

Sarfraz Manzoor: *Greetings from Bury Park* – Exploring (family) relationships in multicultural Britain

Rita Reinheimer-Wolf



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In dieser Einheit analysieren die Lernenden den autobiografischen Roman „*Greetings from Bury Park*“. Dies beinhaltet unter anderem eine intensive Auseinandersetzung mit den beiden Protagonisten Sarfraz und Mohammed Manzoor. Mithilfe unterschiedlicher Methoden werden inhaltliche und emotionale Zugänge zu dem Text für junge Leserinnen und Leser geschaffen. Die Schülerinnen und Schüler trainieren sowohl ihre mündlichen als auch ihre schriftlichen Kompetenzen im Englischen.

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Competences and skills:

By working with the materials of the book *Greetings from Bury Park*, students enhance their **reading skills**. Furthermore, they practise their competences in explaining and **analysing** texts when working closely with extracts. This way, they also improve their **writing skills**. Students' **speaking skills** are trained by giving short speeches on specific topics and sharing ideas in small groups with fellow students.

Overview:

List of abbreviations:

A Analysis**D** Discussion**IN** Interview**PR** Presentation**RC** Reading comprehension**T** Working with the text**V** Vocabulary**C** Comment**GF** Gap filling**LVC** Listening/viewing comprehension**R** Research**S** Summary**TPS** Think-Pair-Share**W** Writing

| Topic | Material | Methods/Skills |
|--|----------|---------------------|
| 1: Family relationships – An exploration | M1–M3 | GF, TPS, V |
| 2: <i>My father's house</i> | M4–M6 | C, IN, RC, S, T, W |
| 3: Second-generation immigrants | M10–M11 | LVC, PR, RC |
| 4: Music and its impact on our identity | M12 | D, LVC, R, RC, S, T |
| 5: Who am I? | M13–M15 | A, PR, T, TPS, W |
| Exam: An extract from <i>Greetings from Pury Park</i> | | A, C, RC, W |

M6 Worksheet – Extract from *My father's house*

Working with the text



1. Read the extract from *My father's house* (M5).



2. Answer the questions in writing.

- What kind of person is Mohammed Manzoor?
- In how far does the author disagree with his father's outlook on the world?
- How would you characterise the father-son-relationship as it is presented in the extract?

Writing



3. Write a comment on the extract from *My father's house*. Focus on the following question: In how far does Sarfraz Manzoor portray the various facets of British multicultural society? Before you start, look at the checklist for writing a comment (M7).

M7 Checklist for writing a comment



A comment should express your opinion on a certain topic or issue.

- Make notes first.
- Structure your thoughts systematically before you start writing.
- Make some introductory remarks in which, for example, you raise a question, refer to a current problem etc.
- The introduction should clarify your topic or concern.
- State, demonstrate and evaluate the positive and negative effects of a topic or situation in the main part.
- Support your view on the situation by giving examples. You can, for example, refer to or quote famous people or experts on this matter or relate it to other comparable issues.
- Emphasise the argument by referring to further or future consequences.
- Conclude your comment by giving your personal view of the situation or problem.
- Strategically, it is worth relating your final remarks to your introduction to “wrap up” the topic and make your point.

M11 Worksheet – Being a second-generation immigrant

Pre-reading activity



1. Do a brainstorm activity on the topic of living between two cultures, focusing on questions such as: What might be the greatest challenges? How can an individual find strategies to cope with the situation? What role does the educational background of the parents play?

Reading comprehension



2. Read the text and finish the sentences.



- a) Second-generation immigrants often feel a sense of guilt because

- b) As a second-generation immigrant, you are constantly torn between

- c) The intellectual gap between second-generation immigrants and their parents can have

- d) Institutional discrimination, microaggressions and racism may lead to

- e) The lifestyle of second-generation immigrants is frequently criticised by

Post-reading activity



3. Give a three-minute speech on the special conditions second-generation immigrants are faced with. Refer to the text.

Topic 4: Music and its impact on our identity

Worksheet – Music and its impact on our identity

M12

Working with the novel

1. Read chapter three, *Blood brothers* (pp. 88–123).
2. Use the words in the boxes to summarise the content of this chapter.

| | | |
|---|-------------------------------|--|
| philosophy | turban | a community of like-minded people |
| Bruce Springsteen | friendship | emotion |
| blood brothers | the first Springsteen concert | Sikh |
| Sarfraz attends a Bollywood theme party | a direct connection | Amolak and Sarfraz being outsiders |
| a secret community of passion | Amolak – a friend | the first time meeting Bruce Springsteen |

3. Read the excerpts from *Greetings from Bury Park*. Write down your reactions in the grid.

| Excerpt | What do I make of this? / My comment |
|--|--------------------------------------|
| At college I discovered Bruce Springsteen. In his music I found a new way to understand my relationship with my father. [...] Springsteen described his father as taciturn and unemotional, identified (pp. 40/41) | |
| The realisation that the tension between my father and me was not unique, that it was something as old as time, something that Springsteen also experienced, was a huge comfort. I was not alone. When my father was driving me insane, I would sing <i>Independence Day</i> to myself and imagine I had the courage to say those words to him. I never did. (p. 42) | |

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