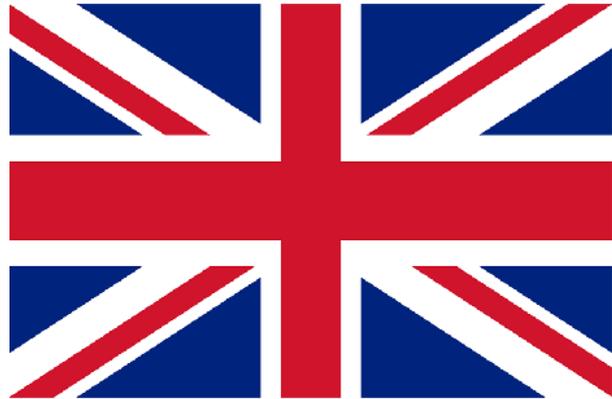


INTRODUCTION COURSE – ENGLISH



ERASMUS+: LET'S GET BIZZY: LONDON CALLING!



“ Gaining work experience in London is an excellent way of improving English language skills in a working environment ”

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PART 1: IN SEARCH OF BRITISH STEREOTYPES

1.1 Geography of the UK

Take a look at the map of Britain and answer the questions below.



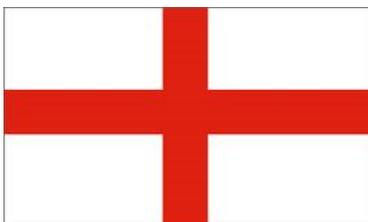
The United Kingdom:

- consists of 4 countries:

- the main cities in each of these countries are:

- tourist attractions in Britain:

- flags: write down the name of the country below the flag:





1.2 People

- Great Britain is the second/fourth/eighth most populated country in Europe.
- Great Britain's population has changed rapidly since the 1970's: people from the

came to Britain and settled.

- In the late 1990s these groups accounted for close to 3% of the population.

1.3 Religion

- the officially established church in England: _____

- but there is complete religious _____ throughout Great Britain.

1.4 Politics in the UK

- The politics of the United Kingdom : _____, in which the Monarch is head of state and the Prime Minister of the United Kingdom is the head of government.

- Executive power = _____

⇒ exercised by Her Majesty's Government

- Legislative power = _____

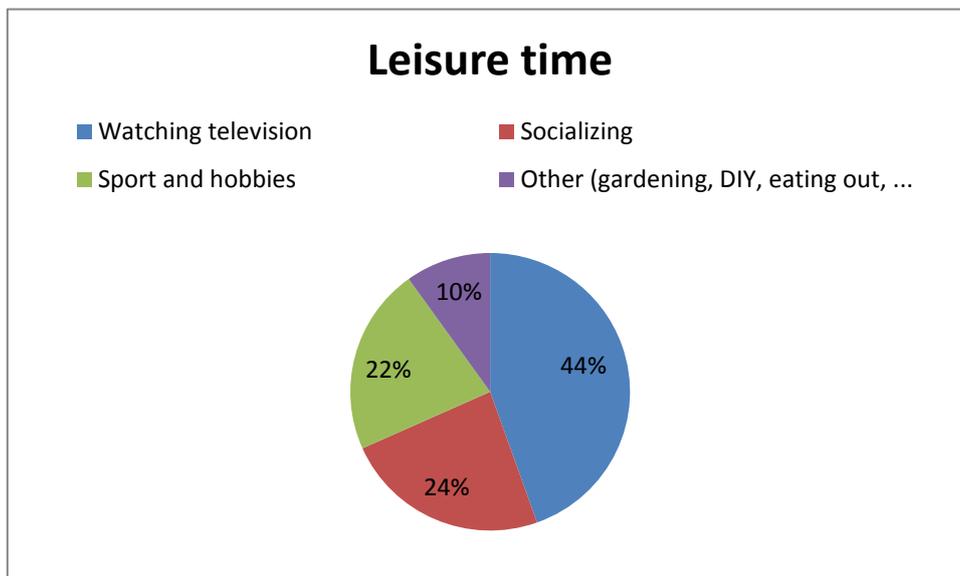
⇒ the House of Commons and the House of Lords

- major parties in the UK:

1.5 School life

- each country has a different education system
- mandatory from age 5 to 16
- state schools (responsibility of local authorities) vs. private schools
- the universities of England include some of the top universities in the world:

1.6 Popular pastime



<http://www.woodlands-junior.kent.sch.uk/customs/questions/weekends.htm>

- What do you see in this chart?
- What are the most liked sports in Britain?
- Do you notice any differences with your country?

1.7 British stereotypes

TYPICALLY BRITISH

Any English-speaking person might wonder why (de Britten - verkorte vorm) take (de lift - Br. Eng.) or transport goods in (een vrachtwagen - Br. Eng.) instead of (een vrachtwagen) Am. Eng.) or take (een lichte maaltijd, om 5 uur 's middags) instead of (een tussendoortje als maagvulling - Am. Eng.).

British people ... (telefoneren naar) someone while Americans ... someone on the ... (bellen iemand op – Am. Eng.).

... (Britten - lange vorm) are very ... (bezeten) about their sports. Because rugby is a ... and ... (verward, druk, zonder regels) game, they think American football is a ... (verwijfde) sport.

Americans sometimes think the British are ... (flegmatiek) and ... (karakterloos, saai). The British might consider Americans ... (vulgair) and ... (ongemanierd). According to Americans the British are so ... (beleefd), they would ... (zich verontschuldigen) to you even when you step on their toes. If you are looking for people with a lot of common sense, the British are known for their ... ((over)gevoeligheid).

British people are also (in vervoering gebracht, overweldigd) with the Royals. They love ... (traditie) and sentiment. The ... (schildwachten) at Buckingham Palace (in volle uitrusting) ... (illustreeren (met een voorbeeld)) the "stiff upper lip" persona.

The British are not as ... (grappig, spitsvondig, grillig) as Mr. Bean, but underneath their formal ... (gelaatsuitdrukking) they surely have a great sense of ... (humor- Br. Eng.).

DO YOU KNOW WHAT THE ENGLISH ARE LIKE?



- What comes to mind if someone says 'Britain'?

When I think of the British, I think of ...

-
-
-
-
-
-

=> What do we call this fixed beliefs about particular groups or classes of people?

- What do most people think about when they think about Britain?

Take a look at the pictures. Write down what you know about these aspects of British life next to the pictures.







RSPCA 
For all creatures great and small.



1.8 Viewing: Little Britain

You will be watching the second episode of the first season of Little Britain, an extremely popular comedy show in Britain consisting of sketches with recurring characters.

Answer the questions below:

- a. Who are these characters? Give a short description.

Lou and Andy:

Bubbles Devere:

Vicky Pollard:

Marjorie Dawes:

Daffyd Thomas:

- b. What stereotypes are dealt with in the series? Name them and explain.

1.9 When in London ...

- Which of the following social customs are similar or different to your country?

In England...

Do stand in line

In England we like to form orderly queues (standing in line) and wait patiently for our turn e.g. boarding a bus. It is usual to queue when required, and expected that you will take your correct turn and not push in front. 'Queue jumping' is frowned upon.

Do take your hat off when you go indoors (men only)

It is impolite for men to wear hats indoors especially in churches.

Do say "Excuse Me"

If someone is blocking your way and you would like them to move, say excuse me and they will move out of your way.

Do pay as you go

Pay for drinks as you order them in pubs and other types of bars.

Do say "Please" and "Thank you"

It is very good manners to say "please" and "thank you". It is considered rude if you don't. You will notice in England that we say 'thank you' a lot.

Do cover your Mouth

When yawning or coughing always cover your mouth with your hand.

Do Shake Hands

When you are first introduced to someone, shake their right hand with your own right hand.

Do say sorry

If you accidentally bump into someone, say 'sorry'. They probably will too, even if it was your fault! This is a habit and can be seen as very amusing by an 'outsider'.

Do smile

A smiling face is a welcoming face.

Do drive on the left side of the road

Do treat women and men equally

Do open doors for other people

Men and women both hold open the door for each other. It depends on who goes through the door first.

In England...

Do not greet people with a kiss

We only kiss people who are close friends and relatives.

Avoid talking loudly in public or staring at anyone in public

Do not ask a lady her age

It is considered impolite to ask a lady her age.

Do not pick your nose in public

We are disgusted by this. If your nostrils need de-bugging, use a handkerchief.

Avoid doing gestures such as backslapping and hugging

This is only done among close friends.

Do not spit

Spitting in the street is considered to be very bad mannered.

Do not burp in public

You may feel better by burping loudly after eating or drinking, but other people will not! If you can not stop a burp from bursting out, then cover your mouth with your hand and say 'excuse me' afterwards.

Do not pass wind in public

Now how can we say this politely? Let's say that you want to pass wind. What do you do? Go somewhere private and let it out. If you accidentally pass wind in company say 'pardon me'.

Belinda wrote some advice on the indelicate subject of 'passing wind' in public:

"The expression 'pardon me' would be considered by the upper classes to be rather common. When I was growing up, I was told by my mother, at school and by my aunt who was a nanny to an aristocratic family that the correct thing to do if this happens is to carry on as if nothing's happened and for the entire company to ignore it completely as if they've never noticed. (even if it's very obvious).

I think young people nowadays would probably be more inclined to laugh it off but certainly the older generation in 'polite company' would never, ever draw attention to the incident by apologising. Basically the advice is say 'excuse me' for mouth burps, ignore bottom burps."

TASK: Writing: Now make a similar list for visitors to your country!



1.10 British humour

(adapted from <http://impishidea.com>)

- What the British think is a humorous joke may be completely mystifying to people from other countries.

So what makes Britain laugh?

It's not an easy question to answer, but a hundred years and more of film and television do at least offer us a few clues.

From stand-up to sketches, sitcom to satire, the forms of comedy we know today in film and television have been around for decades, sometimes centuries. Some of the subjects may have changed - comedians in the 1890s didn't tell too many jokes about Posh and Becks or the Internet - but others are much the same: the Britons are still fascinated and infuriated by their weather, their mysterious class system, their politicians, their celebrities. Perhaps most of all, they're endlessly amused by themselves and their bizarre habits.

- a. What types of humour do we know?
 - **verbal**: involves the use of words and it can be found in such things as puns, jokes and witticisms
 - **visual**: involves the use of images as seen in cartoons and in the physical appearance of some comedians
 - **physical**: relates to the use of actions. Perhaps the best example of physical humor is "slapstick" comedy which includes such wild actions as pie fights or chase scenes.
- Examples: this list is not complete, there are many other examples of humour!

Verbal:

- *black humour*: deals with very serious subject matters: death, murder, rape, suicide, genocide, torture, horrible crimes against humanity (cracking jokes at your own or other unfortunates' expense)
- *irony*: what is said has a different meaning than its usual connotation
eg. Why, aren't we clever!
- *sarcasm*: a sharp, bitter, or cutting expression or remark
eg. I've found Jesus. He was behind the sofa the whole time.
- playing with words (pun, euphemism, ...)
eg. Time flies like an arrow. Fruit flies like a banana.

Visual:

- **Incongruity:** one of the things just doesn't belong
eg. a psychopathic killer at home in his kitchen, frilly floral apron proudly donned, dutifully cooking a vegan dinner for his loving family

Physical:

- **stupidity: doing/saying stupid things**
eg. a cat flailing around with its head caught in a milk jug for the third time that day
- *situational irony:* character A misunderstands character B; hilarity ensues as they act based on the great misunderstanding

Here is a selection of old English and British jokes:

A man asked for a meal in a restaurant. The waiter brought the food and put it on the table. After a moment, the man called the waiter and said:

"Waiter! Waiter! There's a fly in my soup!"

"Please don't speak so loudly, sir," said the waiter, "or everyone will want one."

What is the longest word in the English language?

"Smiles". Because there is a mile between its first and last letters!

The woman was in bed with her lover and had just told him how stupid her Irish husband was when the door was thrown open and there stood her husband. He glared at her lover and bellowed, "What are you doing?" "There," said the wife, "didn't I tell you he was stupid?"

1st Eskimo: Where did your mother come from?

2nd Eskimo: Alaska

1st Eskimo: Don't bother, I'll ask her myself!

What kind of ears does an engine have? Engineers

<http://www.screenonline.org.uk/tours/humour/tourBritHumour1.html>

- b. Viewing: *The Young Ones*, *Blackadder*, *Yes Minister*, *Keeping Up Appearances* and *Bottom* are some of the most famous examples of British comedy series. We'll be watching an episode of *Bottom*.

Richard and Eddie are the protagonists. It's Richard's birthday but not everything goes as planned.

Answer the questions below:

- What does Richard do to prove to Eddie that he's got a lot of friends?

- Eddie hasn't bought Richard a present, he just gave him his own comb wrapped in a piece of paper. What does Richard say to make clear that Eddie has gone too far?

- Eddie did give Richard a present: a piece of paper with a name written on it. Who's name is it?

- Richard invited some friends over but no one's coming. Some of Eddie's friends were there, though. The big guy is telling a story about a road sign. What does he say about it?

- Richard wants to play a game with Eddie's friends. How does it work?

- What happens when they play it?

- What type of humour is used very often in this series?

PART 2: GET THE PAPERWORK DONE

ADC College asked you to write a cv and fill out the registration form. Hand in on Smartschool.

2.1 Sample cv

EXAMPLE CV

First name, family name

E-mail: e-mail@e-mail.com phone: +49 30 5256452 mobile: +49 177 6253526

DO NOT COPY THIS TEXT!!!

Being an outgoing individual with work experience in business administration, I am looking for a placement in a British company in order to enhance my professional skills and improve my command of English. Having gained 18 months experience in a company in the field of event management, I would like to broaden my horizon and dedicate my strong motivation to this unique opportunity.

Education

September 2010 – present

Thomas-Mann-Berufskolleg (Vocational School), Berlin, Germany

3 years course in business administration

- Customer Service
- Event Management
- Controlling
- Civics
- International Trade

Work Experience

September 2010 – present

Bocht Event Management, Berlin, Germany

3 years training in business administration

Specialised in event management

- Appointing meetings
- Database management
- Managing incoming and outgoing invoices
- Marketing assistance
- Market research
- Customer Service, dealing with incoming phone calls
- Calculating offers

- Give as many examples you can of what you do and how you gained professional experience

Languages

German Native speaker
 English Intermediate
 French Beginner

2.2 Registration form ADC

Type	<input type="checkbox"/> Group Leader <input type="checkbox"/> Student <input type="checkbox"/> Sharing Good Practice Participant	
Title	<input type="checkbox"/> Mr <input type="checkbox"/> Ms	
First Name		
Last Name		
Date of Birth		
Age on Arrival		
E-mail		
Mobile		
Emergency Contact Name and Phone		
If possible, I would like to share my room with	<i>Please note that 2 students will share one room.</i>	
	1 st choice:	2 nd choice:
Are you under 18? Parental Consent is required in case you share your room with another student that is 18 or older if you are underage.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Name of Parent/Legal Guardian	Signature
I am a Smoker	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Diet Restrictions (give details)		
Allergies (give details)		
Medical Conditions (give details)		

PART 3: LONDON CALLING: A SHORT GUIDE TO THE CITY



Hooray! This year you will complete your internship in London. To prepare you as well as possible, your English teacher will guide you through the city introducing the different neighbourhoods, landmarks, habits, food and transportation system.

a) As a first activity we are going to listen to a fragment recorded on a tour bus around London. List the places in London the bus visits.



Source of fragment: <https://www.teachingenglish.org.uk/article/monthly-lesson-plan-a-tour-london>

b) Listening comprehension. Did you hear the following information?

- ✓ The tour takes _____ hours.
- ✓ At Madame Tussauds Museum you can see _____.
- ✓ Oxford Street is a famous street for _____.
- ✓ The Queen lives at _____.
- ✓ Big Ben is a _____.
- ✓ You can see great views of London from _____.

c) Have you ever been to any of these places? Where did you go? What did you do? Which city would you like to take a tour in? Why?

d) Choose one of the landmarks from 'exercise a' and look up some interesting facts about it. In other words, become a guide for your fellow students. Your fellow students will score your explanation using following grid:

Criteria	1	2	3	4	5	
Content	Very superficial, not interesting at all.	Rather superficial, not a lot of interesting information.	Good ideas, but the student gives too many details/doesn't give enough information.	Almost perfect. Good insight in the subject and quite interesting for the listener.	Well done, discusses all aspects and entertains the tourist well!	10
Pronunciation/grammar	Many mistakes. Misses basic knowledge.	Many spelling/grammar mistakes, also basic ones.	Quite a lot of spelling/grammar mistakes.	Speaks well, a couple of small mistakes, little basic mistakes.	Speaks well, no mistakes.	5
Structure/Fluency	No clear structure (title, beginning, middle, ending, paragraphs, ...).	Some structure, but misses important structural parts.	Basic structure is present, still some parts missing.	Good structure, some details to pay attention to.	Great structure.	5
Result						20

e) London is a big city, consisting of different neighbourhoods. Get to know the most famous ones.

Listening activity: Watch the video and make notes in the grid below describing shortly what the neighbourhoods are known for.

The City/The Square Mile	The West End	The South Bank	The East End	Greenwich

Source of video: <https://www.youtube.com/watch?v=nzdesDKsfxI>

Matching activity: Which picture shows which neighbourhood?



Reading/viewing activity: The teacher will give you a map of London now. Locate the five neighbourhoods.

VIT (very important task?)

During the London project fortnight, there will be room for sightseeing and weekend activities. The teacher will inform you about the budget and the amount of participants, but these are the only restrictions you get. Search the web for things you want to do and see and put all the information in a proper presentation in which you defend your programme. The best one, may be able to accomplish his proposal in real life!



PART 4: THE Halloween edition - Murder in the classroom - An introduction to London's most clever serial killer

4.1 Orientation: reading, speaking and listening

We are going to play a murder mystery game. Everyone will be a character in the game and one of them is the murderer!

Background information:

During a school reunion a scream is heard from one of the classrooms. It's 8:30 pm. A few minutes later the dead body of Miss Eliza McGowan, a cranky old English teacher, is found. She has been hit on the head. Also found were a number of items that may lead us to the killer: a book written by one of her ex-students, Simon Donnelly, a photograph of one of her fellow teachers, a young man called Saul Sheen, and a handkerchief with the initials I.W. At the moment these are the three main suspects but everyone who was at the party and saw or spoke to Miss McGowan needs to be questioned.

Step one:

Each student receives a character card. You need to read and memorize the information. The aim is to act out the game, become the character and not to just read the information from the card.

Step two:

You receive a worksheet, on which you need to collect information about everyone who was at the party and fill any relevant information on the sheet.

Step three:

This stage is a mingling activity in which you ask each other questions and collect information.

Step four:

When you have spoken to everyone who was at the party, go back into the original group. Take back the character cards. Using the information you have collected, you try to work out *who* killed Ms. McGowan and *why*.



4.2 Preparation: IT and speaking

As an assignment I want you to search information about a famous serial killer. By next week bring some information to class and we'll discuss your chosen murderer.

Guiding questions:

- Who is this person? Where did he/she live?
- What makes him/her a serial killer?
- Why did you choose this person?

4.3 Action: reading

A) This part will introduce you to the most famous British murderer ever. First read his biography:

THE HISTORY OF JACK THE RIPPER



Jack the Ripper is believed to be the most famous serial killer in history. In the fall of 1888, he stalked the impoverished Whitechapel district of London, brutally taking the lives of five prostitutes within a three-month period. Hundreds of books have been written about the killer, many authors deeming to have solved the long-standing debate over his true identity, yet despite these Jack the Ripper theories, the case remains unsolved.

The residents of the Whitechapel district accused the police of being incompetent and many to this day criticize them for not catching the brutal killer. The reality is that the investigation methods available at the time didn't provide the police with a great advantage; the murders occurred before forensic science and fingerprinting. The only way for the police to prove someone committed a murder was by catching them in the act or through their own confession.

Despite the limited forensic science methods available at the time, investigators were able to gain a general physical description of Jack the Ripper from alleged eyewitness accounts. The serial killer was believed to be a white male, between 20 and 40 years of age, well dressed, average or below average height, and possibly a foreigner. Through examination of the victims' wounds, they concluded that he was right-handed and did have some medical expertise. Since he claimed his victims on the weekend in the early morning hours, it was believed that he worked a regular job and that he was single (he could stay out all night without being questioned).

Certain suspects have gained more attention than others have, some pointed out by investigators on the case, and others made famous much later through the media. Sir Melville Macnaghten, the highly respected Chief Commissioner of the Metropolitan Police in 1889 named the following three ripper suspects:

Montague John Drutt, born in Dorset to a well-off family, he graduated with a degree in classics and went on to teach at a boarding school in Blackheath. Drutt's father, who was a surgeon, died in 1885 and his mother was institutionalized for depression. In spite of these tragedies, he became financially prosperous and mingled in respectable social circles, but depression and suicide were prominent in his family. Shortly after being dismissed from his teaching position, his body was found floating in the Thames River in December 1888, a little more than a month after the last ripper victim, Mary Kelly, was found. A suicide note discovered by his brother stated, "Since Friday I felt I was going to be like mother,

and the best thing for me was to die." No hard evidence exists that Druiitt was Jack the Ripper with the exception of the commissioner's statement: "From private information I have little doubt but that his own family believed him to have been the murderer." Since Macnaghten claimed to have destroyed all of the documents pointing to Druiitt as the Ripper, the truth may never be known.¹

B) Now read the report on one of the murders of Jack The Ripper.

THE MURDER IN WHITECHAPEL

Yesterday afternoon Mr. G. Collier, Deputy Coroner for the South-Eastern Division of Middlesex, opened an inquiry at the Working Lads' Institute, Whitechapel-road, respecting the death of the woman who was found on Tuesday last, with 39 stabs on her body, at George-yardbuildings, Whitechapel. Detective-Inspector Reid, H Division, watched the case on behalf of the Criminal Investigation Department. Alfred George Crow, cabdriver, 35, George-yardbuildings, deposed that he got home at half-past 3 on Tuesday morning. As he was passing the first-floor landing he saw a body lying on the ground. He took no notice, as he was accustomed to seeing people lying about there. He did not then know whether the person was alive or dead. He got up at half past 9, and when he went down the staircase the body was not there. Witness heard no noise while he was in bed. John S. Reeves, of 37, George-yard-buildings, a waterside labourer, said that on Tuesday morning he left home at a quarter to 5 to seek for work. When he reached the first-floor landing he found the deceased lying on her back in a pool of blood. He was frightened, and did not examine her, but at once gave information to the police. He did not know the deceased. The deceased's clothes were disarranged, as though she had had a struggle with some one. Witness saw no footmarks on the staircase, nor did he find a knife or other weapon. Police-constable Thomas Barrett, 226 H, said that the last witness called his attention to the body of the deceased. He sent for a doctor, who pronounced life extinct. Dr. T.R. Killeen, of 68, Brick-lane, said that he was called to the deceased, and found her dead. She had 39 stabs on the body. She had been dead some three hours. Her age was about 36, and the body was very well nourished. Witness had since made a post mortem examination of the body. The left lung



¹ http://www.suite101.com/article.cfm/unsolved_mysteries/61504

was penetrated in five places, and the right lung was penetrated in two places. The heart, which was rather fatty, was penetrated in one place, and that would be sufficient to cause death. The liver was healthy, but was penetrated in five places, the spleen was penetrated in two places, and the stomach, which was perfectly healthy, was penetrated in six places. The witness did not think all the wounds were inflicted with the same instrument. The wounds generally might have been inflicted with a knife, but such an instrument could not have inflicted one of the wounds, which went through the chestbone. His opinion was that one of the wounds was inflicted by some kind of dagger, and that all of them had been caused during life. The CORONER said he was in hopes that the body would be identified, but three women had identified it under three different names. He therefore proposed to leave the question open until the next occasion. The case would be left in the hands of Detective-Inspector Reid, who would endeavour to discover the perpetrator of this (illegible) murder. It was one of the most dreadful murders any one could imagine. The man must have been a perfect savage to inflict such a number of wounds on a defenceless woman in such a way. The inquiry would be adjourned for a fortnight.



The London Times - August 10, 1888

4.4 Reflection: listening and speaking

Jack The Ripper's story is still a source of inspiration today. We will explore two modern adaptations:

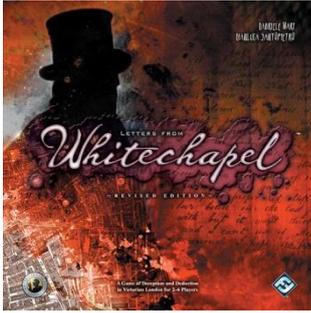
A) The film

We will watch a fragment of the film. Afterwards we'll discuss this adaptation.

- Do you think the film gives a true image of the facts?
- Does it catch the correct atmosphere?



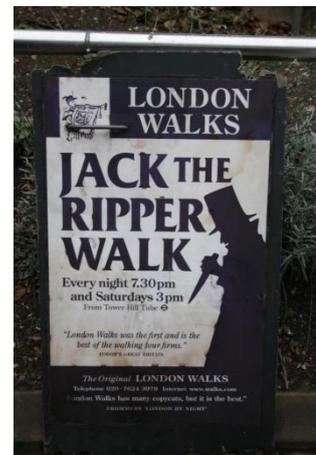
B) The Board Game



We will play the Board Game *Whitechapel*. Go through the instructions at home. We will play it in class next week. Afterwards we'll discuss the adaptation.

- Do you think the game is based on facts?
- Do you think it is interesting to play or is it just a way of gaining money at Jack The Ripper's expense?

TIP: Take the Jack The Ripper tour through London's East End while being there!





Residents originally from India dominate ten of the capital's 32 boroughs while Londoners born in Nigeria, Poland, Turkey and Bangladesh have the highest numbers in at least three areas each. In some areas including Westminster, Kensington and Chelsea and Brent more than half the population born abroad, according to figures from the Mayor of London's Data Store.

This year London's population reached an all time high of 8.6million with two million more people moving to the city in the past two decades, many of them from abroad.

The 8.6million population of London is its peak since the previous record, in 1939, before the devastation of the Second World War but more than 2.2million Londoners left for a new life in the surrounding counties or the suburbs over the next 50 years. (source: <http://www.dailymail.co.uk/news/article-2950401/How-one-three-Londoners-born-abroad-areas-live-in.html#ixzz4VBI3grj6>)

b) When we take a look at the upper chart and this top ten, which nationality is most present in London? Which one is second?

TOP TEN COUNTRIES BY BIRTH IN LONDON OTHER THAN THE UK

India	267,000
Poland	135,000
Pakistan	113,000
Bangladesh	126,000
Ireland	112,000
Nigeria	99,000
Sri Lanka	86,000
Jamaica	75,000
United States	71,000
Kenya	63,000

Total population in London today? Est. 8,600,000

5.2 British Indian what?

We learnt that the largest number of immigrants to London are Indian. But why is that exactly? And what is a British Indian? Check out following Wikipedia explanation.

British Indian

From Wikipedia, the free encyclopedia



This article is about British people of Indian origin. For Indian people of British origin, see [Anglo-Indian](#). For other uses, see [British Indian \(disambiguation\)](#).

The term **British Indian** (also **Indian British** or **Indian Britons**) refers to citizens of the [United Kingdom](#) (UK) whose ancestral roots lie in [India](#). This includes people born in the UK who are of Indian descent, and Indian-born people who have migrated to the UK. Today, Indians comprise about 1.4 million people in the UK (not including those of [mixed Indian and other](#) ancestry), making them the single largest [visible ethnic minority population in the country](#). They make up the largest subgroup of [British Asians](#), and are one of the largest Indian communities in the [Indian diaspora](#), mainly due to the [Indian-British relations](#) (including historical links such as [India having been under British colonial rule](#) and still being part of the [Commonwealth of Nations](#)). The British Indian community is the [sixth largest in the Indian diaspora](#), behind the Indian communities in the [United States](#), [Saudi Arabia](#), the [United Arab Emirates](#), [Malaysia](#) and [Nepal](#). The largest group of British Indians are those of [Punjabi](#) origin, accounting for an estimated 45 per cent of the

British Indian population (based on data for [England and Wales](#)), with smaller groups including [Gujarati](#) and [Malayali](#) communities.^[2]

British Indians are socioeconomically affluent and are primarily members of the [middle class](#).^[3] A study by the [Joseph Rowntree Foundation](#) in 2011 found British Indians have among the lowest poverty rates among all ethnic groups in Britain, second only to [White British](#).^[4] Studies have shown that Indians are more likely to be employed in professional and managerial occupations, including [financial services](#) than other ethnic minorities.^[5]

There’s a big chance you’ll be staying with an Indian family. Check out the Wikiguide on the languages they speak and the common religions.

Languages
Malayalam , Hindi , Kannada , Telugu , Tamil , Punjabi , Gujarati , Bengali , Urdu , English (British English , Indian English)
Religion
Predominantly:  Hinduism
Minorities:  Jainism
 Buddhism
Christianity
Sikhism
Jainism
Baha'i
Protestantism
Catholicism
Judaism
Baghdadi Jews
Paradesi Jews
Zoroastrian
Atheism
Islam

The most ‘visible’ religion is Sikhism. Learn all about it in the next part.

5.3 Bend it like Beckham – A quick guide to football and the Sikh culture

PART 1: ORIENTATION



A. Speaking: Sikh who?

In 'Bend it like Beckham', Jesminda is the daughter of a Sikh family living in London. There is a substantial community of Sikhs living in London, but how much do you think non-Sikh Londoners know of the Sikh religion? How much do you know of the Sikh religion? Try this little test, before reading the text for the answers!

1. Sikh's believe there is/are a) one b) three c) four d) many gods.
2. Sikh's believe that humans a) return in future lives b) have souls that progress from other cycles before being human c) have no souls, but are part of God d) have no future
3. Sikh's believe that we a) should be celibate b) must renounce the world and its pleasures c) live as honest, ordinary people d) indulge in all the pleasures the world offers.
4. Sikh's believe that a) we should condemn rituals like going on pilgrimages b) we should go without food on holy days c) the dead are to be worshipped d) superstitions are the basis of belief
5. Sikh's believe that a) men are superior to women b) girls should not play football c) only women can lead prayers d) all people, regardless of religion, sex or race, are equal.

Did you cheat? Of course not! Now check your answers.....

Sikh Philosophy and Beliefs

- ❖ There is only One God. He is the same God for all people of all religions.
- ❖ The soul goes through cycles of births and deaths before it reaches the human form. The goal of our life is to lead an exemplary existence so that one may merge with God. Sikhs should remember God at all times and practice living a virtuous and truthful life while maintaining a balance between their spiritual obligations and temporal obligations.
- ❖ The true path to achieving salvation and merging with God does not require renunciation of the world or celibacy, but living the life of a householder, earning a honest living and avoiding worldly temptations and sins.
- ❖ Sikhism condemns blind rituals such as fasting, visiting places of pilgrimage, superstitions, worship of the dead, idol worship etc.
- ❖ Sikhism preaches that people of different races, religions, or sex are all equal in the eyes of God. It teaches the full equality of men and women. Women can participate in any religious function or perform any Sikh ceremony or lead the congregation in prayer.

B. Reading: The Sikh community in London

Jesminda's family are part of an established community in London. Read the following article, and then discuss the issues – as outlined – with your class colleagues.

One of the first recorded Sikh settlers in the UK was a former ruler of the Punjab Sikh kingdom. Maharajah Duleep Singh was exiled to Britain in 1849 after the Anglo-Sikh wars. By 1902 a Sikh Gurdwara (or temple) was built in Shepherd's Bush, a district of west London.

Many of London's Sikh settlers arrived from the Punjab region of Northwest India during the 1920s, 1950s and 60s. In the 1970s members of the faith from East Africa also arrived in London.

Today Sikh people have a significant presence in numerous aspects of London life including politics, the police, education, law, fundraising, human rights campaigns and sports. However, it is difficult to monitor the exact proportions of Sikh people in various professions.

The Sikh Secretariat is an organisation that works closely with regional and nation-wide Sikh organisations to lobby parliament and push for action on Sikh-related issues. Currently, there are issues of underrepresentation in certain employment sectors, for instance in the media.

Raising sufficient and appropriate awareness about Sikhism needs to be addressed.

Historically, this has been an on-going challenge for the religion and its members. In 1699 Guru Gobind Singh founded the Khalsa (Brotherhood) to fight against intolerance and injustice any and everywhere. It was at this time that Guru Singh allocated five symbols for Khalsa-initiated Sikhs.

These five symbols have come to be known as the 5 Ks:

- ❖ **Kacha** - a special undergarment
- ❖ **Kara** - a steel bangle
- ❖ **Kirpan** - a small sword
- ❖ **Kesh** - long/uncut hair (worn under a turban)

❖ **Kangha** - a comb.

Over 300 years after Guru Singh declared these symbols, some members of the Sikh religion still face

discrimination as a result of wanting to follow these articles of their faith.

In the aftermath of 11 September 2001, crime figures in London and other parts of the UK showed a

marked increase of verbal and physical attacks on Sikhs wearing beards and turbans. It is thought many of these were because people mistook Sikhs for Muslims.

There are also concerns over workers and travellers at major airports being discriminated against because of them wearing a kirpan. Despite this, the Sikh community has continued to contribute to London's multicultural life with Sikh representatives rising to prominent positions in all walks of life, such as Dabinderjeet Singh in the political sphere and Gurpal Viridi in crime prevention.

C. Reading and writing: Topics for discussion

Research: Which religious groups in your country feel they do not have proper representation in important fields of public life (e.g. police, politics, press)?

Discussion: Do you think that under-represented minorities should be given special help to achieve equal status?



PART 2: PREPARATION

A. Vocabulary and writing: Sports Personalities have their feet in their mouths!

To 'put your foot in your mouth' means you've said something you shouldn't have said – usually something pretty stupid! Some sports personalities in Britain, and elsewhere, are well known for 'putting their feet in their mouths'.

1) Here are some of the results – but you have to match the two halves of what they said. It has to sound silly, but make a kind of sense at the same time, if you can follow that logic. One has been done for you.

lobby: present a case to influence decisions
bangle: bracelet; ornament worn on wrist

Beginnings	Ends
<p>We now have exactly the same situation as we had at the start of the game,</p> <p>The car in front is absolutely unique,</p> <p>If history repeats itself,</p> <p>I never comment on referees</p> <p>Here we are in the Holy Land of Israel,</p> <p>Have you ever thought of writing your autobiography?</p>	<p>and I'm not going to break the habit of a lifetime for that stupid idiot.</p> <p>On what?</p> <p>except for the one behind it which is identical.</p> <p>a Mecca for tourists.</p> <p>only exactly the opposite.</p> <p>I should think we can expect the same thing again</p>

2) Once you have matched them, decide why they were stupid or funny. Then try to rewrite some of them so that they say what you think the speaker was trying to say.

3) Finally, here are some unfinished comments by some sports personalities (three footballers, in fact). Can you finish them so that you 'put your foot in your mouth'?! You don't have to say the same as the footballers. Then compare your answers with those of Ian Rush, Greg Norman and Mark Draper.

1. On the difficulties of adjusting to playing football and living in Italy: "It's _____"
2. "I owe a lot to my parents, especially _____"
3. "I'd like to play for an Italian club, such _____"

PART 3: ACTION

A. The Film Part One (approximately 35 minutes)

1) The film is spoken in contemporary south-east England accents and use of vocabulary, together with some Indian English accents and Hindi words. In the first section of the film some common expressions are used, the kind you usually won't find in a dictionary! There are some other cultural references that might need explaining.

Here are some:

bunked off -avoided going to school from time to time
gutted -felt devastated; totally disappointed
Hounslow -district of West London, near Heathrow Airport
innit? -question tag, from 'isn't it?' but used in place of any question tag
laters -meaning 'See you later'
MOT -reference to period check of vehicle safety according to government standards
slags -vulgar expression about women who have sex with anyone
Uni -short for University
X-certificate -reference to films, and by extension anything else, that is sexually suggestive in nature and which should be available for those over-18 only.

2) A key phrase in the script is: "If I had an arranged marriage, would he let me play football?"

- what is 'an arranged marriage'
- how likely is it that she would be allowed to play football?
- how much do we learn about the speaker from this single sentence?

The sentence used is an example of the second conditional, which describes possible, though not necessarily likely events. It is made more complicated by the fact it is a question. The statement would be: If I had an arranged marriage, he would let me play football (or the negative 'he wouldn't')

Complete these sentences, using the question form, in any way that is both grammatically accurate and which makes sense.

- ❖ If I lived in India,.....
- ❖ If I had a million euros,
- ❖ If I went into business with Bill Gates,

3) While you watch the clip of the film, make a note of any words or phrases you hear that describe playing football.

4) When you have seen the clip, make a list of the five most important things you think happened. (Imagine you have to write a summary of the story so far)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

B. The Film Part Two (approx 30 minutes)

1) Summarise the first part of the film by answering the following questions.

1. What do Jesminda's friends call her?
2. Where is she playing football when Jules first sees her play?
3. Who is Joe, and what nationality is he?
4. What does Jesminda's mum do when she sees her playing football?
5. How does Jesminda manage to practise with the team without her parents knowing?
6. What is her sister, Pinky, about to do?
7. What is Pinky doing that her parents don't know about?
8. Jesminda borrows some money from her mother to buy some shoes. What kind of shoes does she buy?

2) Before watching the film, the following contemporary vocabulary (which you probably wouldn't find in a dictionary) may be useful to you. Note – some of these words have different meanings in different contexts.

3) One of the key sentences spoken in this part of the film is said by Jules's mum: **"Jules has been ever so down since you lost in Germany"**

The word "down" here is an adjective, and implies Jules is depressed. Also, the tense used is important because it touches on one of the difficult areas of English grammar: the present perfect.

Here, the tense is used because it is linking the past (when the game in Germany was lost) with the present – when her mum is speaking. This is a classic use of the tense, linking past and present together. Have a look at the following sentences and judge whether the verb in the brackets should be the present perfect, the present or the past. Write a sentence as in the example to demonstrate your answer.

1. Jess (*like*) football (*always*). *Jess has always liked football.*
2. Her parents (*want*) her to be a solicitor.
3. Jess (*worship*) Beckham ever since she first (*see*) him.
4. Jules (*play*) for the Hounslow Harriers for two years.
5. Joe (*injure*) his leg when training when he (*be*) younger.
6. Jess's mum (*try*) to teach her to cook *Aloo Gobi* all week. (*use the continuous form*)
7. Jess (*not tell*) the truth about what she (*go*) every day.
8. Jules' mum (*want*) her to be more feminine.
9. Jules' dad (*encourage*) her to play football.

<p>barrel of laughs a lot of fun (sometimes said ironically) dyke lesbian (<i>slang</i>) gloat take pleasure out of someone else's misfortune piss himself be frightened piss off go away pissed drunk shag have sex strop bad temper/mood to be up for it to be enthusiastic about something wicked wonderful</p>
--

10. Joe's dad (*force*) him to over-practice until his knee became injured.

4. *While you watch the clip of the film, make a note of any words or phrases you hear that describe playing football.*

5. *When you have seen the clip, make a list of the five most important things you think happened. (Imagine you have to write a summary of the story so far).*

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

C. The Film Part Three (approx 45 minutes)

1) *Complete the following summary of the story so far by choosing the correct word from the choice of two offered. In some cases the choice is a grammatical one, in other cases it is one of true or false information.*

Jess is an Indian girl who has a passion for play/playing football, and her idol is David Beckham. She becomes friends with Jules, a white girl, who introduces her to the Hounslow/Heathrow Harriers, an all-women football team. Jess's parents are traditional Sikhs and disapprove of their daughter playing football – and showing her nude/bare legs in public! Although they ban her from attending football practise and matches, Jess pretends she has a job with HMV as/so that she can continue to indulge her interest. Jules, on the other hand, is supported by her father, although her mother would/will rather she was more feminine.

The team get to play in Heidelberg/Hamburg and Jess pretends to be staying with her cousin in Croydon, helped in the subterfuge by her sister, Pinky, which/whose marriage is cancelled after the groom's parents mistakenly thought they saw Jess kissing a white boy in the street. While/When in Germany, Jess and the team's coach, Joe, nearly kiss following a night at a club, and are seen by Jules, who also fancies Joe. Jules is outraged as Jess has 'broken the rules', and she refuses to speak to Jess for/to the rest of the trip. When Jess goes round to Jules' house to try and restore/recreate their friendship, Jules is very angry. Her mother, outside the door, mistakes/misunderstands what is happening, and assumes that Jess and her daughter had been lovers. She is distressed/distracted to think her daughter is a lesbian.

2) Here is some more vocabulary that might be useful in this last part of the film.

don't rub it in don't make something worse by continually talking about it
sneaking off going away without being seen; like a criminal
strop bad tempered woman!
tossers idiots (though much stronger in meaning!)

3) At one point, when Jules is telling her parents about having been offered a free scholarship to play football at an American University, she says **"You wouldn't have to pay nothing."**

Of course, as you know, this is inaccurate English – the kind of inaccuracy you will often hear from a native speaker! In English, as in many other languages, the use of the two negatives in the sentence (**wouldn't** and **nothing**) have the effect of cancelling each other out, as they would in mathematics, and actually make a positive. Of course, what Jules was trying to do was to emphasize the fact that it would be free for her parents, and no doubt that is the message they got.

What do these sentences actually mean (if we are being grammatically accurate!)

1. You wouldn't have to pay nothing
2. I don't believe nothing you say.
3. She didn't say none of it.
4. He didn't think he wouldn't go. (This is grammatically accurate!)
5. They didn't have none to start with.

4) The negative can offer other problems. For some verbs e.g. think, believe, suppose, and imagine) we make these negative instead of the following verb. So, it is usual to say:

I believed she wasn't going to football practice. X

Instead, we would say

I didn't believe she was going to football practice. ✓

Change these sentences as in the example.

1. Jess isn't at work. (*I imagine*) *I don't imagine Jess is at work.*
2. Jules hasn't met Pinky. (*I believe*)
3. Her mother isn't right. (*I think*)
4. You don't know where Joe is. (*I suppose*)
5. They won't arrive in Hamburg before night. (*I imagine*)
6. They don't know who they are playing next week. (*I think*)
7. Jess didn't remember to tell Joe she wasn't coming. (*I suppose*)
8. Jess hadn't got enough money to buy the football boots. (*I believe*)

(**Note:** this works with the first person of the verb, but not always with second or third persons)

5. Before you watch the last part of the film, what do you think will happen to:

- Jess?
- Jules?
- Joe?
- Pinky?
- Jess's mum and dad?
- Jules' mum and dad?

PART 4: REFLECTION

Write down the most important things you have learnt in this chapter.

PART 6: THE PUBLIC TRANSPORT IN LONDON

The Oyster Card takes you everywhere. Check in and check out when using the tube or buses.



Exercise: You will be using the bus or tube to commute to work. Your first tube ride will be the following: from *Saint Pancras station* to *Harrow and Wealdstone*. Find your way on the map.

