

Bend it like Beckham

Supplementary Materials

Sikhism



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.

Supplementary Materials

Sikhs in London

Jesmindra'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 under-representation 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.

lobby: present a case to influence decisions

bangle: bracelet; ornament worn on wrist

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?

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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.

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

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 _____"

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Context

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*)

i. _____

ii. _____

iii. _____

iv. _____

v. _____



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Context

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.

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

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.
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*)

- i.

- ii.

- iii.

- iv.

- v.

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Context

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
stroppy cow	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?

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Language in Use

Jules must've told him, so he'd known when he decided to come round here that it was going to be tough.

Jess is thinking this to herself. She has come to the conclusion that Joe ('*him*') is there because her friend Jules told him about the situation: she deduces it: "Jules must've told him..." By saying 'must have' (must've) she is thinking it is certain.

Reading the story, we, the readers, can deduce that some things happened even though we weren't told about them. We can be certain about them.

I carried the tray of tea in from the kitchen with shaking hands

She **must have** made the tea in the kitchen.

Dad, Mum and Pinky were sitting staring at Joe, and not in a friendly way. But at least they hadn't kicked him out without hearing what he had to say.

Joe **must have** arrived quite recently.

Pinky could spot a romance a mile away.

Pinky **must have** had some experience of romance.

Now look at this section of the text, and make some sentences about what you think was certain. Use 'must have'.

'I think we know best our daughter's potential,' Dad said quietly. 'Jess has no time for games. She'll be starting university soon.'

'But playing for the team is an honour,' I blurted out, unable to keep quiet any longer.

Mum glared at me. 'What bigger honour is there than respecting your elders?' she demanded.

Dad looked at Joe. 'Young man, when I was a teenager in Nairobi, I was the best fast bowler in my school', he said curtly. 'Our team even won the East African cup. But when I came to this country, nothing. I wasn't allowed to play in any team. These bloody *goreh* in their clubhouses laughed at my turban and sent me packing.'

I looked down at the floor. I knew about this because Mum had told me, but Dad had never talked about it before.

2. It is important to realise that ‘*must have*’ is not the natural past of ‘*must*’. You will know that we often use the verb ‘*to have*’ after a modal verb to make the past:

e.g. *He might cook dinner tonight.*
He might have been here earlier.

However, if you want to make the past of ‘*must*’ you need to use ‘*had to*’
 e.g. *They must catch the plane to Hamburg at eight. (It is an obligation)*
They had to catch the plane to Hamburg at eight. (It was an obligation)

If you said
They must have caught the plane to Hamburg at eight
 (It was certain that they did)

The negative of *must have* is *can't have*.

Joe must have decided to come to the house to resolve the problem.
Joe can't have known how difficult Jess's parents would be.

Both *must have* and *can't have* – if used with ‘surely’ – work as exclamations:

Surely Jess must have known they would disapprove!
Surely Joe can't have ignored their hostility!

Look at the section of text and the sentences you have already made. How many new sentences can you make using ‘*must*’, ‘*must have*’, ‘*can't have*’ or ‘*had to*’?

Optional Extra Box!

Note that ‘*have*’ added to ‘*would*’ or ‘*should*’ talks about unreal past events. Some people call this the conditional tense.

I would have chosen the blue chairs if I'd known how comfortable they were.

(The speaker didn't choose the blue chairs)

She should have talked to her doctor instead of her sister-in-law.

(She spoke to her sister-in-law, not her doctor)

* * * * *

Also, *would have* is often used to make assumptions.

It would have been typical of Mark to get into a temper over such a small problem.

The British would have set up an enquiry to deal with that situation.