this episode, doctors noticed that the woman's speech was normal, but she had started speaking with a Canadian-like foreign accent in both her native Italian and in English, ... (*which / whose*) (9) was her second language. One distinct trait of her new accent was 'Canadian raising', a feature of Canadian English ... (*that / where*) (10) changes the pronunciation of certain vowel sounds known as diphthongs — for example, the /ou/-sound in 'house' and 'about'. For 20 years, the woman had worked in Canada, ... (*that / where*) (11) this accent was typical of the region. >>

1 *who*

2 *whose*

3 Ø

4 *which*

5 *which*

6 *that*

7 *when*

8 *that*

9 *which*

10 *that*

11 *where*

At the hospital, the woman underwent several brain scans, but the results ... (Ø / whose) (12) the scans revealed, showed no signs of brain injury. Doctors then examined her brain activity while she performed certain tasks in both English and Italian, but these tests did not reveal the reason ... (that / why) (13) FAS had occurred. The woman's brain activity patterns appeared typical of a healthy, bilingual adult.

The woman's accent has remained strong and distinct, though she reported being able to adjust it with people ... (Ø / which) (14) she knew well.

12 Ø

13 why

14 Ø

So you thought speaking with a different accent after waking up after a migraine was weird? Think again!

7 Read the article about 16-year-old Rueben and fill in the correct relative pronouns. Where you can leave out the pronoun, indicate it with Ø.

After a three-day coma, Rueben Nsemoh, 16, shocked relatives and doctors the moment ... (1) he opened his eyes. The teen, ... (2) native language is English, began talking in Spanish, despite having known only a few words before his accident. 'It started flowing out,' Rueben said. 'It was weird, but not scary at all.'

Another teen accidentally kicked Rueben on the right side of his head during a game, after Rueben dove for a loose ball. Rueben, an aspiring professional football player, suffered a severe concussion and went into shock on the field, ... (3) he had to be airlifted to a hospital.

Days after being treated in the intensive care unit, Rueben finally started stirring again. He began moving his hand and gesturing for food. And then he blurted out: 'Tengo hambre,' ... (4) means 'I am hungry' in Spanish. 'I was very shocked. This is something ... (5) he's never done before,' said his mother, a 54-year-old high school teacher ... (6) is from Nigeria.

Doctors have not found the reason ... (7) Rueben woke up speaking perfect Spanish. However, it's not unprecedented for patients to start speaking a different language or using different accents after a major trauma.

Rueben says he could recite just a few phrases in Spanish before his accident. The only ways ... (8) he had heard Spanish were from his brother, ... (9) had previously studied in Spain, and his Spanish-speaking teammates. In the weeks ... (10) followed the accident, Rueben gradually recovered the ability to speak English, and now he speaks both languages fluently, although he says the Spanish has begun to fade.

1 when / Ø

2 whose



3 where

4 which

5 which / that / Ø

6 who / that

7 why / Ø

8 that / Ø

9 who

10 that / which



You have no idea how people with foreign accent syndrome actually sound, so you look for interviews with patients on YouTube.

- 8 Work in pairs. Each of you watches a different interview and summarises what the interviewee has been through. Write key words only. Then share your story with your partner. Use relative clauses where possible.



Lisa Alamia

- from Rosenberg, Texas
- British accent
- jaw surgery to fix an overbite
- children thought it was a joke
- words like 'kidding'
- at first afraid of reaction, now more open



Amy Hobbs

- car accident
- traumatic brain injury
- stroke and spinal cord injury
- at first Jamaican accent
- changed to Irish accent
- mild apraxia
- also memory loss, so unable to work

Up to you!

The date of the school's quiz night is drawing nearer. Therefore, a lot of factual information on history, culture and geography of English-speaking countries is needed.

1 As different quiz rounds will be needed, you're going to create a fact sheet about an English-speaking country. Follow the steps.

Step 1: choose one country that has English as a native or official language.

Look back at the map on the first page of this unit and choose an English-speaking country: a country you'd like to visit, one that sounds wonderfully exotic or adventurous, or maybe one you've never heard of.

Step 2: create a fact sheet with the following information about your country.

- Look up information such as location, capital city, number of inhabitants, official languages, ...
- Find or create a world map on which your country is indicated.
- Look up the history of your country and its link with Britain and the British Empire. Also research whether your country is or has been a member of the Commonwealth. Summarise this information in about ten sentences.
- Go to the Speech Accent Archive and look for someone from your country who recorded a paragraph in English. Create a QR-code with the link and add it to your fact sheet.
- Find at least two words that are typically used in the variety of English of your country but not in standard English. Put them in meaningful sentences.
- Finally, look for one interesting but lesser-known fact about your country.
- Give your fact sheet a formal yet attractive layout.

Step 3: display all the fact sheets in the classroom and learn about the English-speaking world.



2 Since current affairs will make up a significant part of the quiz, you are going to research recent news in your country and share updates with your classmates.

Step 1: consult local news websites and find three relevant news items that took place in the past week in your country.

Make sure to have an interesting mix of political news, sport, economy, human interest, ... For every news item, also mention where you found out about it.

Step 2: look up the necessary background information in case your classmates have additional questions.



Step 3: present your news items by means of a PowerPoint presentation. If necessary, consult the *Student's Guide, Strategies n° 3.1* for tips on how to give a presentation.

Vocabulary UNIT 3

FILE 2 - ANY WAY THE WIND BLOWS



In the 16 th century, Britain laid the ... (<i>basis</i>) of its ... (<i>rijk</i>), spreading the country's power beyond its borders.	(a) foundation (an) empire	een basis een rijk, een imperium
Britain ... (<i>veroverde</i>) other countries to use their ... (<i>grondstoffen</i>) for their own gain, at the expense of the people that inhabited the land first. Also ... (<i>slavernij</i>) made Britain incredibly rich.	conquered (to conquer) resources (a resource) slavery	veroveren een grondstof slavernij
By the time the British Empire came to an end in the 20 th century, it had truly left its mark on the world. ... (<i>In grote mate</i>), countries had experienced huge changes under British ... (<i>heerschappij</i>).	to a great extent (a) rule	in grote mate een heerschappij
Back then, the British largely looked proudly on this era that brought power and ... (<i>rijkdom</i>) to their country. Some people still feel ... (<i>heimwee</i>) for this period, which they ... (<i>associëren met</i>) ... (<i>eenheid</i>). However, ... (<i>in het algemeen</i>), attitudes have changed as people are learning more about the long-lasting damage that the British Empire left on its overseas territories, even to this day.	wealth nostalgia (to) associate with unity in general	rijkdom heimwee, nostalgie associëren met eenheid, samenhang in het algemeen

FILE 3 - AROUND THE WORLD



In 1888, Nellie Bly told her newspaper editor that she wanted to take a trip around ... (<i>de aardbol</i>), attempting to turn the fictional <i>Around the World in 80 Days</i> into fact for the first time. At first, her editor ... (<i>verwierp</i>) the idea, but a year later, the ... (<i>onbevreesde</i>) young woman boarded a steamship to England and began her ... (<i>grootse</i>) journey with the goal of finishing in 75 days. Her ... (<i>moed</i>), ... (<i>vastberadenheid</i>) and ... (<i>kijk</i>) to life helped her set a world record.	the globe dismissed (to dismiss) fearless epic courage determination (an) approach	de aardbol verwerpen, afwijzen onbevreesd groots, episch moed vastberadenheid een kijk, een aanpak
She often experienced ... (<i>ernstige</i>) seasickness, but that didn't stop her from writing regular reports: she ... (<i>bewonderde</i>) the landscapes she travelled through and wrote about foreign habits, the people that ... (<i>omringden</i>) her and the occasional setbacks and ... (<i>vertragingen</i>).	severe admired (to admire) surrounded (to surround) delays (a delay)	ernstig bewonderen omringen een vertraging

<p>After the long ... (<i>zeereis</i>) across the Pacific to San Francisco, she was greeted in America with celebration. ... (<i>Bezorgd</i>) she wouldn't make it in time, the newspaper chartered a single-car train to speed her across the country. To her ... (<i>opluchting</i>), she arrived home after only 72 days.</p>	(a) voyage	een zeereis
	anxious	bezorgd, angstig
	(a) relief	een opluchting

PERSONAL VOCABULARY



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

Grammar UNIT 3

FILE 1 - A GLOBAL LANGUAGE

- **Echo:** the infinitive (Student's Guide, Grammar n° 10)
- the gerund and infinitive, p. 92



FILE 4 - SPEECH SPLASH

- relative clauses, p. 116



You can practise this grammar online.

