

Bend it like Beckham

Teacher's Notes and Key

Teacher's Notes

This is a revised version of the original 2004 kit based on Narinder Dhami's story, 'Bend it Like Beckham'.

The revision takes into account the evolving methodology of the BritLit project plus requests from teachers to make the journey through the materials easier. In the original kit, teachers were presented with around 30 hours of classroom material and were invited to select the pieces they wanted to use with their classes. In reality, it seems that many teachers were rather daunted by the prospect of choosing between some 40 pages of activities, worksheets and projects.

This revision offers a considerably shortened version of the kit, and consists of some pre-reading activities (considered the essential activity by the project team), some 'while reading' questions to consider, two follow up activities after the full text has been read and finally a rounding off or consolidation activity. All of this (excluding the reading of the text itself) should take between one and two hours to complete.

The wealth of additional materials from the original kit has not been lost, however. Most of this has been regrouped, revised and refreshed in the 'Supplementary Materials' file. Teachers who wish to spend more time working with their students on the materials can dip into this resource and pull out what they require.

Please note that the text for this kit, which is based on Chapter 7 of the book, can only be obtained by requesting it by email to brit.lit@pt.britishcouncil.org. This is for reasons of copyright.

'Bend it like Beckham' Activities kit:

1. **Pre-reading** (2 activities)
2. **While Reading** (textual intervention at 3 points; contains **glossary**)
3. **After Reading** (1 activity)

'Bend it like Beckham' Supplementary Materials

1. **After Reading** (2 activities)
2. **Word Work** (1 grammar activity)
3. **Film based work** (3 activities)

We are always pleased to hear from teachers suggesting changes and improvements. Contact brit.lit@pt.britishcouncil.org

Fitch O'Connell
Porto
2009

Key

Pre-reading activities

Getting to know the characters

1. East Africa – immigrants from East Africa
goreh – Hindi word referring to white European.
 Turban – headdress with religious symbolism

So together this would indicate that the Bamrah family background were Indian immigrants from East Africa (more than likely following the expulsion of E African Asians by Idi Amin of Uganda in the mid 1970s)

2. The narrator wanted to play football and convince her parents that it was an honourable thing to do.
3. Both parents opposed the narrator.
4. The narrator's mother objected on cultural grounds (respecting ones elders) while the father concentrated more on his negative personal experiences.

Building a story

Divide class into small groups (5 – 10 ideally). Advise the students to read all the questions before they start answering. Answers to some earlier questions may appear or be hinted at in later questions. The order of the questions is also important as it gives a sense of the narrative structure. You can overcome students objections to answering questions about a text they haven't yet read by assuring them that all the answers are already in their heads – it's called imagination! While students are advised to make notes while they are in groups, don't make this a written exercise or it will take away much of the spontaneity. One or more students from each group should be elected to tell the story to the rest of the class.

While Reading activities

This section consists of a series of questions in pairs: the first reflects on what has read in the preceding section and the second asks students to speculate on what might happen next, or speculate on some background information. This second question of each pair is subjective and entirely up to the students to talk about – there are no right or wrong answers. Guidance is given below to the first question of each pair.

1. The narrator (Jess) was nervous about 1) her future regarding football and 2) if her infatuation for Joe would be discovered.
2. Joe didn't want to feel compromised by the knowledge that Jess had come along without her parent's permission. Presumably he would otherwise feel obliged not to take her or inform the parents. Best to pretend not to know!
3. Allow students to express their own interpretation, using T1 if need be. The word implies a devastating sense of failure; a sense of hopelessness.

Glossary

The glossary can be used if you feel it would be necessary. Note that where there are more than one meaning for a particular word then only the meaning relevant to this text is given. Students should be made aware that other meanings may apply in other contexts.

After Reading
Women's football

Pictures:



Kelly Smith



Angellica Bell

TV stars back Women's Cup

CBBC stars Jake Humphrey and Angellica Bell, hosts of the new Saturday Show, are lending their support to The FA Women's Cup Final, which sees Arsenal take on Charlton Athletic on Bank Holiday Monday 3rd May.

Jake and Angellica, who are keen football fans, are calling on the nation's kids to get behind the ever increasingly popular sport of women's football.

Jake who will be attending the match said: "It seems to me that more and more girls are kicking a football about and the talent that will be on show at the final is testament to the fact that women's football is moving in the right direction. I am really looking forward to watching the match and soaking up the atmosphere."

Angellica, who took part in the Fourth Round Draw of The FA Women's Cup last season, added: "Women's football is strongly underrated, yet the skills and expertise needed to play are the same as in the men's game. I hope as many families as possible will get along to the match and cheer both teams on. I wish both teams the best of luck."

2

Words of praise> genius best overall player huge fan excited electric clever

Humility> takes in her stride (no) extra pressure good level quality opposition

Ability> extra fitness strong quick

3

spearheaded-led; finishing line-the end; bagged-obtained; hat trick-three in a row; tally-total; clocking up-achieving; Addicks-Charlton Athletic; Gunners-Arsenal; arch rival-biggest opponents; take the title-become winners; draw-equal score

4

This article appeared in a magazine and was advertising a film.

1. Security issues
2. The struggle against strict rules which forbade the involvement of women in many aspects of society including sport.
3. The film suggests that women are not as passive as might have been believed and fight against perceived injustices.

5

Encourage discussion about women's or girl's football in your own country. There is a lot of information on the internet which students can research.

Supplementary Materials

Sikhism

1. a
2. b
3. c
4. a
5. d

Feet in Mouths

We now have.....only exactly the opposite.
 The car in front.....except for the one....
 If history repeats.....I should think.....
 I never commentand I'm not going to...
 Here we are.....a Mecca for....
 Have you ever..... On what?

3.

1. "It's like being in a different country"
2. ..especially my mother and father
3. ...such as Barcelona

The Film

IMPORTANT NOTE: Check the copyright use before showing extracts from the film. Most DVDs and videos produced for home use exclude use in schools.

Part One

Sts own work. Five points might include: *Indian girl playing football. Lives at home. Parents disapprove. Sister getting married. Plays in park. Makes friends with white girl. Gets trial with local amateur club. Pretends to work while training. Buys football shoes instead of shoes for wedding.*

Part Two

1. Jess 2. In the park 3. Coach; Irish 4. Forbid her from playing 5. Pretends she has a job 6. Get married 7. Seeing a boy who is her fiancé 8. Football boots

3.

1. Jess has always liked football
2. Her parents want her to be a solicitor
3. Jess has worshipped Beckham ever since she first saw him
4. Jules has played...
5. Joe injured his leg...when he was younger
6. Jess's mum has been trying
7. Jess hasn't been telling/didn't tell.....she has been going/ went
8. Jules' mum wants her...
9. Jules' dad encourages her.....
10. Joe's dad forced him...

Part Three

1.

playing Hounslow bare so would whose While for restore misunderstands distressed

3.

1. You have to pay something
2. I believe some things you say
3. She said some of it
4. He thought he would probably go
5. They had some to start with

4.

1. I don't imagine Jess is at work
2. don't believe Julie has met Pinky
3. I don't think her mother is right
4. I don't suppose you know where Joe is?
5. I don't imagine they will arrive in Hamburg tonight
6. I don't think they know who they are playing next week
7. I don't suppose Jess remembered to tell Joe she wasn't coming
8. I don't believe that Jess has enough money to buy the football boots