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WATCH MOVIES AND LEARN ENGLISH

Учебно-методическое пособие



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Учебно-методическое пособие содержит задания и вопросы к художественным фильмам на английском языке. Пособие рекомендовано для студентов старших курсов бакалавриата по дисциплине «Практический курс английского языка», обучающихся по направлениям 45.03.01 «Филология» (Удмуртский язык и литература, английский язык; Английский язык, финский язык) и 44.03.05 «Педагогическое образование» (Удмуртский язык и литература, английский язык), а также студентов магистратуры, обучающихся по направлению 45.04.01.12 «Филология».

Минимальные системные требования:

Celeron 1600 Mhz; 128 Мб RAM; Windows XP/7/8 и выше;
разрешение экрана 1024×768 или выше; программа для просмотра pdf.

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ПРЕДИСЛОВИЕ

Работа над художественными фильмами является одним из эффективных способов усовершенствования речевых навыков и языковых умений в изучении иностранных языков. Художественные фильмы обеспечивают аутентичность языкового материала, что особенно важно в условиях искусственного погружения в изучаемый язык, и мотивируют студентов к изучению иностранного языка благодаря интересному сюжету и лингвострановедческим реалиям.

В пособии представлены материалы по работе над художественными фильмами со студентами выше уровня B1 по CEFR. В связи со сложностью языкового и страноведческого материала работу над этими фильмами наиболее целесообразно вести в аудиторной и внеаудиторной работе при преподавании английского языка на старших курсах бакалавриата и в магистратуре.

При выборе материала предпочтение дается фильмам, выпущенным не ранее 1990-го года. Тематика фильмов охватывает такие вопросы, как самоопределение молодых людей, взаимоотношения, выбор профессии и т. д. В пособие включены также фильмы, правдиво отражающие события Второй Мировой войны.

Задания состоят из двух блоков: 1) упражнения, выполняемые перед просмотром; 2) упражнения, выполняемые после просмотра. Вопросы, обсуждаемые перед просмотром, готовят студентов к адекватному восприятию фильмов, снимают языковые и лингвострановедческие сложности. Вопросы для послепросмотрового обсуждения помогают раскрыть авторскую интенцию через анализ стилистики, сюжета, композиции, системы персонажей и т. д.

Пособие содержит задания на обогащение лексики студентов по узким темам, развитие навыков интенсивного аудирования и задания на усовершенствование фонетических навыков с использованием техники shadowing.

ПРИНЦИПЫ ИСПОЛЬЗОВАНИЯ ХУДОЖЕСТВЕННЫХ ФИЛЬМОВ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Использование аутентичного аудио-визуального материала, в том числе художественных фильмов, имеет значительную роль при формировании и развитии языковых и речевых навыков в различных целевых и возрастных аудиториях [1, с. 174].

Формирование и развитие лексических навыков. Работа над языком художественного фильма позволяет обогатить вокабуляр обучаемых за счет используемых в речи персонажей лексических единиц. Особое внимание необходимо обратить на используемые в фильме фразеологизмы, коллокации и другие устойчивые сочетания. Для активизации работы над усовершенствованием лексических навыков предлагается следующий алгоритм работы:

- выписать слово или фразу;
- дать перевод или его определение на английском языке;
- в ряде случаев протранскрибировать слово;
- указать контекст, в котором слово было использовано.

Бесспорно, для овладения лексическим материалом необходимо последующее возвращение к выписанной лексике. На этом этапе происходит работа над составлением собственных предложений с изучаемой лексикой, выполнение упражнений на подстановку и перевод таргетной лексики. Усовершенствование лексических навыков коррелирует с развитием речевых навыков учащихся [7, с. 176] и включает такие виды речевых упражнений, как пересказ сюжета фильма, описание персонажей, обсуждение вопросов, связанных с тематикой фильма [8, с. 584].

Формирование и развитие грамматических навыков. Просмотр художественных фильмов позволяет учащимся перейти от теоретического знания правил к автоматизму в использовании грамматических структур. Наиболее эффективным представляется работа над уже известными студентам конструкциями. Используя субтитры, студенты внимательно следят за используемой в речи персонажей грамматикой, ставят паузу, когда слышат сложную или интересную грамматическую конструкцию, выписывают ее, анализируют с точки зрения формы, значения и прагматики, активизируют эту структуру, составляя по аналогии собственные предложения.

Формирование и развитие фонетических навыков. Кинематограф предлагает аутентичную речь с естественным темпом, интонацией, региональными и социальными диалектами, индивидуальными речевыми характеристиками персонажей. Благодаря просмотру фильмов с субтитрами, происходит ауди-тивная настройка мозга учащихся в режиме активного декодирования [6, с. 18], так как они пытаются соотнести услышанный звуковой поток с написанным словом (субтитрами). Просмотр фильмов позволяет работать над навыками восприятия и воспроизведения таких особенностей связной речи (connected speech), как слияние (liaison), элизия (elision), ассимиляция (assimilation). Диалоги между персонажами являются хорошим материалом для работы над интонационными контурами английского языка (Low and High Fall, Low and High Rise и т. д.).

Одним из эффективных методов работы над формированием и развитием фонетических навыков является техника «теневого повтора» (shadowing): выбирается короткий фрагмент диалога или монолога, который предъявляется студенту несколько раз; затем запись включается вновь, и студент одновременно с актером (как его «тень») воспроизводит текст.

Просмотр художественных фильмов на языке оригинала является полезным инструментом в практике изучения иностранных языков. Следование вышеизложенным принципам снимает многие трудности, с которыми сталкиваются студенты.

A BEAUTIFUL MIND

(directed by Ron Howard, 2001)

PRE-VIEWING QUESTIONS

1. What do you think about the title of the film, “A Beautiful Mind”? What may filmmakers try to express with it?

2. What are the characteristics of a biopic? Can you think of any examples that you have seen?

3. This film is based on a biographical book. What challenges do you think filmmakers face when adapting true stories?

4. What do you know about paranoid schizophrenia, its symptoms and treatment? What do you think life is like for a person suffering from paranoid schizophrenia?

5. The film is set mainly in prestigious American universities in the 1950s and 1960s. What do you happen to know about these universities?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. What challenges does John face when he arrives at Princeton?

2. How does Alicia want John’s relationships to develop?

3. What hallucinations does John have?

4. How did you feel when you found out John’s roommate Charles was imaginary?

5. Who is Agent Parcher? What helps you understand that he is one of John’s hallucinations?

6. What medical treatment does John receive? Why does he stop taking his medication?

7. At the Nobel ceremony, John dedicates his prize to his wife, saying "I'm only here because of you." What does he mean?

8. How is John Nash treated by the academic community? Does his colleagues’ attitude to him change throughout the film?

CHARACTER

1. How would you describe the character of John? What difficulties and obstacles does he face throughout the film and how does he persevere and eventually triumph?

2. How does John learn to accept who he is over the course of the film?

3. How would you describe John and Alicia's relationship? In what ways does it alter over the course of the film? In what ways are they similar and different?

4. Think back to John's hallucinations. He hallucinates about three people: Charles; Marcee and William Parcher. What are their characters like?

COMPOSITION AND ACTING

1. Discuss what you think of Russell Crowe's performance in the film. Does it feel convincing and how does he draw the audience into the character?

2. How does the film use costume, hair and production design to help establish the different time periods that it takes place in?

SETTING

1. How important do you think the university setting is to the film? What does it add to the story?

2. How is Princeton University itself represented in the film?

3. As a biopic, the story is set over different time frames. Which scenes did you find particularly powerful and why?

SOCIAL ISSUES

1. How is the theme of mental illness explored in the film?

2. How is the USSR depicted?

3. This period of American history is known as the period of Mccartism. What do you know about this period in relationships of the USSR and the USA?

CONCLUSION

1. How does the film compare to other biopic films you have seen?

2. The film's tagline is, "he saw the world in a way no-one could have imagined." After having watched the film, how do you understand the statement?

3. The film won four Oscars: Best Picture; Best Director; Best Adapted Screenplay and Best Supporting Actress. Do you think they were deserved? Why or why not?

4. What is the message of the film?

SHADOWING

Use the following extract for shadowing practices.

"I've always believed in numbers, in the equations and logics that lead to reason. But after a lifetime of such pursuits, I ask, what truly is logic? Who decides reason? My quest has taken me through the physical, the metaphysical, the delusional and back. And I have made the most important discovery of my career. The most important discovery of my life. It is only in the mysterious equations of love that any logical reasons can be found. I'm only here tonight because of you. You are the reason am. You are all my reason."

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

<i>School</i>	<i>Образование</i>
1) Campus;	a) Средняя школа;
2) Drop out;	b) Поступить в университет;

3) Doctorate; 4) High school; 5) Go to college; 6) Scholarship; 7) Child prodigy; 8) Privilege; 9) Privileged school; 10) Roommate.	c) Сосед по комнате; d) Стипендия; e) Территория университета; f) Привилегия; g) Привилегированная школа; h) Бросить учебу; i) Докторская степень; j) Вундеркинд.
<i>Mental illness</i> 1) Be mentally ill; 2) Delusion; 3) Hallucination; 4) Paranoia; 5) Psycho; 6) Suffer from paranoid delusions; 7) Schizophrenia.	<i>Психиатрические болезни</i> a) Галлюцинация; b) Шизофрения; c) Паранойя; d) Заблуждение; e) Быть психически больным; f) Страдать от бредовых идей; g) Психопат.
<i>Conspiracy theory</i> 1) Agent; 2) Cold war; 3) Classified 4) Cryptography; 5) Decipher = Decode; 6) Encode; 7) Investigation; 8) Spy; 9) Top Secret.	<i>Конспиративная теория (теория заговора)</i> a) Холодная война; b) Шпион; осведомитель; c) Человек, секретно работающий на другое государство; d) Совершенно секретно; e) Криптография; f) Расшифровать; g) Расследование; h) Секретно; i) Зашифровать.

<i>Phrasal verbs and idioms</i>	<i>Фразовые глаголы и фразеологизмы</i>
1) Have a chip on your shoulder;	a) Устроить сцену;
2) Be my guest;	b) Иметь обиду на весь мир;
3) Come up with;	c) Выдвинуть идею;
4) Make a scene.	d) Пожалуйста.

2. Fill in the gaps with the vocabulary from the previous exercise:

1) "Can I borrow your new bike for a while?"
"Be"

2) Tom was..... He learnt to read at the age of two and.....to college at the age of 12.

3) Don't behave like a, stop scenes.

4) Although Jamesof university, he is one of the most knowledgeable people I've ever met.

5) In the first year of university I lived on the
.....

6) We don't give access to
any materials.

7) Tom has, that is why he is so rude.

8) He.....with an idea that we have to buy new equipment.

9) Nobody couldthe information.

10) Mike was under a that he had never made a mistake.

THE BOOK THIEF

(directed by Brian Percival, 2013)

PRE-VIEWING QUESTIONS

1. What do you predict this film will be about from its title “The Book Thief”? Why may books be stolen?
2. The film’s tagline is “Courage beyond words”. What does this statement mean?
3. What does the word Holocaust mean? How much do you know about the way Jewish people were treated during World War Two?
4. What are your expectations of films in the war drama genre? Can you think of any examples that you have seen? Why do you think war dramas are so popular?
5. What do the words kindness and courage mean to you? Describe what sort of things would show that a person was kind or courageous.

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why is Death a central figure in this story?
2. What problems does Liesel have on her first day at school?
3. Why do you think Liesel and Rudy become such good friends?
4. How does Liesel learn to read?
5. Who is Rudy’s hero? Why is this problematic?
6. Describe the Nazi book burning ceremony.
7. Why do you think Ilsa Hermann, wife of the mayor, takes Liesel into their library and tells her she can visit anytime? Why do you think the mayor puts a stop to Liesel’s visits when he finds her reading in the library?

8. Why do you think Liesel later steals books from the library?
9. Why does Max go to the Hubermanns' home?
10. Why do Liesel and Max become such good friends?
11. Describe Christmas at the Hubermanns' home.
12. How does Max become ill? How does Liesel help him recover?
13. How does Rudy discover that Liesel's family is hiding someone? How does he react when he finds out?
14. How does Hans entertain people in the air-raid shelter?
15. What does Hans do when he sees a neighbour being taken away by the police because he is a Jew? Why does he regret this later?
16. Why does Max leave the Hubermanns' home?
17. How does Rudy feel when a senior army officer informs him he has been selected for elite military training?
18. Describe how Rosa, Hans and Rudy are killed. How does Liesel survive?
19. At the end of the film, what do we discover about Liesel's life?

CHARACTER

1. Speak about Liesel's life. How does she change and what are some of the obstacles she overcomes?
2. Liesel's new father, Hans, is immediately affectionate with her. Why do you think he immediately takes to Liesel? How does their relationship evolve through the course of the story?
3. Liesel's foster mother, Rosa, is initially strict with her. How does their relationship evolve through the course of the story?
4. How does Liesel's friendship with Rudy become a transformative relationship for her?
5. Think about Liesel's relationship with Max: how does it develop?

CONCLUSION

1. What is the significance of the title “The Book Thief”?
2. What drives Liesel’s hunger to read?
3. How is “The Book Thief” a testament to endurance? What besides Liesel’s love of reading helps her endure the difficult conditions around her?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Air raid;	a) Преследовать;
2) Bomb;	b) Еврей;
3) Concentration camp;	c) Уничтожать;
4) Conscript;	d) Мэр;
5) Exterminate;	e) Нацисты;
6) Haunt;	f) Еврейский;
7) Mayor;	g) Прачечная, стирка;
8) Nazi;	h) Шпионить;
9) Jew;	i) Фронт;
10) Jewish;	j) Голодать;
11) Laundry;	k) Концентрационный лагерь;
12) Spy on;	l) Призывник;
13) Starve;	m) Бомбить;
14) The Front.	n) Воздушный налёт.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word:

- 1) In the movie “The book-thief” Death is by people and their behaviour.
- 2) During WWII there were people who risked their lives helping to escape.

3) Mother Maria (Skobtsova) is a Russian nun who fought against the in France. Atwhere she was placed after her arrest, Mother Maria went to the gas chamber to save another prisoner.

4) Among the Nazi's plan was to
..... the Jews.

5) During the siege of Leningrad by the Nazi millions of people died of.....

7) We have to pay tribute to those who fought against.....

COMMENT ON THE FILM QUOTE

“Death: I have seen a great many things. I have attended all the world's worst disasters, and worked for the greatest of villains. And I've seen the greatest wonders. But it's still like I said it was: no one lives forever.

When I finally came for Liesel, I took selfish pleasure in the knowledge that she had lived her ninety years so wisely. By then her stories had touched many souls, some of whom I came to know in passing. Max, whose friendship lasted almost as long as Liesel. Almost. In her final thoughts, she saw the long list of lives that merged with hers. Her three children, her grandchildren, her husband. Among them, lit like lanterns, were Hans and Rosa, her brother, and the boy whose hair remained the color of lemons forever.

I wanted to tell the book thief she was one of the few souls that made me wonder what it was to live. But in the end there were no words. Only peace. The only truth I truly know is that I am haunted by humans.

In my job, I'm always seeing humans at their best, and their worst. I see their ugliness, and their beauty. And I wonder how the same thing can be both.”

LOVING

(directed by Jeff Nichols, 2016)

PRE-VIEWING QUESTIONS

1. What do you predict this film will be about from its title Loving?
2. The film's tagline is "All love is created equal." What do you think this statement means and what expectations does it create for the film you're about to watch?
3. What are your expectations of films in the biographical romantic drama? Can you think of any examples that you have seen?
4. What do you know about the American Civil Rights Movement? When did it take place and what did it challenge? Why do you think there has been a surge in films about racism in the US in recent years? What does the word equality mean to you? What do the words integrity and courage mean to you? What are these important character strengths?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why do Richard and Mildred go to Washington D. C. to get married?
2. Why do sheriff's representatives arrest the Lovings?
3. What happens when Richard tries to bail Mildred out of jail? How is Mildred finally bailed out?
4. What sentence do Richard and Mildred receive?
5. Why do Richard and Mildred struggle to adjust to life in Washington?

6. Describe what happens when Richard and Mildred return to Caroline County so their first child can be delivered by Richard's mother.

7. Why does the Lovings' lawyer Frank Beazley inform the judge that he erroneously advised them to return to Caroline County?

8. Why does Mildred write to Attorney General Robert F. Kennedy? Who does he refer her to?

9. Why does the civil rights lawyer Bernard S. Cohen advise Richard and Mildred to return to Caroline County? Why do they reject his proposal?

10. Why do Richard and Mildred eventually return to Virginia?

11. How does the Lovings' case gain wider attention? What does Richard ask Cohen to tell the justices?

12. How does Mildred react when Cohen rings to tell her the Supreme Court's decision?

13. Describe the Lovings' return to Caroline County.

CHARACTER

1. What is Mildred's personal journey? How does she change and what are some of the obstacles she overcomes?

2. How would you describe the character of Richard? How does he compare at the end of the film to when we first met him?

3. How would you describe Richard and Mildred relationship? In what ways does it alter over the course of the film?

4. Describe Mildred's family.

5. Describe the Civil rights activists.

SOCIAL ISSUES

1. How is the theme of racism explored in the film? Do you think it was effective? Why/Why not?
2. How does the film explore the theme of community? Do you think it was effective? Why/Why not?
3. How does the film explore family relationships? Do you think it was effective? Why/Why not?

SELF

1. Describe the film in your own words. What happened in the story?
2. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?
3. What is the significance of the title *Loving*?
4. What is the significance of the film's tagline "All love is created equal"?
10. Did the film remind you of any other films?
11. What did you learn about racism in the USA from the film?
12. What did you learn about the Civil Rights Movement from the film?
13. How would you characterise the film's politics? Do the filmmakers take a stand on the issues? What evidence do you have for your answer?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Bail;	a) Быть приговоренным;
2) Jail;	b) Тюрьма;
3) To be sentenced to;	c) Выпустить под залог (на поруки);

4) Racism;	d) Залог (в суде);
5) Racial segregation;	e) Права человека;
6) Slums;	f) Расизм;
7) Human rights;	g) «цветные»;
8) “The coloured”;	h) Равенство;
9) Equality;	l) Трущобы;
10) Bail out;	j) Разделение общества по расовым признакам;
11) Interracial marriage.	k) Межрасовый брак.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) Martin Luther King is believed to have fought against

2) All people are born, which is why racism is one of the most absurd ideologies ever created.

3) The system of apartheid in Southern African Republic was based on and

4) Nelson Mandela fought for for everyone.

5) In “Loving” Richard tried tohis wife.

6) Mildred and Richard could beto several years for the

A BOY IN THE STRIPED PYJAMAS

(directed by Mark Hermann, 2008)

PRE-VIEWING QUESTIONS

1. From the title “The Boy in the Striped Pyjamas” what do you think the film will be about? What are the connotations of the word pyjamas? Review your guesses after the film.

2. The film’s tagline is “Lines may divide us, but hope will unite us”. What do you think this statement means and what expectations does it create for the film you’re about to watch?

3. What does the word Holocaust mean? How much do you know about the way the Jewish people were treated during World War Two?

4. Are there particular tropes or scenarios you would expect in a film set in Berlin and German-occupied Poland during World War Two?

5. The film is adapted from the novel of the same name. What challenges are there for screenwriters when adapting novels for film? Are they able to simply translate the events and dialogue from page to screen? What limitations and opportunities might they face?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why is Bruno reluctant to move to “the countryside”?

2. What influence do Lieutenant Kotler and Mr. Liszt have on Gretel?

3. What does Bruno think happens in the camp?

4. How does Bruno’s mother discover what really happens in the camp?

5. What does Shmuel think happened to his grandparents?
6. Why does Bruno tell Lieutenant Kotler that he didn't give Shmuel cake?
7. Why is Lieutenant Kotler sent to the Front?
8. What is the effect of telling the story from the perspective of a child? How would the story be different if it were focused on another member of Bruno's family?

CHARACTER

1. How would you characterise the relationship between Bruno and Shmuel, the two friends at the centre of the film? In what ways are they similar and different?
2. How would you describe the character of Ralf? How does he compare at the end of the film to when we first met him?
3. How did you feel towards Elsa at the start of the film? How does her character develop throughout the narrative?
4. How would you describe Ralf and Elsa's relationship? In what ways does it alter over the course of the film?
5. How does Bruno's relationship with his father compare to that with his mother? Does it change over the course of the story?
6. How would you describe Gretel's character? What changes do we see in her?
7. What words would you use to describe the character of Lieutenant Kotler?

COLOUR AND LIGHT

1. What colours do you associate with Bruno?
2. What colours do you associate with Shmuel?
3. How do the colours we see inside the camp contrast with those in the scenes of Berlin at the beginning of the film?

SOCIAL ISSUES

1. What does the film tell us life was like for Jewish people during the Second World War?
2. What examples of anti-semitism did you see in the film?
3. How does the film comment on the power of political propaganda?

COMPOSITION

1. How does the film use costume, hair and production design to help establish the Second World War setting?
2. How effective is the make-up, hair and costume design in helping the actor Jack Scanlon to portray Shmuel?
3. Discuss what you think of Asa Butterfield, Jack Scanlon, Vera Farmiga and David Thewlis's performances in the film. Are they convincing? Why or why not?

SELF

1. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?
2. Who would you recommend this film to?
3. What do you think is the film's overall message about friendship? How does the film show this?
4. Why do you think the film's director might have picked this book to adapt?
5. What did you learn about the Second World War and the Holocaust from watching the film?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Prisoner of war;	a) Антисемитизм;
2) Jew;	b) Еврей;
3) Concentration camp;	c) Нацист;
4) Gas chamber;	d) Концентрационный лагерь;
5) Nazi;	e) Фашизм;
6) Antisemitism;	f) Гетто;
7) Ghetto;	g) Газовая камера;
8) Fascism.	h) Военнопленный.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) According to eyewitnesses, a Nazi officer recognized Janusz Korczak as the author of his favorite books and offered to help him escape, but he refused to take the offer and entered thetogether with the children.

2) “The Pianist” by R. Polanski is a historical drama which tells about the survival of a talented Jewish pianist who escaped from a

AMERICAN BEAUTY

(directed by Sam Mendes, 1999)

PRE-VIEWING QUESTIONS

1. Consider the film's title: American Beauty. What does the word "beauty" mean to you?
2. What do you predict the film will be about?
3. How much do you know about California and its culture?
4. What do you associate with the USA? How would you describe a typical American? Where do your impressions come from?
5. What does the American Dream mean for you?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. What information does Lester convey in the opening scene? Why is it important?
2. How does Lester blackmail his boss when he tries to fire him?
3. Think back to the two formal dinner scenes at the Burnhams. What do they argue about?
4. Why do you think Carolyn has an affair with Buddy Kane?
5. Why do you think Jane hates her parents?
6. Why do you think Ricky films his surroundings?
7. Why did Frank Fitts force Ricky to go to a military academy and a mental institution?
8. What do you think of the film's final sequence? Do you think it has any symbolic significance?
9. What is the overall message of the film? How is it connected with the idea of beauty and American dream?

CHARACTER

1. How does Lester change physically and emotionally over the course of the film?
2. How does Carolyn change over the course of the film?
3. What do Lester and Carolyn have in common and how are they different?
4. Why do you think Lester and Carolyn are so unhappy in their marriage?
5. Why do you think Jane has low self-esteem? Does it improve as the film progresses? Why or why not?
6. How would you describe the character of Angela?
7. Why do you think Jane and Angela initially form a strong bond? What do they have in common? What causes the breakdown of their relationship?
8. How would you describe Ricky's personality? What was unusual about his behaviour?

CULTURE

1. How does the film represent middle-class American culture?
2. Some reviewers have said the film is a critique of middle-class American culture? Do you agree? Why or why not?
3. The dialogue is full of sarcasm and irony. What impact does its use have on an audience?

SOCIAL ISSUES

1. How does the film comment on social success? What questions do you think it raises, and does it present any answers?
2. How does the film explore mental health?
3. How does the film explore sexuality?
4. How does the film explore parent-child relationships?

SELF

1. What do you think of the Burnham family by the end of the film? Do you like them? Why or why not?

2. Do you think that the depiction of violence in this film is necessary? How did it impact you as a viewer?

3. What do you think is the film's appeal for audiences?

4. What do you think the message of the film is?

5. The film won 5 Oscars: Best Picture; Best Director; Best Actor (Kevin Spacey); Best Original Screenplay and Best Cinematography. Do you think the film deserved these awards? Why or why not?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Role model;	a) Быть одержимым;
2) To be obsessed;	b) Трепет;
3) Only child;	c) Образец для подражания;
4) Insecure;	d) Зануда;
5) Geek;	e) Единственный ребенок;
6) Awe.	f) Неуверенный в себе.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) He looked with at the summit.

2) Being an, he always felt lonely and

3) There is a fine line between commitment and determination on the one hand, and stubbornness and on the other hand.

ABOUT A BOY

(directed by Paul and Chris Weitz, 2002)

PRE-VIEWING QUESTIONS

1. What do you predict this film will be about from its title About a Boy?
2. What do you think the expression ‘no man is an island’ means?
3. What challenges are there for screenwriters when adapting novels for film? Are they able to simply translate the events and dialogue from page to screen? What limitations and opportunities might they face?
4. How are the lives of teenagers usually depicted on film?
5. What do you know about depression? How does it affect people? How is it treated?
6. What do you imagine it is like for a teenager who has a parent who suffers from severe depression?
7. What films starring Hugh Grant have you seen? Did you like them? Why/Why not?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why does Will not have to work?
2. Why does Will join the Single Parents Alone Together support group?
3. Why does Will pretend he has a two-year-old son?
4. Why is Marcus bullied at school?
5. How does Will first meet Marcus?
6. How does Marcus discover that his mother, Fiona, has tried to commit a suicide?

7. How does Marcus discover that Will doesn't have a son?
8. Describe what happens when Will takes Marcus and Fiona to lunch.
9. Why do you think Marcus goes to Will's house after school?
10. What does Fiona do when Marcus tells her that Will doesn't have a son?
11. Describe Christmas Day at Fiona and Marcus's home.
12. How does Will meet Rachel?
13. Why do you think Will asks Marcus to pretend that he is his son?
14. How does Rachel react when she finds out that Marcus is not Will's son?

CHARACTER

1. How would you describe Will? How does he change over the course of the story?
2. What is Marcus's personal journey? How does he change and what are some of the obstacles he overcomes?
3. How would you describe Will and Marcus's relationship? In what ways does it alter over the course of the film?
4. How would you describe the character of Fiona? What difficulties and obstacles is she faced with throughout the course of the film, and how does she persevere?
5. How would you characterise the relationship between Fiona and Marcus? In what ways are they similar and different?

SOCIAL ISSUES

1. How does the film explore aspects mental health? Do you think it was effective? Why/Why not?

2. How does the film explore family relationships? Do you think it was effective? Why/Why not?

3. How does the film explore bullying? Do you think it was effective? Why/Why not?

SOUND

1. How does the music develop the film's narrative?

2. How does the music develop the film's characters?

3. How does the use of the soundtrack contribute to the mood of the film?

SELF

1. Describe the film in your own words. What happened in the story?

2. What is the significance of the title "About a Boy"?

3. How would you summarise the message of the film?

4. Why do you think the film's directors might have picked this book to adapt?

5. What did you find most memorable about the film?

6. Did the film remind you of any other films?

7. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?

8. How did you feel after the film's ending? What were you expecting to happen throughout the course of the story?

9. How would you describe the style of the film, including the cinematography, score and performances?

10. The film was a big box-office success. Do you think it deserved to be so successful? Why/Why not?

12. Who do you think is the intended audience of the film?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Carefree;	a) Быть связанным узами;
2) To bully;	b) Беззаботный;
3) Self-absorbed;	c) Совершить
4) Commit a suicide;	самоубийство;
5) Blend in;	d) Тщеславный;
6) Have ties;	e) Авторский гонорар;
7) Vain;	f) Сливаться с ч.-л.;
8) Royalty.	g) Третировать;
	h) Поглощенный собой.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) Will Freeman had no responsibility or
..... when he met Marcus.

2) My teacher helped me to
with my classmates.

3) His will ruin his
career, he thinks that he always does everything better than others.

4) His incomes derive from the
..... for the music he wrote for a famous film.

CATCH ME IF YOU CAN

(directed by Stephen Spielberg, 2002)

PRE-VIEWING QUESTIONS

1. What films directed by Steven Spielberg have you seen? What genres of film were they? Did you like them? Why or why not?
2. What films starring Tom Hanks and Leonardo DiCaprio have you seen? What genres of film were they? Did you like them? Why or why not?
3. From the title, Catch Me If You Can, what do you think the film will be about? What are the connotations of the words ‘catch me’? Review your guesses after the film.
4. The film’s tagline is “The true story of a real fake”. What do you think this statement means and what expectations does it create for the film you’re about to watch?
5. What are your expectations of films in the biographical crime genre? Can you think of any examples that you have seen?
6. Many films deal with teenage runaways. What examples can you think of and how does their story usually develop?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why does Frank run away to New York City?
2. Why does Frank impersonate an airline pilot? How does he do this?
3. When Carl Hanratty catches Frank in the hotel how does Frank get away?
4. What happens at Frank and Brenda’s engagement party?
5. How does Frank get away to Europe?
6. Why do you think Frank agrees to work for the FBI?

7. Why does Carl want to help Frank?

8 Why do you think that Frank chooses to continue to work for the FBI at the end of the film?

CHARACTER

1. How did you feel towards Frank at the start of the film?
How does his character develop throughout the narrative?

2. How does the film convince us to empathise and relate to Frank, despite his dishonest and illegal behaviour? Give examples to support your answer.

3. How would you describe Carl's character? What changes do we see in him?

4. Why do you think Frank and Carl eventually form a strong bond? What do they have in common?

5. How would you describe the character of Frank's father? What do these early scenes tell us about his character?

6. How would you describe the relationship between Frank and his father? In what ways does it alter over the course of the film?

7. How would you characterise the relationship between Frank and his mother?

8. What techniques does Steven Spielberg use to help us relate more to the characters? Think about the dialogue, performances, camera and editing.

SETTING

1. The film has many different settings. How did you feel they affected the story? Make a list of the settings you noticed and how they complemented the action.

2. How is the USA presented in the film? What do you think is similar and different from the country in the modern day?

3. How do the filmmakers remind you that this film is set in the 1960s? What can you remember that stands out from the era?

SOCIAL ISSUES

1. How does the film comment on social success? Does the film support or undermine the idea that people are a product of their environment?

2. How is the theme of divorce explored in the film? Do you think it was effective? Why or why not?

3. How is the theme of criminality explored in the film? Do you think it was effective? Why or why not?

CULTURE

1. What do you think of the film's representation of America and American culture?

2. How is the culture represented in the film similar or different to culture in your country? Give examples.

3. What different social classes are represented in the film? How are they represented?

SELF

1. Do you think that Frank makes good choices in the film? Are there any points when you would have behaved differently?

2. Why do you think it was significant for two major movie stars to have been cast in the central roles? What effect was this intended to have on the audience's response and the film's mass appeal?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Impersonate;	a) Афера;
2) Imposter;	b) Мошенничество;
3) Forge;	c) Выдавать себя за другое лицо;
4) Fraud;	d) Подделывать;
5) Teller;	e) Кассир;
6) Con;	f) Самозванец;
7) Loan;	g) Брать взаймы;
8) Borrow;	h) Давать в долг;
9) Lend.	i) Заём.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) As a teacher, I often suffer from an
.....syndrome.

2) He was arrested for
a policeman.

3) I have to some money
from a bank.

4) Be careful surfing the Internet. There is so much
.....

SULLY

(directed by Clint Eastwood, 2016)

PRE-VIEWING QUESTIONS

1. The film's tagline is "The untold story behind the miracle on the Hudson". What do you think this statement means and what expectations does it create for the film you are about to watch?

2. "Everything is unprecedented until it happens for the first time." This is the quote from the film. What do you think this statement means and what expectations does it create for the film you're going to watch?

3. What biographical drama films have you seen? Why do you think biographical drama films are so popular?

4. How accurate do you think biographical drama films or films based on a true story generally are?

5. What films starring Tom Hanks have you seen? Did you like them? Why/Why not?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Describe how Sully and Jeff land the aircraft on the Hudson River.

2. Why did Sully choose to land on the Hudson instead of simply returning to LaGuardia Airport?

3. How does Sully react when he discovers that all 155 people on board have survived?

4. How do the press target Sully and his family?

5. What hallucinations does Sully experience?

6. Describe Sully and Jeff's appearance on the David Letterman's show.

7. Why is Sully worried that he will lose his home?
8. What do the National Transportation Safety Board's confidential computerized simulations show?
9. Why does Sully argue that the National Transportation Safety Board's simulations are unrealistic?
10. Why do the National Transportation Safety Board accept Sully's criticism and rerun the simulations with a 35-second pause before the plane is diverted? What is the result of the rerun simulations?
11. Describe the cockpit recording of Sully and Jeff as they attempt to deal with the dual engine loss and land the plane on the Hudson.

CHARACTER

1. How would you describe the character of Sully? What difficulties and obstacles is he faced with throughout the course of the film, and how does he persevere?
2. What words would you use to describe Jeff? Can you think of anything that she does or says to support your ideas?
3. How would you characterise the relationship between Sully and Jeff? In what ways are they similar and different?
4. How would you characterise the relationship between Sully and his wife Lorraine? In what ways are they similar and different?

SELF

1. Describe the film in your own words. What happened in the story?
2. What did you find most memorable about the film?
3. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?

4. How would you summarise the message of the film?
5. The film is based on the 2009 autobiography “Highest Duty” by Chesley “Sully” Sullenberger and Jeffrey Zaslow. Why do you think the filmmakers might have picked this book to adapt?
6. Does the film live up to your expectations of a biographical drama? Does anything stand out that makes it different?
7. Why do you think teamwork, compassion and courage are so important in the film?
8. What is the significance of the film’s tagline “The untold story behind the miracle on the Hudson”?
9. Why do you think it was significant for Tom Hanks to have been cast in the central roles? What effect was this intended to have on the audience’s response and the film’s mass appeal?
11. Why do you think the film shows us the crash sequence on numerous occasions? What are the filmmakers trying to achieve?
12. “You know, it’s been a while since New York had news this good. Especially with an airplane in it.” What is this comment referring to, and what’s the significance of it?
13. How would you describe the pace of the film? Do events move quickly or slowly? What factors contribute to this?
14. Did you find the film easy to follow or confusing? Why?
15. How are flashbacks used in the film? Do you think they were effective? Why/Why not?
16. Which of the characters did you feel empathy for? Why?
17. How is humour used in the film? What would the film have been like without any humour?
18. The film was a big box-office success. Do you think it deserved to be so successful? Why/Why not?
19. Who do you think is the intended audience of the film? Why?
20. Who would you recommend the film to? Why?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Aircraft;	a) Кабина пилота;
2) Cockpit;	b) Летчик;
3) Emergency landing;	c) Воздушное судно;
4) To take off;	d) Команда;
5) To land;	e) Крыло;
6) Flight attendant;	f) Мотор, двигатель;
7) Crew;	g) Взлетная полоса;
8) Runway;	h) Аварийная посадка;
9) Strike a flock of birds;	i) Взлететь;
10) Engine;	j) Сесть;
11) Wing;	k) Стюарт;
12) Pilot;	l) Тренажер;
13) Simulation.	m) Сбить стаю птиц.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) Sully managed to prove that computerized
..... didn't consider a number of factors.

2) New are built according to modernized safety standards.

3) The new type of engines should survive even if a plane hits

4) I have always wanted to be a pilot; I'm sure you'll see me in a once.

5) My mum used to be an airhostess, I took after her and became a

6) is known to be slightly more dangerous than landing.

7) In case of all passengers are to follow the crew cabin's instructions.

8) The was damaged, but the plane landed safely.

9) The should always be kept ready for an immediate take-off.

10) The, used by trainers, will help us prepare for unpredictable situations.

GOOD WILL HUNTING

(directed by Gus Van Sant, 1997)

PRE-VIEWING QUESTIONS

1. The film's tagline is "Wildly charismatic. Impossibly brilliant. Totally rebellious. For the first 20 years of his life, Will Hunting has called the shots. Now he's about to meet his match." What do you think this statement means and what expectations does it create for the film you're about to watch?

2. This film is set in Boston, USA. When you think about Boston, what kind of things come to mind?

3. What do you know about the Massachusetts Institute of Technology and Harvard University?

4. What do you know about therapy? What are some of the reasons why a person sees a therapist? What qualities does a good therapist need?

5. Why do you think there are so many films about geniuses? Why do you think we are interested in the lives of geniuses?

6. What films starring Matt Damon or Ben Affleck have you seen? Did you like them? Why/Why not?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why is Professor Lambeau so surprised when he discovers Will has solved his mathematics problems?

2. Why do you think Will works as a janitor despite the fact he is a genius?

3. Why does Will get arrested by the police?

4. Why do you think Lambeau arranges for Will to avoid jail time?

5. How does Will treat the first therapists he sees? Why do you think he does this?

6. Why do you think Will treats Sean Maguire with more respect?

7. How do Will and Skylar meet?

8. Why do you think Will lies to Skylar about his family?

9. Why do you think Will breaks up with Skylar?

10. How does Sean help Will to see that he is a victim of his own inner demons and to accept that it is not his fault?

11. Why do you think Will finally accepts one of the job offers arranged by Lambeau?

12. What does Will's friends get him for his 21st birthday? Why do they get him this present?

13. How did you feel after the film's ending? What were you expecting to happen throughout the course of the story?

CHARACTER

1. How would you describe the character arc of Will? How does he compare at the end of the film to when we first met him?

2. What is the relationship between Will and Chuckie like? Do they have similar personalities or are they different from one another?

3. How would you characterise the relationship between Will and Sean? Would you describe them as friends? Why/Why not?

4. Think about Will's relationship with Skylar: how does it develop?

5. How would you characterise the relationship between Lambeau and Sean? In what ways are they similar and different?

SOCIAL ISSUES

1. How is the theme of physical abuse explored in the film? Do you think it was effective? Why/Why not?

2. In what ways does the film explore mental health? Do you think it was effective? Why/Why not?

3. How does the film comment on social success? Does the film support or undermine the idea that people are a product of their environment?

4. How does the film explore social class and elite?

SETTING

1. How do the filmmakers remind you that this film is set in the 1990s? What can you remember that stands out from the era?

2. How important is the setting of Boston to the film's story? Why was it set here rather than somewhere else?

3. How is Massachusetts Institute of Technology represented as a setting?

SELF

1. Why do you think it was significant for two major movie stars to have been cast in the central roles? What effect was this intended to have on the audience's response and the film's mass appeal?

2. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?

3. Did you find the film funny? Why do you think the filmmakers wanted to include humorous moments in a film like this?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Genius;	a) Анонимно;
2) Therapy	b) Банда;
3) Anonymously;	c) Дворник;
4) Gang;	d) Суд;
5) Janitor;	e) Гений;
6) Court;	f) Саботировать;
7) Jail;	g) Тюрма;
8) Sabotage;	h) Терапия;
9) Abuse	i) Злоупотреблять.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) Albert Einstein was a real genius in

2) She..... donated money to charity on a regular basis.

3) A of teenagers was causing trouble in the park.

4) The cleans our school yard every evening.

5) The case will be heard in next week.

6) He was sent tofor two years.

THE DEAD POETS' SOCIETY

(directed by Peter Weir, 1989)

PRE-VIEWING QUESTIONS

1. What other films have you seen that are set in high schools or colleges? Why do you think they are popular settings for filmmakers?

2. What do you predict the film will be about from its title, *The Dead Poets' Society*?

3. The film's tagline is "He was their inspiration. He made their lives extraordinary." What do you think this statement means and what expectations does it create for the film you're about to watch?

4. The English teacher in this film encourages his pupils to "seize the day." What do you understand by "seize the day"? Can you give any examples of "seizing the day"?

5. Why are conformity and discipline valued in many societies?

6. Why do you think many teenagers rebel against established norms and behaviour?

7. Do you think poetry can open the mind to new meaning? Why? Why not?

8. What do you think are the advantages and disadvantages of pupils attending single sex schools and mixed schools?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why are the students surprised by John Keating's classes and behaviour?

2. Why does Neil set up the Dead Poets Society?

3. How does John Keating help Todd overcome his shyness?
4. Why does Charlie get into trouble when he publishes his article?
5. How does Mr. Perry find out Neil is performing in the play and how does he react?
6. Why do you think Neil kills himself?
7. Why do you Cameron blames John Keating and names the other members of the Dead Poets Society?
8. What did you think of the final scene of the film?
9. What do you think is going to happen next to John Keating and the members of the Dead Poets Society?

CHARACTER

1. What makes John Keating an inspiration to his pupils?
2. How would you describe the relationship between John Keating and his pupils? Does it change over the course of the film?
3. How would you describe the character arc of Todd? How does he compare at the end of the film to when we first met him?
4. How would you describe the dynamic between the other members of the Dead Poets Society: Todd, Neil, Charlie, Knox, Richard, Stephen and Gerard? What did they think of one another? Does it change at all throughout the narrative?
5. How would you describe the relationship between Neil and his father?

COMPOSITION

1. What do you think of the design of the film – sets, costumes, props? How does it immerse you in the world of an elite all-boys school in the 1950s?

2. How would you describe Neil's costume when he performs as Puck in the play? What does it tell us about his character?

3. How would you describe the performance of Robin Williams? Why do you think the director Peter Weir chose to cast him in this role?

SOCIAL ISSUES

1. How does the film explore conformity and rebellion?

2. In what ways does the film explore adolescent mental health? What signs are there throughout of Neil's mental health issues?

3. How is the theme of social hierarchy explored in the film?

CULTURE

1. How would you describe the culture of Welton Academy?

2. How is the culture represented in the film similar or different to culture in your country? Give examples.

3. John Keating argues that culture especially poetry can change a person's life. Do you agree? Why? Why not?

SELF

1. Does the film present us with a positive or negative view of education and its impact on our lives? Which scenes illustrate this?

2. How does the film emphasize the importance of creativity non-conformity and rebellion? Do you agree? Why? Why not?

3. How does the film depict the school experience? Does it remind you of any other high-school films you have seen?

4. What did you find most memorable about the film?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Prep school;	a) Престиж;
2) High school;	b) Элита;
3) Elite;	c) Колледж; университет;
4) Prestige;	d) Старшие классы средней школы;
5) Seize the day;	e) Школа, готовящая к поступлению в университет;
6) Unorthodox;	f) Наказывать;
7) Punish;	g) Наслаждаться моментом; жить одним днем;
8) Allegations	h) Оригинальный;
9) College.	i) Обвинения.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) You have to go tobefore going to university.

2) Life is not easy but we have to learn how to

3) Yes, I am anperson who is not open to all this new stuff. I prefer to stick to traditions.

FORREST GUMP

(directed by Robert Zemeckis, 1994)

PRE-VIEWING QUESTIONS

1. The film's tagline is "Life is like a box of chocolates...You never know what you're gonna get." What do you think this statement means and what expectations does it create for the film you're about to watch?

2. What challenges are there for screenwriters when adapting novels for film? Are they able to simply translate the events and dialogue from page to screen? What limitations and opportunities might they face?

3. What films starring Tom Hanks have you seen? Did you like them? Why/Why not?

4. Have you seen many films before about physically or mentally disabled people? How are such characters normally represented?

5. What are your expectations of films in the comedy-drama genre? Can you think of any examples that you have seen?

6. What words and images come to mind when you think of the Vietnam War?

7. Do you think films can add to our understanding of major historical events? Why?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why is Forrest fitted with leg braces?

2. What does Forrest teach Elvis Presley?

3. What happens when Forrest catches the bus on his first day of school?

4. Why do people bully Forrest?
5. How does Forrest discover he can run fast?
6. Why does Forrest meet President John F. Kennedy at the White House?
7. What does Bubba convince Forrest to do with him after their service in the army?
8. What happens when Forrest's platoon is ambushed in Vietnam?
9. Why is Forrest awarded the Medal of Honor by President Lyndon B. Johnson?
10. When does Forrest discover his talent for ping-pong?
11. How does Forrest meet John Lennon?
12. Why is Lieutenant Dan Taylor bitter?
12. How does Forrest earn the money to buy a shrimping boat?
13. How do Forrest and Lieutenant Dan become millionaires?
14. What does Forrest do with half of his money?
15. What does Forrest's mother die of?
16. Why do you think Jenny leaves the morning after she and Forrest make love?
17. Why do you think Forrest goes on a cross-country marathon?
18. What happens as Forrest runs across the country?
19. What work does Forrest do when he returns to Greenbow?
20. What does an elderly woman on the bench tell Forrest?
21. What is the name of Jenny's son?
22. What illness do you think Jenny is suffering from?
23. How does the film end? How did you feel about this ending?

CHARACTER

1. How would you describe the character arc of Forrest? How does he compare at the end of the film to when we first met him?

2. What five words best describe Jenny in the early part of the film? By the end of the narrative have some of these changed? Why?

3. How would you describe the relationship between Forrest and Jenny? How does it change over the course of the story?

4. What is the relationship between Forrest and his mother like? Do they have similar personalities or are they different from one another?

6. How would you characterise the relationship between Forrest and his friend Bubba? In what ways are they similar and different?

7. How would you describe the relationship between Forrest and Lieutenant Dan? Does it change over the course of the story?

SOCIAL ISSUES

1. How does the film explore aspects of physical health?

2. How does the film explore aspects of mental health?

3. In what ways is Forrest discriminated against and treated differently?

SELF

1. What do you think the film's message is about life?

2. What do you the symbolism of the white feather at the beginning and end of the film might be?

3. Why do you think the film's director might have picked this book to adapt?

4. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?

5. How does the film use comedy?

6. What did you find most memorable about the film?
7. Who do you think is the intended audience of the film?
8. Who would you recommend the film to?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Leg braces;	a) С разбитым сердцем;
2) To be bullied;	b) Стипендия;
3) Enlist into the Army;	c) Заняться креветочным бизнесом;
4) Scholarship;	e) Невысокие умственные способности;
5) Go into shrimping business;	f) Подвергаться издевательствам;
6) Run a marathon;	h) Ортопедические скобы для ног;
7) Heartbroken;	g) Физическая инвалидность;
8) Physical disability;	i) Пробежать марафон;
9) Low intelligence.	j) Поступить на армейскую службу.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) As a child, he had to wear to help him walk.

2) She was very sad because sheat school.

3) After finishing school, he decidedinto the Army.

4) She got ato study at a good university.

5) Forrest decided to go into shrimpingwith his friend.

6) I have never done sports, let alone

7) He was when they broke up.

8) People with a physical disability can still achieve great things.

9) Although Forrest was thought to have he was very kind and hardworking.

10) As a student I am lucky to have a really good

11) He is the person who had to drop out because of
....., but the professors didn't see a genius beneath his unorthodox behaviour and bad marks.

THE KING'S SPEECH

(directed by Tom Hooper, 2010)

PRE-VIEWING QUESTIONS

1. What do you know about the British monarchy?
2. What other films have you seen about the British monarchy?
3. What are the arguments in favour and against monarchies?
4. What do you know about speech impediments? How do they affect people? How are they treated?
5. What are the characteristics of a historical drama film? Can you think of any historical dramas you know or have seen?
6. The film is set in London in the 1930s and includes the lives of royalty and ordinary people. What are your expectations of how it will look, particularly the production design, costume and lighting?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why does Prince Albert not like Lionel and his therapy at first? Why does he change his mind?
2. How does Prince Albert's father, King George V, treat his son?
3. Why does Edward VIII, Prince Albert's elder brother, abdicate?
4. How does Prince Albert feel about becoming king?
5. How would you describe Lionel Logue's speech therapy methods?
6. Why do you think they are effective?

CHARACTER

1. How is Prince Albert/King George VI (Bertie) portrayed in the film? How does his character develop throughout the course of the film?

2. How would you describe Lionel Logue's personality? What is unusual about his behaviour?

3. How would you describe Bertie and Lionel's relationship? How do they develop a close bond?

4. How would you describe the relationship between Bertie and his wife, Elizabeth? In what ways are they similar and different?

COMPOSITION

1. What do you think of the design of the film – sets, costumes and props? How does it immerse you in the world of the 1930s?

2. What do the sets and costume design tell us about the characters and their position in society?

3. Colin Firth won an Oscar and a Golden Globe for his performance. Why do you think his performance was so well-received?

SETTING

1. How does the film present London as a setting?

2. How do the filmmakers remind you that this film is set in the 1930s? What can you remember that stands out from the era?

3. What different settings can you remember? How do they affect the narrative?

SOCIAL ISSUES

1. How is the theme of social hierarchy explored in the film?
2. To what extent do you think a person's wealth and class background determines their future today? Do you think this has changed over time?

SELF

1. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?
2. Does the film live up to your expectations of a historical drama? Does anything stand out that makes it different?
3. What do you think is the film's appeal for audiences?
4. How does the film emphasise the importance of love and friendship to help people through difficult times? Do you agree? Why?
5. Why do you think Prince Albert became King even though he did not want to?
6. Do you think King Edward VIII made the right decision to abdicate in order to marry the woman he loved? Why or why not?
7. What do you think the overall message of the film is?
8. The film's tagline is, "It takes leadership to confront a nation's fears. It takes friendship to conquer your own." After watching the film, what do you think this statement means?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Stammer;	a) Логопед;
2) Speech therapist;	b) Заикаться;
3) Abdicate;	c) Коронация;

4) Duke;	e) Наследник;
5) Duchess;	f) Герцог;
6) Heir;	h) Герцогиня;
7) Inherit;	g) Отречься от трона;
8) Coronation.	i) Наследовать.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) He when he is nervous, but he is working on it with a

2) The monarch had to the throne for personal reasons.

3) The duke and attended the royal event together.

4) Jane never expected to become an

5) When her father passed away, she had to the family business.

6) The of the new queen will take place next month.

3. Comment on the quotes from the film.

“If I am King, where is my power? Can I form a government? Levy a tax? Declare a war? No!”

A GIRL WITH A PEARL EARRING

(directed by Peter Webber, 2003)

PRE-VIEWING QUESTIONS

1. What do you predict this film will be about from its title, “Girl with a Pearl Earring”?
2. What challenges are there for screenwriters when adapting novels for film? Are they able to simply translate the events and dialogue from page to screen? What limitations and opportunities might they face?
3. Have you seen many films before about artists? How are artists normally represented?
4. What are your expectations of films in the historical drama genre? Can you think of any examples that you have seen?
5. The film is set in 17th century Holland. What are your expectations of how it will look, particularly the production design, costume and lighting?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why is Griet sent to Delft to work as a maid in the Vermeer household?
2. How does Griet meet Pieter? How does their relationship develop?
3. Why is Van Ruijven important to Vermeer?
4. How does Vermeer encourage Griet’s appreciation of art?
5. What is Griet falsely accused of stealing?
6. Why do you think Vermeer agrees to paint a portrait of Griet for Van Ruijven?

7. Why do you think Catharina, Vermeer's wife, is jealous of Griet?

8. Why do you think Griet initially refuses to wear one of Catharina's pearls earrings for the painting?

9. Who gives Griet Catharina's pearls earrings? Why do you think they do so?

10. How does Catharina react when she discovers Griet wore her earrings? Why do you think she reacts in this way?

11. How does Catharina react when she sees the portrait of Griet? Why do you think she reacts in this way?

12. What gift does Tanneke, Vermeer's cook, bring Griet?

CHARACTER

1. How would you describe the character of Griet? What difficulties and obstacles is she faced with throughout the course of the film, and how does she persevere?

2. How would you describe the character arc of Vermeer? How does he compare at the end of the film to when we first met him?

3. What is Vermeer and Griet's relationship like at the start of the film? Does their relationship change? If so, how and why?

4. How would you describe the relationship between Vermeer and his wife, Catharina? Do they have similar personalities or are they different from one another?

5. Think about Griet's relationship with Pieter: how does it develop?

COMPOSITION

1. What do the sets and costume design tell us about the characters and their position in society?

2. Think about the design of the film – sets, costumes, props. How does it immerse you in the world of Holland in the 17th century?

3. Discuss what you think of Scarlett Johansson and Colin Firth’s performances in the film. Are they convincing? Why/Why not?

COLOUR AND LIGHT

1. How does the film use colour and light? Think about the costumes, cinematography and art direction.

2. How would you describe the colour palette of this film? What colours and tones are used? How do these affect the atmosphere of the film?

3. What colours do you associate with Griet?

SELF

1. Describe the film in your own words. What happened in the story?

2. Why do you think the film’s director might have picked this book to adapt?

3. Why do you think it was significant for two major movie stars to have been cast in the central roles? What effect was this intended to have on the audience’s response and the film’s mass appeal?

4. Does the film live up to your expectations of a historical drama? Does anything stand out that makes it different?

5. What did you think of when you first read the title of the film? What did you think the film was about?

6. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?

7. What did you find most memorable about the film?

8. What did you learn from the film about Vermeer?

9. What did you learn from the film about life in 17th century Holland?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Portrait;	a) Голландец;
2) Landscape;	b) Возрождение;
3) Renaissance;	c) Покровитель;
4) Patron;	e) Портрет;
5) Oil;	f) Масляные краски;
6) Maid;	h) Натюрморт;
7) Dutch;	g) Горничная;
8) Still life.	i) Пейзаж.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) In the background, you can see a peaceful with mountains and a river.

2) Many famous artists worked during the period.

3) On the table, there is a classic with flowers, fruit, and a Roman vase.

4) This Dutch artist is known for his detailed and realistic works, both and water-colours.

LITTLE WOMEN

(directed by Greta Gerwig, 2019)

PRE-VIEWING QUESTIONS

1. “Little Women” is adapted from the novel of the same name. What challenges are there for screenwriters when adapting novels for film? Are they able to simply translate the events and dialogue from page to screen? What limitations and opportunities might they face?

2. “Little Women” is considered a literary classic. What makes a classic novel?

3. The film’s tagline is “Own your story”. What do you think this statement means and what expectations does it create for the film you’re about to watch?

4. What are some of the characteristics of a coming-of-age film? Can you think of any coming-of-age films you know or have seen? Why do you think coming-of-age are so popular?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. The film’s story is told in non-linear fashion. Why do you think the director decided to do this? Does it change how you interpret the narrative?

2. Describe the opening of the film as Jo goes visits the editor Mr. Dashwood.

3. What does Meg buy? Why does she regret her purchase?

4. Describe how Amy meets Laurie in Paris.

5. Why is Amy angry with Laurie at the New year Eve’s party?

6. Why is Jo angry with Friedrich Bhaer?

7. How does Jo discover that Beth's illness has worsened?

8. Why does Marmee ask her daughters to give their Christmas breakfast to their neighbour Mrs. Hummel?

9. What does the sisters' father tell them in the letter Marmee reads to them on Christmas day?

10. What does Aunt March tell Jo about marriage? How does Jo respond?

11. Why is Amy punished at school?

12. Why does Amy burn the novel Jo is writing? How does Jo react when she discovers what Amy has done?

13. Describe what happens when Jo and Laurie go ice-skating on a lake.

14. Why is Meg angry with Laurie at the debutante ball?

15. Why does Jo take Beth to the seaside?

16. Why does Jo cut off and sell her hair?

17. Why does Amy refuse Laurie's marriage proposal despite the fact she loves him?

18. What does Mr. Laurence gift Beth? Why?

19. Why does Jo refuse Laurie's marriage proposal?

20. How does Jo react when she discovers Laurie and Amy have married?

21. Describe what happens when Friedrich visits the March house.

22. Why does Mr. Dashwood agree to publish Jo's novel?

23. What does Jo inherit from her Aunt March? What does she do with it?

CHARACTER

1. How would you describe the character arc of Jo? How does she compare at the end of the film to when we first met her?

2. How would you describe the character of Amy? What difficulties and obstacles is she faced with throughout the course of the film, and how does she persevere?

3. What words would you use to describe Meg? Can you think of anything that she does or says to support your ideas?

4. How would you describe the character of Beth? How is she different from her sisters?

5. How would you describe the dynamic between the four sisters? What did they think of one another? Does it change at all throughout the narrative?

6. How would you describe the character arc of Laurie? How does he compare at the end of the film to when we first met him?

7. How would you characterise the relationship Laurie has with Jo? How does it change over the course of the story?

8. How would you characterise the relationship Laurie has with Amy? How does it change over the course of the story?

9. How would you describe the character of Marmee?

10. How would you characterise the relationship between Jo and her mother? In what ways are they similar and different?

11. How would you describe the character of the sisters' father?

12. How does Jo's relationship with her father compare to that with her mother? Does it change over the course of the story?

13. How sympathetic did you feel toward Aunt March? Do you think her behaviour was understandable? How could she have behaved differently?

14. How would you characterise the relationship between Jo and Friedrich? In what ways are they similar and different?

15. How does the character of Mr. Laurence develop throughout the course of the film?

16. Think about Mr. Laurence's relationship with his grandson Laurie: how does it evolve through the course of the story?

17. How would you describe the character of John?
18. How would you characterise the relationship between Meg and John? In what ways are they similar and different?
19. Which characters did you empathise with most? Why?

SETTING

1. In what ways does the film convey to the viewer that it is set in the 1860s?
2. How does the film present New York City as a setting?
3. How does the film present Concord, Massachusetts as a setting?
4. How does the film present Paris as a setting?

SOCIAL ISSUES

1. How is the theme of gender equality explored in the film? Do you think it was effective? Why/Why not?
2. How does the film explore family relationships? Do you think it was effective? Why/Why not?
3. How is the theme of wealth inequality explored in the film? Do you think it was effective? Why/Why not?

SELF

1. Describe the film in your own words. What happened in the story?
2. What is the significance of the title Little Women?
3. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?
4. How would you summarise the message of the film?
5. What did you find most memorable about the film?
6. Why do you think it was significant for a number of major movie stars to have been cast in the central and supporting roles?

What effect was this intended to have on the audience's response and the film's mass appeal?

7. Why do you think the film's director Greta Gerwig might have picked this book to adapt?

8. "Little Women" was nominated for six Academy Awards. Do you think they deserved these nominations? Why/Why not?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Starve;	a) Рождественский гимн;
2) Scarlet fever;	b) Благотворительность;
3) Charity;	c) Гражданская война;
4) Civil war;	e) Скарлатина;
5) Orphan;	f) Редактор;
6) Christmas hamper;	h) Рождественская корзина (с подарками);
7) Editor;	g) Голодать;
8) Christmas carol.	i) Сирота.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) Nowadaysis treated with antibiotics.

2) I joined a organization to help poor families and children in need.

3) The charity gave a Christmas full of food to every family and then they sang traditional together.

4) The checks all the articles before they are published in the newspaper.

LOVE ACTUALLY

(directed by Richard Curtis, 2003)

PRE-VIEWING QUESTIONS

1. The film's tagline is "The Ultimate Romantic Comedy". What do you think this statement means and what expectations does it create for the film you're about to watch?

2. What are the characteristics of a romantic comedy? Can you think of any romantic comedy you know or have seen?

3. What films have you seen that are set at Christmas time? Why do you think these films are popular?

4. The film is set in London at Christmas time. Given the London location, what iconographic sights and sounds you might expect from the film? What are your expectations about character and narrative based on this setting?

5. The film stars Hugh Grant, Emma Thompson, Liam Neeson, Keira Knightley, Colin Firth, Laura Linney and Rowan Atkinson. What other films have you seen starring these actors? What genres were they? Did you enjoy them? Why? Why not?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. The film tells a number of "love stories". Did you find it easy or difficult to follow? Why?

2. How do you think Mark feels about being in love with his best friend's wife?

3. How does Karen find out that her husband Harry may be having an affair with Mia?

4. Why do you think it takes Sarah so long to connect with Karl? Why don't they form a romantic relationship?

5. Why does Colin go to the USA?
6. Why does Sam learn to play the drums?
7. Describe what happens at the school play at Christmas Eve.
8. Did the ending of the film surprise you? Why or why not?
9. What do you think is going to happen next in the story?

CHARACTER

1. What characteristics do David and Natalie share, and what differences are there between them?
2. How would you describe the relationship between David and his sister Karen?
3. How would you describe the relationship between Karen and her husband Harry?
4. How would you describe the character of Daniel? What difficulties and obstacles is he faced with throughout the course of the film, and how does he persevere?
5. How would you describe the relationship between Daniel and his stepson Sam? Does it change over the course of the story?
6. How do you imagine Juliet feels knowing her husband's best friend is in love with her?
7. How do Jamie and Aurélia communicate their feelings to each other?
8. How would you characterise the relationship between Colin and Tony? In what ways are they similar and different?
9. How would you characterise the relationship between Billy and his manager Joe? Would you describe them as friends?

CULTURE

1. What different social classes are represented in the film?
How are they represented?

2. How is the culture represented in the film similar or different to culture in your country? Give example. Are there New Year or Christmas movies in Russia?

3. How would you characterise the language used in the film?
Why do you think this is?

SETTING

1. How does the film present London as a setting?

2. Did you spot any London locations you recognised?

3. How are France and Portugal presented in the film?

SELF

1. Why do you think it was significant for major film stars to have been cast in the central roles? What effect was this intended to have on the audience's response and the film's mass appeal?

2. Who do you think is the intended audience of the film?

3. How does the film use comedy?

4. Does the film remind you of any other films you've seen – the story, setting, characters, the way it is filmed or edited, the music or sound? What are the similarities?

5. Does the film live up to your expectations of a romantic comedy? Does anything stand out that makes it different?

6. What did you find most memorable about the film?

7. What is the overall mood of the film? Is it positive or negative?

8. What do you think is the film's overall message about love? How does the film show this?

9. Which character or characters did you empathise with most? Why?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Fall in love with;	a) Дружка, шафер;
2) To be a legend;	b) Подружка невесты;
3) Best man;	c) Жених;
4) Fiancé;	d) Невеста;
5) Fiancée;	e) Жених (в день свадьбы);
6) Bride;	f) Невеста (в день свадьбы);
7) Bridesmaid;	h) Влюбиться;
8) Wedding;	g) Завести детей;
9) Engagement;	i) Клятвы;
10) Vows;	j) Сомневаться;
11) To start a family;	k) Связать себя узами брака;
12) To tie a knot;	l) Быть легендой;
13) To have cold feet;	m) Свадьба;
14) To be destined to be together;	n) Помолвка;
15) Groom;	o) Быть предназначенным друг для друга.
16) Bride.	

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) Theywith each other at first sight.

2) This singer is ain the world of music.

3) My brother was the.....at my wedding.

4) Heris planning a surprise for their engagement party.

5) The is very excited about the upcoming wedding.

6) Thelooked beautiful in her white dress.

7) Her sister was a and helped her on the wedding day.

8) Thewill take place in a small church near the sea.

9) They announced their to all their friends and family.

10) During the ceremony, the couple said their to each other.

11) After the wedding, they want to and have children.

12) They decided toafter five years of dating.

13) He gotjust before the wedding but everything turned out fine.

14) It seems they are – they have so much in common!

15) The groom was waiting for his at the altar.

3. Practise shadowing.

“Whenever I get gloomy with the state of the world, I think about the arrivals gate at Heathrow Airport. General opinion's starting to make out that we live in a world of hatred and greed, but I don't see that. It seems to me that love is everywhere. Often, it's not particularly dignified or newsworthy, but it's always there – fathers and sons, mothers and daughters, husbands and wives, boyfriends, girlfriends, old friends. When the planes hit the Twin

Towers, as far as I know, none of the phone calls from the people on board were messages of hate or revenge – they were all messages of love. If you look for it, I've got a sneaky feeling you'll find that love actually is all around.”

NOTTING HILL

(directed by Roger Michell, 1999)

PRE-VIEWING QUESTIONS

1. The film is set in London in the late 1990s. What sort of people and things do you expect to see in the film?
2. Can you think of any other films set in London? Did you like them?
3. Have you seen Hugh Grant or Julia Roberts in any films? What genres were the films?
4. Did you like the films? Why or why not?
5. What are some of the conventions of the romantic comedy genre? Can you name any films as examples?
6. The film's tagline is "Can the most famous film star in the world fall for just an ordinary guy?" What do you think this question means and what expectations does it create for the film you're about to watch?
7. What do you imagine life is like for a famous film star?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Why do you think Anna is attracted to Will?
2. What happens on Anna and Will's second date?
3. Why does Julia appear at Will's flat? What happens?
4. What happens when Will goes to visit Anna's location shoot?
5. What present does Anna give Will? Why is it significant to the story?
6. Why does Spike call Will "a daft prick"?
7. What happens at the press conference at the Savoy Hotel?
8. What do you think will happen next?

CHARACTER

1. How would you describe Will? How does he change over the course of the film?

2. What words would you use to describe Anna? How does her character develop throughout the course of the film?

3. In what ways are Will and Anna similar and different?

4. Have you seen Hugh Grant or Julia Roberts in any other films? How does your knowledge of them from their other work shape your understanding of these characters?

5. How sympathetic did you feel toward Will and Anna? Do you think their behaviour was understandable? How could they have behaved differently?

6. How would you describe Spike? What is unusual about his behaviour?

7. How would you describe the relationship between Will and his sister Honey? Does it change over the course of the story?

8. How would you describe Will and his friends? What do they have in common and how are they different?

9. Think about the design of the film – sets, costumes, props. How does it immerse you in the world of London in the late 1990s?

10. Discuss what you think of Hugh Grant's performance in the film. Is it convincing and how does he draw the audience into the character?

SOCIAL ISSUES

1. How are the issues of fame and privacy presented and dealt with in the film?

2. How does the film explore aspects of physical and mental health?

3. What different social classes are represented in the film? How are they represented?

CULTURE

1. What do you think of the film's representation of Britain and British culture?

2. The film has been criticised for not representing black people and culture in a neighbourhood with a large black community. How do you feel about this criticism?

3. How would you characterise the language used in the film? Why do you think this is?

SELF

1. Describe the film in your own words. What happened in the story? Which character was your favourite?

2. Does the film live up to your expectations of a romantic comedy? Does anything stand out that makes it different?

3. What did you find most memorable about the film?

4. How did the film make you feel throughout? How did it achieve this? Which elements of the film created this effect?

5. How is humour used in the film? Is this associated with any particular characters?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Flatmate;	a) Частная жизнь;
2) Private life;	b) Журналист;
3) Paparazzi;	c) Репортер;
4) Split up;	d) Журналист, преследующий известного человека;
5) Journalist;	e) Играть главную роль;
6) Reporter;	f) Простой смертный;
7) To star;	g) Сосед по квартире;
8) Mortal.	h) Разойтись, порвать отношения.

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) I live with ain a big apartment in the city centre.

2) Celebrities try to keep theiraway from the public eye.

3) Thefollowed the famous actor everywhere he went.

4) She dreams of becoming a famous actress and to
.....in Hollywood films.

5) I can't believe that he is ready to work with simple
..... like you and me.

3. Comment on the following dialogue from the film:

William: "I live in Notting Hill. You live in Beverly Hills. Everyone in the world knows who you are, my mother has trouble remembering my name."

Anna Scott: "I'm also just a girl, standing in front of a boy, asking him to love her."

YOU'VE GOT MAIL

(directed by Nora Ephron, 1998)

PRE-VIEWING QUESTIONS

1. What do you predict this film will be about from its title You've Got Mail?

2. The film's tagline is "Someone you pass on the street may already be the love of your life." What do you think this statement means and what expectations does it create for the film you're about to watch?

3. What are your expectations of films in the romantic comedy genre? Can you think of any examples that you have seen? Why do you think romantic comedy films are so popular?

4. The film is set in New York. When you think about New York, what kind of things come to mind?

5. What films starring Tom Hanks have you seen? Did you like them? Why/Why not?

6. What films starring Meg Ryan have you seen? Did you like them? Why/Why not?

7. Why do you think so many people nowadays try to find a romantic partner online?

8. Do you have a favourite bookstore? Why do you like it so much?

POST-VIEWING QUESTIONS AND TASKS

STORY

1. Who are Shopgirl and NY152? How did they meet? How do they communicate with each other?

2. Describe Kathleen's bookstore The Shop Around the Corner. How is it different to the Fox Books megastores?

3. Describe how Kathleen and Joe meet for the first time in The Shop Around the Corner.

4. How does Kathleen discover Joe's true identity? How does she react when she finds out who he really is? Why?

5. How does the opening of a Fox Books megastore in the neighbourhood affect The Shop Around the Corner?

6. How does Kathleen try to save The Shop Around the Corner?

7. Describe what happens when Shopgirl and NY152 arrange to meet in a café.

8. Why do Kathleen and her boyfriend Frank end their relationship?

9. Describe what happens when Joe gets stuck in an elevator with his girlfriend Patricia.

10. How do Kathleen and Joe begin to build a friendship.

11. Describe the film's ending.

12. How did you feel after the film's ending? What were you expecting to happen throughout the course of the story?

CHARACTER

1. What is Kathleen's personal journey? How does she change and what are some of the obstacles she overcomes?

2. How did you feel towards Joe at the start of the film? How does his character develop throughout the narrative?

3. What are the similarities and differences between the characters of Kathleen and Joe?

4. How would you describe the relationship between Kathleen and Joe? How does it change over the course of the story?

SETTING

1. How important do you think the bookstore setting is to the film? What does it add to the story?
2. What did you notice about the other settings in the film? How did you feel they affected the story? Make a list of the settings you noticed and how they complemented the action.
3. How does the film present New York as a setting?

CULTURE

1. How would you describe the dialogue style of the film? Can you remember any examples? What effect does this have?
2. What different social classes are represented in the film? How are they represented?
3. What do you think of the film's representation of America and American culture?
4. How is the culture represented in the film similar or different to culture in your country? Give examples.

SELF

1. Describe the film in your own words. What happened in the story?
2. What is the significance of the title *You've Got Mail*?
3. Which characters did you empathise with? Why?
4. Does the film live up to your expectations of a romantic comedy? Does anything stand out that makes it different?
5. How is humour used in the film? What were the laugh-out-loud moments?
6. How does the film present online romantic relationships?
7. How would you summarise the message of the film?
8. What did you find most memorable about the film?

9. The film was a huge box-office success. Why do you think it was so successful? Do you think it deserved to be so successful? Why/Why not?

10. Who do you think is the intended audience of the film? Why?

11. Who would you recommend the film to? Why?

LANGUAGE

1. Match the words and word combinations with their translation. Use them to discuss the film.

1) Belittle;	a) Личность человека в интернете;
2) Stand up;	b) Ложь;
3) Online identity;	c) Сеть магазинов;
4) Chain of stores;	d) Принизить, унижить;
5) Deception.	e) Заставить ждать (на свидании).

2. Fill in the gaps using the vocabulary from the previous exercise. You may have to change the form of the word.

1) It is not polite to other people's ideas.

2) Be careful with yourand do not share personal information. There is a lot of fraud nowadays.

3) The company has a large in many cities.

ПРИЛОЖЕНИЕ

INTENSIVE LISTENING

Watch the scenes and fill in the gaps with words.

Scene 1

Charles: So, what's? You the poor kid that never got to go to Exeter or Andover?

Nash: Despite my privileged upbringing, I'm actually quite well-balanced. I have.....

Charles: Maybe you're just better with the old integers than.....

Nash: My first grade teacher, she told me that I was born with two helpings of brain but only half a helping of heart.

Charles: Wow! She sounds lovely!

Nash:.....is that I don't like people much. And

Charles: But why, with all your obvious
.....?

Seriously, John. Mathematics? Mathematics is never gonna lead you to a higher truth. And you know why? Because it's boring. It's really boring.

Nash: You know, half these schoolboys are already published? I cannotwith these classes and these books. Memorizing the weak assumptions of lesser mortals! I need to look through to the governing dynamics.

Find a That's the only way I'll ever distinguish myself. It's the only way that I'll ever...

Charles: Matter.

Tasks and questions for discussing.

- 1) Comment on the idioms used in the dialogue.
- 2) Pick up examples of colloquial speech and university slang.
- 3) Why is it hard to understand the speakers?
- 4) Pick up examples of idiomatic language.
- 5) Outline the features of American English.
- 6) Describe Nash's and Charles' personality traits and behavior.
- 7) Translate the dialogue into Russian.

Scene 2

Man: Professor Nash?

Nash:.....?

Girl: Yeah.

Nash: He's within your vision? Good. Forgive me, I'm just alwaysnew people.

Girl:

Nash:

So now that I know that you're real.....

.....

Man: Professor,

Nash:

Man: Andthat you're being considered for the Nobel Prize.

Nash: Forgive me, but

.....

Man: Over the past few years, your equilibriumof modern economics. Suddenly,

.....

Nash: What about my work on other some such projects, like manifold embedding?

Man: The application of your bargaining problem to FCC bandwidth auctions or to antitrust cases...

Nash: Antitrust cases?

Man: Yes.

Nash:

Have I just reached some level of honesty that borders on stupidity?

Man: No, no, you haven't.

Nash: Because I wouldn't have thought of that.

Man:

Nash: I don't go in there.....

Man: Come on, John. Let's have some
tea.

1) Summurise the scene. Retell the dialogue in reported speech.

2) Comment on the stylistic features of the phonetics, grammar and the vocabulary of the speakers.

3) Pick up the examples of academic vocabulary.

4) Dramatize the dialogue with your partners. Try playing different roles.

5) Translate the dialogue into Russian.

Scene 3

Nash: Ithe nominations for the Nobel Prize would've been secret. I would have thought you'd only find out if you won or lost.

Man: That is generally the case, yes, but special circumstances.

The awards are substantial. They require private funding. As such, the image of the Nobel is...

Nash: I see. So, you came here

Find out if I would screw everything up.....?

Dance around the podium, strip naked and squawk like a chicken, things of this nature?

Man: Something like that, yes.

Nash:

Yes, it is possible. You see, I am crazy. I take medications,

but I still see things.....I just choose not to acknowledge them. Like a diet of the mind, I choose not to indulge certain appetites. Like my appetite for patterns. Perhaps my appetite to imagine and to dream.

Professor

1:.....John.

Nash: Thank you

Professor

2:

Nash: Thank you very much.

Professor

3:

Professor

4:

Tasks and questions for discussing.

1) Summurise the scene. Retell the dialogue in reported speech.

2) Comment on the vocabulary and phonetic features of the scene.

3) Dramatize the dialogue with your partners. Try playing different roles.

4) Translate the dialogue into Russian.

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