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MOVIE. CULTURE. DIALOGUE

**A FILM-BASED ELECTIVE COURSE ON
THE DEVELOPMENT OF CROSS-CULTURAL
COMMUNICATION**

Учебное пособие



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Настоящее учебное пособие предназначено для студентов языковых и неязыковых факультетов, изучающих английский язык на базовом и продвинутом уровне (B1-B2), на занятиях по практическому курсу английского языка, элективным курсам «Movie. Culture. Dialogue», «Введение в теорию и практику межкультурной коммуникации» и др. Пособие составлено в соответствии с требованиями государственного образовательного стандарта высшего образования.

В пособие включены задания, разработанные для формирования у обучающихся кросс-культурных компетенций средствами аутентичных видеофильмов, а также способности осуществлять коммуникацию в устной и письменной формах на английском языке.

Материалом для учебного пособия послужили аутентичные фильмы: «Forrest Gump», «Freedom Writers», «The King's Speech», а также оригинальные издания, англоязычные сайты сети Интернет по затрагиваемой тематике.

Задания составлены таким образом, чтобы способствовать созданию оптимальных условия для его использования на аудиторных занятиях и при самостоятельной работе студентов.

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ПРЕДИСЛОВИЕ

Учебное пособие предназначено для студентов всех направлений подготовки языковых и неязыковых вузов, а также может быть рекомендовано для широкого круга лиц, заинтересованных в развитии навыков кросс-культурной коммуникации средствами аутентичных видеофильмов. Пособие нацелено на совершенствование способности осуществлять коммуникацию в устной и письменной формах на английском языке, а именно, ориентировано на развитие навыков говорения, чтения, аудирования и письма.

Очевидно, что хорошее владение коммуникативными навыками на иностранном языке не гарантирует успеха при коммуникации с людьми из разных стран, поскольку взаимопонимания можно достичь лишь при условии хорошего знания культуры той страны, с представителями которой вы общаетесь. В связи с этим основная цель пособия “Movie. Culture. Dialogue” состоит в формировании у студентов кросс-культурной компетентности, а именно: умения толковать и сравнивать разные культуры; способности толерантно относиться к представителям иных культур; умения предотвращать конфликты культур и принимать знания об иноязычной культуре; способности к культурной самоидентификации.

Учебное пособие основано на изучении лучших образцов мирового кино, поскольку фильмы сочетают в себе удовольствие и обучение, одновременно затрагивают различные органы чувств и когнитивные каналы. Обучаясь кросс-культурной коммуникации, студенты знакомятся с тем, как на самом деле говорят и ведут себя люди в разных жизненных ситуациях, а также изучают такие важные проблемы как иммиграция, ксенофобия, адаптация к новой культуре, обсуждают дилеммы, с которыми сталкивается человек, принадлежащий к разным культурам и т.д.

Учебное пособие создано коллективом авторов-составителей на базе кафедры английской филологии Адыгейского государственного университета и состоит из трех разделов, отражающих тематику элективного курса «Кино. Культура. Диалог»: Film 1 “Forrest Gump” (Акулова Е.А.), Film 2 “Freedom Writers” (Долуденко Е.А.), Film 3 “The King’s Speech” (Ахиджак Б.Н.). В каждом уроке содержатся разделы: Before Watching, During Watching, After Watching, включающие рубрики Warm-up, Watch for Details, Quote Reading and Analyzing, Fact File, Dialogue of Cultures, Bridging the Cultural Gap, Writing. Critical Reflection.

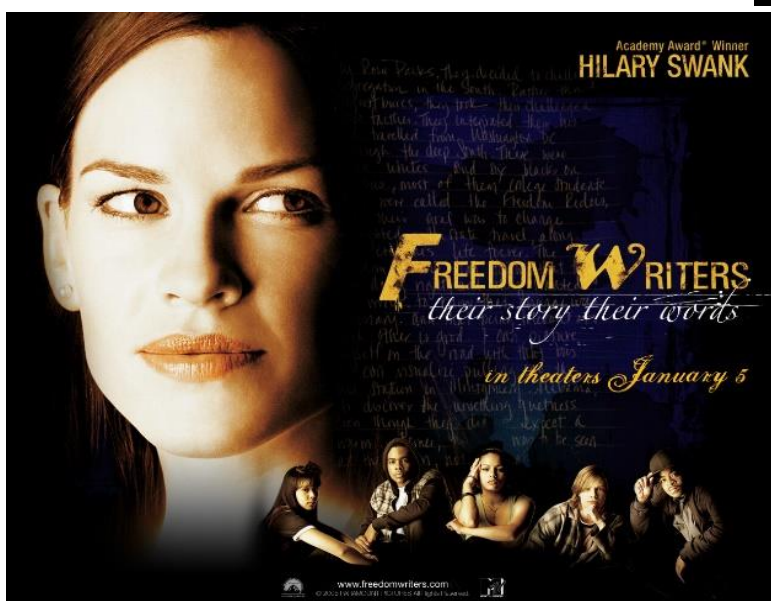
Выделение разделов по этапам работы с видеофильмом (дотекстовый, текстовый и послетекстовый) является основным условием, определяющим взаимосвязанное развитие языковой, речевой или кросс-культурной компетенции учащихся. Отметим, что преподаватель может менять траекторию обучения, опираясь на персональный опыт обучаемых, адаптировать материал, варьируя темп и степень самостоятельности при освоении учебного материала.

Учебное пособие содержит приложения: Приложение 1 (“Culture representation in film”), Приложение 2 (“Activities for Improving Cross-Cultural Communication”), Приложение 3 («10 советов как правильно смотреть кино на английском»), Приложение 4 («Тест на определение уровня развития культурного интеллекта»).

Материалом для учебного пособия послужили аутентичные фильмы на английском языке, оригинальные издания, англоязычные сайты сети Интернет по затрагиваемой тематике. Тематический отбор фильмов обусловлен концепцией обучающего элективного курса «Кино. Культура. Диалог». Структура учебника и разнообразие заданий создают оптимальные условия для его использования на аудиторных занятиях и при самостоятельной работе студентов.



FEATURED FILMS



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FILM 1

FORREST GUMP



FILM INFO

Directed by: Robert Zemeckis

Screenplay by: Eric Roth

Based on: novel by Winston Groom

Produced by: Steve Tisch

Starring: Tom Hanks (Forrest Gump), Sally Field (Mrs. Gump), Robin Wright (Jenny), Mykelti Williamson (Bubba Blue), Gary Sinise (Lieutenant Dan), Haley Joel Osment (Forrest Gump, Jr.)

Music by: Alan Silvestri

Production companies: Paramount Pictures

Distributed by: Paramount Pictures

Release date: July 6, 1994 (United States)

Running time: 142 minutes

Country: United States

Language: English

IN THIS UNIT YOU WILL:

- discuss a film trailer;
- enlarge your vocabulary by learning useful word combinations from the film;
- answer the comprehension questions;
- discuss the quotations from the film;
- locate specific information;
- give reasons and examples to support your statement;
- think critically.

1. BEFORE WATCHING

1.1 WARM UP WITH TRAILER

STEP 1. Go to



<https://yandex.ru/video/preview/14306888068274826128>

STEP 2. Watch the trailer for *Forrest Gump* movie.

1.2 TALK ABOUT THE TRAILER

1. Read the following definitions of trailer and choose the right variant:

- 1) a large transport conveyance designed to be pulled by a truck or tractor;
- 2) noun a wheeled vehicle that can be pulled by a car or truck and is equipped for occupancy;
- 3) an advertisement consisting of short scenes from a motion picture that will appear in the near future;
- 4) someone who takes more time than necessary; someone who lags behind.

2. Read the list of trailer conventions, clarify any doubts you have in mind.

1) the opening	a) create atmosphere
2) the voice-over	b) shows in a climax to keep audience curious
3) music	c) establishes settings and characters.

4) <i>information</i>	d) about the actors and director are given
5) <i>the ending</i>	e) introduces the story of the film

3. Divide into pairs / triads, discuss each conventions you notice in the trailer you just watched. Jog down your ideas below.

THE OPENING _____

THE VOICE-OVER _____

MUSIC _____

INFORMATION _____

THE ENDING _____

2. DURING WATCHING

2.1 WATCH FOR DETAILS

Vocabulary

4. Look through the vocabulary list and mark how well you know these words and word combinations.

VOCABULARY LIST 1

<i>Vocabulary list</i>	<i>I can use it in daily life (+)</i>	<i>I know it but can't use it (-)</i>	<i>This is new to me (?)</i>
1) just fine and dandy – <i>excellent</i>			
2) stupid is as stupid does – <i>means that one's actions indicate one's level of stupidity (or intelligence)</i>			
3) like peas and carrots – <i>means that two things get along very well</i>			
4) a dummy – <i>a stupid or a silly person</i>			
5) dumb – <i>inf. stupid</i>			

6) retarded – <i>an offensive term for someone with less advanced mental development</i>			
7) to accomplish – <i>to finish something successfully or to achieve something</i>			
8) a shrimp – <i>a small pink sea animal with ten legs that you can eat</i>			
9) swing one's hips – <i>move from side to side the part of your body between your waist and the top of your legs</i>			
10) lieutenant – <i>an officer of middle rank in the armed forces</i>			
11) million dollar wound – <i>military slang for a wound that is not crippling or fatal, but which gets a soldier sent away from service</i>			
12) to cheer – <i>to give a loud shout of approval or encouragement</i>			
13) a beatnik – <i>a coined term (beat + Russian suffix -nik) for a young person in the 1950s and early 1960s belonging to a subculture associated with the beat generation</i>			
14) an obstacle – <i>something that blocks you so that movement, going forward, or action is prevented or made more difficult</i>			
15) a cripple – <i>a person who cannot use their arms or legs in a normal way</i>			
16) assassination – <i>the murder of someone famous or important</i>			

VOCABULARY LIST 2

17) Ku Klux Klan (<i>proper noun</i>) <i>An American white supremacist group that specifically targets black Americans, but is upheld by a belief in the superiority of the white race over all others</i>			
18) “The King” (<i>proper noun</i>) <i>A nickname for Elvis Presley, a rock and roll singer</i>			
19) Negro (<i>proper noun</i>) <i>An offensive and dated term for a black American</i>			
20) segregated (<i>adjective</i>) <i>separated or divided along racial lines</i>			
21) integrated (<i>adjective</i>) <i>desegregated, especially racially</i>			
22) Joan Baez (<i>proper noun</i>) <i>A famous folk singer who was prominent in the 1960s</i>			
23) Home Economics (<i>proper noun</i>) <i>cooking and other aspects of household management, especially as taught at school</i>			
24) platoon (<i>noun</i>) <i>a subdivision of a company of soldiers, usually forming a tactical unit that is commanded by a lieutenant and divided into several sections</i>			
25) Dr. Pepper (<i>proper noun</i>) <i>A carbonated soft drink created in the 1880s</i>			
26) redneck (<i>noun</i>) <i>a derogatory term for a working-class white person, especially a politically reactionary one from a rural area</i>			
27) gumbo (<i>noun</i>) <i>okra, especially the gelatinous pods used in cooking</i>			

28) grunt (noun) <i>a low-ranking or unskilled soldier or other worker</i>			
29) nape (noun) <i>Short for napalm, a highly flammable sticky jelly used in incendiary bombs and flamethrowers, consisting of gasoline thickened with special soaps</i>			
30) SDS (proper noun) <i>short for “Students for a Democratic Society”, a national student activist organization in the United States that was one of the main representations of the New Left</i>			

2.2 WATCH FOR DETAILS

Comprehension

5. **Answer the comprehension questions choosing the correct variant.**

ONLINE LEARNING TOOL: click the link here for more quizzes:

- “Forrest Gump Questions”



<https://quizlet.com/148679826/forrest-gump-questions-flash-cards/>

- “Forrest Gump Quiz”



<https://www.absurdtrivia.com/quiz/000041/forrest-gump-quiz/>

- “Forrest Gump Quiz: questions and answers”



<https://kupidonia.com/quiz/quiz-forrest-gump>

🔪 COMPREHENSION QUESTIONS. PART 1

- Why is life like a box of chocolates, as Forrest’s mama used to say?
 - You have to do the best with what God gave you.*
 - You ’ll never know what you ’re gonna get.*

- c) *That's all she has to say about that.*
 - d) *You don't ever let anyone tell you they're better than you.*
2. Which hip-shaking musical icon did Forrest meet early in his life?
- a) *Michael Jackson*
 - b) *Elvis Presley*
 - c) *Ray Charles*
 - d) *Bob Dylan*
3. According to the story, Forrest is a descendant of a "great Civil War hero." He implied that this relative was connected to which controversial organization?
- a) *Black Panthers*
 - b) *Ku Klux Klan*
 - c) *Aryan Nations*
 - d) *American Freedom Party*
4. Where did Forrest's story largely take place?
- a) *Washington D.C.*
 - b) *Arkansas*
 - c) *Georgia*
 - d) *Alabama*
5. How did Forrest discover that he can "run like the wind blows?"
- a) *He just stumbled upon it.*
 - b) *His mama taught him.*
 - c) *Got encouraged in college*
 - d) *Through a bullying incident*
6. What sport was Forrest good at, which earned him a college scholarship?

- a) *Basketball*
- b) *Wrestling*
- c) *Baseball*
- d) *Football*

7. Who was Forrest's one great love?

- a) *Savanna*
- b) *Louise*
- c) *Jenny*
- d) *Dixie*

8. Forrest met a handful of U.S. presidents in his lifetime. Which one did he shake hands with first?

- a) *Gerald Ford*
- b) *Ronald Reagan*
- c) *John F. Kennedy*
- d) *Franklin D. Roosevelt*

9. Which aspect of the Civil Rights movement did Forrest accidentally witness during college?

- a) *Protests*
- b) *Marches*
- c) *Desegregation*
- d) *Assassinations*

10. After college, Forrest got recruited in the U.S. Army and sent off to fight in which Asian-located war?

- a) *Korean War*
- b) *World War II*

- c) *Cold War*
- d) *Vietnam War*

COMPREHENSION QUESTIONS. PART 2

11. His given name was Benjamin Buford Blue, but what was the nickname of Forrest's army buddy?

- a) *Bubba*
- b) *Bloke*
- c) *Barbell*
- d) *Boomerang*

12. What was Forrest's recorded IQ?

- a) *85*
- b) *55*
- c) *65*
- d) *75*

13. While in Vietnam, Forrest said they were always looking for "this guy." What's his name?

- a) *Mike*
- b) *Oscar*
- c) *Charlie*
- d) *Romeo*

14. What was Jenny's lifelong advice to Forrest, especially during times of trouble?

- a) *Make me a bird.*
- b) *Fly far, far away from here.*
- c) *Run, Forrest, run!*

d) *You can't be doin' this, Forrest.*

15. Gary Sinise played which military character who became important in Forrest's life?

a) *Lt. Dan*

b) *Pvt. Tex*

c) *Drill Sgt. Mahoney*

d) *Sgt. Sims*

16. Jenny got kicked out of college for appearing in which controversial publication?

a) *Time Magazine*

b) *Playboy Magazine*

c) *Mad Magazine*

d) *Life Magazine*

17. The film featured a lot of brands, and this one was Forrest's favorite soda. Can you guess which one?

a) *Coca-Cola*

b) *Dr Pepper*

c) *Pepsi*

d) *A&W*

18. Forrest's army buddy, Bubba, had entrepreneurial dreams concerning what particular product?

a) *Beignets*

b) *Barbecue*

c) *Shrimp*

d) *Jambalaya*

19. Why was Forrest awarded the Medal of Honor?
- a) *He's a great soldier who follows rules.*
 - b) *Someone gave it to him by mistake.*
 - c) *For rescuing his fellow soldiers during an ambush*
 - d) *Killed 20 enemies in a foxhole*
20. Which militant organization did Forrest encounter during a visit in Washington?
- a) *Southern Christian Leadership Conference*
 - b) *Congress of Racial Equality*
 - c) *NAACP*
 - d) *Black Panthers*

COMPREHENSION QUESTIONS. PART 3

21. Aside from football, which other sport did Forrest seem to excel in?
- a) *Chess*
 - b) *Ping-pong*
 - c) *Wrestling*
 - d) *Basketball*
22. Forrest met another musical legend when he was in New York. Which icon was this?
- a) *Michael Jackson*
 - b) *John Lennon*
 - c) *Jim Morrison*
 - d) *Jimi Hendrix*

23. As Forrest's life was progressing, Jenny lived hers being what kind of person?

- a) *A politician*
- b) *A hippie*
- c) *An academic*
- d) *A waitress*

24. As part of the All-American Ping-pong Team, which country did Forrest get to visit?

- a) *Russia*
- b) *Italy*
- c) *Australia*
- d) *China*

25. Who's the third U.S. president Forrest met in his lifetime?

- a) *George Bush*
- b) *Jimmy Carter*
- c) *Dwight Eisenhower*
- d) *Richard Nixon*

26. While he was in Washington D.C., Forrest accidentally uncovered which political incident in a hotel he was staying in?

- a) *The Iran-Contra Affair*
- b) *The Pentagon Papers*
- c) *The Watergate scandal*
- d) *The Spiro Agnew resignation*

27. Fulfilling his promise to his army buddy, what company did Forrest put up in Bayou La Batre?

- a) *Gump's Shellfish Company*
- b) *Mama's Crawfish Étouffée, Ltd.*
- c) *Bubba Gump Shrimp Corporation*
- d) *Sue's Stuffed Crab, Inc.*

28. As his business partner, Lt. Dan invested Forrest's shrimping biz money in which tech company?

- a) *IBM*
- b) *Microsoft Corporation*
- c) *Cisco*
- d) *Apple Computer, Inc.*

29. While running his shrimping business, Forrest had to go back to Greenbow immediately. How come?

- a) *Jenny was there.*
- b) *His mama was sick.*
- c) *He got recalled back to the Army.*
- d) *Their house burned down.*

30. Which prominent shoe brand was featured during Forrest's running days?

- a) *Reebok*
- b) *Converse*
- c) *Adidas*
- d) *Nike*

31. Director Robert Zemeckis had which white detail float in and out of Forrest's life at the beginning and end of the film?

- a) *A strand of blond hair*
- b) *A book page*
- c) *A feather*

d) *A piece of mama's clothing*

32. When Jenny asked Forrest to come visit her in Savannah, what surprise did he encounter?

a) *He met Jenny's new husband.*

b) *He had a son with Jenny.*

c) *Jenny had become rich.*

d) *Jenny opened her own restaurant.*

33. It was implied that Jenny died in the '80s due to an unknown virus. What can this be referring to?

a) *Papilloma*

b) *Dengue*

c) *Smallpox*

d) *HIV*

3. AFTER WATCHING

3.1 QUOTE READING AND ANALYZING

Class Activity

✂ ACTIVITY 1. ANALYZE AND MEMORIZE

6. When it comes to learning English, it is beneficial to watch movies because it's a great way to delve into another culture and boost your understanding of the language. Read the speaking phrases from the film and learn those you can use in your life. Learn one or two quotes from the film by heart.

1

— Do you ever dream, Forrest, about who you're gonna be?

— Who I'm gonna be?

— Yeah.

— Aren't I going to be me?

— Форрест, ты уже выбрал, кем станешь, когда вырастешь?

— Кем буду я?

— Да.

— А разве я не буду самим собой?



2

Mama said there's only so much fortune a man really needs, and the rest is just for showing off.

Мама говорила, что человеку нужно только самое необходимое. Остальное – это показуха.



3

One day, it started raining, and it didn't quit for four months. We'd been through every kind of rain there is little bitty stinging rain, and big old fat rain, rain that flew in sideways. And sometimes, rain even seemed to come straight up from underneath.:

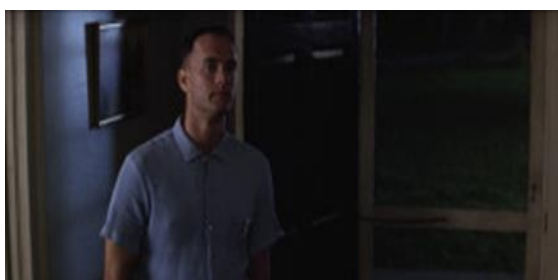
Однажды начался дождь и не прекращался четыре месяца. За это время мы узнали все виды дождя: прямой дождь, косой дождь, горизонтальный дождь, и даже дождь, который идёт снизу вверх.



4

I'm not a smart man, but I know what love is.

Я, может быть, не очень умный, но я знаю, что такое любовь.



5

– God damn it, Gump! You're a goddamn genius! That's the most outstanding answer I've ever heard. You must have a goddamn IQ of 160! You are goddamn gifted, Private Gump!

– Га-а-амп, что ты должен делать в армии?
– Выполнять все ваши приказы!
– Чёрт побери, Гамп, кажется, ты гений, лучшего ответа я ещё не слышал. У тебя IQ случайно не 160? Ты талантище, рядовой Гамп!



6

From that day on, if I was going somewhere, I was running!

С этого дня я больше не мог ходить.
Я мог только бежать.



7

You know, it's funny what a young man recollects, 'cause I don't remember being born. I don't recall what I got for my first Christmas, and

Забавно, как мы запоминаем происходящее: я не помню, как родился, что получил в подарок на первое рождество и как впервые

I don't know when I went on my first outdoor picnic. But I do remember the first time I heard the sweetest voice in the wide world.

отправился на пикник, но я помню, как впервые услышал самый прекрасный голос в мире.



8

— Whoa, man! You just ran through a big pile of dog shit!

— It happens.

— What, shit?

— Sometimes.

— Bay! Вы только что вляпались в такую кучу дерьма!

— Бывает...

— Что, дерьмо?

— Иногда.



9

And cause I was a gazillionaire and I liked doing it so much, I cut that grass for free.

Я был мультимиллионером, поэтому я косил газоны бесплатно!



10

I guess Lieutenant Dan figured there's some things you just can't change. He didn't want to be called crippled, just like I didn't want to be called stupid.

Я так думаю, лейтенант Дэн понял, что есть вещи, которые нельзя изменить. Он не хотел, чтобы его называли калекой, как я не хотел, чтобы меня называли дураком.



11

Mama always said there's an awful lot you could tell about a person by their shoes: where they're going, where they've been. I've worn lots of shoes.

Мама всегда говорила, что о человеке можно судить по его обуви – куда он идёт, где он был... У меня было много обуви...



12

— Have you found Jesus yet, Gump?
— I didn't know I was supposed to be looking for him, sir.

— Гамп, а ты уже нашёл Иисуса?
— А я не знал, что его надо искать.



13

I don't know if Mama was right, or if it's Lieutenant Dan. I don't know if we each have a destiny, or if we're all just floating around accidental-like on a breeze. But I think maybe it's both. Maybe both is happening at the same time.

Прав ли лейтенант Дэн, считая, что у каждого из нас свой путь, своя судьба или права мама, говорящая, что всех нас носит по жизни, как перышко по ветру? Я думаю, что правы оба — и то, и другое происходит с нами одновременно.



14

My mama always said, "You got to put the past behind you before you can move on."

Моя мама всегда говорила: «Чтобы идти в будущее, надо избавиться от прошлого».



15

Sometimes I guess there just aren't
enough rocks.

Иногда бывает, что камней просто-
напросто не хватает.



16

Mama says, "Stupid is as stupid does."

Дурак узнается по поступкам.



17

Life is a box of chocolates, Forrest.
You never know what you're going to
get.

Жизнь — как коробка шоколадных
конфет. Никогда не знаешь, какая
начинка тебе попадется.



3.2 FACT FILE

Class Activity

✂ ACTIVITY 2. CULTURAL AND HISTORICAL REFERENCES STUDY

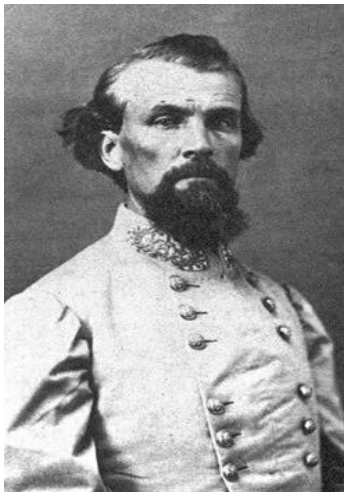
7. *The film “Forrest Gump”, in addition to the wonderful line of becoming a hero and fulfilling the American dream, is filled with a huge number of references, mentions or direct scenes with real historical and cultural events of the USA at that time. Study historical references in the movie “Forrest Gump”. Are there any unknown facts for you?*

1

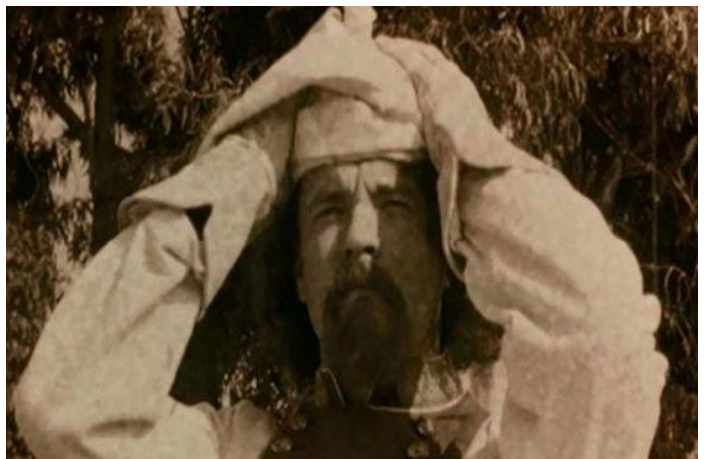
The Ku Klux Klan

At the very beginning, we are told that Forrest was so named after his distant ancestor, an interesting man Nathaniel Forrest. Forrest describes him as “a leader of people who liked to dress in white clothes and cover themselves with sheets, even they covered horses with white sheets.” Actually, yes, Nathaniel was the founder of the Ku Klux Klan.

The Real Nathaniel Forrest



A frame from the movie



2

Elvis

In 1954, a certain musician stops at Forrest's mom, who performs songs with a guitar. This musician turns out to be Elvis Presley, who picks up Forrest's way of moving.



3

American Football and Paul Bryant



Кадр из фильма



Пол Брайнт в реальности

In 1963, Forrest demonstrated impressive running abilities and was invited to the American football team.

The coach who noted Forrest's amazing abilities in running, not just anyone, but the legendary Paul "Bear" Bryant, who was the head coach of the Alabama University football team for 25 years and won 6 national championships with her.

His distinguishing feature was wearing his black and white hat (which, by the way, is called trilby).

4

Segregation



Governor Wallace won't let black students in

In 1963, Forrest becomes involved in an incident at the entrance to the University of Alabama. The US Attorney General and the National Guard were summoned, and only after a direct order from the president (just Kennedy), Wallace surrendered and let the future students pass.



Forrest has just handed over the notebook, and is standing in the same doorway.

Forrest in this story picks up a fallen notebook from one of the black students – Vivian Malone.

5

The Vietnam War



In 1967, Forrest goes to the Vietnam War.

Some special historical events of this war were not shown in the film (although it was possible to show the operation “Thunderclaps” and the New Year offensive and many more important moments of the war).

His commander is Lieutenant Dan, whose family took part in all the

conflicts in which the United States took part (the War of Independence, the Civil War, Both World Wars).

The only war that was not, for some reason, reflected in the annals of the lieutenant's family is the war in Korea.

6

Project 100,000



Robert McNamara, US Secretary of Defense in 1961-1968

About Vietnam, we can mention the infamous program “Project 100,000” (also known as “Morons McNamara”), launched in 1966.

There was a catastrophic shortage of conscripts in Vietnam, and then Defense Minister McNamara announced an initiative according to which the threshold of intellectual development for conscription was greatly lowered. As a result, a huge number of people (149 thousand in the first year alone) with extremely low iQ were drafted into the army. This led to a huge demoralization of the US army in Vietnam. Gump and Bubba apparently got into the troops for this reason.

7

Anti-war sentiment



In 1969, after returning from Vietnam, Forrest gets to an anti-war rally, where, as a war veteran, he is pushed onto the stage for a speech.

The man to Forrest's right is the famous anti-war activist, Abby Hoffman. By the way, Forrest's full speech at the rally sounded like this:

When people go to Vietnam, they come back to their moms without legs. And sometimes they don't come back at all. It's bad. That's all I want to say about the war. But because of the sound sabotage, the crowd only heard the last sentence.

Abby Hoffman in reality



8

Black Panthers



Upon returning to Jenny, Forrest sees a meeting of the Black Panther cell.

The Black Panthers are a radical organization that defends the rights of

the black population in the United States. The methods used by the organization were very brutal – arson, murder, explosions.

For example, one of the most famous prisoners in the United States – Mummiya Abu-Jamal – was a member of the Black Panthers (sentenced to death, which was later commuted to life for the murder of a policeman).

Ping-pong diplomacy



In 1971, Forrest becomes an excellent table tennis player, and goes to China, as part of the so-called ping-pong diplomacy.

At that time, it was very difficult to enter the PRC (even for diplomats), but, unexpectedly, the US ping-pong team received an invitation

to enter after a performance in Japan (they say, since some of the American team openly called themselves members of the “Black Panthers”, and those were considered freedom fighters in the PRC).

Together with the athletes, American diplomats also secretly went to Beijing. Following the talks, then Secretary of State Henry Kissinger visited China. And thanks to all these negotiations, President Richard Nixon’s visit to China was realized, which became a sensation.



10

Lennon and Imagine



In 1971, after returning home from China, Forrest helps Lennon write the song Imagine. Forrest talks about the lives of people in China, and John responds with phrases that will later become the lyrics of the song “Imagine”.

11

The Watergate Scandal



In 1972, Forrest checked into the Watergate Hotel. And at night he sees some strange people there who are looking for something with flashlights.

They interfere with Forrest's sleep and he complains about them to the desk clerk on the phone.



Thus, he begins the famous Watergate scandal, when 5 people were caught installing listening devices at the headquarters of the Democratic Party (which was at the Watergate hotel). These people acted on the orders of the then president of

the Republican Party, Richard Nixon – there were 4 months before the election and the president wanted to know by all means what was going on with the competitors.

The subsequent investigation led to the first and so far only early

resignation of the US president from his post.

12

Hurricane Carmen

In 1974, Gump and Lieutenant Dan survive Hurricane Carmen.

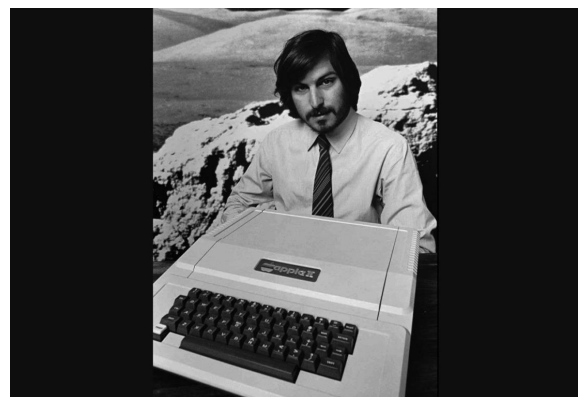
There was indeed a hurricane, but to tell the truth, it was not distinguished by anything outstanding.

13

Apple



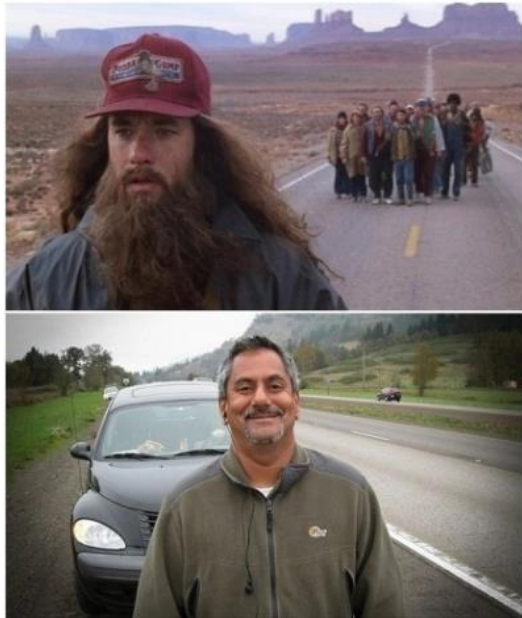
In 1975, Forrest invests in the “fruit company”. It turns out to be Apple Computer Inc. 1976 is the year of the official foundation of the company. And the letter in the film, as we see, was received in 1975, I



wonder how). In just a couple of years, in 1977, the Apple II will be introduced, which will make Apple one of the leaders of the personal computer market, and Forrest himself a millionaire.

Running across America

In 1977, Forrest decides to run across the USA (from one coast to the other). It is believed that this is a



reference to Louis Michael Figueroa, who ran from New Jersey to San Francisco in support of the cancer society – he made a promise to his friend dying of cancer.

The Internet claims that this is a photo of the real Louis, I do not undertake to vouch for the authenticity. Generally speaking, running across the USA is a well-known way to draw attention to some kind of social problem.

Shit Happens and Smiley

During his run, Forrest comes up with the slogan Shit Happens.



And the idea for the famous smiley face. By the way, at the moment, both the slogan “Shit Happens” and the image of the smiley

face are public domain – they can be freely used, without fear of deductions.

16

HIV



In the finale of the picture, in 1981, Forrest returns to Jenny and she

says that she has some unknown virus from which she is dying, and with which doctors can do nothing. In the same year, the first outbreak of this virus will be recorded (more than 120 deaths). And in a year this virus will be given the name HIV.

17

Curious George



The book that mom reads to Forrest. And then Forrest reads to his son. This

is not any book, but one of the most popular series of children's books in the USA – “Curious George”, on which more than one generation of

American children grew up.



18

Presidents



In the film, Forrest meets with 3 of the 5 US presidents whose terms fall during the duration of the film: with John F. Kennedy, Lyndon B. Johnson, and Richard Nixon.



19

Marilyn Monroe



When Forrest Gump finally reaches the toilet after meeting Kennedy, he sees an autographed photo of Marilyn Monroe at the sink, next to a photo of the Kennedy brothers. On the photo the signature: "To John, with love. Marilyn." This is an allusion to the well-known rumors about Marilyn's love affair with Robert and John Kennedy.

3.3 DIALOGUE OF CULTURES

DISCUSSION

Class Activity

✎ ACTIVITY 3

8. *Split in small groups and discuss the following intercultural aspects of the film, then let groups take turns to present their idea.*

1. What cultural aspects, values, attitudes, and behaviors of the respective cultures are shown?
2. Do you think the conflict in the film could also occur in your community?
3. What is the conflict about? How does the conflict evolve? Is it resolved?
4. Could the conflict have been avoided or resolved differently?
5. Does the film help you better understand the particular community?
6. To which character(s) do you relate most? Why?
7. Can you understand the motives of all the people involved, even if you don't sympathize with them?
8. Are characters portrayed as stereotypes, or are they like real-life people?
9. Were you aware of the problems shown in the film before you watched it?
10. How has the film changed your attitude towards the problem and/or groups portrayed in the film?
11. How was the film received by the ethnic group or minority portrayed in the film?
12. Could the film be set in your culture as well?
13. Would you recommend the film to others to learn about the particular intercultural aspects or conflict?

3.4 DIALOGUE OF CULTURES

MAKING CONCLUSIONS

Class Activity

✎ ACTIVITY 4

9. *Study the following “lessons” we learned from Forrest Gump. Think of some more.*

- *Do what you love and follow your heart like Forrest Gump did. It’s okay to take risks and pursue your passions.*
- *Everyone has valuable insights and wisdom to share, regardless of their intelligence or vocabulary.*
- *Stay optimistic and appreciate life while you have it, because you never know what the future holds. Embrace new experiences and don't take yourself too seriously.*
- *Do what you love.*
- *Everyone can be insightful.*
- *Don’t be afraid to try new things.*
- *Don’t take yourself too seriously.*

3.5 BRIDGING THE CULTURAL GAP

CROSS-CULTURAL COMMUNICATION

Class Activity

✎ ACTIVITY 5

10. *If Forrest Gump were Russian, what would his name be and what would some of his achievements be? So instead of playing American Football and all that other American stuff, would he do that would be proper Russian?*

Fill in the second and the third columns in the table below according to the points written in the first column: appearance, character and so on. Compare the image of Forrest Gump from the film and the imaginary Russian “Forrest Gump”. Think over and share your opinion about the similarities and differences of these two personages.

Points to ponder	“American” Forrest Gump	“Russian” Forrest Gump
Appearance		
Character		
Relationships with his mother		
Friends		
Education		
Sport		
Favourite drink		
Musical group he could meet in the TV studio		
Football team he would support		
The company he could invest in		
Sneakers he could wear		
(add your own ideas...)		

NOTE: *to do this assignment you can use the following useful phrases:*

age: young, old, in his / her thirty, teenager, in his / her mid-forties, middle-aged, forty-seven;

hair: long, short, bald, spiky, fair, straight, dark, blond, brown, curly, wavy.

build: thin, skinny, slim, fat, plump, well-built;

lips: thin, full, red, pink;

skin: tanned, pale, light, fair, dark;

face: round, oval, squared, freckled, long;

height: short, tall, medium height, of average height, dwarf,

eyes: big, small, hazel, blue, green, black, brown, dark, narrow, bright;

nose: pointed, big, small, flat, large, hooked, straight.

Character. Habits: fun-loving, gutsy, daring, patient, good, open-minded, fun to be with, naughty, generous, caring, smart, intelligent, kind, pleasant, humorous, helpful, loyal, trustworthy, reliable, responsible, delicate, sincere, tidy, neat, honest, studious, adventurous, calm, elegant, self-confident, witty, beautiful, lazy, happy, sensitive, clever, fashionable, outgoing, ambitious, gifted, friendly, hardworking, strong, funny, modern, polite, humble, enthusiastic, talented, cool, genuine, weak, level-headed, systematic, witty, serious.

3.6 CRITICAL REFLECTION

WRITING

Home Activity

ACTIVITY 6

11. Compose an argumentative essay on “What is Culture?” Before writing, study the figure “The Cultural Iceberg” below. The iceberg, a commonly used metaphor to describe culture, is great for illustrating the tangible and the intangible. When talking about culture, most people focus on the “tip of the iceberg,” which is visible but makes up just 10 percent of the object. The rest of the iceberg, 90 percent of it, is below the waterline.

What is Culture?



Fig. 1. The Cultural Iceberg by L. Underwood

Adapted from Lindner (2013)

NOTE: *an argumentative essay is a piece of writing that uses factual evidence and logical support to convince the reader of a certain way of thinking.*

ONLINE LEARNING TOOL: *click the links here to know how to write an argumentative essay:*

- “The Definitive Guide to Argumentative Essay Writing”



<https://theessaywritingservice.com/guide/argumentative-essay>

- “Argumentative Essay Examples: Types and Tips”



<https://www.turito.com/blog/sat/argumentative-essay-examples-types-and-tips>

- “Argumentative essay structure”



<https://tutlance.com/learn/write-argumentative-essay/argumentative-essay-structure>

Useful Phrases for Writing Argumentative Essays

To list arguments in the main body: In the first place, First of all, To start with, To begin with, Firstly, Secondly, Thirdly, Finally, In addition (to this), Furthermore, Moreover, Besides, last but not least

Presenting arguments for: The main/first/most important advantage of ..., One major advantage of ..., A further advantage ..., One/Another/An additional advantage of ..., One point of view in favour of ..., It is often suggested/believed/argued that ..., Some/Many people suggest/feel/argue that ..., Some/Many people are in favour of/are convinced that ...,

Presenting arguments against: One major disadvantage of ..., The main/most important disadvantage/drawback of ..., One/Another/An additional disadvantage of ..., One point/argument against ..., Some/Many people are against ...,

Presenting examples, causes and results: for example/instance, such as, like, in particular, therefore, for this reason, because, as, since, as a result,

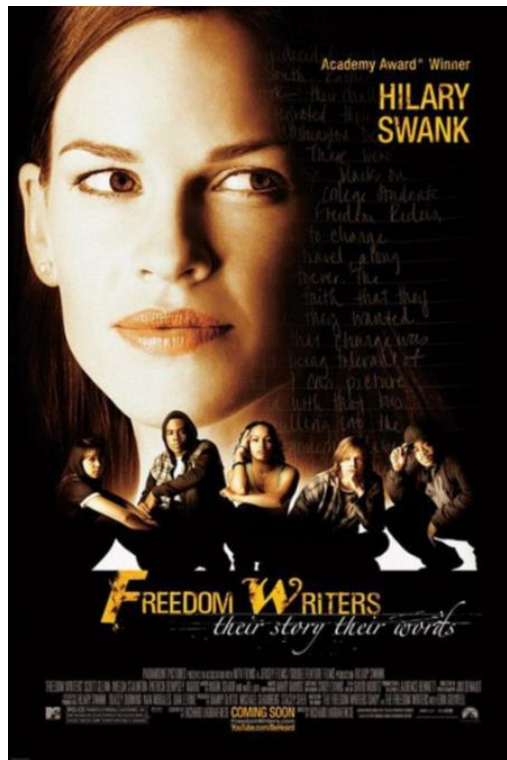
To add more points to the same topic: what is more, furthermore, also, in addition to, besides, apart from this/that, not to mention the fact that, etc.

To make contrasting points: on the other hand, however, despite/in spite of (the fact), while, nevertheless, even though, although, it can be argued that, one can argue that, etc.

To conclude: to conclude/sum up, all in all, all things considered, in conclusion, on the whole, taking everything into account, taking all this into account/consideration, above all, as was previously stated, etc.

FILM 2

FREEDOM WRITERS



FILM INFO

Directed by: Richard LaGravenese

Screenplay by: Richard LaGravenese

Based on: The Freedom Writers Diary by The Freedom Writers with Erin Gruwell

Produced by: Danny DeVito, Michael Shamberg, Stacey Sher

Starring: Hilary Swank, Scott Glenn, Imelda Staunton, Patrick Dempsey, Mario

Music by: Mark Isham, will.i.am, RZA

Production companies: MTV Films, Jersey Films, 2S Films

Distributed by: Paramount Pictures

Release date: January 5, 2007

Running time: 123 minutes

Country: United States

Language: English

IN THIS UNIT YOU WILL:

- discuss a film trailer;
- enlarge your vocabulary by learning useful word combinations from the film;
- answer the comprehension questions;
- locate specific information;
- write a film-review;
- discuss the issues of self-identity, tolerance, overcoming adversity, trust and respect, academic success, equality of education etc.;
- think critically.

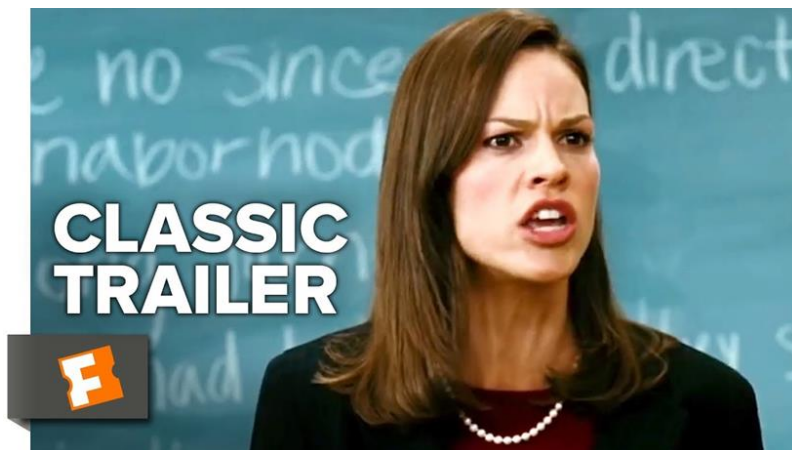
1. BEFORE WATCHING

1.1. WARM UP WITH TRAILER



STEP 1. Go to <https://www.youtube.com/watch?v=Hbjw9EP4HQ>

STEP 2. Watch the trailer for *Freedom Writers* movie:



STEP 3. Answer the questions:

What do you think the movie is about? Mark all that apply:

- Young teacher's first experience at school.
- Young teacher's problems and failures.
- Young teacher's victories and success.

- Earning respect and trust.
- Bullying and violence at school.
- Racial prejudices.
- Discipline problems.
- Men and women relationship.
- Parents and kids relationship.
- Teaching literature and writing.
- Sharing personal experience.
- Overcoming adversity and prejudice.

Go back to this question after watching the movie and check if you guessed right.

1.2. INFORMATION QUEST

1. The story in the movie is based on real events. Search the internet and find the answers to the following questions:

- 1) Hilary Swank plays the role of Erin Gruwell. Who is Erin Gruwell in real life? How old is she? Where does she live? What does she do?
- 2) What is the name of the school where the action of the movie takes place? Find the school on the map. Where is it situated? Is it a classical school? If yes, why is it called classical?
- 3) The title of the movie “Freedom writers” in American English sounds like [ˈfriːdəm ˈraɪdəz], which is a play on the term “Freedom Riders”. What does this term refer to?
- 4) In the movie the teacher tells the students about the Holocaust. What is the Holocaust? Why do you think it is important to teach students about it?
- 5) In class the students read the book “The Diary of Anne Frank”. Who is Anne Frank? Why has her diary become a book?

1.3. GROUP WARMING-UP

2. Work in pairs or small groups. Speak to the group and answer the following questions:

- 1) Describe a time in which you felt vulnerable amongst a crowd. Why did you feel this way?
- 2) Describe a community in which you feel you belong.
- 3) Share a story when you felt like a hero.

2. DURING WATCHING

2.1 WATCH FOR DETAILS

Vocabulary

3. Look through the vocabulary list and mark how well you know these words and word combinations.

ONLINE LEARNING TOOL: click the link here for more vocabulary from the movie:

<https://www.calameo.com/read/001610144918769dcfd27>



Vocabulary list	<i>I can use it in daily life (+)</i>	<i>I know it but can't use it (-)</i>	<i>This is new to me (?)</i>
1) <i>civil unrest</i> – a political situation in which people are angry and likely to protest or fight			
2) <i>looter</i> – a person who steals things from shops or buildings after a riot, fire, etc.			
3) <i>innocent</i> – not guilty of a crime, etc.; not having done something wrong			

4) <i>gang</i> – an organized group of criminals			
5) <i>blasted</i> – inf. used when you are very annoyed about something			
6) <i>juvenile hall</i> – a prison for young people who are not yet adults			
7) <i>integration program</i> – the act or process of mixing people who have previously been separated, usually because of colour, race, religion, etc.			
8) <i>bullshit</i> – slang an offensive word for ideas, statements or beliefs that you think are silly or not true			
9) <i>homeboy (homey)</i> – inf. a male friend from the same town as you; a member of your gang			
10) <i>boot camp</i> – a type of prison for young criminals where there is strict discipline			
11) <i>wannabe</i> – inf. a person who behaves, dresses, etc. like somebody famous because they want to be like them			
12) <i>lay odds</i> – inf. be very sure about something			
13) <i>antics</i> – behaviour that is silly and funny in a way that people usually like			
14) <i>convenience store</i> – a small local shop that sells food, newspapers, etc. and has long opening hours			

15) <i>amateur</i> – doing something for pleasure or interest, not as a job			
16) <i>Board of Education</i> – the board of directors or board of trustees of a school, local school district or an equivalent institution			
17) <i>accomplishment</i> – an impressive thing that is done or achieved after a lot of work			
18) <i>cheerleading</i> – strong support for a particular politician, idea or way of doing something			
19) <i>refugee</i> – a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons			
20) <i>journal</i> – a written record of the things you do, see, etc. every day			
21) <i>dignity</i> – a calm and serious manner that deserves respect			
22) <i>temporary job</i> – lasting or intended to last or be used only for a short time; not permanent			
23) <i>evict</i> – to force somebody to leave a house or land, especially when you have the legal right to do so			
24) <i>to have [someone] in your pocket</i> – to have complete control over them			

25) <i>make heads or tails of something</i> – to attempt to understand (a problem, etc)			
26) <i>get whacked</i> – inf. get very tired			
27) <i>segregation</i> – the act or policy of separating people from different groups, for example people of different races, religions or sexes, and treating them in a different way			
28) <i>resentment</i> – a feeling of anger or unhappiness about something that you think is unfair			
29) to have the balls – slang to have the courage to do something			
30) <i>bust something</i> – inf to break something			

2.2 WATCH FOR DETAILS

Comprehension

4. Mark the statements about the film plot as true (T) or False (F). Explain what's wrong with the false statements:

1. Erin came to teach at Woodrow Wilson High School because she failed at another school.
2. Erin's husband shared his wife concern about the kids.
3. Erin's father helped her to organize different events for the kids.
4. The school department head supported Erin's initiative to buy new books for the kids.

5. The head of the local Board of Education took Erin's side in her fight for the kids' future.
6. There were no white students in Erin's class.
7. Eva liked the new teacher from the very first day.
8. Sindy was Eva's best friend in class.
9. Almost all students had lost someone in gang wars.
10. Erin asked the students for permission before reading their diaries.
11. Erin took some extra jobs to be able to afford to buy books for her students.
12. All the students in Erin's class knew about the Holocaust.
13. The students were shocked by what they saw in the Holocaust Museum.
14. Eva didn't like the ending of the book *The Diary of Anne Frank*.
15. Marcus made up with his mom after reading the book.
16. Victoria, the black honored student, was happy to study in Brian's class.
17. The students raised the money to bring Anne Frank's savior to the US.
18. Eva said the truth at the court trial about the crime she had seen.
19. Erin was not allowed to teach her students in their junior year.
20. Erin was able to win the hearts of her students in the long run.

5. Many of the students in the movie come from broken families, in which they have endured physical and/or emotional abuse, substance abuse, poverty, homelessness, gang violence, and deaths of close relatives and friends. Match the characters of the film with the hardships of their lives:

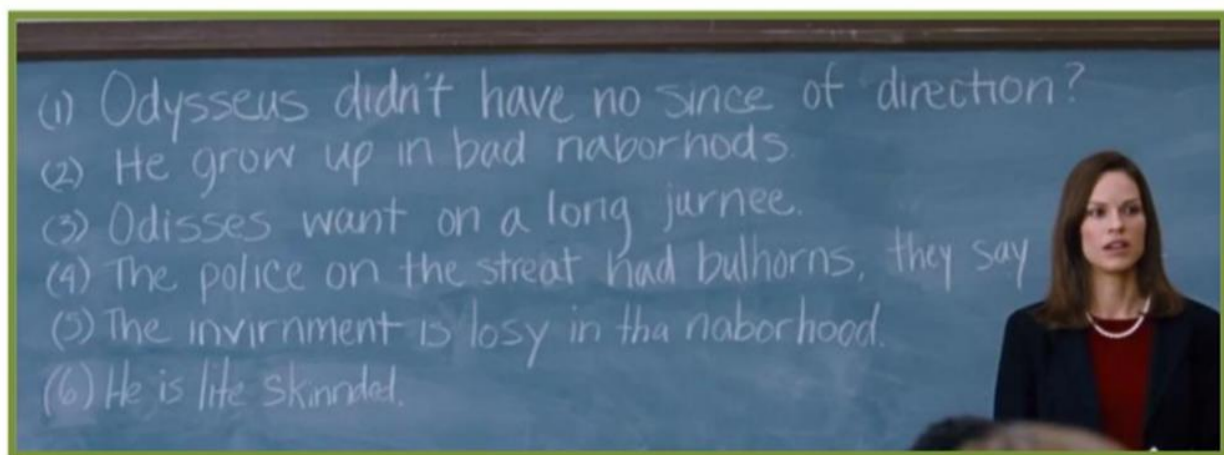
- | | |
|-----------|--|
| 1. Eva | A. His/her mother kicked them out when they joined the gang |
| 4. Andre | B. He/she and their family were evicted from the house where they lived |
| 5. Marcus | C. His/her brother was sentenced for 15 years in jail for the crime he didn't commit |
| 6. Jamal | D. His/her father was harassed in the refugee camp |

- | | |
|-----------|--|
| 7. Gloria | E. At 16 he/she saw more dead bodies than a mortician |
| 8. Miguel | F. His/her father was unfairly arrested and put to jail for somebody else's crime. |
| 9. Sindy | G. His/her mother got pregnant before the age of 16 and dropped out of school |

6. The characters of the movie mention the names of some real and fictional people. Who are they? Match the names with their descriptions.

- | | |
|-------------------|--|
| 1. Homer Simpson | A. One of the most influential and successful American rappers of all time |
| 10. Atticus Finch | B. An American rapper and actor |
| 11. Tupac Shakur | C. An African American man who was a victim of police brutality |
| 12. Anne Frank | D. A legendary Greek king of Ithaca and the hero of Homer's epic poem |
| 13. Rodney King | E. The main protagonist of the American animated sitcom |
| 14. Snoop Dogg | F. One of the Dutch citizens who hid Jews in her house during World War II |
| 15. Miep Gies | G. A lawyer in Harper Lee's novel <i>To Kill a Mockingbird</i> . |
| 16. Odysseus | H. The author of a diary documenting life in hiding under Nazi persecution |

7. In one of the assignments that Erin gives to her class the students have to correct the mistakes in the sentences on the board. Can you correct them? Look at the screenshot from the movie and write the corrected sentences.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. AFTER WATCHING

3.1 CRITICAL REFLECTION

Home Activity

✎ ACTIVITY 1. BOOST YOUR WRITING SKILLS

8. REVIEW: Write a review of the film using the following guidelines:

Cast & Credits	Title: Director: Year: Main actors:
Summary	Write a summary of the story in approximately 120 words. Focus on the main plot and avoid complicated subplots, details, etc.

Plot	Is the story told in chronological order? Does it begin in ‘medias res’? Are there any flashback or flashforward sequences? Is the plot complicated or simple to follow?
Setting	Identify the time setting in which the film takes place (past, present, future?) Does the action take place in a specific time frame? Can you identify the year, decade, century? What time period does the action cover (a day, a month, a year, several centuries)? Where does the action take place (country, city, village, rural setting, alien setting...)? Does most of the action take place indoors or outdoors? At day or at night?
Characters	Who is the protagonist of the film? Is there a character who can be identified as an antagonist? Is the cast of characters numerous or limited in number?
Character Analysis	Choose one of the characters in the film and analyze his/her role using the following questions as guidelines: How old is he/she? What does he/she look like? Role in the plot (protagonist, antagonist, minor character)? Is he/she a round/flat character? Is he/she dynamic or static character? How do spectators respond to the character and why?
Sound Track	What type of music is used in the soundtrack? Is the soundtrack a strong feature of the film? Is any specific music strongly associated with a character, a setting etc.?

Technical Devices	Does the director use any special devices (camera angles, colors, lighting)? Does the film contain any spectacular special effects?
Theme	What is the theme of the film?
General Comment	What was your own personal response to the film? Would you recommend it for watching? What target groups would you recommend it to watch?

9. REVIEWS SUMMARY: *Go online and find some reviews on the movie Freedom Writers written by other people. Compare your work with those reviews. Are your opinions of the film similar or different? Are there some issues people raise in their reviews that you have overlooked or considered unimportant? Write a short summary of your findings.*

10. ARGUMENTATIVE ESSAY: *“Teacher’s role in overcoming cultural, social and ethnic prejudice”. Write a 250-300 word essay to express your opinion on the given topic. Follow the guidelines for essay writing from the previous chapter.*

3.2 DIALOGUE OF CULTURES

Class Activity

✎ ACTIVITY 2. DISCUSSION

11. *The film raises a number of issues. Let’s discuss some of them.*



Tolerance

1. At the beginning of the school year, Erin is deeply disturbed by a racial caricature of one of her students that she finds being passed around the room. Why does Erin compare this drawing of an African-American student to the drawings of Jewish men during the Holocaust?
2. Why do you think Erin refers to the Nazis as the most famous gang in history? Why does this comparison make the students begin to listen to her?
3. Why are the students so unwilling to associate with anyone outside their ethnic/racial groups? Where does this intolerance come from?
4. Despite their very different backgrounds, the majority of Ms. Gruwell's students go through similar daily struggles. What makes them realize these similarities? How do the students use their collective strength as a source of healing?
5. Could Ms. Gruwell's pro-tolerance teaching methods be extended to the entire school and beyond? How could this be achieved?

6. Think about your own school or out-of-school activities. Are youth respectful of each other's differences? Are there problems similar to those in Wilson High? If so, what steps can you take to initiate change?

Trust and Respect

1. Why do the students initially only trust peers from their own ethnic/racial groups?

2. Ms. Gruwell is the first teacher to show trust and respect for the "at risk" students at Wilson High. How does Erin Gruwell demonstrate this? Why are some students more resistant to trusting her?

3. Why is trust such an important component of a teacher-student relationship?

4. Why do the students feel betrayed when they initially learn that Ms. Gruwell will not continue teaching them in their junior and senior years?

5. How do the classmates learn to trust one another? How does reading and writing initiate this change?

6. Imagine you are Ms. Gruwell. What would you have done in her situation? How would you have earned the trust of the students?

7. Respect and trust issues are not only problems among the students. The teachers and administrators at Wilson High do not support Ms. Gruwell's teaching methods. Why do they refuse to trust her?

8. How are relationships healthier when the individuals involved have mutual respect?

Overcoming Adversity

1. MiepGies, the woman who hid Anne Frank, is a hero to Ms. Gruwell's students. What does MiepGies mean when she tells Ms. Gruwell's students, "You are heroes everyday."

2. Describe the transition in Ms. Gruwell's classroom from the first day of freshman year through senior year – how have the students changed? How has Ms. Gruwell changed?

3. Ms. Gruwell's students endure a number of hardships in their personal lives. How do the assigned class books relate to the students' lives? What are some common themes that run throughout the literature?

4. Why is Eva so affected by the ending of Anne Frank's diary?

5. Have you ever had to overcome a significant problem? Who did you turn to for support?

6. Have you read a book or seen a movie in which a main character goes through a challenging situation? Describe this book/ movie and how the character overcomes his/her obstacle.

Family Relationships

1. What makes Eva choose to “go against her people” in the courtroom? Do you think this was a good decision? How do her family and friends react?

2. Do you think it's more important to “protect your own” or do what's right?

3. Put yourself in Eva's shoes. Would you tell the truth in the witness stand or protect your friend?

4. In the movie, the students write openly in their diary entries about sensitive family issues such as drug use and sexual abuse. How does Ms. Gruwell's class become a safe zone for the youth to express their sufferings?

5. How does Erin Gruwell's obsession with work conflict with her personal relationships? Describe the changing relationships with her father and husband.

6. How does Erin's father view her choice to teach at the beginning of the movie? How does this change towards the end?

7. In what ways does Ms. Gruwell's classroom become a family for the students? Do you have a “family” outside your actual family?

8. What are some of the difficulties of balancing your academic or professional life with your personal life?

Anti-violence and Anti-gangs

1. Why are the students filled with such anger at the beginning of the movie? Do you think their anger is reasonable?

2. Why aren't Ms. Gruwell's students motivated to succeed in school? What outside factors affect their ability to learn?

3. Conduct some research. What caused the increased gang activity in the mid-1990s in Los Angeles? Why do you think the students of Wilson High School are so heavily involved in gangs and violence? Do the students achieve anything by participating in gangs?

4. Are the youth of Long Beach justified in retaliating against other gangs or ethnic groups if they have been attacked? Why or why not?

5. Why do so many of Ms. Gruwell's students believe they won't live past age 18?

6. How do teachers and students deal with bullying and violence in your school?

Reaching Success

1. Describe how writing journals helps transform the lives of the students. How does writing "free" the students from their pain?

2. Do you or have you ever kept a diary? If so, why do/did you write? Do/did you write about events, or emotions or both?

3. Why do you think Ms. Gruwell makes the effort to take her students on field trips to museums and treats them to fancy dinners, new books and computers? How do these "luxuries" impact the students?

4. Have you ever been treated to something special or out of the ordinary? How did it make you feel?

5. Describe a school trip or after-school outing that had a significant impact on you. How did it make you feel? Compare this experience to traditional learning within the classroom.

6. Ms. Gruwell gives her students the opportunity to find success and graduate. Do you think the students continued along the path of success without Ms. Gruwell by their side? Why or why not?

7. Ms. Gruwell is a shining role model and source of encouragement for her students. Who is your role-model or biggest motivator in life? Who pushes you to succeed? If this person does not exist, what would you want this person to tell you?

8. Erin Gruwell is determined to create a positive learning environment in which her students learn about tolerance and are able to succeed. She endures many obstacles on her path to achieving this goal. Do you have a goal that you wish to attain? What steps are you taking or want to take in order to meet this goal?

Inequality of Education

1. Why do Ms. Gruwell's students hate and resent her at first?

2. How does Ms. Gruwell's upbringing, appearance and attitude contrast with those of her students?

3. Most of the teachers at Wilson High do not dress in formal attire. Why do you think Ms. Gruwell chooses to wear business suits and pearls to class? What impression does this make? How do clothes, accessories and make-up affect how others perceive you?

4. What obstacles does Ms. Gruwell face in ensuring that her students receive adequate supplies and an innovative education?

5. Why aren't Ms. Gruwell's students provided with new books from the school?

6. Why do you think Ms. Gruwell takes on the challenge of teaching remedial English in a gang-ridden community? Why didn't she become a lawyer like her father suggested?

7. What are some of the inequalities among students and classrooms in Wilson High School?
8. Describe how the honors English students are treated differently from the “at risk” students. Why?
9. Why do you think Ms. Gruwell faces such harsh criticism from her peers and the administrators at Wilson High? Describe some of the challenges Ms. Gruwell faces in dealing with the authority of the school.
10. Think about your own school. Are there inequities that exist? How can you document these injustices and urge school officials to make positive changes?

3.3 DIALOGUE OF CULTURES

Home Activity

✂ ACTIVITY 3. LONG-TERM TASKS AND PROJECTS



1. Read the book *The Freedom Writers Diary* (1999) by teacher Erin Gruwell on which the film was based. Compare the book and the movie. How did *The Freedom Writers Diary* change when it was adapted to the screen? Write a short essay describing these alterations. Why do you think these changes were made?

2. Visit the Erin Gruwell Education Project website at <https://freedomwritersfoundation.org/> to learn more about how Erin Gruwell's impact has continued.



Prepare a synopsis of the website and present the activities of the foundation.

12. To learn more about an innovative organization that allows students to document aspects of their public schools through photography, visit Critical Exposure at www.criticalexposure.org. Prepare a presentation about the organization's mission and impact and show some photographs that illustrate their activity.



4. Listen to Erin Gruwell's TED-talk and write a short summary of her speech:

<https://www.youtube.com/watch?v=nDq9o9j3-CU>



5. Plan and implement your own "Line Game". Prepare a set of questions to be used in the game. Play the game in class with your classmates. Reflect on the results of the game. Write a short summary of your findings.

6. Plan and implement your own "Toast for Change" in which each person in your group can speak about a difficult situation and make a resolution for change. Reflect on the toasts people say and the commitments they take. Write a short summary of your findings.

7. Prepare a presentation on the school system of the USA. Compare it with that of Russia. What are the advantages and disadvantages of both systems? Are the events featured in *Freedom Writers* possible in Russia?

8. Find some news articles about cases of violence in school in Russia. Make a presentation on your findings. Why do you think such cases had become possible? What should be done to avoid them in future?

7. Watch the video clip with the song “I have a Dream” by Will.I.Am, which is a part of the movie’s soundtrack:

<https://www.youtube.com/watch?v=avbNOjCOHJE>. Why do you



think it has been chosen for the film? Make a playlist of songs that could be also used in the movie. Annotate each song and explain in which episode of the movie it could be played and why.

8. Start your own daily diary, in which you chronicle important experiences and emotions. After a few weeks or months, make a collective, anonymous book of your group’s entries, just like The Freedom Writers Diary.

3.4 BRIDGING THE CULTURAL GAP

✎ ACTIVITY 4. SERVICE PROJECTS TO HELP OTHERS

1. Become a tutor for a foreign student that studies at your university. Your assistance will help them become more successful in their studies or professional career.

2. Visit a local nursing home or retirement community and teach some of the older residents a new skill or activity. Similarly, learn a new skill from them.

3. Become a volunteer “guidance counselor” for younger youth that need additional assistance in school or who are struggling with personal problems. Receive training from an adult on how to effectively address specific issues and practice with friends. Remember to respect the privacy and anonymity of the youth you assist.

FILM 3

THE KING'S SPEECH



FILM INFO

Directed by: Tom Hooper

Screenplay by: David Seidler (screenplay)

Based on: a true story of the King George VI

Produced by: Iain Canning, Emile Sherman, Gareth Unwin

Starring: Colin Firth, Geoffrey Rush, Helena Bonham Carter, Guy Pearce, Timothy Spall, Derek Jacobi, Jennifer Ehle

Music by: Alexandre Desplat, Beethoven

Production companies: UK Film Council, Momentum Pictures, Aegis Film Fund, Molinare, London FilmNation Entertainment, See-Saw Films, Bedlam Productions

Distributed by: Momentum Pictures (United Kingdom), Paramount Pictures and Transmission Films (Australia)

Release date: 6 September 2010 (Telluride Film Festival), 23 December 2010 (Australia), 7 January 2011 (United Kingdom)

Running time: 119 minutes

Country: United Kingdom, Australia

Language: English

IN THIS UNIT YOU WILL:

- discuss a film trailer;
- enlarge your vocabulary by learning useful word combinations from the film;
- answer the comprehension questions;
- discuss the quotations from the film;
- locate specific information;
- give reasons and examples to support your statement;
- find out more about culture and historical events depicted in the film;
- think critically.

1. BEFORE WATCHING

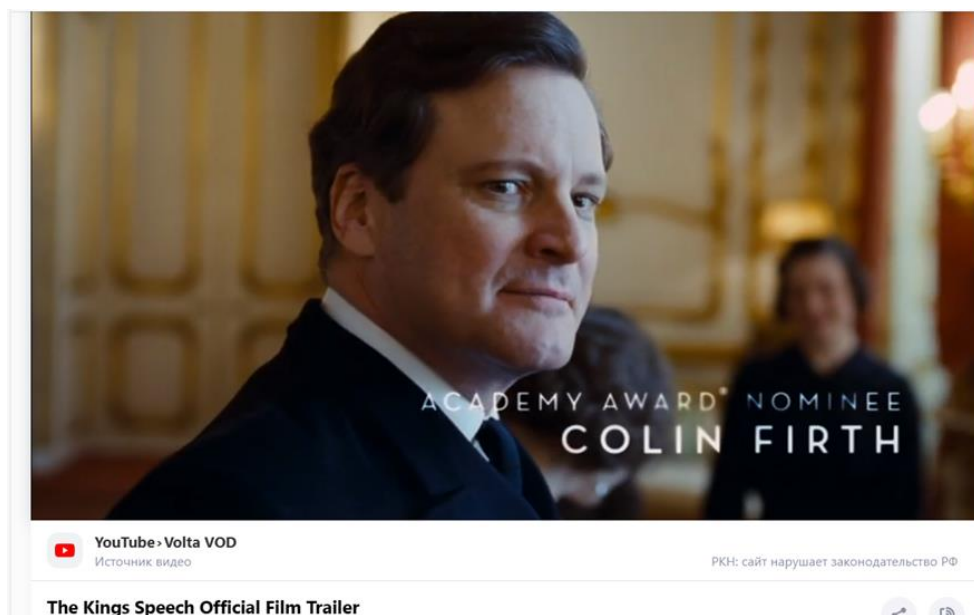
1.1 WARM UP WITH TRAILER

STEP 1. Go to:

<https://yandex.ru/video/preview/7545582173212397857>



STEP 2. Watch the trailer for The King's Speech movie.



1.2 TALK ABOUT THE TRAILER

1. *Read the following definitions of trailer and choose the right variant:*

- 1) a greeting used for addressing or referring to a member of a royal family, especially a prince or princess;
- 2) a characteristic used to call things that are opposite to traditional, usual and common ones;
- 3) someone who speaks with involuntary pauses and repetitions;
- 4) a transition of a television or radio program.

2. **What do you think is the movie about? Mark all that apply:**

- The King's first experience speaking publicly
- The King's problems and failures at providing his duties
- The King's victories and success at providing his duties
- Earning respect and trust of the nation
- The hard times at World War II
- The reign of King George VI
- The King's problems at speaking because of speech impediment
- The King and Queen's relationship
- The King and the Australian language therapist's friendship
- Methods of speech impediment treatment
- King Edward and Wallis Simpson's relationship
- Overcoming one's shyness and nervousness
- The Royal family and their relationships

Go back to this question after watching the movie and check if you guessed right.

3. *The story in the movie is based on real events. Search the internet and find the answers to the following questions:*

1. Colin Firth plays the role of the future King George VI. What do you know about King George VI?
2. The movie describes the relationships between King George VI and Lionel Logue, who finally becomes his friend. Who was Lionel Logue and how did he help George VI?
3. The title of the movie is “The King’s Speech”. What was that speech about? What were the reasons for him to make the speech?
4. The film impacts our awareness about speech impediments. How do you understand this term “speech impediments”?
5. George VI was not actually supposed to become a king. Who was his predecessor? What was the story of his predecessor?
6. Do you know anything about other royal families in Europe?
7. As you know, there exist many royal families in Europe. What is the role of the royal family nowadays?
8. As a matter of fact, being a royal implies definite responsibility. Do you think it is easy to be a royal?

4. *Speak to the group and discuss the following:*

1. Speak of the time depicted in the movie.
2. Speak of what you know about the monarchy in Great Britain and the royal family.
3. Do you know anyone who once suffered from speech impediments and the way he or she overcame it?
4. Speak of the most prominent people of the time depicted in the movie.
5. Do you like watching historical films or not? If not, why?

2. DURING WATCHING

2.1 WATCH FOR DETAILS

Vocabulary

5. *Look through the vocabulary list and mark how well you know these words and word combinations.*

VOCABULARY LIST 1

<i>Nº</i>	<i>Vocabulary list</i>	<i>I can use it in daily life (+)</i>	<i>I know it but can't use it (-)</i>	<i>This is new to me (?)</i>
1.	controversial (adj.) – <i>something disputable</i>			
2.	to take the liberty of doing smth/to do smth – <i>have the courage to do smth</i>			
3.	a wealth of smth – <i>a plenty of</i>			
4.	Enunciate! – <i>to say something distinctly</i>			
5.	indentured servitude – <i>when a person has great debts</i>			
6.	to pop by – <i>to come somewhere, usually a person's home or residence, for a brief or casual visit</i>			
7.	turf (colloq.) – <i>the territory or area of activity over which a person or group claims exclusive rights</i>			
8.	to be aboard – <i>here: to be a part of a deal</i>			
9.	unobliging – <i>of someone who is not respectful or polite</i>			
10.	to be a sport – <i>of someone who is a good friend of the speaker</i>			
11.	Classifieds (noun, pl.) – <i>newsboard</i>			

12.	to be knighted – <i>symbolically, it represents a recognition of one’s accomplishments and a validation of their contributions to society</i>			
13.	to natter – <i>to find faults with smb, grumble at smb</i>			
14.	to wager money – <i>to make a bet for money</i>			
15.	to be sublime – <i>impressive, convincing</i>			
16.	a bob – <i>a shilling (a twelve-pence)</i>			
17.	to ingratiate oneself with – <i>to make a bid for sympathy</i>			
18.	to be reduced to – <i>minimize, take something big make it little; to be forced into some conditions</i>			
19.	to have the audacity to do smth – <i>to dare to do smth</i>			
20.	shirking one’s duties – <i>not doing or completing the things one must do</i>			
21.	a vigil – <i>a watch formerly kept on the night before a religious feast with prayer or other devotions</i>			
22.	to muck around – <i>to do nothing special in an idle manner</i>			
23.	to have the guts to do smth – <i>(informal) have the courage (to do something)</i>			
24.	bark up the wrong tree – <i>(an idiom) to mistake one’s object, or to pursue the wrong course to obtain it</i>			
25.	to abdicate – <i>to renounce a throne, high office, dignity, or function</i>			
26.	to look blue – <i>to be upset</i>			

27.	knock someone's heads together – <i>informal phrase to speak angrily to people so that they will stop arguing</i>			
28.	to fall back to square one – <i>to start from the very beginning</i>			
29.	breath down one's neck – <i>to follow someone too closely, making it uncomfortable for the person</i>			
30.	overstepped the mark – <i>to push onto smb too hard, pass all bounds</i>			

VOCABULARY LIST 2

<i>Nº</i>	Vocabulary list	<i>I can use it in daily life (+)</i>	<i>I know it but can't use it (-)</i>	<i>This is new to me (?)</i>
1.	Demosthenes (<i>proper noun</i>) <i>one of the ten greatest Attic orators and logographers</i>			
2.	Putney [pʌtni] <i>is a district of south London, England. Putney is an ancient parish which covered 9.11 km² in the Hundreds of Brixton in the county of Surrey. Putney was the birthplace of Thomas Cromwell, made Earl of Essex by Henry VIII.</i>			
3.	Perth <i>is the capital and largest city of Western Australia and the fourth most populous city in Australia and Oceania, with a population of 2.2 million (80% of the state) living in Greater Perth.</i>			
4.	a Silvertone – <i>a record player is an iconic piece of audio technology that has</i>			

	<i>revolutionized how people listen to music. It has a rich history and innovative.</i>			
5.	Custos Regni – <i>A kind of viceregal locum tenens appointed, either alone or jointly, to execute the political duties of a monarch during his or her absence from the seat of government.</i>			
6.	Caliban (/ˈkælibæn/ KAL-i-ban), <i>son of the witch Sycorax, is an important character in William Shakespeare’s play The Tempest</i>			
7.	“Swanee River” – <i>Old Folks at Home, an 1851 song often known unofficially as “Swanee River”, written by Stephen Foster.</i>			
8.	“Camptown Races” – <i>is a minstrel song by Stephen Foster (1826–1864)</i>			
9.	Cenotaph – <i>The Cenotaph in Whitehall is Britain’s chief national war memorial to the dead of the First and Second World Wars and subsequent conflicts. Taking its name from the Greek words meaning ‘empty tomb’, it is the focus of national ceremonies of remembrance, held annually since 1919.</i>			
10.	Chaucer – <i>Geoffrey Chaucer (l. c. 1343-1400 CE) was a medieval English poet, writer, and philosopher best known for his work The Canterbury Tales, a masterpiece of world literature.</i>			
11.	Handel – <i>George Frideric Handel, a German Baroque composer who later quite identified</i>			

	<i>as British, was born in Halle, Germany on February 23, 1685.</i>			
12.	Dickens – <i>Charles Dickens was a British author, journalist, editor, illustrator, and social commentator who wrote the beloved classics Oliver Twist, A Christmas Carol, and Great Expectations.</i>			
13.	Saint Edward's Chair – <i>The Coronation Chair, also known as St Edward's Chair or King Edward's Chair, is an ancient wooden chair[a] on which British monarchs sit when they are invested with regalia and crowned at their coronations. It was commissioned in 1296 by King Edward I to contain the coronation stone of Scotland – known as the Stone of Destiny – which had been captured from the Scots.</i>			
14.	The Stone of Scone – <i>The Stone of Scone – also known as the Stone of Destiny, and often referred to in England as The Coronation Stone – is an oblong block of red sandstone that has been used for centuries in the coronation of the monarchs of Scotland, and later also when the monarchs</i>			
15.	Cosmo Lang – <i>William Cosmo Gordon Lang – served as Archbishop of York (1908–1928) and Archbishop of Canterbury (1928–1942)</i>			
16.	Edward – <i>Edward VIII was the eldest son of King George V and Queen Mary who served</i>			

	as the King of the United Kingdom for less than a year. He was the only British sovereign to abdicate voluntarily in order to marry his beloved, Wallis Simpson , an American divorcee.			
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For more vocabulary from the movie read the **script** at:

<https://assets.scriptslug.com/live/pdf/scripts/the-kings-speech-2010.pdf>



2.2 WATCH FOR DETAILS

Comprehension

6. Answer the comprehension questions choosing the correct variant.

ONLINE LEARNING TOOL: click the link here for more quizzes:

- ‘The King’s Speech’ Quiz – Follow That Line:

<https://www.allvipp.com/royals/the-king-s-speech-quiz>



- The King’s Speech –

<https://www.sporcle.com/games/Puzzgal/follow-that-line-the-kings-speech>



🔪 COMPREHENSION QUESTIONS. PART 1

7. Choose the right variant:

- How did Elizabeth explain to Bertie how she found Lionel Logue?
 - In classifieds, next to “French model, Shepherd’s Market”.*
 - She was advised by one of her friends.*
 - The archbishop told her about this prominent physician.*
- What did Lionel say to Bertie about smoking?

- a) *Cigarette smoking calms the nerves and gives you confidence.*
- b) *Sucking smoke into your lungs will kill you.*
- c) *Smoking makes people more self-assured.*

3. Did Lionel lie about being a doctor?

- a) *Yes, he said he had trained at a medical college.*
- b) *No, he never said he was one.*
- c) *Bertie was sure about his being a doctor.*

4. Did Lionel tell his wife Myrtle that he was going to treat King George VII?

- a) *Actually, he did. So, she was not surprised to see the King and the Queen at their house.*
- b) *He didn't say a word to her.*
- c) *He said he was going to treat somebody of a high-rank, but didn't say specifically it was the King, so she was astonished to meet the King and the Queen at their place.*

5. Who became the King after Bertie's father King George V passed away?

- a) *David*
- b) *Johnny*
- c) *Bertie*

6. Lionel was from ...

- a) *England*
- b) *Canada*
- c) *Australia*

7. What was Bertie's problem?

- a) *He was a very unhealthy person.*

b) *He stammered.*

c) *He didn't have any problem.*

8. Why did Edward have to abdicate?

a) *A British monarch could not marry a two-times divorced woman, so he decided to reject the throne to marry her.*

b) *Being a monarch was a heavy burden for him, so he decided to refuse being one.*

c) *He was sure that Bertie would be the best option.*

9. What did Bertie give Lionel when he came to his place to apologize?

a) *An award*

b) *A shilling*

c) *A promise*

10. What did the King say to Lionel after his Speech?

a) *Thank you, doctor.*

b) *Thank you, friend.*

c) *Thank you, old bugger.*

11. Was Bertie happy to become a King?

a) *Yes, he was because it was his wish.*

b) *No, he wasn't as he was a navy officer and never wanted to become one.*

c) *He was indifferent, but was happy when his brother abdicated.*

12. Did he manage to deliver his speech to the nation successfully?

a) *Yes, he did splendid.*

b) *No, he stammered as always.*

c) *He didn't delivery any speech.*

13. What happened at the church at Westminster Abbey that upset the King?
 - a) *Lionel sang a song.*
 - b) *Lionel carved his name on the throne.*
 - c) *Lionel sat on the King's chair.*
14. How did Bertie become a stammerer?
 - a) *His nanny mistreated him.*
 - b) *He was frightened by the horse.*
 - c) *He was born like that.*
15. Was doctor Logue's method a traditional one?
 - a) *Yes, his treatment was quite conventional.*
 - b) *No, his methods were unorthodox and controversial.*
 - c) *He used methods invented by Eileen McCleod.*

COMPREHENSION QUESTIONS. PART 2

8. Say whether the statements are true, false or not shown.

- The King and Lionel Logue's first meeting was at the Kensington Palace.
a) True b) False c) not shown
- Elizabeth found Lionel Logue with the help of the President of the Speech Therapists Society.
a) True b) False c) not shown
- Lionel was eager to play in the theatre, so he decided to be reviewed.
a) True b) False c) not shown
- Elizabeth made an appointment under the name of Mrs. and Mr. Johnson.
a) True b) False c) not shown

15. Bertie's speech at Wembley was a great success.

- a) *True* b) *False* c) *not shown*

COMPREHENSION QUESTIONS. PART 3

9. Choose the right variant:

1. Once Bertie with his daughter Lilibet watched a video of one politician. Who was that?

- a) *Churchill*
- b) *Hitler*
- c) *Stalin*

2. Once Lionel and Bertie argued, after which Lionel went to apologize to Bertie, did he accept?

- Yes, he did.
- No, he refused saying he was very busy.
- Lionel didn't want to go there.

3. *It was Wallis who persuaded David to make some changes to the gardens by removing old oaks.*

- Yes, she did.*
- No, she was reluctant to do so.*
- They didn't do anything.*

4. Did everybody want Bertie to become a king?

- Yes, everybody liked him and wanted him to become a king right after his father's death.
- Nobody wanted him to become a king.
- Elizabeth wanted him to become a king.

5. England assisted Germany in all ways, didn't it?

- a) *That's true to say.*

b) *No, the British Ambassador handed the German Government a final note stating a state of war between them if the Germans didn't withdraw their troops from Poland.*

c) *The British had been indifferent to what was happening in other part of Europe.*

6. Bertie stammered all his life, didn't he?

a) *No, he didn't.*

b) *Yes, he did.*

c) *He wasn't actually a stammerer.*

7. Was Logue present at delivery speech to the nation?

a) *Yes, he was.*

b) *No, he wasn't permitted by the archbishop.*

c) *Logue watched it on TV.*

8. It was Churchill who suggested the name George VI for Bertie, wasn't it?

a) *Yes, it was him.*

b) *No. it wasn't him, but the archbishop.*

c) *It was Elizabeth, who recalled the names.*

9. Who said to the King that he had no right to make his own decisions?

a) *The archbishop did.*

b) *The Prime-minister did.*

c) *Custos Regni*

10. Who was Wallis Simpson by origin?

a) *She was an Australian*

b) *She was a British.*

c) *She was an American.*

3. AFTER WATCHING

3.1 QUOTE READING AND ANALYZING

Class Activity

✂ ACTIVITY 1. ANALYZE AND MEMORIZE

9. *Read the speaking phrases from the film and learn those you can use in your life. Explain how you understand them. Learn one or two quotes from the film by heart. Speak on the situations one can use them.*

- 1) Waiting for me to commence a conversation one can wait a rather long wait.



- 2) Timing isn't my strong suit.



- 3) My 'castle', my rules.



- 4) That must ring a few bells with you, Bertie.



- 5) You don't need to be afraid of things you were afraid of when you were five.



- 6) "Poor and content is rich and rich enough".



- 7) Sorry, Mrs J, my game, my turf, my rules.



10. Read the small-talk phrases from the film, which can be useful for common conversations in life. Pay attention to the idioms used in each.

1

- *I was told not to sit too close. I was also told, speaking with a Royal, one waits for the Royal to choose the topic.*
- *Waiting for me to commence a conversation one can wait a rather long wait.*
- *Know any jokes?*
- *Timing isn't my strong suit.*
- *Cuppa tea?*
- *No thank you.*
- *I think I'll have one.*

2

- *Just take your time. Relax.*
- *Excuse me, Doctor. What is the purpose of this?*
- *The classic approach that cured Demosthenes.*
- *That was in Ancient Greece. Has it worked since?*

3

- *I'm afraid you're late.*
- *I'm afraid I am.*
- *Where's Mr Johnson?*
- *He doesn't know I'm here.*
- *That's not a promising start.*

4

- *Will she be there?*
- *My brother's insisting.*
- *Is he serious?*
- *About our coming to dinner?*

- *No. About her!*
- *A married American? He can't be.*
- *She can. By the way I think I found someone rather interesting. On Harley Street. A doctor.*
- *Out of the question. I'm not having this conversation again. The matter's settled.*
- *His approach seems rather different....*

5

- *I'm not here to discuss personal matters.*
- *Why're you here then?*
- *Because I bloody well stammer!*
- *Temper.*
- *One of my many faults.*

3.2 FACT FILE

Class Activity

✎ ACTIVITY 2. CULTURAL AND HISTORICAL REFERENCES STUDY

11. *The King's Speech*, is based on the incredible true(ish) story of King George VI, whilst it is not completely historically accurate. With many of the events added for entertainment value it is still a wonderfully British drama, which touches on themes of friendship, love and overcoming the odds. Study historical references in the movie “*The King's Speech*”. Are there any unknown facts for you?

1

King George VI

In the heart of the film lies the story of King George VI, who unexpectedly ascends to the throne and must overcome a debilitating speech impediment.

George VI (Albert Frederick Arthur George; 14 December 1895 – 6 February 1952) was King of the United Kingdom and the Dominions of the British Commonwealth from 11 December 1936 until his death on 6 February 1952. He was also the last Emperor of India from 1936 and the first Head of the Commonwealth following the London Declaration of 1949.

The future George VI was born during the reign of his great-grandmother Queen Victoria; he was named Albert at birth after his great-grandfather Prince Albert of Saxe-Coburg and Gotha and was known as “Bertie” to his family and close friends. His father ascended the throne as George V in 1910.

As the second son of the king, Albert was not expected to inherit the throne. He spent his early life in the shadow of his elder brother, Edward, the heir apparent. He married Lady Elizabeth Bowes-Lyon in 1923, and they had two daughters, Elizabeth and Margaret.



King George VI



Collin Firth as King George VI

- To get acquainted to King George VI closer, you can see the King's real Speech at:

<https://www.youtube.com/watch?v=opkMyKGx7TQ>



- Also, you can watch an interview of Colin Firth and others about their attitude towards the prototypes of the story at:

https://www.youtube.com/watch?v=d_etS1xT7j8

And at: <https://www.kingsspeech.com/live.html>



Lionel Logue

Lionel Logue was an Australian speech and language therapist and stage actor best known for curing the Duke of York (later King George VI of the UK) of his pronounced stammer.

Logue started his career as an elocutionist and then briefly worked in a gold mine in Western Australia. Following his marriage, he set up his speech practice in Perth. He later traveled the world and treated World War I soldiers who had developed speech disorders. While vacationing in London in 1924, he decided to settle there with his speech practice.

In 1926, Logue was approached by the Duke of York, who wanted him to cure him of his stammer. After dedicated sessions of speech therapy and exercises, he cured the Duke. Logue also established the *British Society of Speech Therapists* and later became a founding fellow of the *College of Speech Therapists*.



3

Edward VIII

King George VI's predecessor. He abdicated in 1936, 11 months after his coronation. The reason for his abdication was his proposal to marry Wallis Simpson, an American who had divorced her first husband and was seeking a divorce from her second. He had charm and charisma, and his fashion sense became a hallmark of the era.



4

Lilibet / Elizabeth II

The daughter of King George VI. When her father died in February 1952, Elizabeth – then 25 years old – became queen of seven independent Commonwealth countries: the United Kingdom, Canada, Australia, New Zealand, South Africa,

Pakistan, and Ceylon (known today as Sri Lanka), as well as head of the Commonwealth. She is the mother of King Charles III, who is the head of the Commonwealth now. Her reign of over 70 years is the longest of any British monarch and the longest verified reign of any female head of state in history.



- It's always good to watch documentaries to understand the times, events and people. Please see the Queen's Christmas Message at: <https://yandex.ru/video/preview/18318277943838841175>



- Queen Elizabeth's address to the nation at: <https://yandex.ru/video/preview/10211162484283642984>



5

Winston Churchill

Sir Winston Leonard Spencer Churchill[a] (30 November 1874 – 24 January 1965) was a British statesman, soldier, and writer who twice served as Prime Minister of the United Kingdom, from 1940 to 1945 during the Second World War, and again from 1951 to 1955.

After a sensational rise to prominence in national politics before World War I, Churchill acquired a reputation for judgment of uncertainty in the war itself and

in the decade that followed. Politically suspect in consequence, he was a lonely figure until his response to Adolf Hitler's challenge brought him to leadership of a national coalition in 1940. With Franklin D. Roosevelt and Joseph Stalin, he then shaped Allied strategy in World War II, and after the breakdown of the alliance he alerted the West to the expansionist threat of the Soviet Union. He led the Conservative Party back to office in 1951 and remained prime minister until 1955, when ill health forced his resignation.



- You can find more information about Winston Churchill at:

<https://yandex.ru/video/preview/10761508721652328799>



<https://yandex.ru/video/preview/8323355932654562668>



3.3 DIALOGUE OF CULTURES

Class Activity

✎ ACTIVITY 3. DISCUSSION. CULTURAL NOTES

1. The film is about the representatives of the royal family and their relationship with common people. There are specific ways of greeting the royals. What are they?

2. The United Kingdom of Great Britain and Northern Ireland is considered to be a constitutional monarchy or parliamentary democracy. That means the country is ruled by a Queen or a King, she/he but does not make decisions alone. Do you know any other countries where there are Queens or Kings?

3. The term “Great Britain” conventionally refers to the island of Great Britain, or politically to England, Scotland and Wales in combination. The word England is occasionally used incorrectly to refer to the United Kingdom as a whole, a mistake principally made by people from outside the UK. Can you remember the symbols of all the parts of United Kingdom of Great Britain and Northern Ireland?

4. The film’s production design team went to great lengths to ensure historical accuracy, including plumbing details. Did you notice how authentic the plumbing sounds are in the movie?

5. Lionel Logue was very keen on achieving success in treating his patients and the King, in particular. Do you have goals to achieve, and are you persistent in attaining them?

6. The King’s Speech is not only a good film based on its own merits, but has won and been nominated in several different categories by known award organizations. Do you know what awards did it get?

7. A historical film is a genre of feature cinematography that talks about a particular era, people, and events of past years. These films can illustrate the life path of real people (historical and biographical) or fictional characters (historical

and adventure). What other historical films pictured by UK and Russian film industries can you name? What is the difference in the ways of depicting the characters and the epochs in Russia and other countries?

8. There are different norms and traditions which restrain the royals of doing what one wants. Thus, as the King of England being the head of the Church of England marrying a woman who had been married before was completely unacceptable. That's why the predecessor of King George VI, Edward, stepped down. Do you think it is right to follow traditions and customs?

9. "The King's Speech" transcended its cinematic brilliance to become a symbol of perseverance and an inspiration to those facing their own challenges. Do you know any other historical character who could be suggested as an example of perseverance?

10. You can imagine the actor's immersive preparations, the dedication and effort that goes into bringing the historical characters to life. Can you recall actors, who in your opinion brilliantly depicted historical characters on the screen?

3.4 CRITICAL REFLECTION

✎ ACTIVITY 4. BOOST YOUR WRITING SKILLS

11. Write a review of the film using the following guidelines:

Introduction	Give the title, mention the director and actors
Body	1. Summarize the plot in a few words. 2. Mention the setting: the place and time of the plot. 3. Say something about the main characters. 4. Say something about the content. 5. Say some words about the sound track and special effect used in the film.
Conclusion	1. Comment on the film. 2. Let others know whether you liked it or not.

	3. Why do you like it. Why don't you like it? 4. Is the film interesting or boring? 5. Do you want to recommend the film?
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12. Argumentative essay: “The cinema world. The movie which impressed me most”. Write a 250–300-word essay to express your opinion on the given topic. Follow the guidelines for essay writing from the previous chapter.

CULTURE REPRESENTATION IN FILMS

I. Films that foster empathy with foreigners

1. *“Bread and Roses”* portrays the situation of Ana, a young Mexican woman who works illegally in the United States.



“Dirty Pretty Things” is about illegal workers in London.



2. *“In This World”* shows the journey of two Afghan brothers who are on their way to Europe.



II. Films that illustrate intercultural conflict

1. *“Witness”* shows the culture clash between the mainstream American lifestyle and the Amish culture.



2. *“A Love Divided”*, based on a true story, reveals some causes of hostility between Catholics and Protestants in Ireland.

3. *“Ae Fond Kiss”* is about the problems faced by an Irish woman and a man of Pakistani descent after they start a relationship.

4. “Save the Last Dance” shows the resentment a white teenage girl is exposed to due to her relationship with a black classmate.



5. “*Yasmin*” explores the anger and estrangement a young British Muslim woman feels because of the way she is treated in the wake of the 2001 terrorist attacks.



III. Films that deal with racism

1. “*American History X*” is about a Southern Californian skinhead who is imprisoned after committing murder; in prison he starts seeing the error of his ways.

2. “This Is England” portrays a teenager who joins a skinhead group in the early 1980s.

3. “A Class Divided” is a documentary about an experiment conducted by Jane Elliott, a teacher in a small all white Iowa town, in the wake of the assassination of Martin Luther King. Elliott divided her class into blue-eyed and brown-eyed groups to make them experience discrimination. (The film can be watched at:

IV. Films that contain stereotypes

1. “*The Prince and Me*” portrays Paige, an American student who displays stereotypical values of achievement, success, ethics, equality, optimism, efficiency, and pragmatism. Interestingly, these values were also identified by researchers looking at the rhetoric of several U.S. presidential election campaigns (Larson 2009).

2. “*Green Card*” portrays a Frenchman full of joie de vivre in a stereotypical way.

3. “Mind Your Language” is a British comedy series from the 1970s. Although somewhat dated, it portrays stereotypical characters from different countries. Some of the episodes can be found on YouTube.

V. Films about cultural traditions and intergenerational conflict

1. “*Monsoon Wedding*” offers an interesting glimpse into a Punjabi wedding and can be used in the classroom to compare wedding traditions and discuss the concept of arranged marriages. (See <http://weddings.iloveindia.com/features/arranged-marriages.html> for information on the topic and other aspects of Indian culture.)

2. “Whale Rider” is about a Maori girl in New Zealand and her conflicted relationship with her grandfather and culture.

3. “*The Story of the Weeping Camel*” deals with a family of camel herders in Mongolia.

4. “*Double Happiness*” is about a young Chinese-Canadian woman who comes into conflict with her traditional family.

ACTIVITIES FOR IMPROVING CROSS-CULTURAL COMMUNICATION

The exercises in this supplement are taken from the book “52 Activities for Improving Cross-Cultural Communication” by Donna M. Stringer and Patricia A. Cassidaare intended to facilitate effective communication across a wide range of differences.

“Cross-cultural communication, then, is that which occurs between people who may have different cultural perspectives. This can include the entire range of differences from nationality to age to different departments within the same organization.”

1. Second Language Walk-in-Their-Shoes

Time Required: 20 minutes: 5 minutes for the exercise, 15 minutes to debrief

Objective: To assist one-language speakers to appreciate the effort that “new” second language learners and speakers exert while communicating in their nonprimary language.

Materials: None

Process:

1. Ask participants to choose a partner and decide who will go first.
2. Facilitator gives the following instruction: “Now tell your partner about the town you grew up in. Start. Oh wait! As you share this information insert a COLOR every seventh word, using a different color each time. Go!”
3. After two minutes ask that they switch and the other partner do the same.

Debriefing Questions:

1. How did you feel when you were the speaker? What did you do?
2. How did you feel when you were the listener? What did you do?
3. How effective were you?
4. What did you learn?
5. How can you use this awareness as you interact with others who are speaking a second or third language?

Debriefing Conclusions:

1. Second-language speakers can feel awkward, can take longer to find the word they want to communicate, and may be limited in the words available to them.
2. When listening to second-language learners, the listener can get impatient and/or may try to help by giving them a word.
3. Using empathy from your own experience can increase effectiveness for both the listener and the speaker.

2. A Fair Shake

Time Required:

20–30 minutes: 10 minute activity and 10–20 minutes to debrief

Objectives:

To help participants:

1. Experience how it feels to have your identity redefined.
2. Experience how it feels to change a “conventional” gesture like shaking hands.
3. Recognize cultural discomfort in general and comfort with physical contact specifically.

Materials: None

Process:

1. Have everyone circulate in the room until you give a signal for them to stop and shake right hands with the nearest partner, announcing their first name and

repeating what they hear. This should go on a number of times so everyone has a chance to meet.

2. Give new instructions: Think of an adjective starting with the first letter of your first name and a noun starting with the last letter of your first name (e.g., Pallid Rabbit for Peter). Demonstrate this on an easel or white board.

3. Ask participants to begin circulating again and shake left hands as they meet, exchanging their new names (the two words).

Optional:

Conduct another round of introductions, only ask participants to shake with another part of the body when meeting one another. You can specify which part of the body (e.g., elbows) or allow individuals to make their own choices.

4. Debrief.

Debriefing Questions:

1. How did you feel during the second round of introductions? Why?

2. What are the cultural issues that could arise during this exercise?

3. How did it feel to be asked to change your name? Who could this happen to in “real life”?

4. How did you feel during the third round of introductions? What went through your mind as you were asked to use a different part of your body with which to introduce yourself?

5. What cultural misperceptions could happen during the simple act of introducing ourselves? What communication techniques could be used to reduce the potential for misunderstanding?

6. What are the possible implications for ongoing communication with others once you have introduced yourselves?

Debriefing Conclusions:

1. There are many cultural ways of introducing ourselves and they have implications for how we perceive each other and communicate thereafter.

2. When people are asked to change a “natural” behavior (e.g., moving from right to left hand) it can feel very awkward and take considerable energy to remember to do it “right.” Others can be advantaged and use less energy (e.g., people for whom their left hand is their dominant hand have just been given an advantage, perhaps for the first time ever).

3. When people are asked to change their identity it has emotional implications.

4. There are considerable cultural differences in the acceptability of touching: who, where, how, and so on.

Optional ways to conduct exercise:

- Depending on the language, the two words could be noun/adjective. Depending on how names are used in the culture or in the training context, the two words could correspond to the last name or the first name.

- Before debriefing, ask participants to write down as many names from the second round as they can remember. Discuss why. Notice that people are so focused on their own new name that they listen less effectively to others.

- Ask participants to explain why they chose their new name and what if anything it might have to do with their personality, their background, or their culture. This helps to introduce the notion that culture is as much “in here” (our own cultural identity) as “out there” (the way foreigners behave).

- The facilitator can note down the names and use them later in the training for various reasons: humor, examples of creativity, to highlight cultural associations, and so on.

Caution to trainers:

This activity is not necessarily to be used with all cultures or with all groups (e.g., this activity will need to be modified for cultural effectiveness depending on the group’s gender composition, hierarchical considerations, or appropriateness of physical contact). It could also be used as a predeparture exercise for people moving from a “noncontact” to a “contact” culture.

3. The Language of Gestures

Time Required:

30–45 minutes: 15–20 minutes activity and 15–25 minutes for debrief

Objectives:

To help participants:

1. Discover the cultural randomness of gestures.
2. Experience the impact of using arbitrary gestures.
3. Explore dissonance when expectations are contradicted.
4. Understand the difficulty of learning new codes.
5. Illustrate the nature of “meaning” (producing action).

Materials:

Create a Gesture Handout sheet for each group that includes four different gestures. Gestures should use heads or hands and should represent greeting, invitation, approval, and rejection. Gestures should not be culturally recognizable to the group, and the same gesture should be given different meanings on different sheets.

Process:

1. Divide the group into subgroups of 4–6 participants.
2. Give each group a Gesture Handout.
3. Give participants five minutes to memorize the meaning of their four gestures: greeting, invitation, approval, rejection. (The gestures are the same for all groups but the attributed meanings will be different on handouts.)
4. Allow groups five minutes to practice appropriate standard reactions to each gesture as follows:

Greeting = repeating the same gesture

Invitation = coming to the side of the person inviting

Approval = smiling and expressing joy

Rejection = turning away and leaving

5. Create pairs from different groups and give the following instructions: “Without talking, use the four gestures to interact with the aim of agreeing to do something together.” They must only use the four gestures and the standard reactions. This should produce total confusion.

6. After approximately five minutes, stop the activity and debrief the experience.

Debriefing Questions:

1. How did you feel trying to learn and practice the new gesture codes and the assigned reactions?

2. What did you think when your gesture met with an unexpected reaction?

3. What issues can arise from using common gestures from your own culture in another cultural setting?

4. What experiences have you had with unexpected reactions to a gesture?

Allow people to share their information with the group.

5. What strategies or communication techniques could be used to reduce the potential for misunderstanding?

Debriefing Conclusions:

1. Gestures have arbitrary cultural meaning; the same gesture can have different meanings in different cultures and different gestures can have the same meaning.

2. Dissonance in codes lead to misperception, misunderstanding, and confusion.

3. Unexpected reaction produces surprise and sense of discomfort.

4. Learning new codes is difficult.

5. Ask about gestures within the cultural context to avoid miscommunication.

Optional way to conduct the exercise:

In step 5 each group selects a delegate to go and dialogue with a different group. Each group receives a “foreigner” who begins the dialogue with one of the

group members. Others in the group are observers. The subgroup can then try to figure out what happened before the whole group debriefs.

4. What Would You Do?

Time Required:

45–60 minutes: 30 minutes for activity and 30 minutes to debrief

Objectives:

1. Describe range of “appropriate” responses in a given scenario.
2. Explore the diversity of communication styles within the group.

Materials:

Post-it notes

Pen or pencil for each participant

Communication Styles Handout (distribute after step 3)

Four pieces of poster-size paper: Each with a situation

Situation 1: You have been asked to prepare a one-hour presentation. The day before the presentation, your colleague says you have just 10 minutes to present. You are frustrated about the change. What would you do?

Situation 2: One of your coworkers comes to your office frequently and interrupts your work. What would you do?

Situation 3: You are at an important social function and an acquaintance at your table makes a comment that offends you. What would you do?

Situation 4: You are at a meeting and a colleague compliments the work you have done, so much so that you feel embarrassed. What would you do?

Process:

1. Ask participants to read and decide how they would respond to each situation.
2. Have them record individual responses on Post-it notes and place them on the appropriate situation chart.

3. Ask participants to choose one charted situation to stand next to. Balance the four groups.

4. Ask each group to examine the responses to their situation.

5. Distribute the Communication Styles Handout. Review the style preferences.

6. Cluster responses into “style” preference.

Debriefing Questions:

1. Which style preferences were presented for your situation?

2. Was there one style that was preferred? Not present on the chart?

3. What are some advantages of the preferred style? What might be a disadvantage of that style?

4. How might the other preferences apply to this situation?

5. How might miscommunication occur if the sender and receiver have different style preferences?

Debriefing Conclusions:

1. A wide range of communication style differences exist within every culture.

2. Minor communication style differences can have major effects on interactions and relationships.

Optional ways to conduct exercise:

The situations can be varied to fit the training goals. The situations can be topic specific and designed to elicit a wide range of responses and discussion of specific topics such as teaming challenges, mergers between organizations or departments, and/or cross-cultural assignments.

Communication Styles Handout

Direct: Get to the point. “Don’t beat around the bush.” Brevity and being linear are often rewarded.

Circular: Telling a story or providing enough information so the point “speaks for itself.” A great deal of information is provided, allowing the listener to reach the conclusion on his or her own.

Indirect: Bringing up the point in such a way that the individual can “save face” and maintain positive feelings. Harmony in relationships is a higher priority than exactness or speed in communication.

Person-centered: Communication is a vehicle for building personal relationships. Verbal and nonverbal communication have the ability to enhance or damage relationships because the meaning and message are often closely integrated with the identities of the communicators.

Idea-focused: Communication around ideas involving critical thinking or passionate discussion is essential for showing commitment to the ideas and people involved. Lively debate between friends, family, or coworkers is satisfying and can positively impact relationships.

10 СОВЕТОВ КАК ПРАВИЛЬНО СМОТРЕТЬ КИНО НА АНГЛИЙСКОМ ЯЗЫКЕ

1. Перед просмотром фильма вооружитесь листочком и ручкой – не стоит забывать, что, если вы смотрите фильм на иностранном языке – это не совсем развлечение, а работа, хоть и приятная.

2. Если вы новичок в изучении английского языка (уровень A1-A2) – выберите фильм, который вы уже видели в переводе и помните общую сюжетную линию, но не дословно, иначе нужного эффекта это не принесет (вы попросту не будете обращать внимания на английскую речь).

3. Те, кто неплохо понимают английский, могут выбрать любой фильм (однако если это незнакомый вам фильм, необходимо создать себе мотивацию: например, выбрать фильм уже известного и симпатичного вам режиссера или актера, или хотя бы жанра, иначе увлекательный и полезный просмотр может превратиться в настоящую пытку).

4. Убедитесь, что к фильму есть субтитры. Если нет, то их всегда можно скачать в Интернете. Если вы будете смотреть фильм целиком без субтитров, вы вряд ли что-либо выучите. Это касается всех, независимо от уровня знания языка. Если вы скачиваете субтитры – убедитесь, что они синхронизируются с диалогами в фильме, иначе это будет вас отвлекать или даже раздражать.

5. Смотрите фильм эпизодами – как правило, до окончания какой-нибудь сцены или ситуации – от 5 до 20 минут (в зависимости от уровня). Первый раз смотрите фильм на английском языке без субтитров вообще – постарайтесь уловить общий смысл. Если вы смотрите фильм в компании, можете попробовать обсудить, кто что понял после первого просмотра: какие слышали знакомые слова и фразы. Во время первого просмотра услышанные знакомые фразы рекомендуется сразу выписывать. Это поможет вам лучше ориентироваться в происходящем.

6. Далее просмотрите эпизод с английскими субтитрами. Останавливайте видео на непонятных моментах, выписывайте незнакомые слова и фразы, пользуйтесь словарем для их перевода. Обращайте внимание на ситуации, в которых произносятся фразы: если это ситуации в аэропорту, магазине, банке, вы можете выписывать целые предложения, чтоб потом использовать их в реальной жизни в подобных ситуациях.

7. Не переживайте, если первые пару эпизодов в фильме отнимут у вас больше времени, чем вы планировали: вам нужно привыкнуть к речи героев – интонациям, темпу, акцентам. После первых 15-20 минут вам будет легче распознавать их речь.

8. Не переживайте, если у вас не получится разобрать весь фильм за один раз. Иногда на это может уйти времени в три раза больше, чем продолжительность самого фильма. Можно уделять просмотру фильма на английском языке от получаса каждый день до полутора часов пару раз в неделю, особенно если вы уже видели фильм в переводе и знаете развязку.

9. Фильмы, которые вы однажды уже разобрали, можно через какое-то время пересматривать на английском без субтитров (тем более, если это понравившиеся вам фильмы). Таким образом, вы освежите уже пройденные слова и выражения и получите максимальное удовольствие, просмотрев фильм без остановок.

10. Наконец, если у вас не получается смотреть фильмы и вы не хотите неделями ожидать развязки, – смотрите сериалы. За один раз вы как раз можете успеть разобрать серию длиной в 20 минут, или за два раза серию длиной в 40 минут.

ТЕКСТ ОПРОСНИКА «ШКАЛА КУЛЬТУРНОГО ИНТЕЛЛЕКТА» К. ЭРЛИ И С. АНГА

Инструкция

Прочитайте, пожалуйста, каждое утверждение и оцените степень согласия с каждым из утверждений, используя следующую шкалу: 1 — полностью не согласен; 2 — не согласен; 3 — скорее не согласен; 4 — затрудняюсь ответить; 5 — скорее согласен; 6 — согласен; 7 — полностью согласен.

Текст опросника

№	Утверждения	Полностью	Не согласен	Скорее не согласен	Затрудняюсь	Скорее	Согласен	Полностью	Ваш ответ
1.	Для обогащения своих культурных знаний я специально больше общаюсь с представителями других культур.	1	2	3	4	5	6	7	
2.	Я знаком с особенностями экономики и права иных культур.	1	2	3	4	5	6	7	
3.	Я получаю удовольствие от общения с представителями других культур.	1	2	3	4	5	6	7	
4.	Я изменяю свою речь (интонация, тон, акцент) при общении с представителем иной культуры, если это необходимо.	1	2	3	4	5	6	7	
5.	Я осознанно использую свои знания при взаимодействии с представителями разных культурных слоев.	1	2	3	4	5	6	7	

6.	Я знаком с особенностями разных языков (лексика, грамматика).	1	2	3	4	5	6	7
7.	Я уверен в том, что могу найти общий язык с представителями любых незнакомых мне культур.	1	2	3	4	5	6	7
8.	Я использую паузы или молчу при общении с представителем иной культуры, если это необходимо.	1	2	3	4	5	6	7
9.	Я знаком с особенностями использования жестов в иных культурах.	1	2	3	4	5	6	7
10.	Я осознанно использую свои знания при взаимодействии с представителями разных культур.	1	2	3	4	5	6	7
11.	Я знаком с особенностями религиозных убеждений и ценностями иных культур.	1	2	3	4	5	6	7
12.	Я уверен, что легко смогу адаптироваться к жизни в другой культуре.	1	2	3	4	5	6	7
13.	Я меняю темп своей речи при общении с представителем иной культуры, если это необходимо.	1	2	3	4	5	6	7
14.	Я проверяю точность своих знаний о другой культуре при общении с ее представителями.	1	2	3	4	5	6	7
15.	Я знаком с особенностями заключения брака в иных культурах.	1	2	3	4	5	6	7
16.	Я получаю удовольствие от жизни в стране, культура которой мне не знакома.	1	2	3	4	5	6	7

17.	Я изменяю свое невербальное поведение (мимика, жесты, позы) при общении с представителем иной культуры, если это необходимо.	1	2	3	4	5	6	73
18.	Я знаком со спецификой искусства и ремесел в иных культурах.	1	2	3	4	5	6	7
19.	Я уверен, что легко смогу совершать покупки в любых других странах	1	2	3	4	5	6	7
20.	Я изменяю свою мимику при общении с представителем иной культуры, если это необходимо.	1	2	3	4	5	6	7

Обработка и интерпретация результатов

Для определения суммарного балла подсчитывается общее количество баллов по всем пунктам опросника:

от 0 до 55 — очень низкий культурный интеллект,

от 55 до 71 — низкий культурный интеллект,

от 71 до 103 — средний культурный интеллект,

от 103 до 119 — высокий культурный интеллект,

от 119 и выше — очень высокий культурный интеллект.

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Базы данных сценариев англоязычных фильмов:

URL: <https://imsdb.com/>

URL: <https://www.scripts.com/>

URL: <http://www.awesomefilm.com/>

URL: <https://www.studiobinder.com/blog/best-free-movie-scripts-online/>

Руководство к фильмам для изучающих английский язык:

URL: <https://www.eslnotes.com/>

URL: <https://en.islcollective.com/english-esl-worksheets/search/movie>

Учебное издание

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АХИДЖАК БЭЛЛА НАЛЬБИЕВНА

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