

“Bend it like Beckham”

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Summary: This article shows some possible activities of this film to develop with Bachillerato and 4º ESO students



BEND IT LIKE BECKHAM

GURINDER CHADHA 2003

A- PRE- VIEWING ACTIVITIES

- 1-WRITE A SHORT POEM ENTITLED "TEENAGERS"
- 2-LOOK AT THESE DEFINITIONS OF "HAPPINESS"

Happiness is.

... a warm puppy.

... When you wake up and think you have overslept, then you find out it's Sunday.

... eating an ice cream on a hot day.

... sitting in front of a log fire on a cold night.

Do you agree with any of them:

What's your definition of happiness?

Compare your definition with those of others.

B- CHARACTER DESCRIPTION

Show the students 4 EXTRACTS of the film. Divide the class in 4 or 5 groups.

- 1- Make notes about the character under the following headings:

| NAME | EXTRACT 1 | EXTRACT 2 | EXTRACT 3 | EXTRACT 4 |
|-------------|------------------|------------------|------------------|------------------|
|-------------|------------------|------------------|------------------|------------------|

| | | | | |
|--------------------------|--|--|--|--|
| SPEECH/THOUGHT | | | | |
| BEHAVIOUR | | | | |
| APPEARANCE | | | | |
| OTHER'S OPINIONS | | | | |
| JOB | | | | |
| STATUS IN SOCIETY | | | | |
| ENVIRONMENT | | | | |
| YOUR OPINION | | | | |

- 2- Now tell your group about your character.
- 3- How do you think they will develop and what relationships will there be?
- 4- Write and talk afterwards about the two families: Jess family and Jules family. What differences could you find?
- 5- What's this "bend" for... ?

Jules
Jess
The parents

C- LANGUAGE

Show your students the following extract:

Three girls are sitting on a park bench watching a group of boys and one girl playing football.

1st girl: he is so (a) **tick** man.
2nd girl: (b) **innit** ? innit?. I know.
3rd girl: wow.
1st girl: he's taking his shirt off.
2nd girl: a body like that should come with an X certificate warning.
3rd girl: and a lifetime guarantee © **man**
1st girl: yeah man. Call Jess. Call Jess.
3rd girl: oi Jess (Jess- a girl-comes over to speak to the girls on the bench)
1st girl: Jess man. Who's your friend with the gorgeous (d) **bod**
2nd girl: The one with the (e) **six-pack**.
3rd girl: If he looks at me I really will faint.
Jess: What? Taz?

1st girl: Taz. Is that his name?
2nd girl: oh look at that kick?
3rd girl: he's so (f) **fly**
2nd girl: that's fine. That is so fine
Boy : get your girlfriend man
Taz: Jess!
1st girl: go on Jess. Lover boy's calling you
Jess: oh shut up. You know he's just (g) my **mate**. We're not all (h) **slags** like you lot.
1st girl ooh. Bitch just cos she's got a (i) **Beemer** she thinks she's better than us innit?
2nd girl yes. But at least she hasn't got off with half of Hounslow like you two
3rd girl: eh. Who's that (j) **gori** watching her?

1- After working in groups trying to understand the meaning of the underlined words, give them the real meaning:

- A) tick: buff, fit, good-looking.
- B) Innit: all purpose question tag
- C) Man: form of address for both male and female
- D) Bod: body
- E) Six-pack: tight stomach muscles on men.
- F) Fly: cool, in style
- G) Mate. Friend
- H) Slag: girl who sleeps around
- I) Beemer: BMW car
- J) Gora: term used by Indians to refer to white people. Literary means "white", "gori" is used to refer to a white woman. Not derogative.

2- Make them talk about the following attitudes and make them mark with a cross those attitudes related to "girls" or "boys":

| Boys | | Girls |
|------|--|-------|
| | They only care about physical appearance | |
| | They express their sexual wishes | |
| | They behave in this way because they are in group. | |
| | They often exaggerate | |
| | They have a sexist attitude | |
| | It is a frequent behaviour | |
| | They use affectionate expressions | |
| | They tend to make fun of people | |
| | They apparently act in this way just for fun | |
| | They don't behave in this way | |

D- WRITING

Make your students write a composition creating the personal ending of this film

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