

Talking about books & films

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School-Based Assessment and Your English Language Curriculum

General information about *SBA

In Forms 4 and 5 you will be reading and viewing books and films as a part of your English Language subject. This gives you the opportunity to enrich your spoken and written English while discussing ideas, feelings and reflections about selected texts with your classmates.

Reading and viewing texts is also a specific requirement of the 15% of your HKCEE results allocated to ***School-Based Assessment (SBA)**, so it is very important that you know how to talk about texts confidently.

The four categories of texts for SBA are-

Books

1. **Print fiction** = imaginative stories
2. **Print non-fiction**=true stories (auto/biography/current topics/issues)

Films

3. **Non-print fiction** = imaginative films (e.g: Harry Potter films)
4. **Non-print non-fiction**=factual films (e.g: documentary on global warming)

It is a requirement of the **EDB (Education Department Bureau) that students read/view texts from **3 of the 4 categories** during Form 4/5.*

Useful vocabulary for talking/ writing about books/films

| Word /phrase | Meaning |
|----------------------------------|--|
| The title | The name of a book/ film |
| A text | A fiction or non-fiction book or film |
| The character/s (main /minor) | The person/ people in the book/ film- Main character = the one the story is about / minor characters may be important but only come into the story at special times e.g: Harry Potter=main character / his mum= <i>minor</i> character |

More useful vocabulary for talking/ writing about books/films

| | |
|--------------------------|--|
| plot | The story-line (what happens and why)– may have a lot of ‘twists and turns’ to surprise readers/viewers. |
| *chapter/** scene | A section of a * book /**film that may explain part of the overall story. |
| setting | The country/ city/ planet where the story takes place – e.g: Great Expectations is set in England. |
| theme | The general overall topic of a text e.g: <i>love, friendship, the importance of family etc.</i> |
| issue/s | Important ideas that a film/ book explores- there may be a number of issues under one main theme- e.g: Main theme-friendship and issues explored- trust, school pressure, changing lives etc. |
| a fantasy segment | A short part of a film /book where a character imagines him/herself in a situation e.g: flying, getting the perfect lover, winning something important etc. |
| dialogue | The ‘direct speech’ of the characters e.g: <i>‘Marry me, I beg you, or I will be broken-hearted forever!’</i> |
| climax/ <i>highlight</i> | The ‘big moment/s’ in a film/ book when e.g: the main character finally achieves his/her dream or loses everything... sometimes there are a number of <i>highlights</i> leading to the climax |

A non-print fictional text – Title: **'Bend it Like Beckham'**

This film is about sport, friendship, being true to yourself, and 'following your dreams'.

The plot centres on one main character, Jesminder Bharmra or 'Jess', and her difficulties living between two cultures – her Indian family's strict expectations of her and her modern life as a teenager in England. The film also has a number of other significant characters who influence Jess in important ways.

The opening (1st) scene of the film

The 1st scene of a film is very important because it gives viewers information about character, setting, and sometimes helps us to predict what might happen as the storyline develops.

Watch the 1st scene (about 5 minutes) of 'Bend it Like Beckham' and then answer the following questions-

READ THE QUESTIONS FIRST!

*****SHOW 1ST SCENE*****

1. Where is the film set? _____

2. Who is the main character in this film? _____

3. What is her 'great love/passion'? _____

4. What problem/s do you think the 1st scene *hints at* for the main character?

5. Look back at the vocabulary list you have been given for 'talking about texts' and choose the best word/ phrase to describe **what kind of scene this is.**

*******CONTINUE WATCHING UP UNTIL... (1st hour of film)**
Complete the 'Who's who' handout while watching this part of the film.

Materials created and designed by Ms Christine O'Callaghan and Ms Kathleen Lam of Lee Shau Kee College

While watching...

Who's who in 'Bend it like Beckham'?

Write the number for each character in the space provided beside each descriptive passage.

| | | |
|--------------------------------|--|---|
| 1. Jess | | A young Irish guy who coaches an all-girls football team. |
| 2. Jules | | A young Indian guy who is friends with an Indian girl and supports her love for football. |
| 3. Joe | | An Indian married couple who want their daughters to be hardworking and well-behaved 'traditional' Indian girls. |
| 4. Tony | | An Indian girl who is busy organizing her upcoming wedding to a very traditional Indian man. |
| 5. Pinky | | An eighteen-year old Indian girl who loves playing football. |
| 6. Mr & Mrs Bharmra | | An English married couple who are a bit confused about their daughter's ' <i>unusual</i> ' interest in sport, rather than boys. |
| 7. Mr & Mrs Paxton | | An English girl who wants to play for an <i>American</i> all-women football team. |

After watching the 1st hour of the film...‘Culture clashes’

Jess is ‘caught between two cultures’ – and this causes some **clashes** (arguments/ pressure and disagreements) between her and her parents.

| The causes of conflict and clashes between Jess and her parents | | |
|---|---------------|---------------------------------|
| Some important issues in Jess’s life | Jess wants... | But her parents want her to ... |
| <i>Appearance</i> | | |
| <i>Ambition in life</i> | | |
| <i>Highest priority</i> | | |

Preparation for group discussion – friendships/ relationships in the film....

Write answers to the following questions according to your understanding of the characters and their actions so far...

1. Jules becomes a very important person in Jess’s life.
Why do you think this is so?

2. Joe is also very important to Jess. Why is he important?

3. Jess lies to her parents about her involvement in the *‘Hounslow Harriers’ (*all-girls football team). What do you think about her behaviour?

‘Bend it Like Beckham’

Describing Characters

Use the words/ expressions provided to describe each of the characters. You can only use each word / expression **ONCE**. Write the words/ expressions in the bubble beside each character.



true to herself boyish jumps to conclusions traditional & conservative
 devoted & loyal determined understanding controlling / dominating
 girly (extremely feminine, only interested in very feminine things) confident
 trustworthy caring suspicious ambitious follows her dream
 superstitious emotional intelligent daring (brave)
 torn between two cultures dedicated to being a coach (to describe someone
 who enjoys an activity very much) sincere (honest and true)



‘DIALOGUE’ WORKSHEET

This *fantasy image* from ‘Bend it like Beckham’ shows the conflicts that Jess experiences while trying to achieve her dream of being a professional footballer. Just as she is about to kick a goal she imagines this ‘line-up’ of family members (aunties, family friends, and Pinky in her wedding dress in the middle), all scolding, pleading and trying to persuade her to stop what she is doing.

Your task:

1. Write a sentence or two in each speech bubble showing what you imagine each of the women are saying to Jess. The dialogue you write should match the intentions expressed in the film. Number 5 has been done for you as an example. Use the language support sheet (p.8 in this set) to help you choose interesting words/express your ideas with more impact.
2. Share your dialogues with your group, explaining why you chose the dialogue and why it may put pressure on Jess.
3. Check other Ss dialogues- is the grammar correct/ can you understand what they are saying? Help each other to make any necessary corrections and appreciate their humour/ self expression/

Your homework task:

In the space below **draw (or download and paste in)** a picture (image) from a section of the film that interests you.

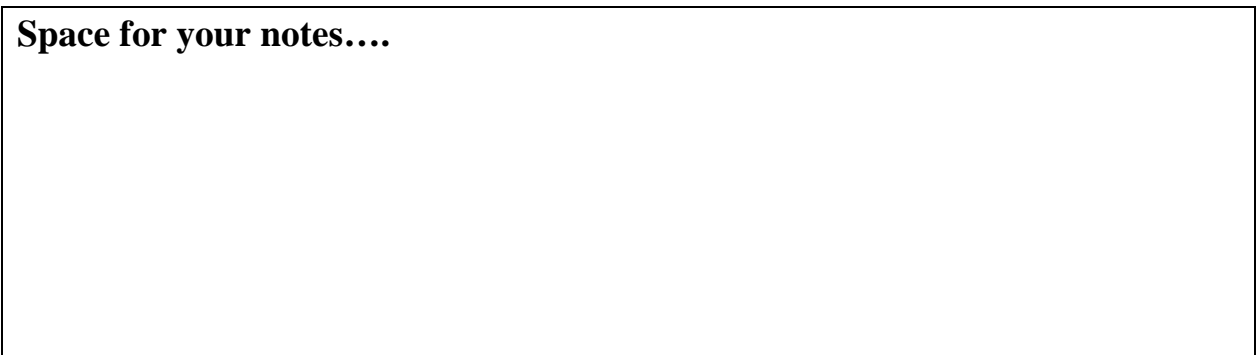


Discussion:

Share with your group members

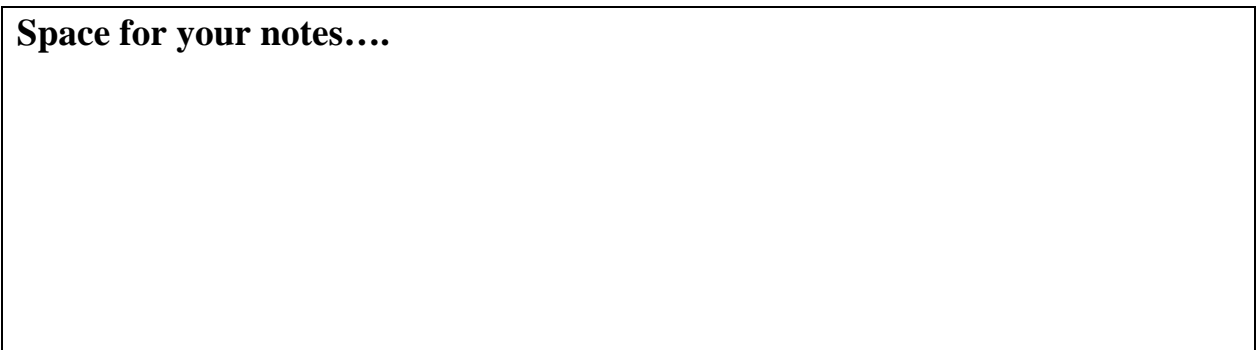
(1) why you chose this image

Space for your notes....



(2) what it shows about the feelings/ experiences of the character/s at that point in the film.

Space for your notes....



Useful websites:

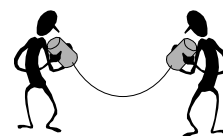
For the music, moving images and pictures from the film

- <http://www.foxsearchlight.com/benditlikebeckham/>

To help you remember who said what and the sequence of events-

- the complete script - <http://www.swcs.com.au/bend.htm>

Language support for 'Dialogue' worksheet



Your task

Think of suitable dialogue for each of the **speech bubbles** to express what the women in the image might be saying to Jess-

- * **scolding** (finding fault/ blaming)
- * **pleading** (begging/appealing to someone's emotions)
- * **trying to persuade** (to change someone's view/behaviour)



Some ways to express your ideas ...

Example

I chose this/these sentence/s because I think the auntie/woman is ...

angry *with*...

shocked *by*... ...Jess for playing football / lying / running

ashamed *of* away from the wedding / showing her legs

furious *with* in public...(etc)

disappointed *with*

Example

I think this would / might/ could/ put pressure on Jess because she is just about to kick a goal...

everyone is watching her...

her two worlds are clashing in front of her eyes...

Jess would feel pressure because she does not want to hurt/ disappoint her parents but...

she still wants to follow her dream but...



Your next task

Talking about the image you selected from a section of the film you found interesting....(*homework task p.8 of this set*)

I chose this image because ... (I can relate to/ understand the feelings of the characters at that moment...)

This image shows/ presents / reveals the inner feelings

a funny/ amusing moment

an emotional event

a touching and tender experience...



‘Bend it Like Beckham’: Discussing Cultural Differences

Instructions

After reading excerpts from the script of scenes concerning Indian culture: in groups of four share/compare your ideas.

Use the Preparation Sheet and the Discussion Input worksheet to help you prepare for the discussion.

Topic for discussion:

Discuss the similarities and differences between Chinese and Indian cultures that you have identified. You may add other ideas from your group members to your own list during the discussion.



| Cultural features | <i>Chinese Culture</i> | <i>Indian Culture</i> |
|--|------------------------|-----------------------|
| Food | | |
| Wedding styles | | |
| Traditions/Social Values | | |
| Roles of men and women ; expectations of girls and boys | | |
| Dances/ Festivals | | |

All materials created and designed by Ms Christine O’Callaghan and Ms Kathleen Lam of Lee Shau Kee College.

Bend it like Beckham - Excerpts for Activity 4 (Group Interaction on Cultural Differences)

Excerpt 1

Later at home Jess's Mum: Chi Chi Chi. He was touching you all over! Put his hands on your bare legs! You're not a young girl any more! And showing the world your scar!

Jess's Dad: Jessie, now that your sister has got engaged, it's different. - You know how people talk.

Jess: - She's the one getting married, not me!

Jess's Mum: I was married at your age! You don't even want to learn to cook dhal!

Jess: - I'm not playing with boys any more.

Jess's Mum: - Good! End of matter!

Jess: I'm joining a girls' team, they want me to play in proper matches. The coach said I could go far.

Jess's Mum: Go far? Go far to where? Jessie. We let you play all you wanted when you were young, huh? - You've played enough.

Jess: - That's not fair! He selected me!

Jess's Mum: He?! She said it was girls!

Jess: - The coach, Joe.

Jess's Mum: - See how she lies? I don't want you running around half naked in front of men, huh? Look how dark you've become, playing in the sun!

Jess: - But Mum, I'm really good!

Jess's Mum: - What family will want a daughter-in-law who can run around kicking football all day but can't make round chapattis? Now exams are over, I want you to learn full Punjabi dinner, meat and vegetarian!

Jess: - But, Dad!

Jess's Mum: - No! This is where you spoil her! No. This is how it started with your niece, the way that girl would answer back and then running off to become a model wearing small, small skirts!

Jess: - She's a fashion designer!

Jess's Mum: - She's divorced! that's what she is. Cast off after three years of being married to a white boy with blue hair! Her poor mother. She hasn't been able to set foot in that temple since. I don't want the shame on my family. That's it! No more football!

Jess's Dad: Jessie, your mother is right. It's not nice. You must start behaving like a proper woman. OK?

Excerpt 2

Jess: Nah, my mum and dad ain't got a clue.

Soccer Team Girl: - So, you mean they've no idea you've been playing all this time?

Jess: - Nope.

Soccer Team Girl: - Where do they think you are?

Jess: - At work. They think I've got a job at HMV.

Soccer Team Girl: - Blimey. That's not on.

Jess: - Indian girls aren't supposed to play football!

Soccer Team Girl: That's a bit backward innit?

Jules: Yeah, but it ain't just an Indian thing is it. I mean, how many people come out and support us?

Soccer Team Girl: So, are you like promised to someone then?

Jess: Nah. No way. My sister's getting married soon. It's a love match.

Soccer Team Girl: - What's that mean?

Jess: - It's not arranged.

Soccer Team Girl: - So, you can choose, does that mean you can marry a white boy?

Jess: - White, no, black, definitely not, a Muslim, eh-eh!

Jules: - Guess you'll be marrying an Indian, then!

Jess: - Probably.

‘Bend it like Beckham’ –
Group presentations (class as audience) & Preparation for writing task/s

Pre-writing task

Before this lesson- Ss should have completed the ‘cultural differences’ discussion and SBA handout in a previous lesson so that they can refer to their notes for this activity.

Teacher needs:

Materials needed- one large sheet of paper for each SBA group / textas / blue-tack (to stick completed posters around the walls of the classroom /
***Handouts- Script excerpts for each student**

Students need:

SBA folder / completed handout about ‘cultural differences’

Steps for the group activity

1. Hand out script excerpts and explain that Ss will need to refer to them for the activity.
2. Explain that each group is going to be given a slip of paper with some information about ‘Bend it like Beckham’.

TASK

3. Ss must **visually represent** whatever is written on the slip of paper (See p.9 in this set) onto the large white paper. (10 minutes)
4. Each group must **orally present** to the class what/ why they have presented their ideas this way (2-3 minutes) per group. Ss can choose a spokesperson or share the talk-time. (Teacher should be prepared to offer scaffolding questions or re-phrase if Ss in difficulty).

Presentation and sharing of work

5. All posters should be displayed around the walls for viewing over the following day/s **as support material and stimulus for writing task/s.**

Handout for group presentations

(one slip for each group of 4: some groups will have the same as others)

1

The cultural expectations of how an Indian girl should behave.

2

Mr Bharmra's fears for his daughter if she doesn't behave the 'right' way.

3

Why Mr Bharmra changed his mind about Jess playing football.

4

Mr Bharmra's experience of racism when he first came to England.

5

Mr Bharmra's changing *perceptions/
*views / feelings about Joe.

6

Mr Bharmra's dreams for Jess by the end of the film.

Some Discussion starters or SBA questions

Identifying and describing characters

Who are the main characters?

Make sure you can pronounce their names correctly and you know the relationships between main characters (daughter of..sister of.. etc).

Who is your favourite character, and why?

Use 2/3 examples from the text to explain/support your choice.

Personal responses to specific scenes

How did you feel when...

- Joe talked to Jess about the scar on her leg
- Joe came to Jess's home to talk to her parents
- Jules became jealous of Jess in Germany

What part of this film did you like best, and why?

Be prepared to describe the scene in some detail and why you thought it was funny/ touching/ sad/ moving...

More challenging - Reflecting on/analyzing dilemmas presented in the film

- Why do you think Jess had so many problems dealing with her 'double' life – inside and outside her home?
- How did Jess overcome her family pressures and get her parents support?
- What do you think about Jess's parents' concerns about her having a 'Gora' boyfriend? Do you think these concerns are reasonable or prejudiced?
- What do you think about the advice Joe gave to Jess about living her own life/ not doing what her parents want her to do? (P.27 in script)

(girls)

If you were Jess, would you leave Joe to follow your dream?

What options would you need to consider in making your choice?

(boys)

If you were Joe, would you encourage Jess to leave for America

or stay with you? What arguments would you use to persuade her?

Have you learned anything important or interesting from watching this film?

If you were Jess, would you have made the same choices? Why/ why not?

Did any parts of this film surprise or shock you ? Why/ why not?

*Materials created and designed by Ms Christine O'Callaghan and Ms Kathleen Lam
(Lee Shau Kee College)*