



# 1

# Our land is your land!

Avoiding repetition • Describing nationalities • British and American English

## STARTER



1 Why are these people famous? What do they have in common? Discuss with a partner, then with the class.

1 **Al Capone**  
[ ]  
[ ]

2 **Mother Teresa**  
[ ]  
[ ]

3 **Van Gogh**  
[ ]  
[ ]

4 **Karl Marx**  
[ ]  
[ ]

5 **Martina Navratilova**  
[ ]  
[ ]

6 **Bob Marley**  
[ ]  
[ ]

7 **Nicole Kidman**  
[ ]  
[ ]

8 **Prince Philip**  
[ ]  
[ ]

2 Match each person with their country of birth and the country they died in or live in now.  
 Australia   Czech Republic   England   France   Germany   Greece  
 India   **Italy**   Jamaica   The Netherlands   The United States   **Macedonia**

3 Do you know why any of these people emigrated?

# READING AND SPEAKING

## The American dream

- 1 Look at the photograph. What things can you identify?  
What is their significance?



- 2 Read the introduction to Ellis Island. Choose the numbers you think are correct. Then answer the questions.
- 1 Check the numbers with your teacher. Do any surprise you?
  - 2 Which countries do you think the immigrants came from?
  - 3 Why is Ellis Island a symbol of 'the American dream'?

**Ellis Island** is a symbol of America's immigrant heritage. For more than six decades – 1892 to 1954 – this island, about one mile south west of New York City, saw an estimated (1) 5 / 7 / 12 million immigrants pass through it. Today their descendants account for almost (2) 10% / 20% / 40% of the population of the United States. During peak periods as many as (3) 500 / 2,000 / 5,000 people each day would be checked, and questioned. Ellis Island, like its neighbour the Statue of Liberty, is a symbol of the American dream of freedom and opportunity.

- 3 Read an extract from the British writer and journalist H.G. Wells. Use a dictionary if necessary.

Answer the questions.

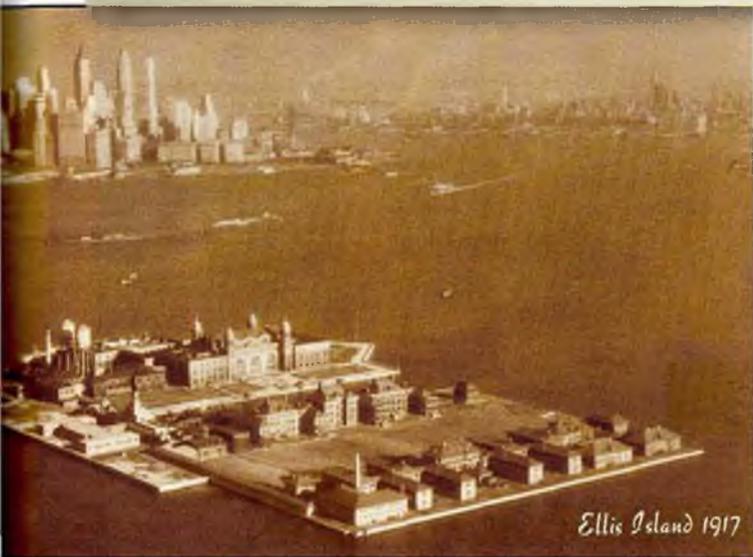
- 1 Why does Wells call Ellis Island 'this filter of immigrant humanity'?
- 2 What words and images does Wells use to illustrate the huge numbers of people?
- 3 What do you learn about the way the people were processed?
- 4 How would you answer Wells' final question? What has it all amounted to?



# TALES FROM ELLIS ISLAND

I VISITED ELLIS ISLAND YESTERDAY. It chanced to be a good day for my purpose. For the first time in its history this filter of immigrant humanity has this week proved inadequate to the demand upon it. It was choked with twenty thousand or so from Ireland, and Poland, and Italy, and Syria, and Finland, and Albania. Men, women, children, dirt, and bags together. All day long, the long procession files, step by step, bearing bundles and trunks and boxes, past this examiner and that, past the quick, alert medical officers, and the clerks. It is a daily procession that would stretch over three miles, that in any week in the year could put a cordon of close-marching people round London or New York, that could populate a new Boston. **What in a century will it all amount to?**

H.G. Wells 1907



- 4 Read about some individual immigrants. Work in three groups.

**Group A** Read about the Russian girl on p10.

**Group B** Read about the German boy on p10.

**Group C** Read about the Polish baby on p11.

Answer the questions.

- 1 Who is telling the story?
  - 2 What is the problem?
  - 3 What is the role of the commissioners? How do they treat the immigrants?
  - 4 What do you learn about the families and background of the immigrants?
  - 5 Is there a happy ending?
- 5 Find partners from the other two groups. Compare the three stories, using your answers to exercise 4.

**A**

# RUSSIAN GIRL

**AGE 20**

A HANDSOME, CLEAR-EYED RUSSIAN GIRL of about twenty-years, the daughter of a farmer comes in and sits down before us. She is clean and intelligent looking. She nervously clasps and unclasps her hands and the tears are welling in her eyes.

'That girl,' says one commissioner, 'is an interesting and puzzling case. Her father is a farmer in moderate circumstances. A young man with whom she grew up, the son of a neighbor, came here two years ago, and last year wrote to her father that the girl could come over and he would marry her. So she came, alone. But the prospective bridegroom didn't show up. I wrote to him – he lives somewhere in New Jersey – and last week he appeared and looked her over. Finally he said he'd changed his mind. He wasn't sure whether he wanted to marry her or not. Naturally her pride was somewhat wounded. She says she doesn't want to go back to be laughed at by her family, and I can't let her land. So everything is at a standstill. She could work, look at her strong arms! A nice girl, too. Well, I don't know what to do. You don't know any lady who wants a servant, do you? No? Well, I just don't know what to do with her.'

He turns again to the girl.

'Are you willing to marry Peter if he comes again?'

The girl nods and says, 'I am', the tears brimming over.

'Well, I'll write to the fellow again and tell him he's a fool. He'll never have such a chance again.'

**William Williams Papers, Ellis Island  
Commissioner, March 1910**

**B**

# GERMAN BOY

**AGE 13**

THEY ALSO QUESTIONED PEOPLE ON literacy. My uncle called me aside.

He said, 'Your mother doesn't know how to read.' I said, 'That's all right.'

For the reading you faced what they called the commissioners – like judges on a bench. I was surrounded by my aunt and uncle and this other uncle who's a pharmacist – my mother was in the center. They said she would have to take a test of reading.

So one uncle said, 'She can't speak English.'

A commissioner said, 'We know that. We will give her a siddur.'

You know what a siddur is? It's a Jewish book. The night they said this, I knew that she couldn't do that and we would be in trouble. Well, they opened up a siddur. There was a certain passage there they had you read. I looked at it and I saw right away what it was. I quickly studied it – I knew the whole paragraph. Then I got underneath the two of them there – I was very small – and I told her the words in Yiddish very softly. I had memorized the lines and I said them quietly and she said them louder so the commissioner could hear it. And that served the purpose. She looked at it and it sounded as if she was reading it, but I was doing the talking underneath.



**Arnold Weiss, 1921**



# POLISH BABY

AGE 0

THE POLISH WIFE OF A Pennsylvania coal miner, both admitted a year before, had gone back suddenly to Poland to visit her old father, who had taken sick and might soon die. The visit over, she returned to America. She would be admitted at once, for little visits do not count against quotas. Her husband was at Ellis Island, waiting for her. We told him everything would be all right, but he still looked extremely nervous. Then the ship came in, the *Lapland* of the Red Star line, from Antwerp, and we found out why he was so nervous. On the day before the ship made port, out on the high seas, a baby had been born to the returning mother. Mother and child were both doing well in the Ellis Island hospital, everyone was delighted, until the inspector admitted the mother, but excluded the baby.

'Why?' asked the father, trembling.

'Polish quota exhausted,' pronounced the helpless inspector.

They brought the case to me. Deport the baby? I couldn't. But somebody had to act quickly, for the mother was not doing well under the idea that her baby would soon be taken from her.

'The baby was not born in Poland,' I ruled, 'but on a British ship. She is chargeable to the British quota. The deck of a British ship is British soil.'

'British quota was exhausted yesterday,' replied the inspector. That was a blow. But I had another shot.

'Come to think of it,' I remarked, 'the *Lapland* hails from Antwerp. That's in Belgium.'

The baby is Belgian. Use the Belgian quota.'

'Belgian quota ran out a week ago,' said the inspector. I was stumped.

'Oh, look here,' I began again. 'I've got it! It is clear to me that the mother was hurrying back, so the baby would be born here and be a native-born American citizen. No immigrant business at all. This baby had the intention to be born in America, only the ship was a day late and that upset everything. And – under the law – the baby, by intention, was born in America. It is an American baby – no baby Pole at all, no British, no Belgian – just a good American baby. That's the way I rule!'

Henry Curran, Ellis Island Commissioner, 1922-26

## Vocabulary work

- 6 Find the words or phrases in your text which have similar meanings to these phrases. Explain them to your partners from the other groups.

### Text A

- 1 plays nervously with her hands
- 2 her eyes are filling with tears
- 3 her pride was hurt
- 4 no progress can be made
- 5 she finally starts to cry

### Text B

- 1 took me away from the group
- 2 stood opposite
- 3 particular
- 4 learnt ... by heart
- 5 worked well

### Text C

- 1 shaking slightly
- 2 that was a big disappointment
- 3 I made another attempt
- 4 comes from
- 5 I was not able to think of any answer at all

## What do you think?

- Read and comment on these quotes.
  - 1 'No country has received a more diverse variety of immigrants than the United States.'  
Do you think this is true? What other countries have received great numbers of immigrants? From where?
  - 2 'Each successive group of arrivals, however, is viewed as less desirable than their predecessors.'  
How do people generally react to immigrants? Why do you think they react like this?
- What's the difference between ...?

a refugee    an illegal immigrant

an asylum seeker    an immigrant

Are any of these groups in the news at the moment?

- Do you have many immigrants in your country? Which countries do they come from? Do you know of any that have become famous and/or successful?
- What causes people to emigrate? Is there any country you would like to emigrate to? Why?

# LANGUAGE FOCUS

## Avoiding repetition

There are several ways to avoid repeating words or phrases.

### 1 Missing words out

*The girl nods and says 'I am ...' (= I am willing to marry Peter.)*

What words have been omitted in these sentences?

*She told me to tidy up, but I already had.*

*Frank won the match. I didn't think he would.*

*A present for me? How kind. You shouldn't have.*

### 2 Reduced infinitives

Just to can be used instead of the whole infinitive when the meaning is clear from the context. Which words are omitted after to at the end of these sentences?

*'Your mother doesn't know how to read.' I said,*

*'That's right. She never learnt to.'*

*They said she had to take a test for reading. So one uncle said, 'Does she have to?'*

### 3 Synonyms in context

*bags ... bundles ... trunks ... boxes*

*told her softly ... said quietly*

Think of another word for these words.

huge   rich   kill   injure   argument

▶▶ Grammar Reference p147



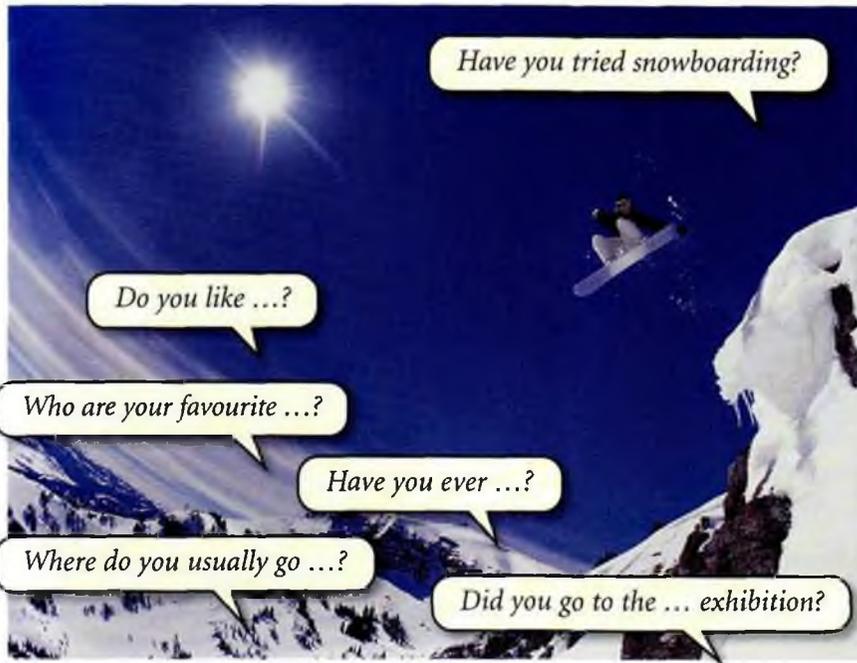
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## Missing words out

- 1 Complete the sentences with an auxiliary verb or a modal verb. Make the verb form negative where necessary.
  - 1 I tried to repair my car, but I couldn't. I didn't have the right tools.
  - 2 'You look awful. Why don't you see a doctor?'  
'I \_\_\_\_\_. He just gave me some pills and told me to take things easy.'
  - 3 'It's a long journey. Take care on the motorway.'  
'Don't worry. We \_\_\_\_\_.'
  - 4 I met your sister last night. She thought we'd met before, but we \_\_\_\_\_.
  - 5 'Have you read this report?'  
'No, I \_\_\_\_\_, but I \_\_\_\_\_.'
  - 6 The weather forecast said that it might rain this afternoon. If it \_\_\_\_\_, we'll have to call off the tennis.
  - 7 My car's being mended at the moment. If it \_\_\_\_\_, I'd give you a lift. Sorry.
  - 8 I'm so glad you told Sue exactly what you thought of her, because if you \_\_\_\_\_, I certainly \_\_\_\_\_!
  - 9 I got that job I applied for, so I was delighted. I really didn't think I \_\_\_\_\_.
  - 10 'Come on, John! It's time you were getting up!'  
'I \_\_\_\_\_! I'll be down in a second.'
  - 11 'I think I'll give Bob a ring.'  
'You \_\_\_\_\_. You haven't been in touch with him for ages.'
  - 12 I went to a party last night, but I wish I \_\_\_\_\_. It was awful.
  - 13 My boyfriend insists on doing all the cooking, but I wish he \_\_\_\_\_ – it's inedible!
  - 14 'Aren't you going to Portugal for your holidays?'  
'Well, we \_\_\_\_\_, but we're still not sure.'
  - 15 'Andy got drunk at Anne's party and started insulting everyone.'  
'He \_\_\_\_\_! That's so typical. He's always doing that.'

**T 1.1** Listen and check. Practise with a partner.

- 2 Ask questions and try and find things that you have in common with other students in the class.



- 3 Tell the class what you found out, using some of these expressions.

Things in common	Things different
Juan's been to Russia, and <b>so have I</b> .	He's tried snowboarding, <b>but I haven't</b> .
He likes jazz, and <b>I do, too</b> .	He comes from a big family, <b>but I don't</b> .
He doesn't smoke, and <b>neither do I</b> .	He didn't see the film, <b>but I did</b> .
He isn't married, and <b>nor am I</b> .	He hasn't been to Paris. <b>I have, though</b> .
He can't drive, and <b>I can't, either</b> .	

### Reduced infinitives

- 4 Write the responses, using the verb in brackets and a reduced infinitive.

- A Can you come round for a meal tonight?  
 B Thanks very much. I'd love to. (love)
- A Did you post my letter?  
 B \_\_\_\_\_ (forget)
- A I can't take you to the airport after all. Sorry.  
 B \_\_\_\_\_ (agree)
- A Was John surprised when he won?  
 B \_\_\_\_\_ (not expect)
- A Why did you slam the door in my face?  
 B \_\_\_\_\_ (not mean)
- A You'll be able to enjoy yourself when the exams finish.  
 B \_\_\_\_\_ (intend)

**T 1.2** Listen and compare your answers.

### Synonyms in context

- 5 Complete the sentences with a synonym of the word in *italics*. Change the word class where necessary, as in the first example.

- I don't *trust* this government. I have no faith in them whatsoever.
- She is not only a *skilled* painter, she is also a(n) \_\_\_\_\_ piano player.
- You've managed to *persuade* me. Your argument is most \_\_\_\_\_.
- Advertisements are not allowed to *lie*, but they \_\_\_\_\_ us in subtle ways.
- Chess is a game of *tactics*. You have to plan your \_\_\_\_\_ well in advance.
- The doctor read my notes *carefully*, then gave me a(n) \_\_\_\_\_ examination.
- He has an *annoying* habit of always being late. It really \_\_\_\_\_ me.
- It's *very important* that you don't tell anyone. In fact, it's \_\_\_\_\_.
- Skiing can be *dangerous*, but I like to take a few \_\_\_\_\_.
- She wasn't *scared* at all by the dog, but I was \_\_\_\_\_.

- 6 Find synonyms, or near synonyms, for these words. Write sentences to illustrate their differences in meaning.

- enemy
- love
- talk
- friend
- hate
- laugh

An **enemy** is who you're fighting against in a war.  
 A **business** wants to do better than its **competitors**.  
 We are **rivals** in love, but **opponents** in games.



## LISTENING AND SPEAKING

### Two brothers from Kenya

- 1 Read the newspaper extract. Who are the people? Why was there a newspaper story about them?

# From £5 to £250,000,000!

**The inspiring tale of two Asian brothers who fled to Britain from East Africa and made a fortune**

In 1967, at the age of 16, Vijay Patel and his brother Bhikhu fled to Britain from the village of Eldoret in Kenya. They arrived with £5 between them. They now own a pharmaceutical company which employs more than 600 people and is worth £250 million! This is the story of how they made their fortunes.



The Patel brothers receiving their 'Entrepreneur of the Year' awards

- 2 Read the questions from the first part of an interview with Vijay and Bhikhu. What do you think their answers might be?

- 1 What was life like in Eldoret?
- 2 Did you come to England together?
- 3 What was it that made you come to England?
- 4 What were the steps from that point to actually starting your business?
- 5 Did you qualify as an architect?
- 6 There is a tradition among the Patels, certainly in East Africa, of business, isn't there?
- 7 Was your father a businessman?

- 3 **T 1.3** Read and listen to part one of the interview on p132. Compare the brothers' answers with your ideas in exercise 2.

- 4 **T 1.4** Listen only to part two. Are these statements true or false? Correct the false ones.

- 1 They both began their careers with corner shops.
- 2 Bhikhu wanted to give up his work as an architect.
- 3 Vijay didn't start his pharmacy business until Bhikhu joined him.
- 4 The two brothers working together in the same business often causes problems.
- 5 Their different strengths and weaknesses complement each other.
- 6 They are grateful to their mother for the sacrifices she made.
- 7 She worked 24 hours a day, seven days a week for thirteen years.
- 8 Both brothers have experienced racial discrimination.

- 5 **T 1.5** Listen to part three. Complete the sentences with the exact words used.

- 1 We \_\_\_\_\_ for six hundred people directly.
- 2 We're not the sort of \_\_\_\_\_ or \_\_\_\_\_ people in any sense.
- 3 I mean, clearly, in terms of \_\_\_\_\_ in \_\_\_\_\_, one tends to sort of \_\_\_\_\_ oneself a little bit but not \_\_\_\_\_, I hope.
- 4 I would rather do some \_\_\_\_\_ work rather than \_\_\_\_\_.
- 5 Chase your \_\_\_\_\_ and go for it, and that's \_\_\_\_\_ what I have done.

### What do you think?

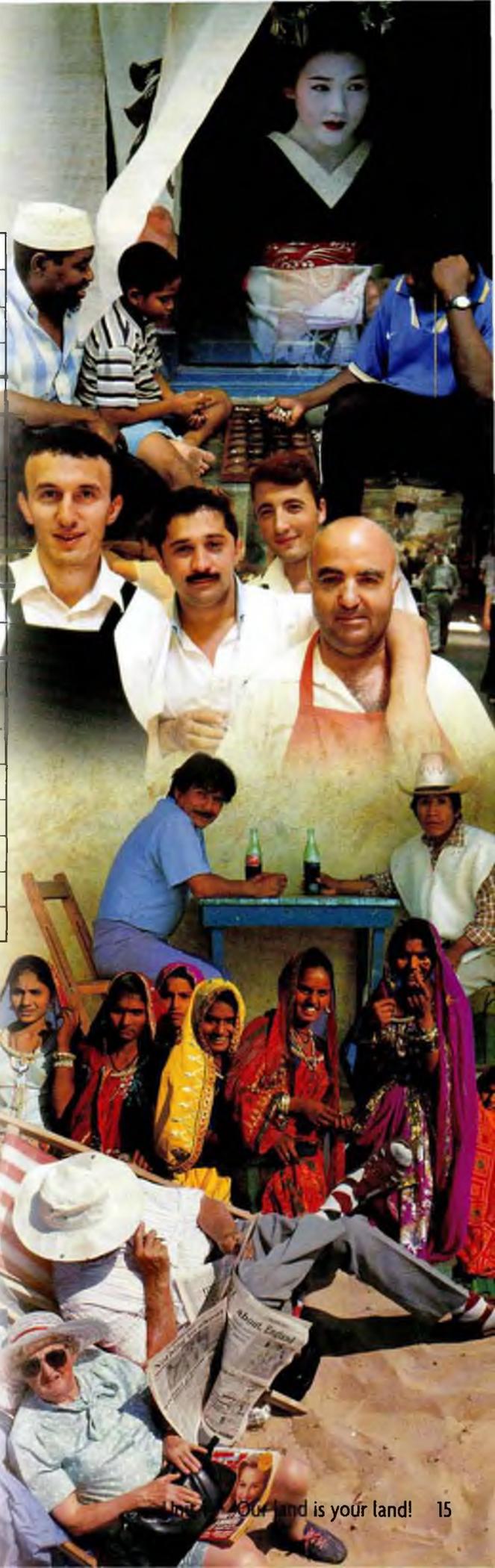
- Which factors in Vijay and Bhikhu's lives do you feel have led to their success?
- Do you agree with the advice they give to young people? In what ways are they good role models?
- Asians form a large part of Britain's immigrant population. Why is this?
- The brothers have lived in England for many years and yet they still have Asian accents. Why might this be?
- How does family background influence lives? How has your family influenced your life?

# VOCABULARY AND SPEAKING

## Describing nationalities

- 1 Complete the chart. Use a dictionary if necessary. Add two more countries of your choice.

Country	Adjective	Person	People	Language(s)
Britain	British	a Briton*	the British	English, Welsh, Gaelic
Scotland				
France				
Belgium				
The Netherlands/ Holland				
Denmark				
Sweden				
Poland				
Turkey				
Spain				
Switzerland				
Argentina				
Peru				
Iceland				
New Zealand				
Afghanistan				



\*Rather old-fashioned now. Used mainly to refer to *ancient Britons*.

- 2 **T 1.6** Listen to six people of different nationality speaking English and try to identify where they come from. What do they say about their country and/or nationality?
- 3 Work in small groups. Choose a few nationalities that you know. First describe them in stereotypical fashion, then discuss how much your experience of them fits the stereotype.

*The British have a reputation for being cold and reserved, and they're always talking about the weather because it's so awful.*

*Actually most of my English friends are very outgoing, they ...*

*English food is considered to be dreadful – completely tasteless.*

*Well, what I found when I was in England was ...  
... and the weather was ...*

- 4 What is your nationality stereotype?  
Are you like that?

# THE LAST WORD

## British and American English

1 **T 1.7** Read and listen to the conversations with a partner. Which is British English? Which is American English? What are the differences?

- 1 A Where do you live?  
B We've got a small flat. It's on the ground floor of a block of flats in the centre of town.  
A Have you got a garden?  
B No, we haven't, just a car park at the back.

- 2 A Where do you live?  
B We have a small apartment. It's on the first floor of an apartment building downtown.  
A Do you have a yard?  
B No we don't, just a parking lot in the back.



2 **T 1.8** Read and listen to these conversations in American English. Try to convert them into British English.

- 1 A Do you have the time?  
B Yeah, it's five of four.  
A Did you say five after?  
B No, five of four.
- 2 A What are you gonna do on the weekend?  
B The usual stuff. Play soccer with the kids, and sweep the yard.
- 3 A Did you enjoy the game?  
B Yeah, it was great, but we had to stand in line for half an hour to get tickets.

- 4 A Did you have a good vacation?  
B Yeah, real good.  
A How long were you away?  
B Five days in all. Monday thru Friday.

- 5 A Can you mail this letter and package for me?  
B Sure thing.  
A And can you stop by the liquor store and buy a six-pack of Michelob and some potato chips?  
B Is that all?

- 6 A Did you see *The Birds* on cable last night?  
B Sure, even though I've seen it two times before.  
A My third time. Isn't it just an awesome movie?  
B Sure is. One of my favorites.

- 7 A Did they bring the check yet?  
B Yeah. They just did. But I can't read a thing. It's lighted so badly in here.

- 8 A Do we need to stop for gas?  
B Yeah, why not? I need to use the restroom anyway.

3 **T 1.9** Listen and compare your ideas.

4 What is the British English for these words? Use a dictionary if necessary.

cellphone	bathrobe	drugstore	truck	fall (n)	windshield
garbage	cookie	closet	sidewalk	elevator	pants

Do you know any more American English words or expressions?