**BEND IT**

Like Beckham – and multiculturalism in Great Britain

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| **Before** watching the movie *Bend it Like Beckham* work with the assignments in the **grey boxes****While** you watch the movie work with the assignments in the **orange box****After** you have watched the movie work with the assignments in the **blue box**At the **bottom of this document**, you will find the **yellow tool box** with four analysis models to remind you how to work correctly with the various assignments – you will analyse poetry, non-fiction, culture and cinematic techniques in the assignments in this document. |

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| ***Local Colour* - Liz Lochhead**Something I’m not familiar with, the tuneof their talking, comes tumbling before themdown the stairs which (oh I forgot) it was my turnto do again this weekmy neighbour and my neighbour’s child. I nod, we’re not on speaking terms exactlyI don’t know much about her. Her dinners smelldifferent. Her husband’s a busdriver,so I believe.She carries home her groceries in Grandfare bagsthough I’ve seen her once or twice around the cornerat Shastri’s for spices and such. (I always shop there – he’s open ‘till all hoursmaking good.) How does she feel?Her children grow up with foreign accents,swearing in fluent Glaswegian. Her faceis sullen. Her coat is drab plaid, hides but for a hint at the hem, her sari’sgold embroidered gorgeousness. She has a jewel in her nostril.The golden hands with the almond nailsthat push the pram turn blueIn this city’s cold climate**Glossary list**(to) be familiar with – (at) kendetune - meloditumbling - væltende(to) nod – (at) nikkespeaking terms - talefodexactly – præcis, rigtigt (“man kan ikke sige, at vi er på…)groceries – købmandsvarer, indkøbGrandfare – navn på supermarked; “grand” = god glimrende; “fare” = køb eller mad)spice - krydderimaking good “og klarer sig godt”, “og har success”(to) swear – (at) bandefluent - flydendesullen - tristdrab – kedelig, gråbrunbut for – bortset frahint - antydninghem – søm, kant (på stof)gorgeousness – pragt, skønhed, “vidunderlighed”jewel - juvelnostril - næseboralmond – mandel, her: mandelfarvet eller -formetpram – barnevogn*Glaswegian* is the dialect spoken in Scotland’s biggest town Glasgow – an old industrial town. Home to many from the working class**Useful words**tenement building – etagebolig (typisk 4-5-6 etager)alienantion – fremmedgørelseto feel/be alienated – at føle sig/være fremmedgjort1. Find information about the author Liz Lochhead
2. Find information about when the poem was written/spoken – if possible
3. Where do you think the poem takes place?
4. This type of poem is called “dramatic monologue” – what do you think this means? Can you find examples in the poem that suggests this?
5. Use the **SMILE poetry analysis model** on the poem
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| **Multiculturalism in London**From <http://worldpopulationreview.com/world-cities/london-population/>**Ethnicity in London**London as a city is considerably more diverse than the rest of the United Kingdom. Across England and Wales, 86% of the population is white based on the 2011 Census, but in London that number falls to 69.7%. The white proportion of London's population increases when traveling away from the city center.The section on ethnicity below, compiled using 2011 census data from the ONS provides details of the ethnicity of London residents compared to residents of England and Wales.London's diversity can also be seen in statistics for London residents' country of birth. Of the 8.88 million people living in London at the time of the most recent UK estimates, 3.32 million (37%) were born outside of the United Kingdom. Of these, approximately a third were born within European Union countries, while the other two thirds were born outside of the European Union. The most common country of birth for London residents outside of the UK is India. According to the 2011 census, 262,247 people living in London were born in India.**Religion in London**London is the most diverse area within the UK when it comes to religious beliefs, with the highest percentage of people identifying as Muslim, Buddhist, Hindu or Jewish. The latest data from the 2011 census recorded that 48.4% of Londoners considered themselves to be Christian, 12.39% considered themselves Muslim, 5% Hindu, 1.82% Jewish, 1.5% Sikh, 1% Buddhist and 0.6% Other. A large proportion, 20.73% of respondents, stated that they followed no religion.**Ethnicity in London vs Rest of United Kingdom**

| **Place** | **White** | **Asian** | **Black** | **Mixed** | **Other** |
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| East Midlands | 89.3% | 6.5% | 1.8% | 1.9% | 0.6% |
| East of England | 90.8% | 4.8% | 2% | 1.9% | 0.5% |
| England and Wales | 86% | 7.5% | 3.3% | 2.2% | 1% |
| London | 59.8% | 18.5% | 13.3% | 5% | 3.4% |
| North East | 95.3% | 2.9% | 0.5% | 0.9% | 0.4% |
| North West | 90.2% | 6.2% | 1.4% | 1.6% | 0.6% |
| South East | 90.7% | 5.2% | 1.6% | 1.9% | 0.6% |
| South West | 95.4% | 2% | 0.9% | 1.4% | 0.3% |
| Wales | 95.6% | 2.3% | 0.6% | 1% | 0.5% |
| West Midlands | 82.7% | 10.8% | 3.3% | 2.4% | 0.9% |
| Yorkshire and the Humber | 88.8% | 7.3% | 1.5% | 1.6% | 0.8% |

1. What catches your attention by looking at these statistics?
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| ***Bend it Like Beckham* synopsis**A kaleidoscope of colour and culture clash humorously as an Indian family in London tries to raise their soccer-playing daughter in a traditional way. Unlike tarty elder sister Pinky, who is preparing for an Indian wedding and a lifetime of cooking the perfect chapatti, Jess' dream is to play soccer professionally like her hero David Beckham. Wholeheartedly against Jess' unorthodox ambition, her parents eventually reveal that their reservations have more to do with protecting her than with holding her back. When Jess is forced to make a choice between tradition and her beloved sport, her family must decide whether to let her chase her dream...and a soccer ball. (<http://www.foxsearchlight.com/benditlikebeckham/>)1. What tells you that this movie has very typical British cultural elements?
2. What tells you that this movie has elements of culture clash?
3. What do you think the conflicts in the movie will be?
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| ***Bend it Like Beckham* and the art of Balancing Cultures**Read the article in the link below.<https://www.theatlantic.com/entertainment/archive/2017/04/bend-it-like-beckham-and-the-art-of-balancing-cultures/522477/>1. Find at least 10 words you believe are difficult to you or your classmates - explain and translate them.
2. How did the movie Bend it Like Beckham help the author? Give more than one reason – there are several examples throughout the article.
3. According to the author, how does Jessminder, the main character of Bend it Like Beckham, balance her two cultural identities? Give more than one example
4. In which ways are Jessminder and the author of the article the same?
5. Identify places where *ethos*, *logos* and *pathos* are used in the article
6. Analyse the article by using the **rhetorical pentagon**
	1. Who is the writer? Where is the article published?
	2. What is the topic of the article?
	3. Which language is used?
	4. Under which circumstances was the article written?
	5. Who is the intended reader?
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| **While watching *Bend it Like Beckham***Study questions for **while you watch** the movie - or shortly after.1. British culture: (Make a list)
	1. Identify symbols, heroes, traditions and values (**Onion Diagram**) that are seen or mentioned in the movie
2. Indian culture: (Make a list)
	1. Identify symbols, heroes, traditions and values (**Onion Diagram**) that are seen or mentioned in the movie
3. Cinematic techniques in Bend it Like Beckham
	1. List some of the **cinematic techniques** that are used in the movie
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| **After watching the movie**Study questions that you must answer **after** you have watched the movie1. Describe the two main characters, Jessminder (Jess) and Juliette (Jules)
2. Describe the two main characters’ differences and similarities
3. List some of the themes that the movie deals with
4. **Based on your lists from the work in the orange box above**, compare the differences and similarities between British and Indian culture
	1. What do the differences tell you in relation to the various conflicts of the movie?
5. Explain **why** your various listed **cinematic techniques are used** in the movie – and **the effect** they have on the viewer
6. What is the message of the movie?
7. Draw **perspectives** to historical or current events or situations in our society
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| **TOOL BOX** |
| SMILE analysis model for poetryRhetorical pentagon for analysing non-fiction | Onion Diagram for cultural analysisCinematic techniques for analysing movies |