

Bend It Like Beckham Teaching Unit

Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

This book brings together international scholars of critical multiculturalism to directly and illustratively address what a transformed critical multicultural approach to education might mean for teacher education and classroom practice.

Global and cosmopolitan since the late nineteenth century, anglophone South Asian women's writing has flourished in many genres and locations, encompassing diverse works linked by issues of language, geography, history, culture, gender, and literary tradition. Whether writing in the homeland or in the diaspora, authors offer representations of social struggle and inequality while articulating possibilities for resistance. In this volume experienced instructors attend to the style and aesthetics of the texts as well as provide necessary background for students. Essays address historical and political contexts, including colonialism, partition, migration, ecological concerns, and evolving gender roles, and consider both traditional and contemporary genres such as graphic novels, chick lit, and Instapoetry. Presenting ideas for courses in Asian studies, women's studies, postcolonial literature, and world literature, this book asks broadly what it means to study anglophone South Asian women's writing in the United States, in Asia, and around the world.

Multi-Ethnic Britain 2000+ provides an encompassing survey of artistic responses to the changes in the British cultural climate in the early years of the 21st century. It traces topical reactions to new forms of racism and religious fundamentalism, to legal as well as 'illegal' immigration, and to the threat of global terror; yet it also highlights new forms of intercultural communication and convivial exchange. Framed by contributions from novelists Patrick Neate and Rajeev Balasubramanyam, Multi-Ethnic Britain 2000+ showcases how artistic representations in literature, film, music and the visual arts reflect and respond to social and political discourses, and how they contribute to our understanding of the current (trans)cultural situation in Britain. The contributions in this volume cover a wide range of writers such as Graham Swift, Ian McEwan, Zadie Smith, Jackie Kay, Nadeem Aslam, Gautam Malkani, Nirpal Dhaliwal and Monica Ali; films ranging from Gurinder Chadha's Bend It Like Beckham and Bride and Prejudice to Michael Winterbottom's In This World and Alfonso Cuarón's Children of Men; paintings and photography by innovative black and Asian British Artists; and dubstep music.

Why Renaissance Literature Matters Now

Teaching English as an International Language

Meaning-Focused Materials for Language Learning

Critical Issues in Language Teaching with 3-12 Year Olds

The Potential of the Novel "Bend it Like Beckham" for Intercultural Learning in the EFL Classroom

Teaching Anglophone South Asian Women Writers

The inspiration for the smash Sundance hit, soon to be a major motion picture, "Blinded by the Light": The acclaimed memoir about the power of Bruce Springsteen's music on a young Pakistani boy growing up in Britain in the 1970s. Sarfraz Manzoor was two years old when, in 1974, he emigrated from Pakistan to Britain with his mother, brother, and sister. Sarfraz spent his teenage years in a constant battle, trying to reconcile being both British and Muslim, trying to fit in at school and at home. But it was when his best friend introduced him to the music of Bruce Springsteen that his life changed completely. From the age of sixteen on, after the moment he heard the harmonica and opening lines to "The River," Springsteen became his personal muse, a lens through which he was able to view the rest of his life. Both a tribute to Springsteen and a story of personal discovery, Greetings from Bury Park is a warm, irreverent, and exceptionally perceptive memoir about how music transcends religion and race.

Die Reihe Explorations bietet Lehrkräften in der Sekundarstufe II kompetentes, hochwertiges und evaluiertes Unterrichtsmaterial für den Englischunterricht. Der Band Teaching Films präsentiert drei bekannte und insbesondere im Bereich des interkulturellen Lernens bedeutsame Filme für die unmittelbare Umsetzung im Unterricht: Gurinder Chadhas Bend It Like Beckham (multikulturelles Großbritannien), Niki Caros Whale Rider (Maoris in Neuseeland) und Jim Sheridan's In America (Einwanderungsland USA). Die kopierfähigen Arbeitsblätter für Schülerinnen und Schüler beinhalten themenbezogene Aktivitäten (ethnische Minderheiten, multikulturelle Gesellschaft, gender roles usw.), Arbeit mit Wortfeldern, Filminterpretation und Schreiben von film reviews. Die didaktisch-methodische Analyse für die Unterrichtenden bietet im raschen Zugriff alle wichtigen Informationen. Besonderer Wert wird auf Themen des interkulturellen Lernens gelegt, ebenso wie Kompetenzen im Bereich der Arbeit mit Filmen gefördert werden.

This book brings together current information on the teaching and practice of psychology collected by experts in the field from throughout the world. It is highly recommended by prominent U.S. psychologists Dr. Ann O'Roark, President of the International Council of Psychologists (ICP), Dr. Wilbert McKeachie and Dr. Phillip Zimbardo, former President of the American Psychological Association (APA) and well-known international textbook author. Here are what other leaders in the discipline say about the book:

Twelve-year-old Paul, who lives in the shadow of his football hero brother Erik, fights for the right to play soccer despite his near blindness and slowly begins to remember the incident that damaged his eyesight. An ALA Best Book for Young Adults. Reprint. Jr Lib Guild.

Theories and Praxis

Reading across the Disciplines

Volume 2

Multi-ethnic Britain 2000+

Teaching English to Young Learners

Negotiating Space and Time Between University and Secondary English Classrooms

Coming of age is a pivotal experience for everyone. So it is no surprise that filmmakers around the globe explore the experiences of growing up in their work. From blockbuster U.S. movies such as the Harry Potter series to thought-provoking foreign films such as Bend It Like Beckham and Whale Rider, films about youth delve into young people's attitudes, styles, sexuality, race, families, cultures, class, psychology, and ideas. These cinematic representations of youth also reflect perceptions about youth in their respective cultures, as well as young people's worth to the larger society. Indeed, as the contributors to this volume make plain, films about young people open a very revealing window on the attitudes and values of cultures across the globe. Youth Culture in Global Cinema offers the first comprehensive investigation of how young people are portrayed in film around the world. Eighteen established film scholars from eleven different national backgrounds discuss a wide range of films that illuminate the varied conditions in which youth live. The essays are grouped thematically around the issues of youthful resistance and rebellion; cultural and national identity, including religion and politics; and sexual maturation, including gender distinctions and coming-of-age queer. Some essays engage in close readings of films, while others examine the advertising and reception of films or investigate psychological issues. The volume concludes with filmographies of over 700 youth-related titles arranged by nation and theme.

Feature Films in English Language Teaching deals with the use of motion pictures in the advanced EFL (English as a foreign language) classroom. It provides a general introduction to film literacy and explains the rationale, methods, and objectives of working with feature films.

In addition, the book contains in-depth considerations on sixteen selected films, which are grouped regionally (Australia, New Zealand, South Africa, USA, Great Britain). Each chapter describes the topical focus of the film and its central theme and provides background information on social, historical, political, and geographical issues. A profound analysis of selected scenes lays the foundation for considerations on the teaching potential of the film. In a download section, the chapters are complemented with ready-to-use teaching materials on film-specific aspects (narrative, dramatic and cinematographic dimensions), which are organised as pre-/while-/post-viewing activities. A glossary on technical terms for film analysis completes the volume.

Bend it Like BeckhamTeacher's guide. Teacher's guideTeaching FilmsIn America, Whale Rider, Bend it like Beckham. Worksheets with Instructions & Answer KeysVandenhoeck & Ruprecht

If you're 18, love Beckham and can bend a ball like him then the world must be your oyster, right? Wrong. If you're Jess - 18, Indian and a girl - forget it. Jess just wants to play football but her wedding-obsessed parents have other ideas so she hides it from them. But when Jess and her friend Jules join a ladies team and get spotted by a talent scout, it all kicks off ... The Bend it Like Beckham movie was a box-office hit, starring Parminder Nagra, Kiera Knightley and Jonathathan Rhys Meyers. Bend it Like Beckham was also transformed into a musical, and was performed in London's West End.

Implementing, Reviewing, and Re-Envisioning World Englishes in Language Education

Teaching English

Examination Papers from the University of Cambridge ESOL Examinations

Disability and Teaching

Youth Culture in Global Cinema

The Teacher Toolkit Guide to Memory

Though it burst into public consciousness only with the 1999 World Cup, women's soccer has been around almost as long as its male counterpart, flourishing in England during and after World War I. From the rise of women's soccer following Title IX legislation to the watershed 1999 World Cup performance that turned the American team into instant celebrities, soccer is now the most popular sport for girls and women, with participation growing exponentially worldwide. Beyond "Bend It Like Beckham" presents the first in-depth look at women's game—both where it has come from and where it is headed. With commentary from key players, coaches, and administrators, Timothy F. Graine follows the sport's reach into the unlikelyst places today, even countries where women were banned from playing soccer years ago. Though women in the United States and Canada still fight for equal treatment and funding, their situations differs markedly from the hostility, abuse, and even outright bans that some women still encounter in trying to pursue an activity they love. Bend It Like Beckham explores the struggle for women's rights abroad, in countries as diverse as Sweden, Russia, South Africa, Pakistan, Australia, and Iran.

Seminar paper from the year 2008 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2, University of Frankfurt (Main) (Institut für England- und Amerikastudien), course: A perfect match?, language: English, abstract: Intercultural communication is becoming more important over the past years because we live in a world where everything is becoming global. A few centuries ago, only people who dealt with international businesses needed to think about intercultural communication and its problems. Today, also ordinary people come into contact with each other. Companies work more and more globally instead of locally. We live in a multicultural society with a variety of cultures. Intercultural communication has become a topic which concerns everybody. It will become more and more important in the future. Globalization where people from all over the world come together and get in contact with each other. Because of the aspects mentioned above, intercultural learning is an essential part in learning as well as in teaching. Intercultural aspects are involved in every aspect of teaching and learning. Intercultural teaching is becoming more important. It should be an essential part of modern teaching. The subject English should help to develop students intercultural awareness. The Kultusministerkonferenz considers intercultural learning as a key element of English language teaching. The KMK put intercultural competence in the educational standards for grades 9 and 10 (cf. http://www.kmk.org/schul/Bildungsstandards/1.Fremdsprache_MSA_BS_04-12-2003.pdf 10.10.2008, p. 16) The novel "Bend it like Beckham" which is discussed in this book is about a young girl, Jules, who is Indian and lives in London. She is very good at football. Football unites people from different nationalities, opinions, generations, classes, religions and cultures (cf. Thaler, 2006, p. 4). The language is understood anywhere in the world and this is why this novel is very adequate for teaching intercultural learning. Teaching English covers all of the major issues and current trends in language learning and teaching, such as the trends toward empiricism, constructivism, differentiation, learner- and output-orientation, intercultural learning, and the use of multimedia. This book offers suggestions of theoretical approaches to foreign language teaching and the practical needs of both the educators (regardless of the institutions they are teaching and the experiences they have gathered) as well as the students. It will help readers profit from the use in their own classrooms. And lastly, the book offers optimal preparation for exams in university courses and in teacher-training seminars.

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a theoretical analysis of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

English Teaching Forum

Candy-Coated Unicorns and Converse All Stars

An Introduction

Greetings from Bury Park (Blinded by the Light Movie Tie-In)

Schooltalk

The RE Teacher's Handbook

If you are new to teaching religious education or you're an experienced teacher who'd like some creative teaching strategies then this comprehensive handbook is for you. Cavan Wood provides advice on - inspiring students even when they say 'what's the point of learning RE?' - teaching Christianity and other world religions - developing students' skills at Key Stages 3 & 4 (ages 11-16) - preparing students for coursework and exams. This book is a must for all RE teachers.

Through a range of exciting activities, this two-level series draws on students' world knowledge, beliefs, and personal experiences to teach various aspects of the writing process. The Teacher's Manual contains teaching suggestions, supplementary classroom activities, and answer keys for the Student's Book.

What issues in English teacher education are sidestepped because they are too loaded to address? What aren't we talking about when we discuss classroom management, censorship, standardized tests, media literacy, social justice issues, the standards, and technology? What really matters to novices entering the profession? The authors in this book wrestle with the disparities between preservice English teacher instruction and secondary school space as the two collide, and describe the tools that preservice English teachers need to negotiate and navigate between theory and practice. This book answers these questions and offers groundbreaking insights about liberatory pedagogy for how teacher educators can mentor preservice teachers on touchy issues, providing them with tools to reach today's students.

Teacher Toolkit Guides transform the theory of education into practical ideas for your classroom. From Ross Morrison McGill, bestselling author of Mark. Plan. Teach. 2.0, this book unpicks the research behind how learners retain and recall information. It provides evidence-based strategies for improving memory in the classroom. Cleverly designed with infographics, charts and diagrams, The Teacher Toolkit Guide to Memory provides clear, visual explanations of how memory works, including short-term and long-term memory, working memory, semantic memory and episodic memory. Ross presents a wealth of original ideas for incorporating this theory into day-to-day classroom practice, with proven methods for aiding knowledge retention and testing recall, to boost learning, support revision and motivate pupils. Breaking down the key theories of cognitive load, cognitive apprenticeship and brain plasticity in an easy-to-digest format, this is the perfect guide for teachers looking to understand how to improve memory and how they can maximise their impact in the classroom. Each book in the Teacher Toolkit Guides series explores a key principle of teaching and learning, and offers research-based techniques to transform classroom practice. Every book includes a bespoke version of Ross's renowned Five Minute Lesson Plan, as well as ready-to-use templates and worked examples. Supported by infographics, charts and diagrams, these guides are a must-have for any teacher, in any school, and at any level.

Tangerine

Balancing Cultures

Rethinking What We Say About and To Students Every Day

Bend it Like Beckham

Theory and Praxis

The Global Phenomenon of Women's Soccer

"Balancing Cultures" is a personal narrative project that reflects the institutional racism and xenophobia endemic in America today. The discovery of old family photographs compelled me to express the impact on my family that resulted from their incarceration in WWII American concentration camps. The stories contained in this narrative humanize the historical record. If silence sanctions, communication is resistance. I am giving voice to the story my family kept hidden. The process of researching and creating these images greatly informed my understanding of what happened in the past--and of human rights abuses today. These images are a reminder of injustices that result from hysteria, racism, and economic exploitation. As a third generation Japanese American born after the camps, I was spared bitterness by the gift of my family's silence about these injustices. But their silence betrayed the gravity of the legacy I inherited. For the first time I felt the shame, anger, and fear they experienced. The title, "Balancing Cultures," derives from my personal struggle to reconcile Japanese and American cultural attributes. Growing up, I was admonished to "be American"--concurrently, Japanese values were instilled. This project seeks to balance this contradiction. Decades have passed since Executive Order 9066 was enacted. Many Americans are only now learning of this tragedy. There is no scientific basis for race; race and racism are social constructs. "Balancing Cultures" recalls a dark chapter in American history--censored in part by the Japanese precept of "gaman" (enduring the seemingly unbearable with patience and dignity) and the fear that if their voices were too loud, it might happen again. I raise my voice today because it is happening again.

How do teachers inspire students to learn to appreciate different Englishes? Has anyone tried to teach world Englishes? If so, what do they do and how do they feel about it? Most importantly, do students see the benefits in learning about world Englishes? This book responds to these questions by 1) offering a clear and solid foundation for the development of English as an International Language (EIL)-oriented curricula in an English Language program and a teacher education program, 2) critically reviewing the current pedagogical principles and practices of teaching EIL, and 3) offering an alternative way of conceptualising and teaching EIL. Using a three-year undergraduate program of EIL in an Australian university as a research site, this book provides a detailed account of actual classroom practices that raise students' awareness of world Englishes and engage them in learning how to communicate interculturally. This book is the first of its kind that explores the teaching of EIL in a country where English is a predominant and national language.

Groundbreaking in the ways it makes new connections among emotion, critical theory, and pedagogy, this book explores the role of students' and teachers' emotions in college instruction, illuminating key literacy and identity issues faced by immigrant students learning English in postsecondary institutions. Offering a rich blend of, and interplay between, theory and practice, it asks: How have emotions and affect been theorized from a critical perspective, and how might these theories be applied to English language teaching and learning? What do complex and shifting emotions, such as hope, disappointment, indignation, and compassion, have to do with English language teaching and learning in the neoliberal context in public universities? How might attention to emotions lead to deeper understanding of classroom interactions and more satisfying educational experiences for English language teachers and students? These questions are addressed not just theoretically, but also practically with examples from college classes of assigned readings, student writing, and classroom talk in which various emotions came into play. Thought-provoking, accessible, and useful, this is a must-read book for scholars, students, and teachers in the field of English language teaching. This publication is a result of the joint conference held by MATSDA and Fontys University of Applied Sciences, the Netherlands, in Tilburg in June 2017. MATSDA is an international materials development association founded in 1993 which serves to bring together researchers, teachers, materials developers and publishers in an effort to improve the effectiveness of language learning materials. The 2017 conference centred on issues related to the development of meaning-focused materials for language learning, and attracted presenters from twenty-five countries stretching from Greenland to Brazil. These issues are reflected in the chapters in this volume, with each one focusing on a different aspect of meaning-focused materials and many of them introducing the reader to previously unexplored facets of the theory of meaning-focused instruction and its application to materials development. The contributions here are of essential value to post-graduate students, to teachers, to materials developers and to researchers. They are written to be academically rigorous, but at the same time accessible to newcomers to the field and to experienced experts alike.

Bend It Like Beckham

Films, Graphic Novels & Visuals

Developing Multiliteracies in Foreign Language Education : an Interdisciplinary Approach

Unpacking the Loaded Teacher Matrix

Teaching Films

Teaching English as a Foreign Language

If you're 18, love football and can bend a ball like Beckham, the world must be your oyster, right? Wrong. If you're Jess - 18, Indian and a girl - forget it. Jess just wants to play football but her wedding-obsessed parents have other ideas so she hides it from them. But when Jess and her friend Jules join a ladies team and get spotted by a talent scout, it all kicks off ... The Bend it Like Beckham movie was a box-office hit, starring Parminder Nagra, Keira Knightley and Jonathan Rhys Meyers. Bend it Like Beckham was also transformed into a musical in

London's West End.

A treasury of inspirational readings, accompanied by personal reflections and meditations, features works by Helen Keller, Barbara Kingsolver, Thomas Aquinas, and others on such themes as nature, relationships, creativity, and work

Action! Film is a common and powerful element in the social studies classroom and Cinematic Social Studies explores teaching and learning social studies with film. Teaching with film is a prominent teaching strategy utilized by many teachers on a regular basis. Cinematic Social Studies moves readers beyond the traditional perceptions of teaching film and explores the vast array of ideas and strategies related to teaching social studies with film. The contributing authors of this volume seek to explain, through an array of ideas and visions, what cinematic social studies can/should look like, while providing research and rationales for why teaching social studies with film is valuable and important. This volume includes twenty-four scholarly chapters discussing relevant topics of importance to cinematic social studies. The twenty four chapters are divided into three sections. This stellar collection of writings includes contributions from noteworthy scholars like Keith Barton, Wayne Journell, James Damico, Cynthia Tyson, and many more.

Candy-Coated Unicorns and Converse All Stars is a document of transformations: the possibilities that walk the fine line between the real and the surreal, the mundane and the extraordinary. Contemporary culture clashes with mythology as Bruce Lee angles for space alongside Prometheus on pages where twin towers burn and yellow hues bleed into London sunsets. Yet is is also a text of conversations: the commerce of possibilities, the transformations that memory can inflict on the present, the clear light that today can cast on yesterdays. And through it all there is music - both references to music and musicians and a music of language that Inua Ellams seems to be exploring, testing, riffing on.

Teaching Psychology around the World

Cinematic Social Studies

Spiritual Literacy

Teaching Social Justice Through Shakespeare

Learning and Teaching British Values

Great Films and how to Teach Them

Words matter. Every day in schools, language is used—whether in the classroom, in a student-teacher meeting, or by principals, guidance counselors, or other school professionals—implying, intentionally or not, that some subset of students have little potential. As a result, countless students “underachieve,” others become disengaged, and, ultimately, we all lose. Mica Pollock, editor of Everyday Antiracism—the progressive teacher’s must-have resource—now turns to what it takes for those working in schools to match their speech to their values, giving all students an equal opportunity to thrive. By juxtaposing common scenarios with useful exercises, concrete actions, and resources, Schooltalk describes how the devil is in the oft-dismissed details: the tossed-off remark to a student or parent about the community in which she lives; the way groups—based on race, ability, and income—are discussed in faculty meetings about test scores and data; the assumptions and communication breakdowns between counselors, teachers, and other staff that cause kids to fall needlessly through the cracks; or the deflating comment to a young person about her college or career prospects. Schooltalk will empower educators of every ilk, revealing to them an incredibly effective tool at their disposal to support the success of all students every day: their words.

Disability and Teaching highlights issues of disability in K-12 schooling faced by teachers, who are increasingly accountable for the achievement of all students regardless of the labels assigned to them. It is designed to engage prospective and practicing teachers in examining their personal theories and beliefs about disability and education. Part I offers four case studies dealing with issues such as inclusion, over-representation in special education, teacher assumptions and biases, and the struggles of novice teachers. These cases illustrate the need to understand disability and teaching within the contexts of school, community, and the broader society and in relation to other contemporary issues facing teachers. Each is followed by space for readers to write their own reactions and reflections, educators’ dialogue about the case, space for readers’ reactions to the educators’ dialogue, a summary, and additional questions. Part II presents public arguments representing different views about the topic: conservative, liberal-progressive, and disability centered. Part III situates the authors’ personal views within the growing field of Disability Studies in education and provides exercises for further reflection and a list of resources. Disability and Teaching is the 8th volume in the Reflective Teaching and the Social Conditions of Schooling Series, edited by Daniel P. Liston and Kenneth M. Zeichner. This series of small, accessible, interactive texts introduces the notion of teacher reflection and develops it in relation to the social conditions of schooling. Each text focuses on a specific issue or content area in relation to teaching and follows the same format. Books in this series are appropriate for teacher education courses across the curriculum.

This timely volume offers a comprehensive and rigorous overview of the role of communication in the construction of hate speech and polarization in the online and offline arena. Delving into the meanings, implications, contexts and effects of extreme speech and gated communities in the media landscape, the chapters analyse misleading metaphors and rhetoric via focused case studies to understand how we can overcome the risks and threats stemming from the past decade’s defining communicative phenomena. The book brings together an international team of experts, enabling a broad, multidisciplinary approach that examines hate speech, dislike, polarization and enclave deliberation as cross axes that influence offline and digital conversations. The diverse case studies herein offer insights into international news media, television drama and social media in a range of contexts, suggesting an academic frame of reference for examining this emerging phenomenon within the field of communication studies. Offering thoughtful and much-needed analysis, this collection will be of great interest to scholars and students working in communication studies, media studies, journalism, sociology, political science, political communication and cultural industries.

Provides information on teaching film at the high school and college level, covering such topics as film history, genres, technology, and culture.

Critical Multiculturalism

Writing from Within Intro Teacher's Manual

In America, Whale Rider, Bend it like Beckham. Worksheets with Instructions & Answer Keys

New Perspectives in Literature, Film and the Arts

Reading the Sacred in Everyday Life

The Passing Playbook

Accompanies a collection of four authentic past papers for PET, supplied by Cambridge ESOL.

Reading Across the Disciplines offers a collection of twelve essays detailing a range of approaches to dealing with students' reading needs at the college level. Transforming reading in higher education requires more than individual faculty members working on SoTL projects in their particular fields. Teachers need to consider reading across the disciplines. In this collection, authors from Australia and North America, teaching in a variety of disciplines, explore reading in undergraduate courses, doctoral seminars, and faculty development activities. By paying attention to the particular classroom and placing those observations in conversation with scholarly literature, they create new knowledge about reading in higher education from disciplinary and cross-disciplinary perspectives. Reading Across the Disciplines demonstrates how existing research about reading can be applied to specific classroom contexts, offering models for faculty members whose own research interests may lie elsewhere but who believe in the importance of reading.

This book provides diverse perspectives on Shakespeare and early modern literature that engage innovation, collaboration, and forward-looking practices.

Love, Simon meets Bend It Like Beckham in this feel-good contemporary romance about a trans athlete who must decide between fighting for his right to play and staying stealth. “A sharply observant and vividly drawn debut. I loved every minute I spent in this story, and I’ve never rooted harder for a jock in my life.” – New York Times bestselling author Becky Albertalli
Fifteen-year-old Spencer Harris is a proud nerd, an awesome big brother, and a David Beckham in training. He's also transgender. After transitioning at his old school leads to a year of isolation and bullying, Spencer gets a fresh start at Oakley, the most liberal private school in Ohio. At Oakley, Spencer seems to have it all: more accepting classmates, a decent shot at a starting position on the boys' soccer team, great new friends, and maybe even something more than friendship with one of his teammates. The problem is, no one at Oakley knows Spencer is trans—he's passing. But when a discriminatory law forces Spencer's coach to bench him, Spencer has to make a choice: cheer his team on from the sidelines or publicly fight for his right to play, even though it would mean coming out to everyone—including the guy he's falling for.

Beyond Bend It Like Beckham

A Resource for Teaching and Learning Social Studies With Film

Teaching Peace Through Popular Culture

Policies and Perspectives on British Identities

Feature Films in English Language Teaching

This book engages with important debates about multicultural British identities at a time when schools are expected to promote Fundamental British Values. It provides valuable insight into the need to investigate fluid and evolving identities in the classroom. What are the implications of Britishness exploration on young people’s relationships with and within multicultural Britain? What are the complexities of teaching and learning Britishness? Emphasis on student voice, respectful and caring dialogue, and collaborative communication can lead to meaningful reflections. Teachers often require guidance though when teaching about multicultural Britain. The book argues that when students have safe spaces to share stories, schools can become critical sites of opportunity for reflection, resistance and hopeful futures. Foreword by Professor Vini Lander
This book brings together two main disciplines, namely cultural studies and language education both of which share a long standing interest in films, multimodal text-forms and visuals. It highlights the increasing impact of visuals and multimodal texts on our perception of the world, our discourse behaviour and how this calls for a change in methodologies and media to be used in foreign language classrooms. The aim of this book is to help orientate educators in schools and teachers at universities within the broad concept of a multiliteracies approach and contextualise it with regard to teaching and learning English as a foreign language. Dr. Daniela Elsner and Dr. Britta Viebrock are both specialists in the field of TEFL, working as Professors at the Institute of English and American Studies at Goethe-University, Frankfurt/Main. Dr. Sissy Helff, currently working at the TU Darmstadt, is an Anglicist with a broad range of interests in Anglophone world literature, transcultural studies and visual culture.

Authored by scholars from a variety of disciplines, including English, Theology, Philosophy, Communications, Sociology, Humanities and Peace Studies, this edited volume provides detailed descriptions of the many ways popular culture can be used to teach peace. Chapters discuss documentary and feature film, music, television, literature and more, providing both educators and the general public with a timely and useful tool. From popular dystopian novels like The Hunger Games to feature films like The Matrix to modern rap and hip-hop music, contributors not only provide critical analysis of the violence in popular culture but also an assessment of how the same or alternate forms can be used by peace educators. Additionally, each chapter project synopses and teaching ideas, as well as recommended resources.

Teacher’s guide. Teacher’s guide

Cambridge Preliminary English Test 2 Teacher’s Book

Hate Speech and Polarization in Participatory Society

Considering Emotions in Critical English Language Teaching