

Katherine Clifton ■ Jo-ann Costa ■ Chiaretta Gelli

# ESCAPES

English-Speaking Countries Across Press E-world Screen

NEW EDITION



edisco



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# PRESENTAZIONE

**ESCAPES** è un manuale di “**civiltà**” che si propone di mettere a fuoco, secondo un’ottica interculturale, gli aspetti più significativi dei paesi in cui la lingua inglese è parlata. *ESCAPES* vuole significare “fughe” dalla realtà quotidiana della lezione, “evasioni” verso mondi a volte molto distanti ma ormai così vicini attraverso la stampa (*Press*), Internet (*E-world*), la televisione e il cinema (*Screen*).

Il testo è particolarmente innovativo e motivante in quanto ogni Modulo, nel trattare le diverse culture di lingua inglese sotto l’aspetto geografico, storico, politico, sociale, letterario e artistico, fa sempre riferimento ad un **film** particolarmente significativo per l’argomento trattato. Inoltre, offre molteplici occasioni di rinforzo ed approfondimento grazie ai **siti internet** citati punto per punto e al **materiale autentico** e aggiornato tratto da riviste, quotidiani e dalla “rete”.

In un mondo che vede continui cambiamenti storici, geografici, tecnologici e culturali, questa nuova edizione si propone di offrire un testo “informato” sui fatti recenti, salvaguardando le caratteristiche generali che ne hanno decretato il consenso da parte dei docenti. È stata operata anche una semplificazione lessico-strutturale dei testi di avvio di ogni Unità secondo un criterio di gradualità dei livelli: si parte con A2+ per continuare con B1 e poi B2.

I 12 Moduli e le relative 36 Unità in cui è suddiviso *ESCAPES* vogliono offrire una visione globale e globalizzata del mondo in cui l’inglese è parlato come **L1** o **L2** o come **lingua veicolare**, cogliendone gli aspetti reali, ma anche fornendo occasioni di “fuga dalla realtà” attraverso la letteratura e il cinema.

Le **attività** sono sempre mirate, oltre che a sviluppare le abilità ricettive e produttive, a stimolare l’attività di gruppo e di classe ed il confronto delle opinioni. Particolare attenzione è stata rivolta agli esercizi riguardanti i film.

Il **Glossario**, nelle pagine finali del volume, consente di trovare facilmente il significato dei vocaboli evidenziati nel testo.

La **Teacher’s Guide** comprende:

- un **DVD** che contiene le *clip* dei film e i brani delle attività di ascolto;
- i testi completi delle registrazioni;
- le soluzioni degli esercizi;
- le note e i suggerimenti per l’insegnante;
- materiale extra per attività di approfondimento e di ulteriore esercitazione.

## RISORSE N LINE

Il manuale è in forma mista perché propone su carta i «saperi minimi» sui quali è necessario confrontarsi, ma è completato da diverse risorse on line disponibili a breve sul sito della casa editrice:

- **Clip dei film**
- **Attività di ascolto**
- **Transcripts**



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# Module 1

## ENGLISH IN THE WORLD

1. Today's lingua franca
2. The rise and decline of the British Empire
3. The fall of the British Empire



- Mother Tongue
- Second Language



# Today's lingua franca

module 1

Unit



## BEFORE READING

Answer these questions.

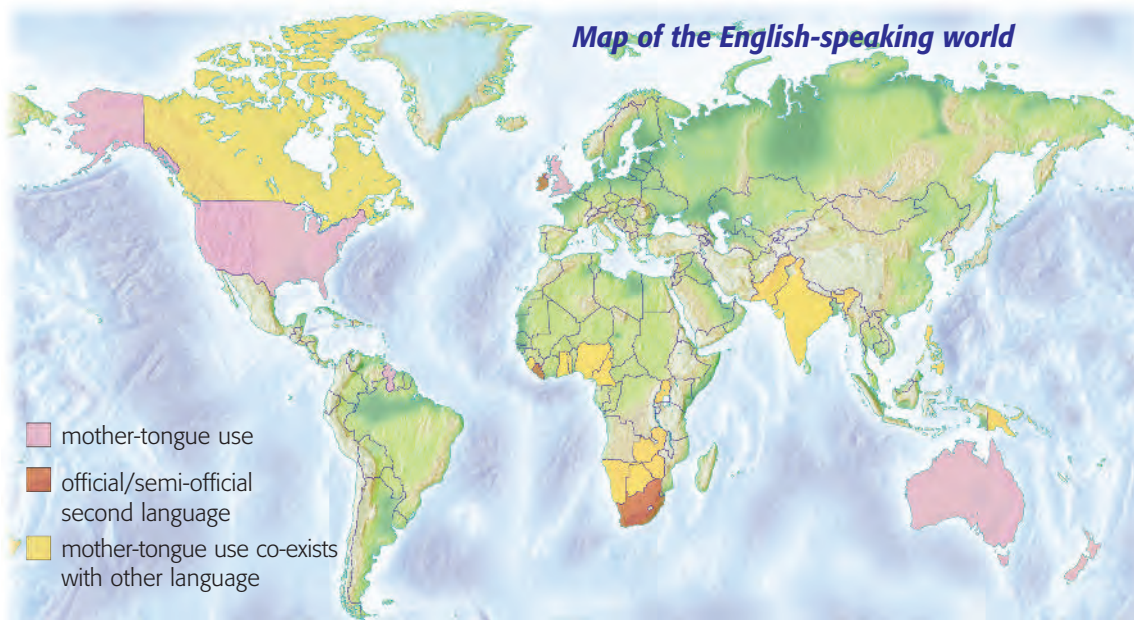
- What do you use English for at present?
- How do you think you will use it in the future?
- Do you think it is important to have native speakers as pronunciation models? Why/why not?
- What is a *lingua franca* and what is it used for?
- What historical examples of a *lingua franca* do you know about?
- How many people in the world now use English as a *lingua franca*?

Here are a few historical examples of a *lingua franca*: **Latin** – the language of cultured European people from the time of the Roman Empire to the end of the Middle Ages; **French** – the language of the nobility and of diplomacy in Western Europe from about 1100 AD to the 1700s; **Swahili** – the language used across East African cultures; the **sign language** once used among native American Indian tribes. English has now become the world's *lingua franca* and the term “**global English**” has become very common. It is a way to demonstrate that English is spoken in every part of the world, both among speakers inside a particular country who **share** a first language and also by speakers from different countries.

English is **no longer** spoken only by its **native** speakers in the UK, North America, Australia and New Zealand and by those who learn English in order to communicate with native speakers. It is also spoken among non-native speakers in countries like India, the Philippines and Singapore, plus in many other countries. This use of English is generally called “English as an International Language” or EIL. It is this kind of English – a *lingua franca* – which is the largest group of English speakers, numbering an incredible 1.5 billion. The appearance of so many varieties of EIL has caused a number of linguists to think that native speakers may not always be the best models for pronunciation in the teaching of English.

## 1 What is global English?

A *lingua franca* is a **means** of communication between people of different languages who need to communicate for various social and economic reasons. A *lingua franca* is generally the language of the dominant culture of the civilisations that come into contact, but it may also be a combination of elements from them. The term **goes back** to the Middle Ages, when travellers used a simplified compromise language (based on Italian with elements of Spanish, French, Greek and Arabic) when doing business in various parts of the then-known world.





## 2 Historical invasions of the British Isles

The first inhabitants were **Iberians** and **Celts** who **settled** on the land and were often at war with one another. In AD 43 the **Roman** Emperor Claudius invaded and made Britain a Roman province up to present-day Scotland (Julius Caesar had previously failed to do this). Roman **remains** can be visited in Britain today, since during their 300-year stay the Romans built roads, towns and villas.

The Romans finally abandoned Britain in AD 410 and a long period of invasions started. The Germanic tribes of **Angles** and **Jutes** (from the present-day peninsula of Denmark) and the **Saxons** (from present-day northern Germany) settled in Britain from the fifth to the eighth centuries; the Angles gave England its name. These invaders introduced a new culture to Britain and even today British customs and habits are described as "Anglo-Saxon". The **Vikings** arrived from Scandinavia in the ninth and tenth centuries; they settled in the north and made the town of York the capital of their kingdom.

The last successful invasion of Britain was in 1066. Duke William of Normandy (William the Conqueror) defeated the English armies of Harold at the battle of Hastings (on the

southeast coast of England) and so the **Normans** settled in Britain over the next three centuries. French became the language of the nobility and, together with Latin, the language of the legal system and of government.

However, the language of the indigenous people – rather than Latin or French – eventually became the strongest language. The 14<sup>th</sup> century storyteller Geoffrey Chaucer (*Canterbury Tales*) and the 16<sup>th</sup> century writer William Shakespeare (37 plays and many sonnets) showed that the **English language** was equal in expression to Greek, Latin and French. And unlike these languages, English

was happy to accept the myriad influences of an ever-expanding world: new words arrived from every corner of the globe; new structures expressed ideas that had previously been unknown.

These influences, plus the expansion of the British Empire in later centuries, combined to make English what it is today: a language whose structure and common words are Germanic but whose enormous vocabulary comes from various sources – over half indirectly from Latin through French and a large amount from the local languages of cultures encountered during the centuries of the British Empire.



Norman knights (the Bayeux tapestry, detail, c. 1070).



### ACTIVITIES

- 1 What new information have you learnt from Text 1?
- 2 Look at the map of the English-speaking world. In 3 minutes, write down as many countries as you can where English is the mother tongue (apart from the UK, the USA and Australia). Compare your list with other classmates.
- 3 English developed from a variety of historical influences

that originated in invasions of the British Isles. But which invaders arrived when? Referring to Text 2, try to put them in the correct order.

Vikings • Saxons • Normans • Romans

1st: .....

2nd: .....

3rd: .....

4th: .....



### 3 English is a crazy language

#### a) Pronunciation peculiarities

The vagueness of the relationship, between pronunciation and spelling in English is enough to bring a **TEAR** to one's eye or make him want to **TEAR** up the dictionary. Here are some reasons why. A **ROW** can develop over which **ROW** to sit in at the cinema. An actor with **LEAD** in his feet never gets the **LEAD** in a musical. A bandage is **WOUND** around the **WOUND** in an arm or leg. If something is of no **USE**, you can't **USE** it; and if you aren't **CLOSE** enough to a door, you can't **CLOSE** it.

#### b) Paradoxes in the English language

If we explore the paradoxes of English, we find that **QUICKSAND** can work **SLOWLY**, **BOXING RINGS** are **SQUARE**, a **GUINEA PIG** is NOT FROM GUINEA and it is NOT A PIG. And why is it that **WRITERS WRITE** – but **FINGERS DON'T FING** and **HAMMERS DON'T HAM**? If a **VEGETARIAN** eats **VEGETABLES**, what does a **LIBRARIAN** eat? And then, what does a **HUMANITARIAN** eat?

#### c) "Multi-word" verbs

A multi-word verb is composed of 2 or 3 parts, like "get up" or "get on with":

*She **gets up** at 7 o'clock every morning.  
I **get on** with my sister, but my brother  
and I **fight** a lot.*

You can't consider logical a language in which you **GET IN** a car but **GET ON** a bus, in which you **CUT DOWN** a tree and then you **CUT** it **UP**, in which you can **TAKE somebody IN** and be considered a saint or a liar, depending on the circumstances. Then think about this: when the **STARS** are **OUT**, you can see them – but when the **LIGHTS** are **OUT**, you can't see anything. And finally, when you want to **SHUT DOWN** your computer, you have to press "START"!

4 Now colour the invasion arrows correctly.

- Romans
- Angles, Saxons, Jutes
- Vikings
- Normans

5 If you are not sure what a "paradox" is, (Text 3b) find out from your teacher.

6 Can you think of any paradoxes in your own language?

7 Working with a partner, write sentences using some multi-word verbs (Text 3c) that you know. Check your sentences with your classmates and your teacher.



There is no **EGG** in **EGGPLANT**,

no **HAM** in **HAMBURGERS**,

no **PINE** or **APPLE** in **PINEAPPLES**.

A **STATIONER** doesn't sell **STATIONS**,

nor does a **FACTORY** produce **FACTORS**.

**ENGLISH MUFFINS** weren't invented in **ENGLAND**;

**FRENCH FRIES** weren't invented in **FRANCE**.



1) Read to find out what this “new” English language could be and then answer the question that follows.

*In your opinion, what improvements in English spelling should occur in the first year?*

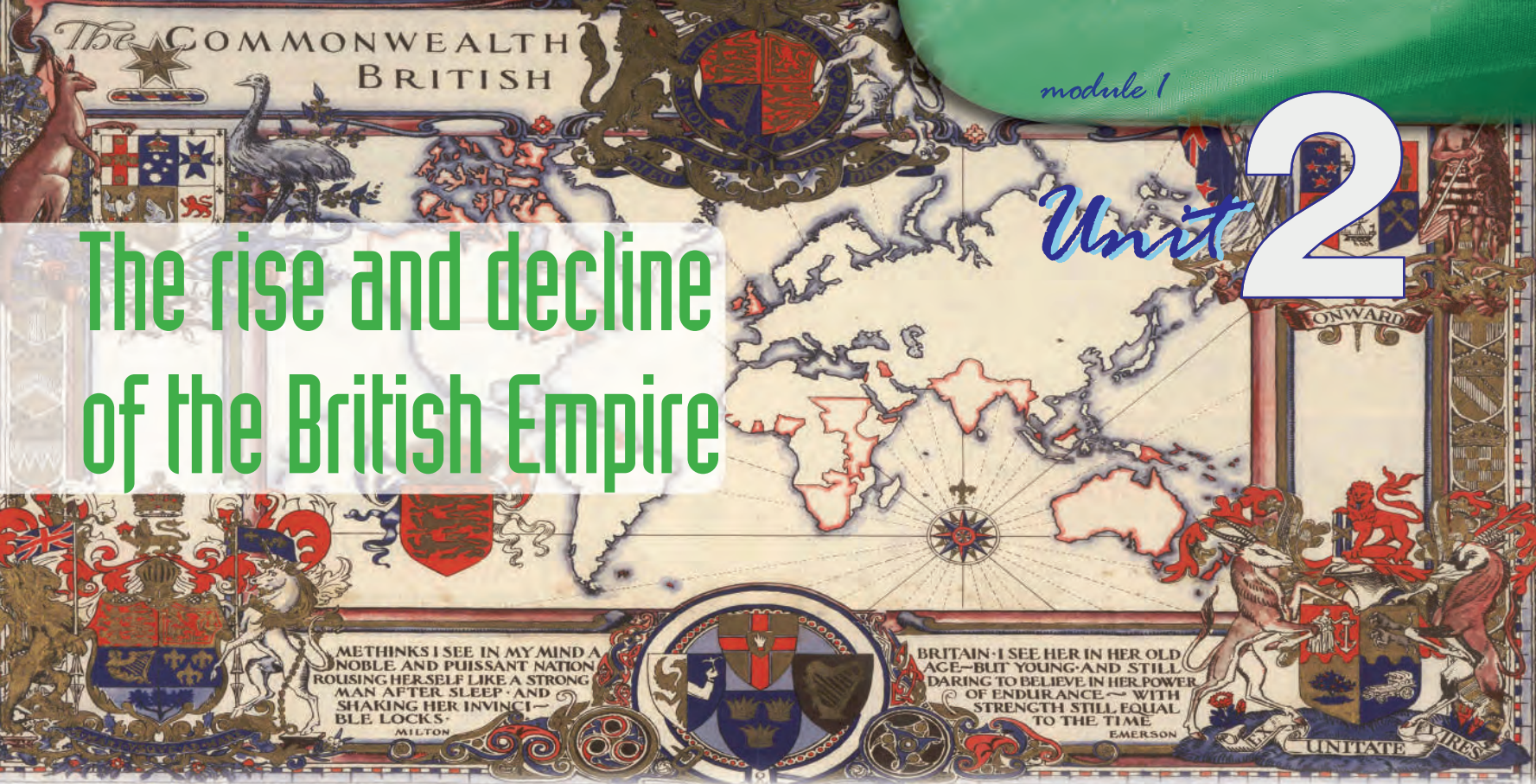
- In the first year, "s" will replace the "soft c". Certainly this will make the sivil servants jump with joy. The "hard c" will be

WHAT'S THE JOKE? (HINT: READ THE  
LAST TWO SENTENCES ALOUD.)

**10** Find information about the artificial languages invented so far and the reasons why they have not been successful.







# The rise and decline of the British Empire

## BEFORE READING

In groups discuss the following points

- How many great empires can you name?
- What advantages could an empire bring to a country?
- Why do you think slave labour was used on cotton and sugar plantations?
- Do you know when the British Empire began to decline?
- Do you know the name of the last country to become independent?

area. As a result, its political, linguistic and cultural **legacy** is **widespread**. At the peak of its power, it was often said that "*the sun never sets on the British Empire*" because its extent across the globe **ensured** that the sun was always shining on at least one of its numerous territories.

During the **Age of Discovery** in the 15th and 16th centuries, Spain and Portugal led European exploration of the globe and in the process established large overseas empires. Soon England, France and the Netherlands began to establish **colonies** and **trade networks** of their own in the Americas and Asia. Following the defeat of Napoleon

France in 1815, Britain dominated Europe and expanded its empire across the globe. Later, increasing degrees of autonomy were **granted** to some of its colonies, some of which were reclassified as **dominions**.

The **Caribbean** initially provided England's most important and profitable colonies. The colonies adopted the system of **sugar plantations** successfully used by the Portuguese in Brazil, which depended on **slave labour**, and – at first – Dutch ships, to sell the slaves and buy the sugar. To ensure that the profits from this trade remained in English hands, Parliament decreed in 1651 that only English ships would be able to trade in English colonies.

Caribbean colonies.

## 1 The "First British Empire"

The **British Empire** was formed of all territories ruled or administered by the United Kingdom and originated with the **overseas** colonies and **trading posts** established by England in the late 16th and early 17th centuries. At its height it was the largest empire in history and, for over a century, was the greatest global power. By 1922, the British Empire ruled over a population of about 458 million people, one-quarter of the world's population, and covered approximately a quarter of the Earth's total land







↑ “The Slave Market” by Friedrich Schulz.

The **settlements** in America were often founded by **people escaping from religious persecution**. In 1620, *Plymouth* was founded as a haven for Puritan religious separatists, later known as the **Pilgrim Fathers**; *Maryland* was as a refuge for Roman Catholics (1634), *Rhode Island* (1636) was a colony tolerant of all religions and *Connecticut* (1639) for Congregationalists. The American colonies had large areas of good agricultural land and attracted much larger numbers of English emigrants who preferred their temperate climates.

In 1670, King Charles II granted the **Hudson Bay Company**, a monopoly on the **fur** trade in a vast territory that would later make up a large proportion of **Canada**. Forts and trading posts established by the Company were frequently attacked by the French, who had established their own fur trading colony in adjacent **New France**.

Two years later, the **Royal African Company** was inaugurated, receiving from King Charles a **monopoly of the trade to supply slaves to the British colonies of the Caribbean**. From the beginning, slavery was the basis of the British Empire in the West Indies. Until the abolition of the slave trade in 1807, Britain was responsible for the transportation of 3.5 million African slaves to the Americas, a third of all slaves transported across the Atlantic.

At the end of the 16th century, England and the Netherlands began to challenge Portugal's **monopoly of trade with Asia**, forming private companies to finance the voyage – the English East India (later British East India) and Dutch East India companies were founded in 1600 and 1602 respectively. The primary **aim** of these companies was to enter the **lucrative spice trade**.

## 2 The rise of the “Second British Empire” (1783-1815)

During its first century of operation, the English East India Company concentrated on trade, as it was not in a position to challenge the powerful Mughal Empire, which had granted it trading rights in 1617. This changed in the 18th century as the Mughals declined in power. The Battle of Plassey, which saw the British, led by Robert Clive, defeat the French and their Indian allies, **left the Company in control of Bengal and as the major military and political power in India**. In the following decades it gradually increased the size of the territories under its control, either ruling directly or through local rulers under the threat of force from the British Indian Army, the vast majority

↓ Jasperware Slave Emancipation Badge.



of which was composed of native Indian sepoys. **The Company's conquest of India was complete by 1857.**

## 3 Loss of the Thirteen American Colonies

During the 1760s and 1770s, relations between the **Thirteen Colonies** and Britain became more difficult, primarily because of resentment towards the British Parliament's attempts to govern and tax American colonists without their consent, summarised at the time by the slogan “*No taxation without representation*”. The disagreements became violent and the **American War of Independence** began in 1775. The following year, the colonists declared the independence of the United States and, with assistance from France, Spain and the Netherlands won the war in 1783.

## 4 Exploration of the Pacific

The voyages of discovery by **James Cook** in the Pacific Ocean led to the **founding** of several British colonies, including **Australia** and **New Zealand**.





↑ Jasperware plate from the "American Independence" series issued in 1976 to commemorate the American Bicentennial the scene depicts "Paul Revere's Ride".

In Britain **transportation** to the American colonies had been a penalty for various criminal offences since 1718, and approximately one thousand **convicts** were transported across the Atlantic every year. After the loss of the Thirteen Colonies in 1783, the British government was forced to find an **alternative location** and turned to the newly discovered lands of Australia.

During his voyage, Cook also visited New Zealand, first discovered by Dutch sailors in 1642, and **claimed** the North and South islands for the British crown in 1769 and 1770 respectively.

## 5 The Empire grows

Between 1815 and 1914 around **10,000,000 square miles** (25,899,881 km<sup>2</sup>) of territory and **roughly 400 million people were added to the British Empire**. Britain's victory over Napoleon meant that she had no serious international rival, other than Russia in central Asia. Britain adopted the role of **global policeman**, a state of affairs later known as the *Pax Britannica*, and a foreign policy of "splendid isolation". Together with the formal control that it exercised over its own colonies, Britain's **dominant position in world trade** meant that it effectively controlled the economies of many independent countries, such as China, Argentina and Siam (now known as Thailand).

The British Empire was supported by the **steamship** and the **telegraph**, new technologies invented in the second half of the 19th century, which allowed it to control and defend the Empire. By 1902, the British Empire was linked together by a network of telegraph cables, the so-called *All Red Line*.

In 1869 the **Suez Canal** was opened, linking the Mediterranean with the Indian Ocean. At first the British government opposed the Canal, but soon recognised its strategic importance and in 1875, the Conservative government of Benjamin Disraeli bought the Egyptian ruler Ismail Pasha's 44 percent **share** of the Suez Canal for £4 million. The French were still majority **shareholders** and attempted to **weaken** the British position, but *de facto* control was exercised by the British whose military forces occupied the area until 1954.

The path to independence for the *white colonies* of the British Empire began with the 1839 Durham Report, which proposed **unification and self-government for the two Canadian provinces**, as a solution to political **unrest** there. In 1840 the Act of Union, created the **Province of Canada**. Responsible government was first granted to Nova Scotia in 1848, and was soon extended to the other British North American colonies. In 1867, Upper and Lower Canada, New Brunswick and Nova Scotia were formed into the confederation of the **Dominion of Canada**, enjoying full self-government with the exception of international relations.

**Australia** and **New Zealand** gained similar levels of self-government after 1900 and the Australian colonies federated in 1901. In 1910, the Cape Colony, Natal, Transvaal and Orange Free State were joined together to form the **Union of South Africa**, which also **attained** dominion status.

↓ A sugar estate in Antigua in the 1820s.



## ACTIVITIES

- 1 Work in pairs to answer the questions below about Text 1.
  - a. Explain the sentence "the sun never sets on the British Empire"
  - b. Look at the map and write down the countries of the British Empire
  - c. Compare the words "dominion" and "colony". What is the difference between the two?
  - d. Who were the "Pilgrim Fathers"?
  - e. What is the Royal African Company to be remembered for?
- 2 Look at Text 2 to 4 and correct these statements.
  - a. The English East India Company immediately challenged the powerful Mughal Empire.  
.....
  - b. The British were defeated at the Battle of Plassey  
.....
  - c. In the late 1700s relations between the Thirteen Colonies and Britain were excellent.  
.....
  - d. The colonists won the War of Independence without help from other countries.  
.....
  - e. James Cook explored the Atlantic Ocean and discovered parts of South America.  
.....



## 6 World Wars (1914 and 1945)

By the turn of the 20th century, Britain **feared** that it would no longer be able to defend the Empire while at the same time maintaining the policy of “splendid isolation”. The **British declaration of war on Germany** and its allies also committed the colonies and Dominions, which provided invaluable military, financial and material support. Over 2.5 million men served in the armies of the Dominions, as well as many thousands of volunteers from the Crown colonies. The contributions of **Australian and New Zealand troops** during the 1915 Gallipoli Campaign against the Ottoman Empire had a great impact on the national consciousness at home, and marked a turning point in the transition of Australia and New Zealand from colonies to nations in their own right.

Under the terms of the **Treaty of Versailles** signed in 1919, the Empire reached its greatest extent with the addition of 1,800,000 square miles (4,662,000 km<sup>2</sup>) and 13 million new subjects. The colonies of Germany and the Ottoman Empire were distributed to the Allied powers as **League of Nations Mandates**. Britain gained control of Palestine, Transjordan, Iraq, parts of Cameroon and Togo, and Tanganyika. The Dominions also acquired mandates of their own.

Although the **issue** of the Empire’s security was a serious **concern** in Britain, at the same time **the Empire was vital to the British economy**: during the inter-war period, exports to the colonies and Dominions increased from 32 to 39 percent of all exports overseas, and imports increased from 24 to 37 percent.

In 1922, Egypt, which had been declared a British protectorate at the start of the First World War, was granted formal independence, though it continued to be a British client state until 1954. The ability of the Dominions to set their own foreign policy, independent of Britain, was recognised at the 1923 Imperial Conference. After pressure from Ireland and South Africa, the 1926 Imperial Conference declared the Dominions to be “autonomous Communities within the British Empire, equal in status, in no way subordinate one to another” within a “British Commonwealth of Nations”. This declaration was given legal substance under the 1931 Statute of Westminster. The parliaments of Canada, Australia, New Zealand, the Union of South Africa, the Irish Free State and Newfoundland were now independent of British legislative

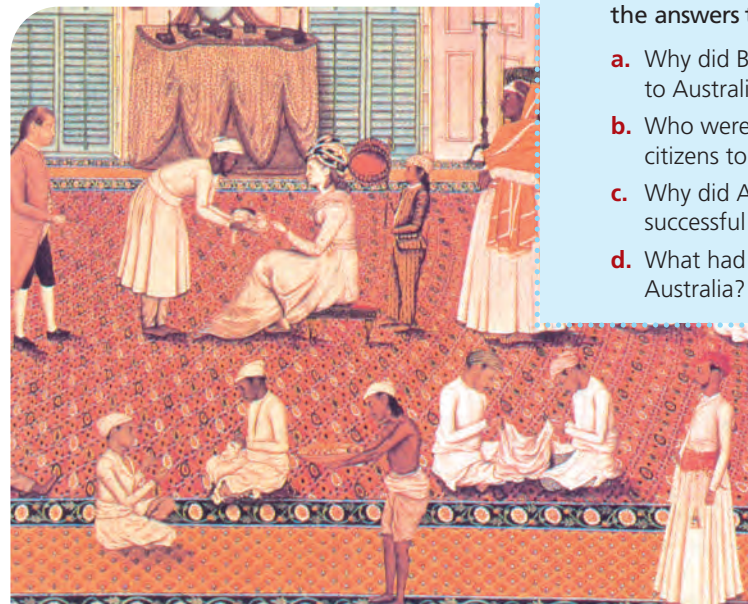
control, they could **annul** British laws and Britain could no longer pass laws for them without their consent. Newfoundland went back to colonial status in 1933, suffering from financial difficulties during the Great Depression. Ireland distanced itself further from Britain with the introduction of a new constitution in 1937.

### Australia, New Zealand and Tasmania

In Australia, colonization began with the desire to find a (1)..... after the loss of the original American colonies. The first shipload of British (2)..... landed in Australia in 1788 on the site of the future city of Sydney. In 1791 the British government offered land grants to those who had completed their sentences, but they were not allowed to return to Britain.

Australia became a successful colony (3)..... and the merino wool was found to be of better quality than its rivals and demand soared. By 1821 there were (4)..... sheep in Australia and within twenty years raw wool exports topped 10 million pounds annually. Sheep had been to the colony what tobacco had been to Virginia and sugar to the West Indies.

↓ Officials of the East India Company receive the British residents.



3 Find synonyms or antonyms for the words below.

#### Synonyms

a. lands; b. people living in one country; c. financially advantageous; d. in a foreign country; e. neither hot nor cold.

#### Antonyms

a. victory over; b. finally; c. freeman; d. very small/not extensive; e. free trade.

4 Work in small groups and list the main events of Text 2, 3 and 4. Use your list to make up a short summary of the texts.

5 In pairs make a sentence for each word given; the sentences must be related to Text 5 and 6: *telegraph and steamship, the Suez Canal, shareholders, Treaty of Versailles, to annul.*

6 Work in small groups to answer these questions.

- What do you think the spices mentioned in the text were?
- Which countries did James Cook claim for the British Crown?
- Why did the 13 colonies want to be independent?
- Look at the illustration on page 13 and find out who Paul Revere was.
- What role did the colonial troops play in the two world wars?

7 Listen to the CD and complete the gaps in the box. Then find the answers to these questions.

- Why did Britain first send people to Australia?
- Who were the first British citizens to land in Australia?
- Why did Australia become a successful colony?
- What had sheep meant to Australia?



# The fall of the British Empire

module 1

Unit

3



## BEFORE READING

Answer these questions.

- Why do you think the British Empire began to decline?
- Which was the last British colony to become independent?
- When did apartheid end?
- Do you think that other empires could be formed in the future?

## 1 Decolonisation and decay (1945–1997)

Britain and the Empire emerged victorious from the Second World War, but the effects of the conflict were profound. Much of Europe was now in ruins. **Britain was left virtually bankrupt.** In 1946 the United States **loaned** the British government \$3.5 billion and the last **instalment** was only **repaid in 2006**.

At the same time, **anti-colonial movements** were on the rise in the colonies.

Between 1945 and 1965, the number of people under British rule outside the UK itself fell from 700 million to five million.

The pro-decolonisation Labour government elected in 1945 moved quickly to **cope with** the most pressing issue: **Indian independence**. The borders drawn by the British to divide India into Hindu and Muslim areas left tens of millions as minorities in the newly independent states of India and

Pakistan. Millions of Muslims subsequently crossed from India to Pakistan and Hindus in the reverse direction, and **violence between the two communities cost hundreds of thousands of lives**. Burma and Ceylon gained their independence the following year in 1948. India, Pakistan and Ceylon became members of the Commonwealth, though Burma chose not to join.

The **British Mandate of Palestine**, where an Arab majority lived alongside a Jewish minority, presented the British with a similar problem to that of India.

Britain announced in 1947 that it would withdraw in 1948 and leave the matter to the United Nations to solve. The UN voted for the partition of Palestine into a Jewish and an Arab state.

In 1956, the Egyptian government unilaterally nationalised the **Suez Canal**. The British Prime Minister, Anthony Eden, and the French government planned an Israeli attack on Egypt to retake the canal. Though the invasion reached its objective, UN intervention and US pressure **forced Britain into a very humiliating withdrawal of its forces**, and Eden **resigned**. Britain **could no longer act without at least the approval, if not the full support, of the United States**. The events at Suez **wounded** British national pride, leading one MP to describe it as "Britain's Waterloo" and another to suggest that the country had become an **"American satellite"**.

In the Mediterranean, a guerrilla war fought by Greek Cypriots ended in 1960 in an

**independent Cyprus**, with the UK retaining the military bases of Akrotiri and Dhekelia. The Mediterranean islands of **Malta** and **Gozo** were amicably granted independence from the UK in 1964.

Most of the UK's **West Indies** territories achieved independence in the early sixties. **British territories in the Pacific** acquired independence between 1970 (Fiji) and 1980 (Vanuatu). **Tuvalu, the Solomon Islands and Papua New Guinea** chose to become part of the **Commonwealth**.

## 2 The end of the Empire

The granting of independence to Rhodesia and Vanuatu in 1980 and British Honduras in 1981 meant that, except for a few islands, the process of decolonisation that had begun after the Second World War was largely complete.

In 1982, Britain's determination to defend its remaining overseas territories was tested when Argentina invaded the Falkland Islands, acting on a claim that dated back to the Spanish Empire. Britain's ultimately successful military fight during the Falklands War was thought by many to have contributed to reversing the downward trend in the UK's status as a world power.

The same year, the Canadian government cut its last legal link with Britain. The 1982 Canada Act passed by the British parliament ended the need for British involvement in changes to the Canadian constitution. Equivalent acts were passed for Australia and New Zealand in 1986.

In September 1982, the Prime Minister Margaret Thatcher travelled to Beijing to negotiate with the Chinese government on the future of Britain's last major and most populous overseas territory, Hong Kong. The handover ceremony in 1997 marked for many, including Charles, Prince of Wales, who was in attendance, "the end of the Empire".



British colonial architecture in India.

### 3 Heritage

The UK retains **sovereignty** over 14 territories outside the British Isles, which were renamed the **British Overseas Territories** in 2002. Some are uninhabited except for temporary military or scientific personnel; the remainder are self-governing and rely on the UK for foreign relations and defence. The British government has stated its willingness to assist any Overseas Territory that wishes to proceed to independence, where that is an option.

Decades, and in some cases centuries, of British rule and emigration have left their mark on the independent nations that arose from the British Empire. The **English language** is the primary language of over 300 million people, and the second language of over 400 million, helped in part by the cultural influence of the United States, which is also a product of the British Empire. The English **parliamentary system** served as the model for the governments for many former colonies, and English common law for legal systems. British **Protestant missionaries** spread the Anglican Communion to all continents. British **colonial architecture**, such as in churches, railway stations and government buildings, continues to stand in many cities that were once part of the British Empire. Ball games that were

## ACTIVITIES

### 1 Work in pairs and find out in Text 1, 2 and 3 the following information.

- What were the effects of the decolonisation in India?
- Which was the problem in Palestine?
- Which country joined the Commonwealth?
- Who was the prime Minister in England in the 50's?
- Why is the loss of Suez described as a "Britain's Waterloo"?
- What happened in the Falkland Islands?
- How did Canada cut its link with Britain?
- What happened in 1997?
- What is the role of England in the British Overseas Territories?
- Why was the Empire responsible for large migration of people?
- How has Britain's population changed after World war II?
- Draw a timeline to show when the colonies became independent.

### 2 Say whether these statements about the text are true or false.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| a. Rhodesia and Vanatu became independent in 1990.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Argentina invaded the Falkland Islands in 1982.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The Canadian government cut its last legal link with Britain in 1982.  | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Australia and New Zealand passed similar laws the same year as Canada. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Hong Kong was handed over in 1991 during a formal ceremony.            | <input type="checkbox"/> | <input type="checkbox"/> |

### 3 Discuss in small groups the following items.

- What kind of heritage did the colonies leave that can still be seen today?
- What kind of problems did colonialism leave behind?
- How have the colonies changed modern British society?

### 4 Match the phrases below to make complete sentences

- |   |   |
|---|---|
| 1. Most of the UK's West Indies territories                                     | a. unilaterally nationalised the Suez Canal.  |
| 2. In 1946 the United States  | b. emerged victorious from the Second World War.  |
| 3. Britain and the Empire   | c. loaned the British government \$3.5 billion.   |
| 4. Anti-colonial movements  | d. left tens of millions as minorities in the newly independent states of India and Pakistan. |
| 5. In 1956 the Egyptian government  | e. were on the rise in the colonies of many European countries.                               |
| 6. The borders drawn by the British to divide India into Hindu and Muslim areas | f. achieved independence in the early sixties.  |

developed in Victorian Britain – **football, cricket, rugby, lawn tennis** and **golf** – were exported, as were the British **system of measurement** (the Imperial System), and the British convention of **driving on the left-hand side of the road**.

**Political boundaries** drawn by the British as they granted independence to colonies did

not always reflect homogeneous ethnicities or religions and contributed to conflicts. The British Empire was also responsible for large **migrations of peoples** and Britain's population also changed after the Second World War with immigration to the United Kingdom from the colonies to which it was granting independence.



## The Members of the Commonwealth



→ The Commonwealth symbol appears on all the documents published by the Commonwealth departments. The Commonwealth flag consists of the Commonwealth symbol in gold on a blue background.

### 4 The Commonwealth of Nations

The Commonwealth is a free association of independent nations previously subject to British imperial government that maintain friendly and practical links with the UK. The population of the Commonwealth countries comprises (1)..... per cent of the human race, (2)..... billion people.

In (3)..... the Statute of Westminster established the **British Commonwealth of Nations**, the adjective "British" was deleted after World War II.

The modern Commonwealth comprises (4)..... independent member states. (5)..... members are republics, (6)..... have constitutional monarchies which recognise HM Queen Elizabeth II as their Head of State, and (7)..... have

national monarchies (Brunei Darussalam, Lesotho, Malaysia, Swaziland and Tonga).

There are (8)..... meetings between finance ministers and (9)..... meetings between Commonwealth heads of government, as well as various committees concerned with education, agriculture and science.

The Commonwealth has long-term goals:

1. To support member countries to prevent or resolve conflicts, strengthen democracy and the rule of law, and to achieve greater respect for human rights.
2. To support pro-poor policies for economic growth and sustainable development in member countries.

→ Queen Elizabeth II has always helped in maintaining good relationships between Britain and the Commonwealth countries.







## Commonwealth Day

Commonwealth Day is celebrated on the second Monday in March every year. The aim of commemorating Commonwealth Day is to promote understanding on global issues, international co-operation and the work of the Commonwealth.



Closing Ceremony in Manchester (2002).



## 5 The Commonwealth Games

The Commonwealth Games are a multi-sport **gathering** held every four years by representatives of the nations of the Commonwealth. The first Games were held in Hamilton, Ontario, Canada, in (10)..... Eleven countries and more than (11)..... athletes took part.

The mission of the Commonwealth Games is to help encourage and support the concept of **health** and fitness in each of the member countries and provide an inspiration to **strive** for excellence.

The **core values** of the Commonwealth Games are **humanity**, **equality** and **destiny**: words that appear on the home page of the Commonwealth Games.

While other Games around the world have been founded on geographic or seasonal

**features**, such as the Asian Games, the PanAm Games, the African Games and the Winter Olympics, the Commonwealth Games is based on history. The unique characteristic of the Commonwealth Games is that it is the only Games that **shares** a **common language**. All the athletes and organisers converse with each other in English, creating an atmosphere that has led to the Commonwealth Games being known as the "Friendly Games".

Edinburgh is the only city that has **hosted** the Commonwealth Games twice. The (12)..... Games were held in Melbourne, Australia and the (13)..... Games were held in New Delhi, India. The next Commonwealth Games will be held in (14)....., in Glasgow, Scotland. Seventy-one countries will take part, with more than eight thousand participants, athletes and

officials. The opening and closing ceremonies will be held in Celtic Park. They will be the (15)..... Commonwealth Games.

For more information you can visit these sites:

[www.commonwealth.org](http://www.commonwealth.org)  
[www.commonwealthgames.com](http://www.commonwealthgames.com)  
[www.2006melbourne.com](http://www.2006melbourne.com)



Listen to the CD and complete the gaps in Texts 4 and 5.

6 Find the numbers in the three passages above. What do these figures refer to?

30% • 1.8 billion • 1931 • 53 • 32  
 • 16 • 5 • once a year • once every two years • the 2<sup>nd</sup> Monday in March • 1930 • 400 • 2002 • 2006  
 • 2010 • 71 • 8,000





# Film

## SPANGLISH

### Varieties of English



**Production:** U.S.A. Columbia Pictures 2004

**Written by:** James L. Brooks

**Director:** James L. Brooks

**Starring:** Adam Sandler, Teà Leoni, Paz Vega, Cloris Leachman, Shelbie Bruce, Sarah Steele, Ian Hyland

*The film is a comedy drama featuring the story of a Mexican woman and her young daughter who emigrate to America in search of a better life, and end up working for a rich Californian family.*

*It is a humorous and penetrating comment on the clash of cultures and the language barrier.*



### BEFORE VIEWING

The USA are a country of immigrants. Today many of them are Hispanics.

- What do you mean by this word?
- Where do they come from?
- What is their mother tongue?
- Name some of the most important cities in California.
- Are they English names? Why?
- What motivates an immigrant to learn the language of the host country?

### A synopsis

Flor emigrates to Los Angeles from Mexico to find a better life for her **remarkable** daughter, Cristina. For the first six years they live in the Spanish quarter, speaking Spanish and living among emigrants, then Flor finds a job as a **housekeeper** for a rich and eccentric American family with two young children (the Claskys). John Clasky is a top chef whose restaurant has just won four Michelin stars. He is proud of his success but does not want the style of the restaurant to change. His wife is neurotic and ambitious and she does not seem to realise how badly she hurts her daughter's feelings when she prefers Cristina to her child. When the family moves to Malibu for the summer, Flor is obliged to take her daughter with her and Cristina is forced to act as interpreter for her mother until she finally decides to learn English in order to "protect" her own customs and her daughter's values. Flor and John find themselves romantically attracted to each other, but this connection obliges them to re-evaluate their lives and motivates them to solve their respective family problems (John with his wife and Flor with Cristina, who would like to live in a world she does not belong to). Finally Cristina must learn that things come and go in life, but family is the most important thing a person can have.



## FILM CLIP

**Flor:** You can't be translating for me all the time. I (1)..... to learn English now.

**Cristina:** I really wasn't supposed to (2)..... that.

**John:** Listen to your mother. She knows it all.

*Cristina refuses to translate for her mother.*

**Narrator (Cristina):** (3)..... English would cost \$599 down and 12 monthly payment of \$86, which represents 22% interest. Assimilation gets (4)..... But not a penny was wasted.

**English teacher:** Food – **Flor:** Food

**E. t.:** I am just learning (5).....

**F.:** I am just learning English.

**E. t.:** Please repeat. – **F.:** Please repeat.

**E. t.:** Neck. – **F.:** Neck.

**E. t.:** Nose. – **F.:** Nose.

**E. t.:** It is summer...winter. – **F.:** Winter...

**E. t.:** (6)..... Sun. – **F.:** Sun.

**E. t.:** Sunny – **F.:** Sunny.

**E. t.:** Varios, varias. Several.

**Flor and Evelyn:** Several.

**E. t.:** No, several. (7)..... – **F.:** Several

**E. t.:** (8)..... Several. Too many. – **F.:** Too many.

**E. t.:** (9)....., too many. How about a movie tonight? – **F.:** How about a movie tonight?

**E. t.:** Have you (10)..... particular one in mind?

**F.:** Have you any particular one in mind?

**E. t.:** I really enjoyed the Star Wars Trilogy...by Mr. George Lucas. – **F.:** I really enjoyed the Star Wars Trilogy...by Mr. George Lucas.

## ACTIVITIES

1 Answer the following questions.

a. When does Flor study English? – b. Can you find an adjective which describes her strong will to learn the language?

2 Watch the film without subtitles and try to complete the script.

3 Now watch the scene again and check Activity 2 by filling in the blanks correctly.

4 In pairs act out the role of the English teacher on the tape and the role of Flor (one of you should try to have a very good English pronunciation).

## ENGLISHES



### WHAT IS SPANGLISH?

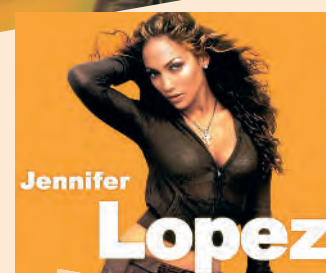
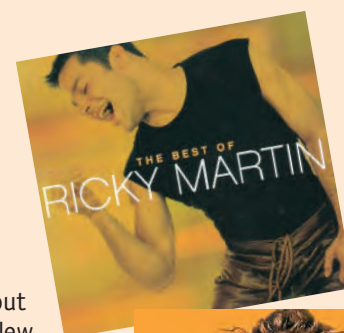
Spanglish is a mixture of Spanish and English words, spoken by the Hispanic population of the USA. In fact there are large bilingual communities along the United States-Mexico border, throughout Southern California, northern New Mexico, Texas, Florida (especially Miami), in New York City and Puerto Rico. Demographics show that "Latinos" are expected to be a third of the US population by the end of the century. An increasing number of Latin Americans are using Spanglish in an attempt to **embrace** English and their identity as Americans without totally surrendering the language of their roots. Here is an example of a conversation in Spanglish:

- **Hola, good morning, cómo estás?**

- **Good, y tu?**

- **Todo bien. Pero tuve problemas parquenoado mi carro this morning.**

- **Si, I know. Sempre hay problemas parquenoando in el area at this time.**



### EBONICS, A BLUES LANGUAGE

Black English is today better known as Ebonics, an abbreviation of the two words "**ebony**" and "phonetics". First coined in 1973, this term refers to an African-American speech pattern with two primary characteristics: not conjugating the verb "to be" ("I be joking", "You a liar") and dropping final consonants from words ("hand" becomes *han*). There are also some typical Ebonics expressions, such as *outta sight* (out of sight), *groovin'*, *jivin'*, *I'm baad* (bad), *wannabe*, *shades* (sunglasses), *my man* (my friend). Some experts suggest that Ebonics arose during slave times **out of sheer** necessity: blacks with different tribal tongues may have forced to create this common black **vernacular** to communicate

with each other and with their English-speaking masters. Ebonics is the predominant language pattern among many urban blacks and is used at least some of the time by most blacks informally at home and among friends.







# ESCAPES

**ESCAPES** è un manuale di "civiltà" di livello B1-B2 che si propone di mettere a fuoco, secondo un'ottica interculturale, gli aspetti più significativi dei paesi in cui la lingua inglese è parlata come L1 o L2 o come lingua veicolare. **ESCAPES** vuole significare "fughe" dalla realtà quotidiana della lezione, "evasioni" verso mondi a volte molto distanti ma oramai così vicini attraverso la stampa, Internet, la televisione e il cinema.

Il testo è particolarmente innovativo e motivante in quanto ogni Modulo, nel trattare le diverse culture di lingua inglese sotto l'aspetto geografico, storico, politico, sociale, letterario e artistico, fa sempre riferimento ad un film particolarmente significativo per l'argomento trattato. Inoltre, offre molteplici occasioni di rinforzo ed approfondimento grazie ai siti Internet citati punto per punto e al materiale aggiornato tratto da riviste, quotidiani e dalla "rete".

La **Teacher's Guide** comprende:

- un **DVD** che contiene le clip dei film e i brani delle attività di ascolto;
- i testi completi delle registrazioni;
- le soluzioni degli esercizi;
- le note e i suggerimenti per l'insegnante;
- materiale extra per attività di approfondimento e di ulteriore esercitazione.

**RISORSE**  **N LINE**

• **Clip dei film** • **Attività di ascolto** • **Transcripts**