

上外版 1BU4 Sports

Reading B Excerpt from *BEND IT LIKE BECKHAM*

一、教材分析

本文是文章 *Bend it like Beckham* 的节选部分，文章从主人公 Jess 的视角出发，通过作者与他人的对话以及她的内心独白描绘了一场足球比赛最后阶段的精彩画面，刻画了球场上球员、教练等众多人物的鲜活形象。本文语句虽短，但是生词，尤其是一些运动术语不少，为此必要让学生在课前进行词汇预习。结构上本文按照比赛顺序来进行描写，并不难理解，但如何通过文章阅读总结出主人公 Jess 的心理变化将会是本文学习的一大难点。通过本文的学习，希望学生能够读懂足球比赛的精彩片段产生，真切感受比赛场上的紧张氛围，以及体会到运动员们强烈的集体荣誉感。

二、教学设计

【Teaching Aims】

By the end of the period, students are expected to:

- obtain a general understanding of the text through skimming, scanning, guessing and predicting;
- summarize the main character's feelings at different stages and collect evidence;
- identify the writing features of a novel excerpt;
- cultivate a critical attitude towards sports by analyzing the merits and demerits of participating in a competitive sports match.

【Teaching Procedures】

Pre-reading

Ss' activities:

1. Read the title and predict what the passage is about.
2. Observe one picture depicting a football match. Then match the characters in the picture with their correct roles.

Guided questions:

1. What can you predict about this passage from the title?
2. What is this picture about?
3. Who are they in the picture?

While-reading

Step 1

Ss' activities:

1. Skim the passage and match the main characters in the passage with the correct roles the picture.
2. Skim the passage, answer several questions raised by the teacher.

Purpose: To help the students quickly figure out who the main characters are and what happened in the story.

Guided questions:

1. Who is Jess? (*Jess is a football lover and she is participating in a football match.*)
2. Besides Jess, what other members in Jess's team can you find? (*Jules, Mel, Tina, and Hannah.*)
3. Who is Joe? How do you know? (*Joe is the coach of Jess's team. Because he came on to the pitch before the penalties to give the players a pep talk, and he also picked players to take the penalties.*)
4. Which team won the match in the end? How? (*The Germans won in the end by scoring all the penalties, one more goal than Jess's team. OR The Germans won in the end by scoring all the penalties while Jess missed one for her team.*)

Step 2

Ss' activities: Skim the passage and divide it into several parts.

Purpose: To help the students find out the organizational structure of the text.

Guided questions:

1. How many parts can you divide the text into?
2. Why did you divide the text in this way?

(Answers may vary.)

Step 3

Ss' activities: Read paragraphs 1-3 and answer some questions.

Purpose: To help the students have a further understanding of the text and learn some key words and expressions.

Guided questions:

1. How did Jess feel at the very beginning of this text? How do you know that? (*Exhausted. Because she was almost on her last legs.*)
2. Why did Jess "collapse with relief"?
3. Which famous sports story is mentioned in the passage? Why is it mentioned? (*Beckham's last-minute goal against Greece.*)

Step 4

Ss' activities: Read paragraphs 4-7 and answer several questions.

Purpose: To help the students have a further understanding of the text and learn some more key words and expressions.

Guided questions:

1. Why did Jules and Jess "scream with joy"?
2. Why did they meet with "penalties"?
3. What is "friendly" used as a noun in line 21? What does this word mean? (*The word "friendly" means a friendly match. In the game of football, etc that is not part of a serious competitive series (足球等的) 友谊比赛.*)

Step 5

Ss' activities: Read the rest of the passage to find out how Jess feels in this part.

Purpose: To help the students get more familiar with the character Jess and try to find out how she feels at each stage of the match

Guided questions:

1. How did Jess feel? Use some adjectives to summarize and find out some evidences to support.
2. If you were Jess, how would you feel?

Stages	Feeling indicators	Feelings
1. when the match was nearly over	<i>I was almost <u>on my last legs</u></i>	exhausted
2. after Jess assisted Jules to score the goal	I almost collapsed with <u>relief</u>. We were all <u>screaming with joy</u>.	relieved joyous
3. before the penalties	I <u>wasn't so sure</u>.	unsure
4. when she was picked to take the last penalty	I <u>tried not to look relieved</u> that I was last.	relieved
5. when Hannah stepped up to take "our" fourth penalty	<u>My stomach was turning over and over</u>	nervous
6. when Hannah scored the fourth penalty	I <u>tried to take deep breaths to calm myself down</u> .	nervous
7. before the last penalty taker on the German side kicked the ball	I <u>closed my eyes</u> , willing her to fail.	very nervous
8. when Jess was about to take her penalty	... with <u>heavy steps</u> I walked over to place the ball on the spot. I was <u>incredibly tired</u> , and <u>my legs felt like they were made of lead</u> .	not confident and exhausted
9. when Jess missed the goal and her team lost the game	I <u>groaned</u> Like someone had grabbed hold of my insides and ripped them out. <u>Gutted</u> , in other words.	disappointed upset

Post-reading

Ss' activity: work in groups to think critically about some questions.

Purpose:

1. To consolidate what students have learned.
2. To help the students cultivate the ability to think critically.

Guided questions:

1. What do the experiences Jess tell us? What did she gain from doing sports and what did sports cost her? Work in groups of four to analyze the advantages and disadvantages of doing a sport by using a T-chart below. Explain your analysis to your group members.

Advantages	Disadvantages
Challenge ...	Stress ...

2. Do you agree or disagree with your group members? Why or why not?

【Assignments】

1. Finish exercise on page 63
2. Rewrite the story so that Jess scores the penalty and her team wins.

【Student Worksheet】

1. How does Jess feel at each stage of the game? Underline words and phrases which tell you.

Stages	Feeling indicators	Feelings
The match was nearly over	I was almost <i>on my last legs</i>	

3. What do the experiences Jess tell us? What did she gain from doing sports and what did sports cost her? Analyze the advantages and disadvantages of doing a sport by using a T-chart below. Explain your analysis to your partner.

Advantages	Disadvantages
Challenge ...	Stress ...