

American Values through Film

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Lesson Plans for English Teaching and American Studies

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American Values Through Film: Lesson Plans for Teaching English and American Studies

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HOW TO USE THIS CD-ROM

This CD-Rom has a collection of PDF files that require Adobe Acrobat Reader (AAR). The AAR is loaded on this CD and should launch or install automatically when you put the CD in. You will need the AAR your computer in order to use the CD.

Here is how to use the CD-Rom:

Insert the CD into the CD drive of your computer. The program should launch/turn on automatically and you should use the File, Open command to open any of the PDF files you wish to use.

If the CD does not automatically launch when you insert it into your CD drive, please launch it manually by clicking on the PDF files that look like this on your screen

The CD has 7 individual PDF files, each with some material related to the teaching of English through film and individual lesson plans. Each PDF file has a selection of lesson plans written by teachers of English in Russia. The PDF files are organized according to the title of film.

The lesson plans in each PDF file correspond to the movies listed below. You may open each PDF file and print the pages you wish to use.

To print any material from the PDF files, it is essential to look at the page numbers that appear in the middle of the screen when you are in the PDF files: They will say, for example, 1 of 100. You may print all lesson plans or just the individual ones you want from different universities/authors. BEWARE! If you do not select specific pages to print, you may end up printing all contents of the CD --usually 100 pages or more.

American Values through Film: Lesson Plans for the English Teaching and American Studies

By Bridget F. Gersten, Ph.D.
English Language Officer for the Russian Federation
Embassy of the United States of America
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No matter where in the world, film has an enchantment all of its own, uniting people from many walks of life and forming a creative cultural space. Growing up in the American Southwest, in Arizona, I saw my first Hollywood movies with my family. I still cherish memories of those outings to see life writ large on the big screen. As a teenager, my friends and I use to make it a point to get to any “sneak preview” we could, namely so we’d be among the lucky few to see a premiere before it made its way to the masses. Then, we sometimes would see the same film over and over, creating our own cult classics. Later, in college, I enjoyed getting away to the movies, both in English and in other languages, at local movie theatres with friends. During that time, a whole other world of cinema opened up to me and I created my own circle of cherished screen favorites, trying to become well-versed in the contributions of directors, producers, and other dimensions of film. To this day, I eagerly look forward to the release of new films starring my favorite actors, especially “indies” or independent films that distinguish themselves as a genre that is a different breed than Hollywood blockbusters.

Most of us have our own connections with cinema, a magical world through which we can live out our dreams and aspirations, a place where we can get away from it all, one where we can face our fears and contemplate new possibilities, somewhere we can escape to, into a Technicolor world that allows us to create and recreate the world and even ourselves.

In educational circles, much has been written about the value of film in the classroom. In fact, there are scores of books, journal articles, and web sites devoted to the topic of how to integrate film into the classroom successfully. From my earliest days of teaching, I remember how the idea of showing a film in class “as is” was not considered pedagogically sound teaching. I learned the importance and value of pre-viewing, while-viewing, and post-viewing activities to engage students actively in the learning process.

In this CD-ROM collection, you will find a wealth of lesson plans written by teachers of English across Russia. These authors are teachers and scholars that come from 23 institutions from 18 cities across this vast nation, including Abakan, Belgorod, Irkutsk, Izhevsk, Kazan, Krasnoyarsk, Krasnodar, Moscow, Omsk, Saransk, Saratov, Togliatti, Tomsk, Tver, Vladimir, Voronezh, Yekaterinburg, Yoshkar-Ola. The authors who collaboratively worked on this project spent many hours viewing and reviewing films, compiling a set of lessons for classroom use with other colleagues at their institutions. The project, sponsored by the English Language Office of the Embassy of the United States in Moscow, was a first-of-its-kind one, focusing on the many ways to explore themes and values through film. Though the title of this project

was *American Values through Film*, the main objective was to use American values as the springboard for discussion about values in general and values specific to communities within the Russian Federation.

I hope you will have a chance to use the films and resources presented in this CD-ROM collection, together with the lesson plans put together by ELT colleagues in Russia.

Happy Viewing,
Bridget F. Gersten, Ph.D.
May 1, 2006

Letter of Thanks

A special note of thanks should go to the following authors of the lesson plans on this CD ROM. Without their contributions and dedication, this project would not have been possible.

Abakan: *Katanov State University of Khakasia*

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American Values through Film Project

Checklist for Review of Lesson Plans for Classroom Use

Prepared by Bridget F. Gersten, Ph.D.
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Here are some ideas that you may find useful when putting together lesson plans or when reviewing these prior to use with colleagues.

Format and Components of the Lesson Plan. Does your lesson plan include the following, at the beginning of the plan:

- what level or type of students (majors) it is intended for
- themes, objectives and skills to be focused on in each lesson/section of the film
- duration of each lesson (in minutes/class blocks)
- sections devoted to the topic of study, e.g., values

Do you use a **specific font or numbering system (e.g., bullets)** to show other teachers using the plan where exercises and activities appear, for ease of readability?

Is the format easy for another teacher to use? Does the plan make use of headings, bold, spacing, and/or italics, to make it easy to use by another person?

Spell check/Language Revision. Have you run a spell check on your lesson plans? Have you checked for consistency in the use of American and/or British English?

Vocabulary/Memorization. How is vocabulary handled in the lesson plans: Are words listed? Is translation provided? Are these reviewed before, during, and/or after the plan? Do vocabulary activities go beyond the “word” level, asking students to do something other than translate and/or recognize words? What other reading or vocabulary skills can be addressed in your plan via an activity related to the film? To enhance reading and/or vocabulary skills, is there something beyond “memorization” that can be given as a task when memorization is an activity you give in the lesson plan?

Sources/Copyright. Are all sources used in the lesson plan properly noted/cited if full text is borrowed from another source and not the lesson plan authors’ own words? For example, if you have taken any text from the Internet or a printed source, have you included the **author, title, date, and page number** as a bibliographic reference, whether taken verbatim (word for word = quote) or paraphrased? Encouraging correct source citation will provide students with the opportunity to avoid plagiarism. Images (photographs, graphics, tables, etc.) taken from another source should be cited as well, giving the website or other source of the source.

If you have included **Appendices, scripts, or other material** beyond what you yourself composed/authored/wrote in the lesson plan, have you acknowledged the source in a bibliographic reference?

Discussion of Values + Cross-Cultural Comparisons: Does your plan have exercises/tasks/activities that ask students to focus on or respond to the themes, values, and content of the film as a springboard for cross-cultural (Russia-America, global, etc) comparison of values, the theme of this film project? Would this be useful to add?

Pre-, While-, and Post-Viewing Activities. Does your plan include activities that have students actively engaged and commenting on or reacting to the information in the film and/or class before they view, while they view (stopping the film), and after they view? Do these appear in each lesson? Are they focused on speaking, reading, listening, vocabulary, grammar, writing and/or a combination of these? Why?

Complexity of Questions Asked/Use of Yes-No Questions/ Critical Thinking. Including “Why”, “How”, and “Imagine” questions vs. “What”, “Where”, “When”, and “Who” questions. Using *why, how, and imagine*... questions, together with questions that ask students to judge, evaluate, and critically analyze, will allow for more critical thinking/higher order thinking skills vs. recall and memorize. Questions that ask students to “put yourself in the shoes of” or “Imagine you...” enhance critical thinking and creativity as well. Does your plan include why and how questions? How often are yes/no and True/False questions used? Do these generate as much language and thinking that you would like to get?

Here are some ideas on tasks/activities you might include in your plans that enhance critical thinking and language use. You may want to pay attention to the action verbs that could be the basis for activities:

<http://schools.sd68.bc.ca/coal/pg/canada/bloompic.JPG>

<http://www.biology.lsu.edu/heydrjay/Bloom's%20Taxonomy.gif>

<http://www.maslibraries.org/infolit/samplers/images/bloom.gif>

<http://www.apa.org/ed/circle.gif>

Four Skills: How well does the plan integrate the four skills: reading, writing, listening, and speaking?

Integration of Skills. Can any of your activities in the lesson plan be used as a springboard for another activity that involves another skill? For example, after a writing assignment, students could be instructed to give a summary of their report to the whole class, a small group, or a partner (in pairs). What is the advantage of doing this?

Cultural Thinking: How much does the plan give students an opportunity to examine cross-cultural issues and compare to their own personal experience? Does this incorporate discussions about values or things that matter in their personal or professional lives?

Group and Pair work. How well does the lesson plan incorporate activities where students work in small groups and pairs, even if for a fraction of the lesson time when the plan is used?

Internet Research. Are students required to do additional reading or research on the internet, related to the topic or language in the film(s)?

Web Sites: Are full URLs provided in the plan? Would it be useful to annotate (provide a short description of) each site?

Using the Counter on the VHS machine: Consider using the counter settings from the VHS to help other teachers locate specifically which where the segment of the film appears that is associated with a particular exercise or set of exercises.

Drama/Skits. Do your lesson plans ask students to act out any part of the script or improvise based on the script? What value would it have to include exercises of this type?

Personal Experience/Parallels. In your lesson plans that focus on values, do you have an activity that allows students to bring in their personal experience and opinion or reflect on the application of what is discussed in the film to realities in Russia or in your community?

Images/Graphics. Have you incorporated any activities in the lesson plan that draw on images related to the questions or tasks at hand, as integral or supplementary parts of the lesson plan? A good source of images is Google.com Images. Please be sure to include any URL of an image you use from the Internet and ***cite this source in your plan*** (tell where you got it from).

Is there a clear task (and skills practice) associated with each use of an image?

Graphic Organizers. Does your plan include any graphic organizers, e.g., charts that are used by students to transfer and/or transform information for analytical purposes? These can be used to help students understand better both language and content.

Teachers' Tips. Do you include any instructions or guidelines for teachers who use the plan? What sorts of tips could you use?

Description of Films in American Values through Film Project

Source: Amazon.com film reviews

Film

Cultural Value/Contemporary Issue

Erin Brockovich (2000)
activism

Role of women in citizen environmental

Broke and desperate, the twice-divorced single mom Erin (Julia Roberts) bosses her way into a clerical job with attorney Ed Masry (Albert Finney), who's indebted to Erin after failing to win her traffic-injury case. Erin is soon focused on suspicious connections between a mighty power company, its abuse of toxic chromium, and the poisoned water supply of Hinkley, California, where locals have suffered a legacy of death and disease. Matching the dramatic potency of *Norma Rae* and *Silkwood*, *Erin Brockovich* filters cold facts through warm humanity, especially in Erin's rapport with dying victims and her relationship with George (superbly played by Aaron Eckhart), a Harley-riding neighbor who offers more devotion than Erin's ever known. Surely some of these details have been embellished for dramatic effect, but the factual basis of *Erin Brockovich* adds a boost of satisfaction, proving that greed, neglect, and corporate arrogance are no match against a passionate crusader.

Twelve Angry Men (1957)
law

Jury system; citizen participation in rule of

Sidney Lumet's directorial debut remains a tense, atmospheric (though slightly manipulative and stagy) courtroom thriller, in which the viewer never sees a trial and the only action is verbal. As he does in his later corruption commentaries such as *Serpico* or *Q & A*, Lumet focuses on the lonely one-man battles of a protagonist whose ethics alienate him from the rest of jaded society. As the film opens, the seemingly open-and-shut trial of a young Puerto Rican accused of murdering his father with a knife has just concluded and the 12-man jury retires to their microscopic, sweltering quarters to decide the verdict. When the votes are counted, 11 men rule guilty, while one--played by Henry Fonda, again typecast as another liberal, truth-seeking hero--doubts the obvious. Stressing the idea of "reasonable doubt," Fonda slowly chips away at the jury, who represent a microcosm of white, male society--exposing the prejudices and preconceptions that directly influence the other jurors' snap judgments. The tight script by Reginald Rose (based on his own teleplay) presents each juror vividly using detailed soliloquies, all which are expertly performed by the film's flawless cast. Still, it's Lumet's claustrophobic direction--all sweaty close-ups and cramped compositions within a one-room setting--that really transforms this contrived story into an explosive and compelling nail-biter.

To Kill a Mockingbird (1962)

Racial tolerance; jury system

Ranked 34 on the American Film Institute's list of the 100 Greatest American Films, *To Kill a Mockingbird* is quite simply one of the finest family-oriented dramas ever made. A beautiful and deeply affecting adaptation of the Pulitzer Prize-winning novel by Harper Lee, the film retains a timeless quality that transcends its historically dated subject matter (racism in the Depression-era South) and remains powerfully resonant in present-day America with its advocacy of tolerance, justice, integrity, and loving, responsible parenthood. It's tempting to call this an important "message" movie that should be required viewing for children and adults alike, but this riveting courtroom drama is anything but stodgy or pedantic. As Atticus Finch, the small-town Alabama lawyer and widower father of two, Gregory Peck gives one of his finest performances with his impassioned defense of a black man (Brock Peters)

wrongfully accused of the rape and assault of a young white woman. While his children, Scout (Mary Badham) and Jem (Philip Alford), learn the realities of racial prejudice and irrational hatred, they also learn to overcome their fear of the unknown as personified by their mysterious, mostly unseen neighbor Boo Radley (Robert Duvall, in his brilliant, almost completely nonverbal screen debut). What emerges from this evocative, exquisitely filmed drama is a pure distillation of the themes of Harper Lee's enduring novel.

Seabiscuit (2003)

Overcoming the odds; persistence through hardship

Proving that truth is often greater than fiction, the handsome production of *Seabiscuit* offers a healthy alternative to Hollywood's staple diet of mayhem. With superior production values at his disposal, writer-director Gary Ross (*Pleasantville*) is a bit too reverent toward Laura Hillenbrand's captivating bestseller, unnecessarily using archival material--and David McCullough's familiar PBS-styled narration--to pay Ken Burns-like tribute to Hillenbrand's acclaimed history of Seabiscuit, the knobby-kneed thoroughbred who "came from behind" in the late 1930s to win the hearts of Depression-weary Americans. That caveat aside, Ross's adaptation retains much of the horse-and-human heroism that Hillenbrand so effectively conveyed; this is a classically styled "legend" movie like *The Natural*, which was also heightened by a lushly sentimental Randy Newman score. Led by Tobey Maguire as Seabiscuit's hard-luck jockey, the film's first-rate cast is uniformly excellent, including William H. Macy as a wacky trackside announcer who fills this earnest film with a much-needed spirit of fun.

All the President's Men (1976)

Investigative journalism rooting out government corruption

It helps to have one of history's greatest scoops as your factual inspiration, but journalism thrillers just don't get any better than *All the President's Men*. Dustin Hoffman and Robert Redford are perfectly matched as (respectively) *Washington Post* reporters Carl Bernstein and Bob Woodward, whose investigation into the Watergate scandal set the stage for President Richard Nixon's eventual resignation. Their bestselling exposé was brilliantly adapted by screenwriter William Goldman, and director Alan Pakula crafted the film into one of the most intelligent and involving of the 1970s paranoid thrillers. Featuring Jason Robards in his Oscar-winning role as *Washington Post* editor Ben Bradlee, *All the President's Men* is the film against which all other journalism movies must be measured.

Dances with Wolves

A historical drama about the relationship between a Civil War soldier and a band of Sioux Indians, [Kevin Costner](#)'s directorial debut was also a surprisingly popular hit, considering its length, period setting, and often somber tone. The film opens on a particularly dark note, as melancholy Union lieutenant John W. Dunbar attempts to kill himself on a suicide mission, but instead becomes an unintentional hero. His actions lead to his reassignment to a remote post in remote South Dakota, where he encounters the Sioux. Attracted by the natural simplicity of their lifestyle, he chooses to leave his former life behind to join them, taking on the name Dances with Wolves. Soon, Dances with Wolves has become a welcome member of the tribe and fallen in love with a white woman who has been raised amongst the tribe. His peaceful existence is threatened, however, when Union soldiers arrive with designs on the Sioux land. Some detractors have criticized the film's depiction of the tribes as simplistic; such objections did not dissuade audiences or the Hollywood establishment, however, which awarded the film seven Academy Awards, including Best Picture.

High Noon

This Western classic stars [Gary Cooper](#) as Hadleyville marshal Will Kane, about to retire from office and go on his honeymoon with his new Quaker bride, Amy ([Grace Kelly](#)). But his happiness is short-lived when he is informed that the Miller gang, whose leader ([Ian McDonald](#)) Will had arrested, is due on the 12:00 train. Pacifist Amy urges Will to leave town and forget about the Millers, but this isn't his style; protecting Hadleyburg has always been his duty, and it remains so now. But when he asks for deputies to fend off the Millers, virtually nobody will stand by him. Chief Deputy Harvey Pell ([Lloyd Bridges](#)) covets Will's job and ex-mistress ([Katy Jurado](#)); his mentor, former lawman Martin Howe (Lon Chaney Jr.) is now arthritic and unable to wield a gun. Even Amy, who doesn't want to be around for her husband's apparently certain demise, deserts him. Meanwhile, the clocks tick off the minutes to High Noon -- the film is shot in "real time," so that its 85-minute length corresponds to the story's actual timeframe. Utterly alone, Kane walks into the center of town, steeling himself for his showdown with the murderous Millers. Considered a landmark of the "adult western," *High Noon* won four Academy Awards (including Best Actor for Cooper) and Best Song for the hit, "Do Not Forsake Me, O My Darling" sung by Tex Ritter. The screenplay was written by [Carl Foreman](#), whose blacklisting was temporarily prevented by star Cooper, one of Hollywood's most virulent anti-Communists. [John Wayne](#), another notable showbiz right-winger and Western hero, was so appalled at the notion that a Western marshal would beg for help in a showdown that he and director [Howard Hawks](#) "answered" *High Noon* with [Rio Bravo](#) (1959). *Hal Erickson*

Copyright and Fair Use Guidelines for Teachers

CLASSROOM COPYRIGHT CHART			
Medium	What You Can Do	According to	The Fine Print
Printed Material			
<ul style="list-style-type: none"> Poem less than 250 words Excerpt of 250 words from a poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10% of work or 1,000 words, whichever is less--but a minimum of 500 words) One chart, picture, diagram, graph, cartoon or picture per book or per periodical issue Two pages (max) from an illustrated work less than 2,500 words (like childrens books) 	Teachers may make multiple copies for classroom use.	United States Copyright Office <i>Circular 21</i>	No more than one copy per student. Usage must be: At the "instance and inspiration of a single teacher" and when the time frame doesn't allow enough time for asking permission. Only for one course in the school. No more than nine instances per class per term (current news publications such as newspapers can be used more often). Don't create anthologies. "Consumables" can't be copied. Don't do it every term (if time allows, seek permission). Can't be directed by "higher authority." Copying can't be substitute for buying. Copies may be made only from legally acquired originals.
<ul style="list-style-type: none"> A chapter from a book An article from a periodical Short story, short essay, or short poem Chart, graph, diagram, drawing, cartoon, picture from a book, periodical or newspaper 	Teachers may make a single copy for teacher use for research or lesson preparation.	United States Copyright Office <i>Circular 21</i>	Same as above.

<ul style="list-style-type: none"> • Portions of a work • An entire work • A work if "the existing format in which a work is stored has become obsolete" 	<p>A librarian may make up to three copies "solely for the purpose of replacement of a copy...that is damaged, deteriorating, lost or stolen"</p>	<p>Section 108 Copyright Act (1976) as amended by the Digital Millennium Copyright Act</p>	<p>The library must first determine that after "reasonable investigation that copy...cannot be obtained at a fair price" or that the format is obsolete.</p>
<p>Text for Use in Multimedia Projects</p>			
<ul style="list-style-type: none"> • Same rights as "Printed Material" above 	<p>Students may incorporate text in multimedia projects. Teachers may incorporate into multimedia for teaching courses.</p>	<p><i>Fair Use Guidelines for Educational Multimedia</i></p>	<p>Teachers may use for two years, after that permission is required. Students may keep in portfolio for life.</p>
<p>Video</p>			
<ul style="list-style-type: none"> • Videotapes (purchased) • Videotape (rented) • DVD • Laser Discs 	<p>Teachers may use these materials in the classroom without restrictions of length, percentage, or multiple use</p> <p>May be copied for archival purposes or to replace lost, damaged, or stolen copies.</p>	<p>Section 110 of the Copyright Act</p>	<p>The material must legitimately acquired (a legal copy). It must be used in a classroom or similar place "dedicated to face-to-face instruction". Not for use as entertainment or reward. The use should be instructional. The place should be a non-profit educational institution.</p> <p>If replacements are unavailable at a fair price or are available only in obsolete formats (e.g., betamax videos).</p>
<p>Video ("Motion Media") for Use in Multimedia Projects</p>			

<ul style="list-style-type: none"> • Videotapes • DVD • Laser Discs • QuickTime Movies • Encyclopedias (CDROM) 	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia", defined as 10% or three minutes (whichever is less) of "motion media"	<i>Fair Use Guidelines for Educational Multimedia</i>	"Proper attribution and credit must be noted for all copyrighted works included in multimedia, including those prepared under fair use." <i>Tina Ivany, UC San Diego 12/08/95</i>
Video for Integration into Video Projects			
<ul style="list-style-type: none"> • Videotapes • DVD • Laser Discs • QuickTime Movies • Encyclopedias (CDROM) 	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia"	<i>Fair Use Guidelines for Educational Multimedia</i>	The material must legitimately acquired (a legal copy, not bootleg or home recording).
Illustrations and Photographs			
<ul style="list-style-type: none"> • Photograph • Illustration • Collections of photographs • Collections of illustrations 	Single works may be used in their entirety but not more than 5 images by an artist or photographer. From a collection, not more than 15 images or 10%, whichever is less.	<i>Fair Use Guidelines for Educational Multimedia</i>	Older illustrations may be in the public domain, but the collection may be copyrighted.
Music for Integration into Multimedia / Video Projects			
<ul style="list-style-type: none"> • Music 	Up to 10% of a copyrighted musical composition may be reproduced, performed and displayed as part of a multimedia program produced by an educator or student for educational purposes.	<i>Fair Use Guidelines for Educational Multimedia</i>	Some authorities site a maximum length of 30 seconds. (www.indiana.edu), some do not mention a maximum (<i>Tina Ivany, UCSD, 12/08/95</i>). See below.

Computer Software			
<ul style="list-style-type: none"> • purchased software • licensed software 	<p>Software may be lent by the library.</p> <p><i>Software may be installed at home and at school.</i></p> <p>Software may be installed on multiple machines.</p> <p><i>Software may be copied for archival use to replace lost, damaged, stolen, copies.</i></p> <p>Software can be distributed to users via a network.</p> <p><i>Librarians may make archival copies.</i></p>	Section 107 and 108 of Copyright Act and subsequent amendments.	<p>Take aggressive action to monitor that copying is not taking place (for retention).</p> <p><i>Only one machine at a time may use the program.</i></p> <p>The number of machines being used must never exceed the number of licenses.</p> <p><i>If unavailable at fair or is an obsolete format.</i></p> <p>The number of simultaneous users must not exceed the number of licenses. A network license may be required for multiple users.</p>
Internet			
<ul style="list-style-type: none"> • Internet connections • World Wide Web 	<p>Images may be downloaded for student projects.</p> <p>Sound files may be downloaded for use in projects (<i>see portion restrictions above</i>)</p>	<i>Fair Use Guidelines for Educational Multimedia & DMCA</i>	<p>Images may not be reposted onto the Internet without permission.</p> <p>Sound or music files may not be copied and posted on the Internet without permission.</p>
Television			
<ul style="list-style-type: none"> • Broadcast • ABC • NBC • PBS • Tapes made from broadcast 	<p>Live "off the air" broadcasts may be used for instruction.</p> <p>Tapes made from broadcasts may be used for instruction.</p>	Congress	<p>Things get interesting when you want to retain tapes.</p> <p>Minimum rights allow for 10 school days. Enlightened rights holders often allow for much more. PBS series <i>Reading Rainbow</i> offers three year retention rights, for example. If you like it enough to keep it more than three years, buy it!</p>

Cable Television			
<ul style="list-style-type: none"> • CNN • MTV • HBO (etc.) • Tapes made from cable. 	May be used with permission. Many programs may be retained for years --depending on the program. Check with Cable in the Classroom. http://www.ciconline.org/main.cfm	Cable Systems (and their associations)	The guidelines for television programs were defined by Congress before cable television was a factor. Cable programs are not technically covered by the same guidelines as broadcast television.
Film or Filmstrip			
<ul style="list-style-type: none"> • 16 millimeter films • filmstrips 	"Teachers may duplicate a single copy of a small portion...for teaching purposes"	<i>Copyright Policy and Guidelines for California's School Districts, California Department of Education</i>	These must be films or filmstrips that you own.
Return for updates to:	http://www.mediafestival.org/copyrightchart.html	Hall Davidson	hall@ccd.edu

Note: In the letter to Congressional Subcommittee Chair Kastenmeier dated 3/19/76 summarizing many of the above agreements, representatives of the Ad Hoc Committee of Educational institutions and Organizations of Copyright Law Revision and the Authors League of America, Inc., and the Association of American Publishers, Inc., state that these guidelines were **"not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."**

[For more detailed information and references to excellent books on copyright.](#)

[For information on workshops, keynotes, seminars about copyright and other topics regarding technology and education visit http://www.mediafestival.org/halldavidson.html](#)

[pdf. version of this chart](#)

SAMPLE LESSON PLAN BY GABRIEL SKOP, ENGLISH LANGUAGE FELLOW

Twelve Angry Men – Plan 1

The following outline is intended for use in a university-level American Studies course. This outline is necessarily broad, but can easily be adapted for courses in Sociology, Film, Legal English, English Composition, Gender Studies and other subjects.

- Topic:** Citizen participation in the rule of law
- Themes:** What do juries do and why is that important?
What is involved in group decision making?
What is the effect of prejudice on society?
How has the idea of “citizen participation” changed since the 1950s?
- Activities:** Screening of *Twelve Angry Men*
Internet research
Pre- and post-film discussion
Mock trial
Report writing
- Timeline:** Eight to ten hours of in-class activity over a period of one to two weeks

Lesson One

- Whole-group discussion on the background of rendering verdicts

Society has many different approaches for sitting in judgment of those accused of crimes. Some cases are heard solely by judges; others are decided by juries. Still others take place before a tribal council or group of village elders. In some countries, all of these forms of adjudication coexist.

What are the advantages and disadvantages of each of the above forms of decision making?

What exactly is the job of people empowered to decide on the defendant’s innocence or guilt? What skills does this job demand? What challenges are posed in making these types of decisions? Is it possible to ensure fairness in this decision-making process? How?

- Home task

Research the following three questions as they relate to practices in the United States.

- 1) What is the difference between cases heard only by judges and those which are trials by jury?
- 2) In some cases, a defendant may choose between trial by judge and trial by jury? What factors influence such a decision?
- 3) What is the process for empanelling a jury? (In other words, how are jurors found and what steps must they go through before they actually sit on a jury?)

Additional questions:

- 4) Compare and contrast the jury system in the US with the system in Russia.
- 5) Do you believe you would make a good juror? Are you interested in serving on a jury? Explain.

Study the following key vocabulary.

premeditated murder	reasonable doubt	abstain
verdict	unanimous	foreman
death sentence	slum	acquittal
motive	cross-examination	secret
ballot		
defense	prosecution	mandatory
hung jury	testimony	mercy
alternate juror	open and shut case	orphanage
circumstantial evidence	witness	forgery

Lesson Two

- Screening of *Twelve Angry Men*
- Post-screening discussion in small groups

Each group should consider the following, and prepare to report to the whole group on its conclusions.

In *Twelve Angry Men*, the jury rendered a verdict of “not guilty.” We know this does not assure that the defendant did not commit the crime with which he was charged. However, the jurors were ultimately unanimous that reasonable doubt prevented them from convicting the defendant.

What is reasonable doubt? Why is the standard of reasonable doubt so central to the decision-making process in a murder case? What would be the consequences if this standard of reasonable doubt were removed?

Lesson Three

- An examination of the influences on a jury

Divide the class into three groups. Assign each group one of the following tasks. At the end of a preparation period, each of the groups is to lead the entire class in a whole-group discussion on its assigned topic.

GROUP 1 – Jury Demographics

Looking at the jury depicted in *Twelve Angry Men*, a typical American might react to the lack of diversity represented. Despite the lack of diversity in race and gender, there were other types of diversity. Describe this.

Though there was diversity of experience and thought, is that sufficient? If not, why not? What is meant by the phrase “a jury of one’s peers”? Why is a jury of one’s peers crucial to a fair trial? How can such diversity best be achieved? What might a genuine jury of one’s peers look like in a Russian courtroom? On what do you base the composition of this hypothetical jury?

In the film, how did juror’s backgrounds and prejudices influence the decision-making process? One juror in particular was heard making references to “these people” and many similar comments. How does such behavior contradict the instructions given to a jury by the judge?

Finally, how do you believe either the process or the outcome might have been different had there been women as jurors in *Twelve Angry Men*? Does research on male and female participation on juries support your suppositions? Where might you find this information?

GROUP 2 – Group Process

In the film, the jury went through a remarkable transformation. Initially, eleven out of twelve jurors immediately proclaimed the defendant’s guilt. By film’s end, there was an acquittal by (required) unanimous vote. What factors influence the group decision-making process?

Several jurors at times seemed to feel pressured by others to change their votes. Other jurors were responsible for applying such pressure. Can fairness be maintained in the face of such pressure? If not, what can be done to ensure fairness?

In murder cases, a unanimous verdict is required. What methods did different jurors use to try to reach a unanimous verdict? What are some examples of different approaches used by the various jurors to try to get others to see – and accept – their point of view? Is there a difference between unanimity and consensus? How would you explain that difference? Why do murder cases generally require a unanimous decision?

At one point in the film, when the vote was evenly split, there was talk of a hung jury. They considered sending the case back to the judge because they were at an impasse. What constructive measures can be taken to move a group forward when it appears to be stuck?

What is the role of the jury foreman? Evaluate the performance of the foreman in *Twelve Angry Men*. What suggestions would you have for performing his duties more effectively?

Finally, it may be jarring for a modern viewer to witness one juror reading a newspaper. Jurors are often prevented from reading the newspaper or watching television news. What is the reason for this? Why are juries sequestered? What might happen if these rules were relaxed?

GROUP 3 – The Purpose of Sentencing

Verdicts in a court case can have several effects; they may serve as punishment, rehabilitation, or a deterrent to future crime. How was this issue addressed in *Twelve Angry Men*? Give examples from the comments of different jurors to support your position.

What do you think is the major goal of sentencing, to punish, rehabilitate, or deter crime? Why? Can two of these goals be served simultaneously? How?

Certain countries – the United States among them – have very high rates of incarceration (both relative to other countries and relative to their own rates in previous decades). What are the effects of this on society – both positive and negative? While most agree that dangerous criminals should be locked away to protect society, can most of those currently incarcerated be reasonably considered dangerous? If not, why are they in prison? In Russia, does most sentencing better serve the purpose of punishment, rehabilitation, or deterrence? On what do you base your response?

Lesson Four

- Mock trial

Choosing a recent criminal case from the news that has not yet been tried, stage a mock trial. Assign the following roles: defendant, defense and prosecuting attorneys, judge, jurors, witnesses, courtroom observers, reporters.

- Home task

Write a summary of the mock trial based on your perspective from your assigned role. Include the following in your report:

In what ways did this jury behave differently from the one in the film?
What did you learn about the jury process from participating in the trial?

Why do you believe citizen participation in the trial process is important?

Lesson Five

- Culminating activity – Whole-group discussion

Reflecting on the activities of Lessons One through Four, what are the most important concepts you have learned? What questions remain? What suggestions do you have for reform of the educational system in order to better equip juries to render fair verdicts? What barriers exist to participations of Russians in processes designed to bolster the rule of law? How can such barriers be broken down? If this unit were to be taught to other groups, how could it be done more effectively in the future?

Follow-up activities

- Visit a courtroom trial to learn how juries work in your community
- Develop a consensus-building decision-making process to handle conflicts in your educational institution
- Choose a court case in the news, follow it as the case progresses, and report on the case's progress at a forum in your class

Suggested Study Materials

Burns, J.M., et al. *Government by the People*, 19th ed. Upper Saddle River, NJ: Prentice Hall, 2002. ISBN 0130315672.

Cheney, T.D. *Who Makes the Law: The Supreme Court, Congress, the States and Society*. Upper Saddle River, NJ: Prentice Hall, 1998. ISBN 0134930819.

Feagin, J.R. and Feagin, C.B. *Racial and Ethnic Relations*. Upper Saddle River, NJ: Prentice Hall, 1999. ISBN 0136747221.

Ginsberg, B., Lowi, T.J., and Weir, M. *We the People: An Introduction to American Politics*, 4th ed. New York: W.W. Norton, 2003. ISBN 0393979288 (full ed.).

Githens, M., Norris, P., Lovenduski, J., eds. *Different Roles, Different Voices: Women and Politics in the United States and Europe*. New York: Harper Collins College, 1994. ISBN 0065013069.

Ross, R.S. *American National Government: Institutions, Policy, and Participation*, 4th ed. New York: McGraw-Hill, 1996. ISBN 1561344095.

ERIN BROCKOVICH

Authors: **Tatiana Dantseva, Angelina Bezrukova**
Abakan, Katanov State University of Khakasia

Level: Elementary / Intermediate

Goals: To teach the students majoring in Social Work the vocabulary necessary for the discussion of social problems in society.

Topic: “Beauty” is struggling for justice”.

Themes: Female unemployment in the USA.
Single-parent families in the USA.
Environmental problems.

Activities: Screening of the movie.
Pre- and post-movie discussion.
General comprehension exercises.
Multiple choice exercises.
True/ False statements.
Mock acting.
Summary writing.

Timeline: Ten lessons of in-class activity over a period of two weeks.

Characters:

1. Erin, a twice-divorced single mother with three kids (Matthew, Katie, Beth).
2. Edward Masry, a senior lawyer in a private law firm ”Masry & Vititoe”.
3. George Halaby, a Harley Davidson biker, a boyfriend and a neighbor.
4. Ed Masry’s office staff: Brenda. Donald, Anna, Rosalinda.
5. Mr. Scott, a desk clerk of Lahotah Regional Water Board.
6. Mr. Foil, a lawyer of PG&E (Pacific Gas and Electric corporation).

Hinkley Ca. residents:

7. Donna and Pete Jensen, Ashley and Shanna (their daughters).
8. Mandy and Tom Robinson.
9. Bob Linwood.
10. The Desotos’.
11. Laura and Mike Ambrosino.
12. Pamela Duncan.
13. Rita and Ted Daniel, Annabelle (their daughter).
14. Nelsen Peres, a compressor station worker.
15. Charles Embry, used to work at the Hinkley plant.
16. Kurt Potter and Teresa Dellavalle, lawyers of a major law firm.

Lesson 1.

Stage I. **Pre-viewing activities:** Learners should be prepared culturally and linguistically for what they are about to see. It is advisable to find out whether the students have seen the film before. If they have seen it let them discuss its problems in Russian. Then the students watch the whole film.

Stage II. **Viewing activities.** While watching the film the students are asked to fill in the table (in Russian) and be ready to describe Erin Brockovich.

Age				
Height				
Build				
Hair				
Facial Features				
Clothes				
Education				
Social class				
Character				
Manners				
Hobby (Interests)				

Stage III. **Post-viewing activities:**

Work with the vocabulary. The students match their Russian variations of Erin's description with the words given below. They make up sentences and finally give a full description of Erin.

A) Group the adjectives describing appearance, character, and Erin's way of life.

B) Prove the use of the words by the examples from the movie.

1. hard-working - трудолюбивый;
2. smart - умный, энергичный;
3. rude - грубый;
4. sociable - общительный;
5. sensible - рассудительный;
6. impatient - нетерпимый;
7. persistent - упорный, настойчивый;
8. reliable - надежный, заслуживающий доверия;
9. stubborn - упрямый, упорный;
10. careful - заботливый, старательный;
11. resolute - решительный;
12. persuasive - убедительный;
13. blonde - белокурый;
14. well-built - хорошая фигура;
15. long-legged - длинные ноги;
16. slim – стройный;
17. nice bosom - красивая грудь;
18. cheek-bone - скула;
19. mole - родинка;
20. dimples - ямочки;
21. high-heeled shoes - на высоком каблуке;
21. tight-fitting skirt - обтягивающая юбка;

22. T-shirt - футболка.

Additional Vocabulary:

1. to be fast learner
2. to be based on subtlety
3. to get married
4. to get divorced
5. to talk dirty

Lesson 2.

Scene. **The Courtroom**

1) Study the word-combinations; watch the scene in the courtroom. While watching choose the verbs from the given list describing Erin, jury, defending lawyer and others. Make up sentences. What problems does she have? Why do you think she failed her case?

1. to clatter- стучать, греметь;(to clatter along-с грохотом пронестись; to clatter down- свалиться, ” загреметь “(с лестницы);
2. to race- мчаться ;
3. to barrel around the corner- разг. двигаться очень быстро;
4. to slam (into) стукнуться в;
5. to smash (into)-врезаться в; e.g. The car smashed into the wall.
6. to have insurance- быть застрахованным;
7. to be in debt-быть в долгу; e.g. We are about 2 thousand in debt.
8. to take painkillers- принимать болеутоляющее;
9. to take good care of- хорошо заботиться ;
10. ex-husband - бывший муж;
11. decent – приличный, порядочный;
12. offensive - оскорбительный;
13. to slip away - ускользать; (slip by –проходить (о времени);slip in –незаметно войти; slip off –сбросить (одежду); slip on – накинуть, надеть; slip up - споткнуться;
14. to get a good meal ticket- обеспечить хорошее проживание ;
15. to nod imperceptibly -кивать незаметно ;
16. to lose the case –проиграть судебный процесс;
17. to settle down - успокоиться.(to settle smb’s hash- отделаться от к-л;to settle down for life – обзавестись семьей; e.g. He’ll have an account to settle with her.- Ему предстоит с ней неприятный разговор.
18. to apologize- извиняться.(for one’s words/ coming late- за слова, опоздание).
19. conservative family values – традиции ценности семьи
20. defending lawyer – защитник
21. share dubious glances

Erin	Ed - Erin's Lawyer	Defending lawyer	Jury

2) Read Erin's testimony in the courtroom. Act as Erin, giving her evidence about the car accident.

ERIN

I was pulling out real slow, and out of nowhere, his Jaguar comes racing around the corner like a bat outta hell ...

ERIN

They took some bone from my hip and put it in my neck. I didn't have insurance, so I'm about seventeen thousand in debt right now.

STILL LATER

ERIN

...couldn't take painkillers 'cause they made me too groggy to take care of my kids.

STILL LATER

ERIN

...Matthew's six, Katie's four, and Beth's just nine months.

STILL LATER

ERIN

...just wanna be a good mom, a nice person, a decent citizen. Just wanna take good care of my kids. You know

STILL LATER

ERIN

...Matthew's six, Katie's four, and Beth's just nine months.

STILL LATER

ERIN

...just wanna be a good mom, a nice person, a decent citizen. Just wanna take good care of my kids. You know?

ERIN BROCKOVICH

Author: Olga Prokhorova, Elena Danilova, Yulia Rogacheva
Belgorod State University

Topic: Getting a Job

Themes: 1) What is important to know when you start your career?
2) What is the role of a woman in the modern society?

Level: intermediate

Activities:

- before-you-watch discussion
- screening “Erin Brockovich”
- Internet research
- individual research
- vocabulary activities
- after-you-watch discussion
- group work

I. Before-You-Watch Discussion:

1. What kind of job would you like to have in future? What skills and traits of character does this job require from a person? What are you expected to do to make a successful career?
2. Is it easy to get a job in Russia? How can you find a job?
3. What was the traditional role of a woman in the society? How has the role of the woman in the social life changed?
4. Is it possible for a woman to be both successful at work and happy in family life? Make a list of arguments for and against the working mother?
5. Do you agree with the statement that the woman should stay at home and look after children and the man should work to provide for the family? Why or why not?
6. What difficulties are there for a woman looking for a job?
7. What would happen to a society if all working women gave up professional work and stayed at home?

II. Homework Assignment.

- Individual research.

Find 5-7 idioms or proverbs connected with work. Which of them would you use speaking about one’s career?

- **Do Internet research and find information about famous women who have made successful careers and have gotten to the top of society.**
- **Glossary (to be revised):**
 - to hire (back) somebody**
 - raise and benefits**
 - I'm drawing the line!**
 - to fire somebody**
 - to hire somebody**
 - computer skills**
 - a full staff**
 - office manager**
 - self-funds**
 - dress-code**
 - job-seeking**
 - unemployment**
 - unprofessional conduct**
 - expertise**
 - trashy clothes**
 - sassy personality**
 - down-to-earth manner**
 - prospects**

III. After-You-Watch Discussion

- 1. Speak on Erin's social background and her conditions of living. Why did she look for a job?**
- 2. Speak on Erin's attempts to find a job.**
 - **What demands were made on the candidates?**
 - **Why didn't Erin fit in? Did she have good prospects for the job?**
 - **How did she manage to find a job?**
- 3. Speak on Erin's professional duties.**
 - **How did she cope with her professional duties?**
 - **Did she get any help from her colleagues? What might provoke such attitude towards her?**
- 4. Speak on Erin's appearance.**
 - **What is dress-code? What clothes do you think a person should wear at work? To what extent does one's success depend on his/her appearance?**
 - **Was Ed Masry right to say to Erin that she should rethink her wardrobe a little?**
- 5. Speak on Erin's personal characteristics.**
 - **What traits of Erin's character helped her to gain popularity and win the victory?**

- 6. Speak on the role of children and George in Erin's life. Would Erin have reached the top without them?**
- 7. Put together all the factors that contributed to Erin's success. Which of them are the most significant?**

IV. Group Work.

Imagine that you are employers looking for new members of the staff. Decide on sphere of your activity and make up a list of requirements to your employees. Write an advertisement offering a job.

ERIN BROCKOVICH

Authors: Natalia Ralyk, Maria Potyomkina
Yelena Musaeva, Larisa Galatskova
Irkutsk State Railway Transport University

Lesson 1

The following outline is intended for use in a university level English course. This outline is broad but can easily be adopted for courses in Sociology, Film, English Composition, Gender Studies, Ecology Studies and other subjects.

Topic: Role of Women in Citizen Environmental Activism

Level: Intermediate

Themes: 1. Finding a Job. Glass ceiling Problem.
2. Leadership. One Can Do Much.
3. Ecological Crime. Erin's Environmental Activism.
4. Warm Humanity.
5. Poster Presentations.

Activities: Screening of *Erin Brockovich*
Internet Research
Pre and Post Film Discussion
Follow-up Activities
Poster Sessions

Goals: To teach students to communicate cultural values, attitudes and behaviors in environmental activism, to discuss the American world and one woman's struggle for justice.

Objectives: To encourage students to improve their English by watching film, observing what goes on, listening to what is said, describing what happens in their own words and discussing the theme points.

Skills: attentive watching, listening, speaking, writing and working in a team, making poster presentations

Duration: Ten (twelve) hours of in-class activity over a period of one to two (three) weeks

Lesson 1 Theme: ***Finding a Job***

The plan focuses on Erin’s finding a job.

Preparation: Cue the film clips and make enough copies of the scripts.

Pre-watching activities

1. Study the following vocabulary:

a lab= laboratory	to hire
Fleur Engineers and Constructors, Irvin	to fire
Masry and Vititoe, Attorneys at Law	real-estate file
groggy	blood samples
cool as a cucumber	a stickler
to aggravate	motorcycle maintenance

2. Give your definitions in English to the above mentioned words. Make your group mates guess the word you explain.

For example: “a room for fulfilling tests” (answer is “a lab”)

3. How many synonyms can you name for the words “to hire” and “to fire”?

Do “to hire”, “to employ” and “to engage” mean the same?

Do “to fire”, “to make the staff redundant”, “to sack”, “to retire”, to “resign” and “to dismiss” mean the same?

4. Read the job advertisements below and then decide what job suits each person best. Explain your preferences.

A

We offer a position of a child-minder which requires a good knowledge of psychology. We are looking for applicants who are tolerant and attentive to other people’s problems. You will work part-time (20 hours per week). We possess a training center for i l i t

B

We are looking for energetic under-35s interested in a new career. You can work as many hours as you want. This job is for everyone. We will teach you what to do. The main demand is to have a great desire to work.

C

MASRY & VITITOE, ATTORNEYS AT LAW offers a position of an attorney. Applicants should be experienced in different fields of jurisprudence. This work is for l h

Person 1

A single 25-year old man. Just graduated from the School of Medicine, University of Chicago; responsible and ready to work long hours; no working experience

Person 2

A retired 65-year old woman; seeking any kind of job; loves animals; hobby is knitting and reading

Person 3

A divorced mother of three; no special qualifications; worked for Fleuer Engineers and Constructors as an assistant, a waitress at McDonald's fast-food restaurant

While-watching and post-watching activities

1. Watch a film clip without sound (mute clip). Try to answer the following questions:

- a) Where does the scene take place?
- b) How many participants in the scene?
- c) Who are they?
- d) Who is an employer and who is an applicant?
- e) What are they talking about?
- f) What are the man's final words?

2. Write your own script to this film-clip.

3. In small groups of two act out this scene according to the script you have written.

Note for the teacher: the film-clip you are going to show is a job interview between Erin Brockovich and Dr. Jaffe discussing the position of a nurse in a hospital. Before students start doing the second task, divide the class into groups of two (Erin and doctor). The students discuss their scripts, make notes and decide on one script to use.

Variation: You can ask all of the students to act out their dialogues or just one or two pairs. Also you can suggest that your students view this scene and perform their dialogues simultaneously with the film-clip.

4. Read out the example of the job interview from the film and suggest your ending.

Dr. Jaffe is interviewing an applicant named Erin (a divorced mother of three children) for the position of a nurse.

DR. JAFFE: Uh, but you have no actual medical training?

ERIN: No. I have kids. Learned a lot right there. I've seen nurses give my son a throat culture. I mean what is it – you stick a giant Q-tip down their throat and wait. Or a urine analysis, with that dipstick that tells you whether or not the white count is high...

DR. JAFFE: Yes, I understand.

ERIN: And, I mean, I'm great with people. Of course, you'd have to observe me to know for sure, but trust me on that one. I'm an extremely fast learner. I mean, you show me what to do in a lab once, and I've got it down...for instance, at one point I wanted to be an engineer, so I was working at Fleuer Engineers and Constructors in Irvine. I fell madly in love with geology.

DR. JAFFE: Geology?

ERIN: I learned how to read maps. I love maps. Did you know our present system for map-making dates back to the ancient Greeks in like the third century B.C.?

DR. JAFFE: No.

ERIN: Anyway, I was at the company and - this is interesting, actually - I helped Ramish Ginatra design, as an assistant, part of the Alaskan pipeline...

DR. JAFFE: Uh-huh.

ERIN: ..But I lost that job because my son came down with the Chicken Pox and 104 temperature and my ex-husband was useless, so..ya know...But what I want to tell you is I, uh .. I had always wanted to go to medical school. That was my first interest really...but then I, you know, got married...had a kid too young and...that kind of blew it for me..

DR. JAFFE: Uh-huh.

ERIN: (beat, looks around) This is a really nice office.

DR. JAFFE: Thanks. Look....

5. Watch the film-clip again. Were your scripts close to the real situation? Discuss it.

6. Watch the film clips of Erin looking for a job. What does Erin do to find a job? Make a list of her activities and discuss them.

7. How does Erin boss her way into a clerical job with attorney Ed Masry? What does she do? Watch this film clip, read the script (see below) and describe Erin's behavior, but use the first person singular form (*I...*) to express her emotions, etc., for example, *I came to the office and saw ...*

<http://www.imdb.com/title/tt0329575/script>

Follow –up activities

1. Imagine you want to get a position but have no desirable education and special qualification. What will you tell the employer about yourself to persuade him/her? Discuss your ideas with your group mates.

Note for the Teacher: if your students hesitate to answer, suggest the following roles:

student A is a lawyer but wants to have a position as a psychiatrist

A: a lawyer – a psychiatrist

- B: a doctor – a school teacher
- C: a shop – assistant- an accountant
- D: an interpreter – a manager
- E: a school teacher – a company representative
- F: a driver – a cook
- G: a singer – a real-estate manager
- H: a plumber – a civil engineer

If you have a class of more than 8 students, you can divide them in pairs so that one of them is an employer and the second is an employee.

2. Lots of people, especially women, meet with difficulties when applying for a job because of the “glass ceiling” problem. According to the dictionary:

Glass ceiling

An unacknowledged—and ultimately illegal—barrier to advancement, especially for women and minorities: “In many professions a woman cannot break through the glass ceiling to the upper level of management.” The term dates from the 1980s.

Discuss the following questions:

- 1) How do you understand this definition?
- 2) What glass ceiling problems do Russian and American women have?
- 3) Can you name famous women who have managed to cope with this problem?
- 4) Have you (or your acquaintances) ever had such problems?

Homework assignment: Visit www.glassceiling.com to find more information on this matter. Next time tell your group mates what you have found out. Name some women who managed to overcome the glass ceiling problem. Make a list of their achievements and leading traits of character according to the following table:

Name	Date of birth	Brief profile	Achievements	Leading traits of character

Film Script

ERIN, standing in the middle of the secretaries' area, talking to DONALD, the office boy. Donald heads away from her.

ED (CONT'D)

What's she doing here?

BRENDA

Who?

Ed goes to his office door and waves Donald over.

ED

Hey, Donald, what's she doing here?

DONALD

She works here.

Ed looks back out at her -- what the hell?

INT. MASRY & VITITOE - MAIN ROOM - DAY

The support staff -- mostly middle-aged women -- are all stealing glances at Erin. Ed approaches her, friendly.

ED

Erin! How's it going?

Up close, the wear and tear of worry show on her face.

ERIN

You never called me back. I left messages.

ED

You did? Wow, sorry about that.

(beat)

Listen, Donald seems to think that you said --

ERIN

There's two things that aggravate me, Mr. Masry. Being ignored, and being lied to. You did both.

Glances skitter between the secretaries -- get a load of this. Ed lowers his voice.

ED

I never lied, Erin.

ERIN

You said things would be fine, and they're not. I trusted you.

ED

Irkutsk State Railway Transport University Erin Brockovich

I'm sorry about that. Really. But --

ERIN

I don't need pity. I need a paycheck. And I've looked, but when you've spent the last six years raising babies, it's real hard to convince someone to give you a job that pays worth a damn.

(referring to Brenda's staring)

You getting every word of this down, honey, or am I talking too fast for you!?

Brenda jumps. Ed sees everyone watching him, listening.

ED

I'd love to help, Erin, but I'm sorry, I have a full staff right now, so --

He starts to escort her out, but she stays put.

ERIN

Bullshit. If you had a full staff, this office would return a client's damn phone calls.

She's backing him into a corner here. The secretaries exchange knowing glances.

ERIN (CONT'D)

Now, I'm smart, I'm hard-working, and I'll do anything, and I'm not leaving here without a job.

C.U. on Erin as she steps in close to Ed and speaks in a low voice that combines fierceness with desperation:

ERIN (CONT'D)

Don't make me beg. If it doesn't work out, fire me... But don't make me beg.

Ed looks at her for a long moment. Then:

ED

No benefits.

<http://www.imdb.com/title/tt0329575/scripts>

Lesson 2

Theme: *Leadership. One Can Do Much*

The plan focuses on Erin's personality traits as a leader.

Broke and desperate, the twice-divorced single mom Erin bosses her way into a clerical job with attorney Ed Masry, who's indebted to Erin after failing to win her traffic-injury case. Her colleagues fail to take her seriously, but that soon changes. She brings a small town to its feet and a huge company to its knees.

Preparation: Make enough copies of the script and worksheet.

Pre-watching activities

1. Discussion: “Do you know any self-made women? What are they? What personality traits do they have? What’s your attitude towards them?”
2. Guess what Erin will do next. Using vocabulary below, make some predictions.
3. Study the following key vocabulary:

to be interested in getting involved

to be on the prowl for smth

to notify

hexavalent chromium

monitoring well

to deal with real estate (thing)

accountability

on smb’s behalf

to make a few calls

to feel guilty

to fix a leak

to afford smth

tiara

to be up to smth

to run an antique shop

to assume

to have nothing to do with smth

tortion

to schedule a meeting

to have some money at smb’s disposal

to keep quiet about smth

to file suit

sue

lawsuit

rash

4. What could these expressions mean? Guess who said this, in what situations?

- 1) I’m drawing the line.
- 2) Don’t use that language with me.
- 3) Lemme give you a hand.
- 4) I got fired.
- 5) You came out tearing my head off.
- 6) I want a raise.
- 7) We’ll go eat in a minute. Settle down.
- 8) You are driving me nuts.
- 9) Lawyers have a way of talking to each other
- 10) Brenda’s gonna open her mouth all over the office.
- 11) You’re kidding, right?
- 12) Don’t be mad at me.
- 13) We let the cat out of the bag.
- 14) What’s the point?

While-watching activities

1. Watch the film clips and correct your ideas about the phrases above. Were you right?
2. Put the events from the film clips in order
 - A. Erin is fired
 - B. Ed hires Erin back to work
 - C. Erin shows Donna some documents
 - D. Erin finds some useful information in Water Board
 - E. George makes friends with Erin's children
 - F. Erin takes pictures of the plant
 - G. Erin visits people living in the Irving's neighborhood.
 - H. Mandy and Tom Brown are coming to the office
 - I. Donna, Pete, Mandy, Roy, Erin and Ed meet at Irving's

Post-watching activities

1. Discuss in small groups the situations where the film characters use the expressions given in ex.2 of pre-watching activity. How do the situations characterize Erin's behavior?

2. Read the excerpts, then watch the episode again and rearrange the excerpts to recreate the conversation between Ed and Erin. How does this conversation reveal Erin's leadership traits?

Addition: Choose the adjectives which you think best describe Erin. Give reasons for your choice.

unhappily married
irresponsible
polite
sensible
pitiable
disloyal
self-pitying
rude
thoughtful
emotional
independent

immature
kind-hearted
sober
long-suffering
insensitive
unreliable
reckless
belligerent
decisive
reserved
strong

ERIN

..so Donna had just put in these new cabinets - real nice, stained the wood and all - when she gets this call from somebody at PG&E saying that a freeway's gonna be built and they want to buy her house so they can make an off ramp for the plant...Meanwhile, the husband's sick with Hodgkins and she's in and out of the

Irkutsk State Railway Transport University Erin Brockovich

hospital with tumors - believing one thing has anything to do with the other.

ED

Because PG&E told her about the chromium.

ERIN

Get this - they held a seminar. They invited about two hundred residents from the area. They had it at the plant in this warehouse. They set up legal booths to tell them what their legal rights were. They had medical booths to tell them what their medical rights were....

Ed is listening with more and more interest.

ERIN (CONT'D)

...Telling them all about Chromium 3 and how it was good for you, when all the time they were using Chromium 6.

ED

(impressed)

You got all this from her?

ERIN

(beat. shrugs)

She made coffee. Cupcakes. She's real nice.

ED

That document you found at the Water Board, the one that says it was the bad chromium -- you didn't happen to make a copy did you?

ERIN

'Course I did.

ED

Lemme see it, will you?

Before getting it for him, she looks at him.

ERIN

I want a raise. And benefits. Including dental.

ED

Look, Erin, this is not the way I do business.

ERIN

What way is that?

ED

Extortion.

Erin doesn't budge.

ED

Okay. A five percent raise, and --

ERIN

Ten.

(off his look)

There's a lot other places I could work. I could even take everything I know to another law firm.

ED

A ten percent raise and benefits. But that's it. I'm drawing the line.

She goes to her box of stuff from the office and digs out the document for him. He scans it.

ED

This is the only thing you found?

ERIN

So far. But that place is a pig sty. I wouldn't be surprised if there's more.

ED

I know how those places are run. They're a mess. What makes you think you can just walk in there and find what we need?

ERIN

They're called boobs, Ed.

Shaking his head, Ed rises to leave as he says;

ED

I can't believe you just said that...

<http://www.imdb.com/title/tt0329575/script>

3. Discuss in pairs the following questions:

Note for the teacher: one or two volunteers speak on the results of the discussion for the class. Students listen, make notes and corrections if necessary, ask questions and add their ideas.

- a. What did Erin go to REGIONAL WATER BOARD for?
 - i. to find some documents
 - ii. to assure herself that she was right in her presuppositions about PG&E company's activity
 - iii. to prove Ed that she can do the job well

- b. Why does Erin take her children with her when she is going to take pictures of PG&E plant?
 - i. she doesn't want to be suspected in making some enquiries
 - ii. she can't leave them alone
 - iii. she wants to spend as much time with them as she can

- c. Why does Erin allow George to look after her children?
 - i. She really trusts him
 - ii. She has no other choice
 - iii. She hopes to have a serious relationship with him

- d. What's the role of Erin in the conversation which took place among her, her boss and Baum?
 - i. decisive
 - ii. she was just listening
 - iii. she gave some facts and just in time

- e. Why did Erin decide to visit Hinkley residents?
 - i. to find out some information about PG&E activity
 - ii. to find some proof of company's guilt
 - iii. to make them sign the documents

- f. What's the conflict between Erin and Ed about?
 - i. he doesn't want to help people
 - ii. he doesn't believe they can win
 - iii. he thinks Erin is crazy

4. Write a character sketch for Erin. Use the worksheet to write down your ideas about Erin.

Students work alone, completing the items on the worksheet.

<i>Character Sketch</i>	
Name of story:	
Name of character:	
Physical appearance What does Erin look like? Are these physical features important in understanding the character? How do her clothes characterize her?	
Actions What does Erin do in the film clips? How do her actions affect your understanding of Erin's leading traits?	
Interactions with other characters How does Erin interact with other characters in the episodes? What do these interactions reveal?	
Motivation What does Erin think about the situations around her? How do Erin's actions affect what we know about her?	

Susan Stempleski, Barry Tomalin. – Film. 2001. Oxford University Press. – P.117

5. The class is divided into groups of three or four. Groups work together, asking each other questions about Erin, comparing and discussing their character sketches.

6. Summarize the information about Erin as a leader and then get together in groups of three or four to compare and discuss your ideas:

What kind of woman is Erin? Is Erin a born leader or a position leader? What's the point of her struggle? What gives her strength to struggle? Do you think she'll be able to win?

Follow-up activity :

Imagine yourself as Erin in the film and develop a character description of yourself.

Would you act the same way in the same situation? If not, what would you do differently?

Homework assignment: 1. Write a composition about Erin as a leader using your completed worksheet as a guide. 2. Research and find information at the Internet-site about chromium www.atsdr.cdc.gov or read Appendix B.

Lesson 3 Theme: ***Ecological Crime. Erin's Environmental Activism***

The plan focuses on ecological crime and Erin's environmental activism after her discovery of suspicious connections between a mighty power company, its abuse of toxic chromium and the poisoned water supply of Hinkley, California, where locals have suffered a legacy of death and disease.

Preparation: Write questions on the blackboard or sheets of paper and make enough copies of worksheets

Pre-watching activities

1. Discuss in small groups the information you have found from Internet.
Questions for discussion:
 1. What is chromium?
 2. What is the difference between **hexavalent chromium (VI) and chromium (III)**?
 3. What happens to chromium VI when it enters the environment?
 4. How might a person be exposed to chromium VI?
 5. How can chromium enter and leave the body?
 6. How can chromium VI affect one's health?
 7. How does it affect children?
 9. How can families reduce the risk of exposure to chromium VI?
 10. Is there a medical test to determine if a person has been affected by chromium?
 11. What diseases can be caused by chromium?
 12. What recommendations has the federal government made to protect human health?
2. Study the following key vocabulary. Work in pairs: look through the list of words, find the known ones and explain them to your partner, then fill in the table on Worksheet 1. For unknown words consult the dictionary.

toxic-waste

environ a rust inhibitor

mental-crime

corporate-crime

public-health

terminal-illness

weary

breast-cancer stomach

cancer

uterine-cancer

convulsions

kidney damage

liver damage

skin

damage

breath

asthma attacks

ingest

absorb

harmful effects on reproduction

chromium compounds	miscarriage
metal chromium	pregnant
are deposited	breast milk
influence	can be transferred through
on lungs	newborn
to be coughed up	skeletal deformities
swallow	swell
bloodcell(s)	redness
bloodstream	chromium-sensitive people
urine	allergic reactions
stomach upsets	

Worksheet 1

Digestive Organs and Organs of the body	Diseases	Sicknesses	Chromium Effect	Actions

While-watching activities

- Watch the film clips and find the evidence showing the influence of Chromium VI on:
 - domestic animals and birds
 - people
 - nature
- Define the problems of locals (Donna, Mandy and Tom, Annabelle, etc) who were speaking with Erin:
- What did Erin do to make the plant pay for the damage it had done to the people by using Chromium VI? Tick the correct answer:
 - organized a meeting with the bills
 - wrote to the newspaper about the actions of the plant
 - was preparing the materials for the court
 - visited the doctors
 - visited the people who suffered from the chromium VI
- Complete the timeline. Watch the film clips and complete the timeline of Erin's environmental activism. Use worksheet 2 to take notes about each event that happens.

Note for the teacher:

- Distribute the worksheet.
- Tell the students they are going to see film clips presenting Erin's gathering evidence. Their task is to watch and use the worksheet to make notes on the timeline of each event they see in the clip.
- Play the film clip in short sections, pausing at the end of each major event to

allow students to make notes on the worksheet.

- 4 Play the clip again, straight through without pauses. Students watch the film and complete or change their notes if necessary.
- 5 Divide the class into small groups. Tell the groups to discuss the film clip and compare their completed timelines.
- 6 Students work in groups and take turns using their notes to give oral summaries of the various events in the story to members of their group. One student summarizes event 1, another student summarizes event 2, and so on.

Worksheet 2

Event 1

Event 2

Event 3

Event 4

Event 5

Post-watching activities

1. What part of America did the events with chromium VI take place? Describe it.
Suggested answer: HINKLEY, CA. This is a dry, desolate part of California. No downtown, no community. Just tract after tract of arid farmland, with small, bland, unprotected ranch home's cropping up out of the landscape, like occasional tombstones.
2. Were you attentive while watching? Who said these words and in what situations?

a) “How can you sleep calm knowing all about it but keeping silent? How much did they pay for your silence?”

b) “And this shit is bad news. Look, my dad could build one of these plants blind folded. I talked him through the files. I said how much Chrom 6 in the groundwater are we talking about over the years and he said, "Oh, by now, probably about three football fields long...four miles deep!”

c) Well, I found one document at the water board that had a toxic test well reading from 1967. A lot of people have lived on that land since then.

2. Which of Erin’s personality traits can be revealed through the events? Fill in the table. Use the vocabulary.

Worksheet 3

##	Events	Erin’s personality traits	Vocabulary
1	Meeting the locals		Attentive, suffering, feeling pithiness, self-confident, disgusting feeling for..., hopeful look, active, having courage for, sureness, charming, having responsibility for, truthfulness, tactfulness, ready to struggle, honest, brave, selfless, patient, persistent, confident, self-confident, decisive, etc.
2	Xeroxing at the Water Board		
3	Taking tests of water		
4	Passing out informational pamphlets		
5	Organizing a town meeting		
6	Going door-to-door		
7	Making and gathering pictures		
8	Organizing, alphabetizing forms		
9	Gathering samples (water sample, soil sample, frog sample, traces of hexavalent...)		
10	Adding reports to the Toxicology binder		

3. Discuss in groups:

1. The wastes of the plant pollute the atmosphere, don’t they?
2. Does the use of chromium VI result in water and air pollution only?
3. How does it affect the balance of nature?
4. How does it affect the health of people living near the plant?

5. People are concerned about the chromium effect, aren't they?

Note for the teacher: Divide the class into small groups (3-4). Let them discuss the questions. Then one student presents the statements for the whole class, the others make notes and ask the questions.

Follow-up activity

Make up a report for the round table discussion on the theme “The Influence of Chromium VI on the Human Body and My Activity to Prevent It” from different points of view.

You are going to be:

- a) Biologist
- b) Toxicologist
- c) Doctor
- d) Parents
- e) Future Mother
- f) Children

Use the information of the site about ChromiumVI given in APPENDIX

Note for the teacher: Divide the class into 6 groups for the round table discussion (a group of biologists, a group of doctors, etc.). The students in each group discuss the theme, make the report, and then delegate one student for the round table discussion.

- Homework assignment:**
- 1. write a one- or two- page summary of Erin's environmental activism;
 - 2. enjoy watching the film up to the end.

Lesson 4

Theme: *Warm Humanity*

The plan focuses on how cold facts are filtered through warm humanity, especially in Erin's rapport with dying victims and her relationship with George, Haley-riding neighbor, who offers her more devotion than Erin's ever known.

Preparation: Make enough copies of the scripts

Pre-watching activities

- 1. Think of as many words as possible related to the theme “Warm Humanity”, make a list of the words, then discuss them with your group mates and enlarge the list of your associative words.
- 2. Study the following key vocabulary:

humanity
relationship

faithful
patient

mother-son-relationship
 mother-daughter-relationship
 woman-man-relationship
 rapport
 dying victims
 devotion
 boost of satisfaction
 greedy
 neglect
 corporate arrogance
 passionate crusader
 brave
 cruel
 proud

ingenious
 adventurous
 mean
 kind
 hard-hearted
 obstinate
 restless
 tender
 friendly
 (dis)honest
 charming
 persistent
 merry
 serious

3. Match the quotations from the first column with the key vocabulary from the second column. Comment on the quotes. How do they characterize Erin?

Quotations	Vocabulary
1. "NOT PERSONAL! That is my WORK, my SWEAT, and MY TIME AWAY FROM MY KIDS! IF THAT IS NOT PERSONAL, I DON'T KNOW WHAT IS! "	mother-son-relationship woman-man-relationship rapport devotion
2. "Well as long as I have one ass instead of two I'll wear what I like if that's all right with you? You might want to re-think those ties".	brave proud faithful
3. "NO, no... I hate lawyers. I only work for them".	patient
4. "I just went out there and performed sexual favors. Six hundred and thirty-four blow jobs in five days... I'm really quite tired."	ingenious adventurous mean kind
5. "For the first time in my life, I got people respecting me. Please, don't ask me to give it up."	hard-hearted
6. "I don't know what I think I'm going to do for these people. No matter what I do, it won't be enough."	obstinate restless tender
7. "So tell me something Scott, does PG&E pay you to cover their ass or do you just do it out of the kindness of your heart? ... People are dying, Scott. You've got document after document here, right under your nose, that says why, and you haven't said word one about it. I wanna know how the hell you sleep at night."	friendly honest charming persistent merry serious
8. "You were lied to. You're sick, your kids are sick because of those lies."	
9. "No...I want you to come with me... I want you to	

see what you've helped to do.”

10. “Please don't be mad at me. I'm.. I'm doing this for us...I know it's hard for you to understand but.. I mean, don't you want mommy to be good at her job?”

<http://www.imdb.com/title/tt0329575/quotes>

While-watching activities

1. While watching the film clips pay attention to the questions and then discuss Erin's relations with the people.

1. What are the cold facts of the film?
2. What does the film filter the cold facts through?
3. Can we call Erin only selfish, cold, rude, and pushy?
4. Does she love her children? What does her face express when she is speaking about her kids? What mother does she want to be? How can you characterize mother-son relations?
5. What is her attitude to locals?
6. How does she perceive her job?
7. Who does Erin communicate with?
8. How does she behave in different situations?
9. What is George's attitude to Erin, children, work and Harley-riding?

2. In pairs discuss Erin's relations with different people. Make a spidergram. After discussion in pairs, one of the students from each pair presents the summary on one of the aspects from the spidergram before the group. The students make notes, ask questions and discuss.

Note for the teachers: See a spidergram sample below.

3. Read the scripts from various clips (see Appendix C). How do they prove your previous opinion? Discuss the characters' feelings and their relations from the scripts. Make additional notes to your spidergram.

4. Watch these clips again and choose the best scene from your point of view. Comment upon your choice.

Post-watching activities

1. You are going to be actors and play a part in “your” favorite film scene. Role play the dialogue as a sit-down reading task. Use both verbal and non-verbal ways to express the thoughts and feelings of the characters. Rehearse the scene. Volunteers perform the scene for the class.

Note for the teachers: Play the film version of the selected scenes through a couple of times. Discuss any significant speech features used by the actors (voice, stresses, gestures, etc.) Get students to practice those features using the transcript.

2. Describe the action from the **point of view** of one of the characters in the last scene in Donna's house in small groups. You need to observe and describe:

- what people do
- what they say
- their characters' emotions about what he/she observes.

You can give your description in the present or the past tense, but you should use the first person singular form (*I...*) to express the character's personal attitude, emotions, etc., for example, *I saw her come to the house, she was wearing ...*

Note for the teachers:

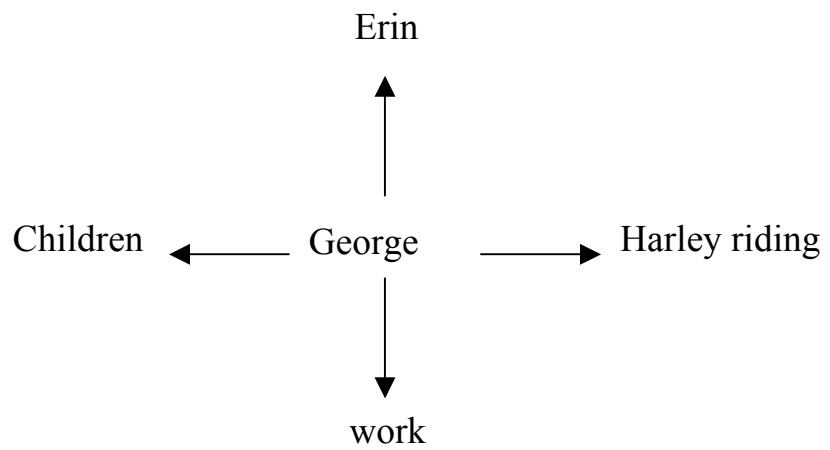
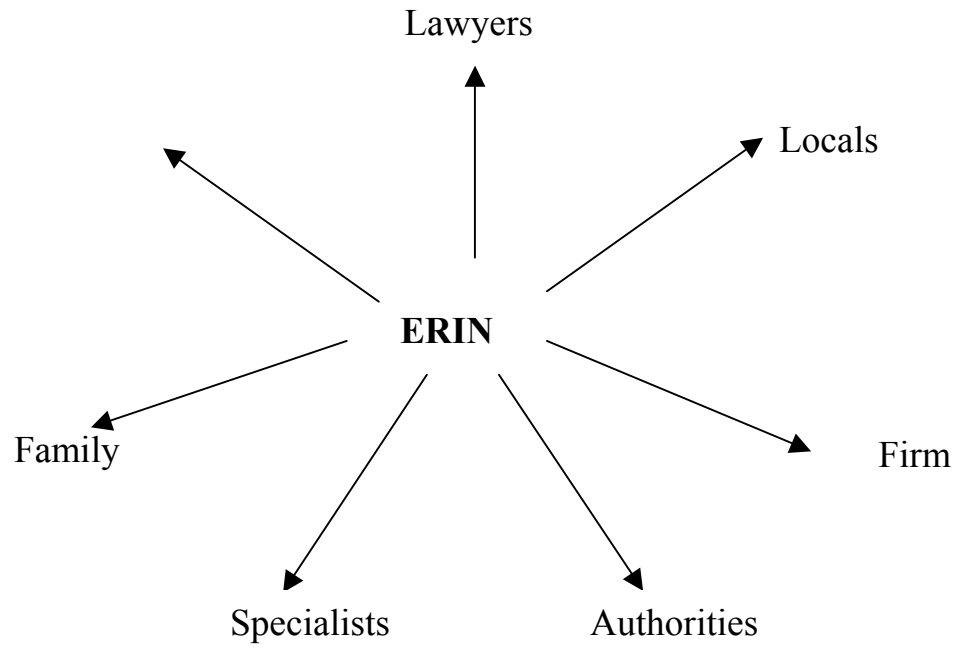
- Divide the class into small groups, one group per character.
- Watch the clip so that the students get an idea of who their characters are. Make sure they understand the storyline.
- Play the clip again. This time the students find words to describe their character's emotions and how the situation appears from the character's point of view.
- In groups, the students make notes on and rehearse the point of view. Go round the class, giving help where necessary.
- Each group nominates a 'speaker' who presents their character's point of view.

Homework assignment: read the materials about posters (definition, rules, and themes) to be ready to present one of the posters at the next lesson. See Appendix D.

Note: Explain the students that next time they are going to make poster presentations on four themes "Story Frame", "Clipsline", "Film Characters Relationship Chart" and "Environmental Activism"

Appendix

Spidergram Sample



b) Film Scripts

Erin and Mr. Masry

(1)

ED

That document you found at the Water Board, the one that says it was the bad chromium -- you didn't happen to make a copy did you?

ERIN

'Course I did.

ED

Lemme see it, will you?

Before getting it for him, she looks at him.

ERIN

I want a raise. And benefits. Including dental.

ED

Look, Erin, this is not the way I do business.

ERIN

What way is that?

ED

Extortion.

Erin doesn't budge.

ED

Okay. A five percent raise, and --

ERIN

Ten.

(off his look)

There's a lot other places I could work. I could even take everything I know to another law firm.

ED

A ten percent raise and benefits. But that's it. I'm drawing the line.

(2)

INT. MASRY & VITITOE - MAIN ROOM - DAY

Ed comes out. Erin's so angry she can barely breathe.

ERIN

If you tell me to relax, I'm gonna choke you with that f--ing tie...

Irkutsk State Railway Transport University Erin Brockovich

ED

Erin, it's just a meeting. Look, you said you weren't feeling great. I thought you should rest.

ERIN

Bullshit. You'd drag me off my deathbed if it suited you.

(weakened)

How dare you take this away from me.

ED

No one's taking anything, will you let me-

ERIN

Bullshit. You stuck me in Siberia dictating to some goddamn steno clerk so you could finish this thing without me.

ED

Erin, they F---ed up!

(Erin shuts-up)

Do I have your attention now? They F---ed up and they admit it.

Beat.

ERIN

The arbitration lette-...

ED

They sent a f--ing letter to these people explaining something they wouldn't be able to explain in person with diagrams and a floor show.

ERIN

I know. I spoke to Ted. Pamela wouldn't even come to the phone.

ED

Pamela's got them all seeing red with that letter she wrote to the press. She called us thieves. This is about to all fall apart Erin.

ERIN

Why?

ED

Because in order to even go to arbitration - we have to get the plaintiffs to agree...

ERIN

How many?

ED

Irkutsk State Railway Transport University Erin Brockovich

Usually you can only manage to get about 70 percent. PG&E are demanding we get ninety. In other words, everybody. This is serious now Erin. Do you understand?

ERIN

And, what Ed, I'm not serious?

ED

You're emotional. You're erratic. You say any goddamn thing that comes into your head. You make this personal, and it isn't --

ERIN

Not personal? That's my work in there. My sweat, my time... If that's not personal, I don't know what is.

She starts to COUGH and CRUMBLE, but fights it.

ED

Now go home. Get well. Because you're no good to me sick.

(then, admits)

I need you. All right? This case needs you.

Beat. Then Erin asks him, referring to Potter and Theresa:

ERIN

Did you tell them that?

Clearly, Ed has not. Erin smiles, shakes her head as she reaches into her bag.

ERIN (CONT'D)

Ya know Ed...after busting my ass, if you think that this

(pulls out cell phone)

and that car is all I'm looking for, is all the respect somebody like me needs to be shown, like a bone you throw somebody who doesn't know the difference--

(she can't even finish)

How can people with every degree on every wall be so f--ing stupid.

She puts the cell phone down, then stares through the glass wall of the conference room at Potter and Theresa, who are witnessing the scene from inside the room. She doesn't bother to admonish them - she's feeling too shitty. She goes home.

ED

Erin...Erin...I'll--

Erin ignores him as she exits..Ed looks angry as well. He doesn't like the scenes she creates. He returns to the conference room.

Erin and Staff

(1)

INT. MASRY & VITITOE - MAIN ROOM - DAY

The support staff -- mostly middle-aged women -- are all stealing glances at Erin. Ed approaches her, friendly.

ED

Erin! How's it going?

Up close, the wear and tear of worry show on her face.

ERIN

You never called me back. I left messages.

ED

You did? Wow, sorry about that.

(beat)

Listen, Donald seems to think that you said --

ERIN

There's two things that aggravate me, Mr. Masry. Being ignored, and being lied to. You did both.

Glances skitter between the secretaries -- get a load of this. Ed lowers his voice.

ED

I never lied, Erin.

ERIN

You said things would be fine, and they're not. I trusted you.

ED

I'm sorry about that. Really. But --

ERIN

I don't need pity. I need a paycheck. And I've looked, but when you've spent the last six years raising babies, it's real hard to convince someone to give you a job that pays worth a damn.

(referring to Brenda's staring)

You getting every word of this down, honey, or am I talking too fast for you!?

Brenda jumps. Ed sees everyone watching him, listening.

ED

I'd love to help, Erin, but I'm sorry, I have a full staff right now, so --

He starts to escort her out, but she stays put.

ERIN

Bullshit. If you had a full staff, this office would return a client's damn phone calls.

She's backing him into a corner here. The secretaries exchange knowing glances.

ERIN (CONT'D)

Now, I'm smart, I'm hard-working, and I'll do anything, and I'm not leaving

Irkutsk State Railway Transport University Erin Brockovich

here without a job.

C.U. on Erin as she steps in close to Ed and speaks in a low voice that combines fierceness with desperation:

ERIN (CONT'D)

Don't make me beg. If it doesn't work out, fire me... But don't make me beg.

Ed looks at her for a long moment. Then:

ED: No benefits.

(2)

INT. MASRY & VITITOE - RECEPTION AREA - DAY

Morning. Erin walks in, wearing her usual garb. She passes the coffee area, where Jane, Brenda, and Anna are milling. Brenda sees her, gives Anna a nudge. They both check out her short hem. Anna nudges Jane, who looks as well. Erin glances over just in time to see all three of them staring at her judgmentally. She stops in her tracks and stares back.

ERIN

Y'all got something you wanna discuss?

The women go back to stirring their coffees. Erin walks on.

(3)

INT. MASRY & VITITOE - FILE ROOM - NIGHT

Erin is at her desk, staring bewildered at the files from the box Ed gave her, which are now spread across her desktop. She sees Anna packing up her things to leave.

ERIN

Anna? With this real-estate stuff -- could you remind me, cause I'm a little confused about how exactly we do that. Why are there medical records and blood samples in real estate files?

ANNA

(exasperated)

Erin, you've been here long enough. If you don't know how to do your job by now, I am not about to do it for you.

(4)

INT. MASRY & VITITOE - OUTSIDE ED'S OFFICE - NIGHT

End of the day. Most everyone has left. Erin is at her new work space near Ed's office. She's poring over a fat file of documents. Rosalind wanders by with her coat on.

ROSALIND

You've been reading for hours.

ERIN

I'm a slow reader.

Whatever she thinks of her, Rosalind can't help but see Erin's hard at work. She turns on Erin's desk lamp and heads out - it's the first helpful hand Erin has received from one of the women.

(5)

Ed sits now with a light smile, content to let Erin continue.

ERIN (CONT'D)

So before you come back here with another

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lame-ass offer, I want you to think real hard about what your spine is worth, Mr. Buda -- or what you'd expect someone to pay you for your uterus, Miss Sanchez -- then you take out your calculator and multiply that number by a hundred. Anything less than that is a waste of our time.

SANCHEZ

I think this meeting is over.

ERIN

Damn right it is.

Erin gets up and storms out first. We see on Anna's face, the first signs of respect for Erin.

Erin and Lawyers

(1)

INT. POTTER, HUGHES & ROSEWOOD - CONFERENCE ROOM - DAY

Potter, Ed, Erin, Theresa and a few PARALEGALS are sitting around the table. As the conversation ping-pongs between Ed and Potter, Potter completely ignores Erin.

POTTER

...PG&E have requested we go to binding arbitration...

ERIN

What's that?

Everyone is surprised by her honest lack of knowledge. She doesn't give a shit.

POTTER

PG&E have proposed that they are liable from anywhere between fifty million and four hundred million...Now, to determine exactly what amount they will give, we go before a judge...not a jury. They call it a test trial. You have..how many plaintiffs now?

ED

634.

POTTER

Well, they won't try that many at once so we get them in groups of twenty to thirty, the worst cases - the ones who are clearly the sickest, most life threatened - in the first group and so on..and each gets go before the judge to determine damages. If we went to trial, PG&E could stretch this over ten years, with appeal aft-...

ERIN

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So it's not like a real trial?

ED

Yes, it is..It's-

ERIN

But these people are expecting a trial.
That's what we told them. They won't
understand this.

POTTER

I promise you, we'll be very sensitive in
proposing this. We'll make sure they
understand it's the only way to go
forward now. But we have a lot of work to
do before we even broach the subject.

Theresa sees impatience brewing, tries to intercede.

THERESA

You know what? Why don't I take Erin down
the hall, so we can start on this stuff
and I'll fill her in on the rest..

ERIN

Hey -- those are my files --

THERESA

Yeah, we had them couriered over. And
listen, good work. They're a great
start. We're just going to have to spend
a little time filling in the holes in
your research.

Okay, these people are starting to piss her off.

ERIN

Excuse me - Theresa, was it? There are
no holes in my research.

THERESA

No offense. There are just some things
we need that you probably didn't know to
ask.

ERIN

Don't talk to me like I'm an idiot, okay?
I may not have a law degree, but I've
spent 18 months on this case, and I know
more about those plaintiffs than you ever
will.

THERESA

Erin. You don't even have phone numbers
for some of them.

ERIN

Whose number do you need?

THERESA

Everyone's. This is a lawsuit. We need to be able to contact the plaintiffs.

ERIN

I said, whose number do you need?

THERESA

You don't know six hundreds plaintiffs' numbers by heart.

Erin just stares at her. Theresa sighs, reluctantly glances down at a file.

THERESA

Annabelle Daniels.

ERIN

Annabelle Daniels. 714-454-9346.

As Theresa starts to write it down?

ERIN

10 years old, 11 in May. Lived on the plume since birth. Wanted to be a synchronized swimmer, so she spent every minute she could in the PG&E pool. She had a tumor in her brain stem detected last November, had an operation on Thanksgiving, shrunk it with radiation after that. Her parents are Rita and Ted. Ted's got Chron's disease, and Rita has chronic headaches and nausea and underwent a hysterectomy last fall. Ted grew up in Hinkley. His brother Robbie and his wife May and their five kids, Robbie, Jr., Martha, Ed, Rose, and Peter lived on the plume too. Their number's 454-9445. You want their diseases?

Beat. Erin glares at Theresa, indignant.

THERESA

Okay, look -- I think we got off on the wrong foot here --

ERIN

That's all you got, lady. Two wrong feet. In f--ing ugly shoes.

(2)

INT. POTTER, HUGHES & ROSEWOOD - CONFERENCE ROOM - DAY

The table is covered with boxes of documents: the anticipated slew of paper that PG&E is sending them. Kurt, Theresa, Andrew and ABOUT FIVE PARALEGALS are sifting through them.

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Erin and Ed breeze in like sunshine.

ERIN

Morning!

POTTER

Erin? Ed...what are you --

ERIN

(to Ed)

May I?

ED

Oh yes. Please do.

ERIN

You know what, Mr. Potter? We completely forgot your birthday this year. And seeing as how you've been so good to me, I thought it was a terrible oversight. So what Ed and I been doing over the last few days is putting together a present for you.

She plunks the box down on the table. Potter opens the top of the box. Looks in.

ERIN (CONT'D)

634. They all signed. Every single one.

Potter, Theresa, et al...are stunned.

THERESA

Ho - ly - shit.

ERIN

Oh, now don't get all jealous, Theresa. We got a little something for you, too.

Erin hands Theresa a manila envelope. She opens it.

ERIN (CONT'D)

Internal PG&E documents, all about the contamination. The one I like best says, and I'm paraphrasing here, but it says yes, the water's poisonous, but it'd be better for all involved if this matter wasn't discussed with the neighbors. It's to the Hinkley station, from PG&E Headquarters. Stamped received, March, 1966.

Potter and Theresa reel. Potter shakes his head in disbelief.

POTTER

Where did -- how did you do this?

ERIN

Well, what with me not having any brains or legal expertise, and Ed starting to lose his faith in the system and all..am I right?...

ED

(overlaps)

Oh yes..completely..No faith...

ERIN

(overlaps)

I just went on up there and performed sexual favors. 634 blow jobs in five days. Boy, am I ever tired.

Ed's head falls to his chest - he didn't know that was coming. But Erin just smiles..digesting her canary.

Erin and Locals

(1)

ED

My fee's forty percent of whatever you get awarded.

Erin watches them look around at each other, stunned by the figure.

ERIN

Boy, do I know how you feel. First time I heard that number, I said you got to be kidding me. Forty goddamn percent?

ED

Erin --

ERIN

I'm the one who's injured, and this joker who sits at a desk all day is gonna walk away with almost half my reward?

ED

Erin --

Erin's enjoying Ed's discomfort almost too much to stop. But just almost. She shifts gears.

ERIN

Then I asked him how much he makes if I didn't get anything.

They look at Ed. Well?

ED

Then I don't get anything either.

ERIN

And I realized, he's taking a chance too.

When they hear this, and realize he's in it with them, they

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all reach for their pens and sign. They hand the agreements over to Erin, who takes them across the room to Ed. He stuffs them in his briefcase and closes it up. That's that.

ED

All right, then.

DONNA

I made a bundt cake. I'll put on some coffee. Who wants coffee and cake?

ED

Thank you, but we have to be getting back.

Boy. Cold as ice. Erin stares at him, stunned by his brusque manner, then leans into him, close.

ERIN

(whispering)

Have a f--ing cup of coffee, Ed.

(2)

INT. RITA AND TED DANIELS' HOUSE - DAY

Erin is talking to TED AND RITA DANIELS. Their daughter ANNABELLE, 10, is sitting on the couch, wrapped in a blanket.

ERIN

...then Mike Ambrosino remembered seeing you folks at the hospital from time to time too, so I thought I'd just stop by.
(to Annabelle)

You must be Annabelle.

ANNABELLE

Uh-huh.

ERIN

Whew, are you ever a beauty. I mean, you must drive those boys crazy.

Annabelle smiles a little.

(3)

ERIN

We can get them, Pamela. We can.

PAMELA

I wish I believed that. But this has been going on for so long. Maybe in the beginning, when I was angry. When I first found out. But then, ya know, ya have find a way to live everyday, to get up, to take care of what you have to take care of so you...you find a way to push it down, make it go away, ya know. I don't want to feel it all over again and

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then...not have it come out right. I don't know if I could handle that. Put my kids through that.

ERIN

You're still angry, Pamela.

(Pamela listens)

And you don't think your kids know that. They know more than you think, believe me. See, the thing is... it doesn't matter if you win lose or draw here. You were lied to. You're sick, your kids are sick because of those lies. If for no other reason, you all have to come together to stand up in a courtroom and say that - to be heard - and you will. To stand up and say, this wasn't right. There's no way anybody can twist this into something right. And it can't happen again.

Pamela listens but Erin doesn't know whether she's getting through to her. Pamela exits, saying;

PAMELA

I'll get some more coffee.

Erin sinks. She thinks she's not getting through. When Pamela re-enters, she's carrying a coffee pot and A TAPE. Erin is confused. Pamela puts the pot down and crosses to the television. She pops in the tape and turns it on.

ON THE MONITOR, is a home video of a house being burned.

PAMELA (CONT'D)

That was the Torriyo's house. It was across the street.

ERIN

It burned?

PAMELA

They burned it.

ERIN

Who?

PAMELA

The Fire Department. They said it was a practice run. They said the Torriyo's had sold to PG&E and since it vacant they were told they could burn it.

ERIN

Who had told them that?

PAMELA

They never said.

Erin watches the tape, then looks to Pamela, watching the tape as she must have a hundred times before.

PAMELA (CONT'D)

I'd bring the kids into the hospital with towels soaked from their nosebleeds. Ya know the hospital did? They called county services because they assumed the kids were being abused.

Erin and George

(1)

INT. ERIN'S HOUSE - ERIN'S BEDROOM - DAY

Erin sits on the bed, drying her eyes. George enters. Erin looks up at herself in the mirror above her bureau.

ERIN

I don't know what happened to me...

George listens by the door.

ERIN (CONT'D)

I mean I was Miss Wichita, for Christ sakes. Did I tell you that? Did ya know you were living next door to a real live beauty queen.

(wipes her nose)

I still got the tiara. I thought it meant I was gonna do something important with my life, that I was gonna be someone.

GEORGE

You are someone.

ERIN

No I'm not. Look at me.

GEORGE

You're someone to me.

He takes a step toward her and kneels in front of her, very close. He takes her shoe from her hand and puts it back on her foot. Then he takes her hands in his and kisses them.

ERIN

Are you going to be something else I have to survive? Cause I'll tell you the truth, I'm not up to it.

But he kisses her anyway. And for the first time in so long, she feels like something other than a failure. He pulls her into him, and she lets herself be pulled.

(2)

INT. ERIN'S HOUSE - ERIN'S BEDROOM - DAY

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Erin and George are in bed, naked, curled around each other. As Erin recites her beauty queen speech, they are both laughing at the naive, impossible goals of her youth.

ERIN

"...and I will devote my entire reign as Miss Wichita to bringing an end to world hunger...and to the creation of a peaceful earth for every man, woman and child..."

GEORGE

How long were you going to be Miss Wichita?

ERIN

One year!

(George laughs)

Of course by the time I got through opening new supermarkets. I had just a few weeks left for hunger and world peace, so..Ha, ha, ha...damn..I don't know what the hell I was thinking.

GEORGE

I wanted to run my own antique shop.
Erin looks at him. Beat. She bursts into laughter.

GEORGE (CONT'D)

(laughing)

Oh that's nice..that's very nice!

He starts tickling her. She screams then covers her mouth so as not to wake the kids...They roll over each other.

ERIN

I'm sorry...I'm sorry...

GEORGE

My parents rented antiques on the side.
I'm not just some grease monkey, you know.

ERIN

Oh, I know. You're one of those Zen gods of motorcycle maintenance, aren't you?

GEORGE

(smiles)

Maybe. Maybe there's a reason I found that place next door. A reason I revved my bike that night and you came out tearing my head off.

ERIN

Yeah, we just did the reason.

She says this as she is about to get up but George holds her back, suddenly dead serious...

GEORGE

Don't do that to yourself. If that's all

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I wanted, I don't need to go next door to a woman with three kids...

Erin suddenly grows uncomfortable at the implied intimacy.

GEORGE (CONT'D)

(laughs)

All I'm saying is, I can't believe whatever kind of God there is, put you here - looking the way you look, with the brains and balls you got - just to trip you up and watch you fall. Can't be.

He kisses one of her earlobes. Erin likes the sound of this but it also makes her apprehensive. She leans in to kiss him, but before she does:

ERIN

Don't be too nice to me, okay? It makes me nervous.

(3)

ERIN

What's going on? What are you doing?

GEORGE

Thinking.

ERIN

About what?

He's very calm. He holds out a small jewelry box.

GEORGE

About this.

ERIN

What's that?

GEORGE

It's a pair of earrings. I saw 'em in the mall one day, and I thought damn, those would look good on those beautiful ears. So I bought 'em. And I said to myself, next time Erin says something nice, does something nice, I'll surprise her with 'em.

(beat)

Know how long ago that was? Six months.

ERIN

I'm sorry. I'm just working so hard --

GEORGE

(stands)

And what I'm thinking is, you oughta either find a different job or a different boyfriend. 'Cause there may be men who don't mind being the maid and

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getting nothing in return, but I'm sure
as shit ain't one of 'em.

ERIN

I can't leave my job, George.

GEORGE

Yeah, you can. You could just quit.
People do it all the time.

ERIN

How can you ask me to do that? This job --
For the first time in my life, I got
people respecting me. Up in Hinkley, I
walk into a room and everyone shuts up
just to hear what I got to say. I never
had that. Ever. Don't ask me to give it
up.

GEORGE

And what about what your kids are giving
up?

ERIN

Look, I'm doing a lot better for those
kids than I did living with my
parents. One day they'll understand that

GEORGE

And what about me?

ERIN

What about you? You think either one of
the men who gave me those children asked
what I wanted before they walked away?!
All I've ever done is bend my life around
what men decide they need! Well not now.
I'm sorry. I won't do it.

GEORGE

I'm not them. What more do I have to do
to prove that?

For a moment, Erin is stymied...then, softly;

ERIN

Stay.

He lowers his head, then stands, to leave. He too speaks
gently;

GEORGE

What for? You got a raise. You can afford
day care.....You don't need me.

Erin feels caught between two truths - what she feels for
George..and what she feels for her new life.

Erin and Matthew

(1)

INT. ERIN'S HOUSE - MATT AND KATIE'S ROOM - NIGHT

Matt and Katie are in bed, with the light off. Erin comes in, quietly, in clothes from work.

ERIN

Hey.

CLOSE ON MATT. He's awake and pissed. She sits on his bed. She knows he's mad at her - she speaks softly, caringly;

ERIN

How was school?

MATTHEW

Fine.

ERIN

Did you do your homework?

MATTHEW

Yeah.

ERIN

Any problems?

He doesn't answer. She comes in and sits on the bed.

ERIN (CONT'D)

Look, I know you're upset. But the way this job is, things come up at the last minute, real important things, and I gotta deal with-

Matt turns around in his bed and pulls up the covers, cutting her off-

MATTHEW

Fine.

ERIN

Please don't be mad at me. I'm..I'm doing this for us...I know it's hard for you to understand but..I mean, don't you want mommy to be good at her job?

(no answer)

And it's not like I miss dinner all the time. We all ate together last night.

MATTHEW

(from under the covers)

You were reading the whole time.

He's got a point there. Erin feels like shit.

ERIN

O.K...O.K. I'm sorry. I'll try a whole lot harder to be around, okay? I promise.

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She lays her hand on his body. Without turning towards her,
his little hand rises out from the covers and touches hers.

(2)

ERIN

Oh, baby, please don't play with that,
okay? I got 'em all organized. Just put
it back.

But he's reading it. And something has caught his attention.
He looks up at Erin.

MATTHEW

This girl's the same age as me.

ERIN

That's right, sweetheart.

MATTHEW

She's one of the sick people?

ERIN

Yeah. She is.

(beat)

But you know what? That's why I'm
helping her. So she can get some
medicine to make her feel better.

Matthew mulls this over a bit more.

MATTHEW

How come her own mom isn't helping her?

ERIN

'Cause her own mom's real sick, too.

Matthew thinks real hard about this, then heads over to the
door, where George, Beth, and Katie are waiting for him.
Before he leaves, though, he turns back to Erin.

MATTHEW

Maybe we'll bring you back some
breakfast. You want eggs?

She looks at Matthew and her eyes fill with tears. She's so
proud of her son in this moment. As if his understanding is
what she needed all along.

ERIN

Eggs'd be great, baby. Eggs'd be perfect.

Erin, George and kids

(1)

EXT. GEORGE'S BACKYARD - EARLY EVENING

Katie and Matthew are sitting at a picnic table, eating hamburgers and hot dogs, barbecued by George, who sits opposite them with little Beth on his lap. They all seem right at home. Erin is confused.

ERIN

What the hell happened?

MATTHEW/KATIE

Hi mom..

GEORGE

Hey. You hungry?

ERIN

What are they doing here? I went to pick them up-

GEORGE

She came by about an hour ago. Said something came up and she had to drop the kids off.

ERIN

Something came up! Why didn't she call me at work?

GEORGE

(Erin is
fearsome)

I don't know. She..I..she..I don't know.

ERIN

THAT F--ING BITCH!

MATTHEW

MOM!

ERIN

Sorry!! I can't believe she just dumps my kids off when nobody's home!!

GEORGE

I was home.

(Erin realizes this)

They're fine.

The kids are being fed a full meal with clean plates and napkins and glasses of milk. Beth acts like she's known George all her life.

Erin doesn't know what to say. George just smiles.

(2)

INT. ERIN'S HOUSE - LIVING ROOM - NIGHT

George is on the floor with Matt and Katie, playing war. Katie points to the Harley emblem on his leather jacket. Both kids are dressed for bed. Erin watches them interact with George. She notices how good he is with them. How comfortable they are with him.

KATIE

What's that stand for?

GEORGE

That's for Harley Davidson. The best damn motorcycle ever made.

ERIN

And if I catch either of you anywhere near one, I'll knock you silly. Go on to bed, now -- I'll come tuck you in, in a minute.

They get up...

GEORGE

'Night.

KATIE AND MATT

'Night.

...and head into bed. George starts cleaning up the cards.

GEORGE

Great kids.

Erin bends down to help him.

ERIN

Yeah, well..I'm sure I'll F--- them up eventually.

GEORGE

Why?

ERIN

I'm never here. I'm obviously not a good judge of character or I would have never left them with that idiot who cost a fortune and smelled like chicken fat. After I find her and kill her, I don't know what I'm going to do.

GEORGE

If you need help with them, I could do that.

ERIN

I'm not gonna leave my kids with you.

GEORGE

Why not?

ERIN

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'Cause I don't even know you.

GEORGE

What do you want to know? Ask me.

ERIN

Look, thanks for today but-

GEORGE

You're welcome.

Erin doesn't know what to say.

GEORGE (CONT'D)

What's the matter, you got so many friends in this world, you can't use one more? I'm serious. If you need someone to keep an eye on them -- after school or something -- I don't have a job now, so I'm around in the afternoons.

ERIN

Oh, that's a great recommendation. You're unemployed?

GEORGE

By choice. I work when I need to.

ERIN

Yeah? And what do you do the rest of the time, live off your trust fund?

GEORGE

I do construction, which pays real good. And I make it last by living cheap.

ERIN

(with a little laugh)

I hope that's not supposed to impress me.

GEORGE

Are you this hard on everyone who tries to help you?

ERIN

It's been a while. I'm out of practice.

GEORGE

Then lemme remind you, the polite thing is to say, thank you, it's a real nice offer, I don't mind taking you up on it.

ERIN

Why in the hell would you want to watch my kids?

GEORGE

Cause I like kids. I like hanging out with them.

ERIN

Right.

She starts cleaning up the cards.

GEORGE

I do. I like how they keep it all simple, you know? They don't get all complicated, like grown-ups do. A bicycle and an ice cream cone -- boom, done, they're happy.

Erin thinks about the offer.

ERIN

You're around every afternoon?

GEORGE

Yup. Usually working on my bike.

She's tempted.

GEORGE (CONT'D)

No big deal. If it doesn't work out, you can send 'em back to the chicken lady.

Tempting. Erin looks him over, then, as she exits:

ERIN

This isn't gonna get you laid, you know.

George laughs.

(3)

GEORGE (O.S.)

Hello?

INTERCUT between Erin in her car, and George in bed.

ERIN

I'm so tired I'm about to drive off the road. Keep me awake, willya?

GEORGE

What do you want, a joke?

ERIN

No... Just tell me about your day. What went on back there?

GEORGE

Well, come to think of it, we did have a big event around here. Beth started talking.

ERIN

What?

(beat)

Beth? My Beth?

GEORGE

Yeah. We were sitting around at lunch

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and she pointed at a ball and said,
"ball."

Erin says nothing, just stares out at the empty highway,
feeling all hollowed-out.

GEORGE (CONT'D)
I'd never seen that before -- someone's
first word. Pretty intense.

Erin just nods. Keeps staring straight ahead as a tear rolls down
her cheek.

<http://www.imdb.com/title/tt0329575/scripts>

Lesson 5

Poster Presentations

INFORMATION for POSTER PRESENTERS

Poster n. 1. a placard in a public place. 2. a large printed picture. 3. billposter
(The Concise Oxford Dictionary)

Schedule

- 1) Posters should be set up after discussion in a team.
- 2) Presenters should stand by their poster ready to discuss it with other presentation participants, to answer questions or to give further information on their themes

Facilities

- 1) Poster board or special paper will be provided, size: 80 cm wide by 145 cm tall.
- 2) Bring mounting tape and push-pins. (Various fixing supplies will not be provided).

Advice on Posters:

- 1) Use a font of no less than 16 points for any text (for all viewers to see well). The title heading should be larger than 16 point font, at least 2.5 - 3 cm high. It should include the title of the poster, author and institutional affiliations.
- 2) Avoid hand lettering or fonts difficult to read (if necessary use a black felt-tip pen). Lettering should be simple, bold, and easily legible from a distance of 1 meter.
- 3) Use color to underline any ideas or some results to make the poster stand

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out from the crowd.

4) Visual elements are encouraged: photos, diagrams, graphics, charts (color if possible).

Directional arrows can help in following a sequence

Lesson 5 Theme: *Poster Presentations*

The plan focuses on making structured presentations on different aspects “Story Frame”, “Clipsline”, “Film Characters Relationship Chart” and “Environmental Activism”

Materials: poster boards, mounting tape, push pins, paper, scissors, cards with numbers (1 – 4)

Preparation: cards with the tasks for poster presentations (4), worksheets

Procedure:

1. Conduct the whole class discussion based on students’ reactions to the film.

Note that you do not need to ask all the questions.

- What did you like the best about the film? Why?
- What, if anything did you learn from the film?
- What were the filmmakers trying to tell us? Do you think they were successful?
- Why or why not?
- Which events in the film were the most realistic?
- Did the ending of the film seem appropriate? Why or why not?
- How would you have ended the film?
- How would you like to present film topics?

2. Elicit from the students the kinds of information they are expected to know about poster presentation. Teach any related information you wish.

3. Divide the class into groups of three or four and ask them to choose one delegate from each group to draw lots.

4. Give each group its task, ask the students to read it, discuss it and begin making the poster. Go around and help the students if necessary. Each group has 40 minutes to prepare its poster presentation.

5. When the posters are ready the students go around and observe the other posters and ask questions. One or two speakers from each team present the team poster.

Poster 1

Story Frame

Materials: A story frame worksheet for each student

Task:

1. Work individually in a small group, completing the worksheet.
2. Discuss your worksheet with your team in turn. Add other students' interesting ideas to your worksheet.
3. Make the poster 'Story Frame' summarizing the information from all worksheets of your team. Speak on your team poster.

Story Frame	
Film title	
Setting	
The story takes place	
.....	
I	know
this	because
I	saw
.....	
.....	
Character	
The	main
character	in
this	film
is	
.....	
.....	
In the film, she	
.....	
I	think
she	is
good/bad	because
.....	
.....	
Plot	
In this film, the problem begins when	
.....	
Next,	
.....	

.....
.....
Then,
.....
Finally, the problem is solved when
.....
.....

Susan Stempleski, Barry Tomalin. – Film. 2001. Oxford University Press. – P.82

Poster 2

Clipsline

Materials: film pictures that presents the events of the film with a beginning, a middle and an end

Task:

1. Sign the pictures.
2. Complete the clipsline showing the sequence of the events in the film.
3. Put the pictures in the correct order on the poster.
4. Choose two of them.
5. Comment on the scene that each of these two pictures shows.
6. Divide your group into two subgroups. Act the scenes out, each group one scene. Role play the dialogues. Use both verbal and non-verbal ways to express the thoughts and feelings of the characters.
7. Present your poster and “your” scenes to the group mates.

Poster 3

Film Characters Relationship Chart

Materials: A worksheet for each student

Task:

1. Work individually, completing the worksheet.

Make profile of the main characters according to the following table:

	Character 1	Character 2	Character 3
Name			
Sex			
Age			
Job			
Physical appearance			
Personality traits			
Additional information			

2. Discuss your worksheet with your team in turn. Add other students' interesting ideas to your worksheet. Then make a film characters' relationship chart: How do the characters relate to each other?

3. Make the poster 'Film Characters Relationship Chart' summarizing the information from all worksheets of your team. Delegate one or two speakers to present your team poster.

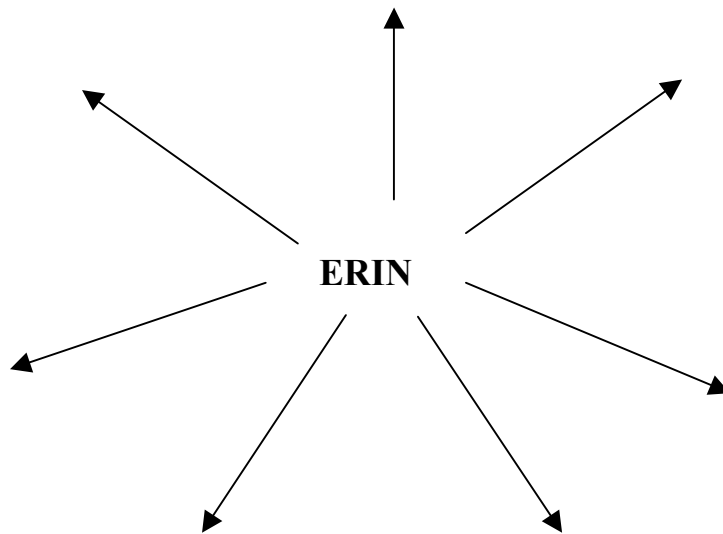
Poster 4

Environmental Activism

Materials: A worksheet for each student

Task:

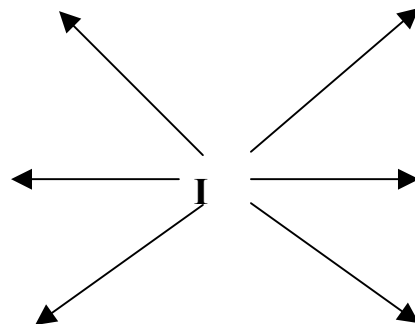
1. Work individually, completing the worksheet. Make profile of Erin's environmental activism:



2. Discuss the content of your scheme with your team in turn. Add other students' interesting ideas to your scheme. Then make team scheme summarizing all ideas about Erin's environmental activism.

3. Work individually, completing the worksheet. Make profile of your environmental activism:

What can I do to protect nature?



4. Discuss the content of your scheme with your team in turn. Make team scheme summarizing all ideas about your environmental activism.

5. Make the poster 'Environmental Activism' summarizing the information from all schemes of your team. Delegate one or two speakers to defend your team presentation.

Appendix B

Lesson Three

www.atsdr.cdc.gov

This Public Health Statement is the summary chapter from the [Toxicological Profile for chromium](#). It is one in a series of Public Health Statements about hazardous substances and their health effects. A shorter version, the [ToxFAQs](#), is also available. This information is important because this substance may harm you. The effects of exposure to any hazardous substance depend on the dose, the duration, how you are exposed, personal traits and habits, and whether other chemicals are present. For more information, call the ATSDR Information Center at 1-888-422-8737.

This public health statement tells you about chromium and the effects of exposure.

The Environmental Protection Agency (EPA) identifies the most serious hazardous waste sites in the nation. These sites make up the National Priorities List (NPL) and are the sites targeted for long-term federal cleanup activities. Total Chromium has been found in at least 1,036 of the 1,591 current or former NPL sites. Chromium(VI) has been found in at least 120 of the 1,591 current or former NPL sites. However, the total number of NPL sites evaluated for this substance is not known. As more sites are evaluated, the sites at which chromium is found may increase. This information is important because exposure to this substance may harm you and because these sites may be sources of exposure.

When a substance is released from a large area, such as an industrial plant, or from a container, such as a drum or bottle, it enters the environment. This release does not always lead to exposure. You are exposed to a substance only when you come in contact with it. You may be exposed by breathing, eating, or drinking the substance, or by skin contact.

If you are exposed to chromium, many factors determine whether you'll be harmed. These factors include the dose (how much), the duration (how long), and how you come in contact with it/them. You must also consider the other chemicals you're exposed to and your age, sex, diet, family traits, lifestyle, and state of health.

1.1 What is chromium?

Chromium is a naturally occurring element found in rocks, animals, plants, soil, and in volcanic dust and gases. Chromium is present in the environment in several different forms. The most common forms are chromium(0), trivalent (or chromium(III)), and hexavalent (or chromium(VI)). Chromium(III) occurs naturally in the environment and is an essential nutrient required by the human body to promote the action of insulin in body tissues so that sugar, protein, and fat can be used by the body. Chromium(VI) and chromium(0) are generally produced by industrial processes. No known taste or odor is associated with chromium compounds. The metal chromium, which is the chromium(0) form, is a steel-gray solid with a high melting point. It is used mainly for making steel and other alloys. The naturally occurring mineral chromite in the chromium(III) form is used as brick lining for high-temperature industrial furnaces, for making metals and alloys (mixtures of metals), and chemical compounds. Chromium compounds, mostly in chromium(III) or chromium(VI) forms, produced by the chemical industry are used for chrome plating, the manufacture of dyes and pigments, leather tanning, and wood preserving. Smaller amounts are used in drilling muds, rust and corrosion inhibitors, textiles, and toner for copying machines. For more information on the physical and chemical properties and on the production and use of chromium, see Chapters 3 and 4 of the toxicological profile.

How can chromium enter and leave my body?

Chromium can enter your body when you breathe air, eat food, or drink water containing chromium. In general, chromium(VI) is absorbed by the body more easily than chromium(III), but once inside the body, chromium(VI) is changed to chromium(III). When you breathe air

containing chromium, chromium particles can be deposited in the lungs. Particles that are deposited in the upper part of the lungs are likely to be coughed up and swallowed. Particles deposited deep in the lungs are likely to remain long enough for some of the chromium to pass through the lining of the lungs and enter your bloodstream. Once in the bloodstream, chromium is distributed to all parts of the body. Chromium will then pass through the kidneys and be eliminated in the urine in a few days. Everyone normally eats or drinks a small amount of chromium daily. Most of the chromium that you swallow leaves your body within a few days through the feces and never enters your blood. A small amount (about 0.4–2.1%) will pass through the lining of the intestines and enter the bloodstream. Chromium(III) present in food can attach to other compounds that make it easier for chromium to enter your bloodstream from your stomach and intestines. This form of chromium is used by your body to carry out essential body functions. If your skin comes into contact with chromium, very little will enter your body unless your skin is damaged.

1.2 What happens to chromium when it enters the environment?

Chromium enters the air, water, and soil mostly in the chromium(III) and chromium(VI) forms as a result of natural processes and human activities. Emissions from burning coal and oil, and steel production can increase chromium(III) levels in air. Stainless steel welding, chemical manufacturing, and use of compounds containing chromium(VI) can increase chromium(VI) levels in air. Waste streams from electroplating can discharge chromium(VI). Leather tanning and textile industries as well as those that make dyes and pigments can discharge both chromium(III) and chromium(VI) into waterways. The levels of both chromium(III) and chromium(VI) in soil increase mainly from disposal of commercial products containing chromium, chromium waste from industry, and coal ash from electric utilities.

In air, chromium compounds are present mostly as fine dust particles. This dust eventually settles over land and water. Rain and snow help remove chromium from air. Chromium compounds will usually remain in the air for fewer than 10 days. Although most of the chromium in water binds to dirt and other materials and settles to the bottom, a small amount may dissolve in the water. Fish do not accumulate much chromium in their bodies from water. Most of the chromium in soil does not dissolve easily in water and can attach strongly to the soil. A very small amount of the chromium in soil, however, will dissolve in water and can move deeper in the soil to underground water. The movement of chromium in soil depends on the type and condition of the soil and other environmental factors. For more information about the fate and movement of chromium compounds in the environment, see Chapters 4 and 5 of the toxicological profile.

1.3 How might I be exposed to chromium?

You can be exposed to chromium by breathing air, drinking water, or eating food containing chromium or through skin contact with chromium or chromium compounds. The level of chromium in air and water is generally low. The concentration of total chromium in air (both chromium(III) and chromium(VI)) generally ranges between 0.01 and 0.03 microgram (μg) (1 μg equals 1/1,000,000 of a gram) per cubic meter of air ($\mu\text{g}/\text{m}^3$). Chromium concentrations in drinking water (mostly as chromium(III)) are generally very low, less than 2 parts of chromium in a billion parts of water (2 ppb). Contaminated well water may contain chromium(VI). For the general population, eating foods that contain chromium is the most likely route of chromium(III) exposure. Chromium(III) occurs naturally in many fresh vegetables, fruits, meat, yeast, and grain. Various methods of processing, storage, and preparation can alter the chromium content of food. Acidic foods in contact with stainless steel cans or cooking utensils might contain higher levels of chromium because of leaching from stainless steel. Refining processes used to make white bread or sugar can decrease chromium levels. Chromium(III) is an essential nutrient for humans. On the average, adults in the United States take in an estimated 60 μg of chromium daily from food. You may also be exposed to chromium from using consumer products such as household utensils, wood preservatives, cement, cleaning products, textiles, and tanned leather. People who work in industries that process or use chromium or chromium compounds can be

exposed to higher-than-normal levels of chromium. An estimated 305,000 workers in the United States are potentially exposed to chromium and chromium-containing compounds in the workplace.

Occupational sources of chromium exposure (with chemical forms of interest shown in brackets) may occur in the following industries:

- Stainless steel welding (chromium(VI))
- Chromate production (chromium(VI))
- Chrome plating (chromium(VI))
- Ferrochrome industry (chromium(III) and chromium(VI))
- Chrome pigments (chromium(III) and chromium(VI))
- Leather tanning (mostly chromium(III))

Examples of other occupations that may involve chromium exposure include these:

- Painters (chromium(III) and chromium(VI))
- Workers involved in the maintenance and servicing of copying machines, and the disposal of some toner powders from copying machines (chromium(VI))
- Battery makers (chromium(VI))
- Candle makers (chromium(III) and chromium(VI))
- Dye makers (chromium(III))
- Printers (chromium(III) and chromium(VI))
- Rubber makers (chromium(III) and chromium(VI))
- Cement workers (chromium(III) and chromium(VI))

A list of other industries that may be sources of occupational exposure is given in Section 5.5 of the toxicological profile.

You may be exposed to higher-than-normal levels of chromium if you live near the following:

- Landfill sites with chromium-containing wastes
- Industrial facilities that manufacture or use chromium and chromium-containing compounds
- Cement-producing plants, because cement contains chromium
- Industrial cooling towers that previously used chromium as a rust inhibitor
- Waterways that receive industrial discharges from electroplating, leather tanning, and textile industries
- Busy roadways, because emissions from automobile brake lining and catalytic converters contain chromium
- In addition, you may be exposed to higher levels of chromium if you use tobacco products, since tobacco contains chromium.

1.4 How can chromium enter and leave my body?

Chromium can enter your body when you breathe air, eat food, or drink water containing chromium. In general, chromium(VI) is absorbed by the body more easily than chromium(III), but once inside the body, chromium(VI) is changed to chromium(III). When you breathe air containing chromium, chromium particles can be deposited in the lungs. Particles that are deposited in the upper part of the lungs are likely to be coughed up and swallowed. Particles deposited deep in the lungs are likely to remain long enough for some of the chromium to pass through the lining of the lungs and enter your bloodstream. Once in the bloodstream, chromium is distributed to all parts of the body. Chromium will then pass through the kidneys

and be eliminated in the urine in a few days. Everyone normally eats or drinks a small amount of chromium daily. Most of the chromium that you swallow leaves your body within a few days through the feces and never enters your blood. A small amount (about 0.4–2.1%) will pass through the lining of the intestines and enter the bloodstream. Chromium(III) present in food can attach to other compounds that make it easier for chromium to enter your bloodstream from your stomach and intestines. This form of chromium is used by your body to carry out essential body functions. If your skin comes into contact with chromium, very little will enter your body unless your skin is damaged.

1.5 How can chromium affect my health?

To protect the public from the harmful effects of toxic chemicals and to find ways to treat people who have been harmed, scientists use many tests.

One way to see if a chemical will hurt people is to learn how the chemical is absorbed, used, and released by the body; for some chemicals, animal testing may be necessary. Animal testing may also be used to identify health effects such as cancer or birth defects. Without laboratory animals, scientists would lose a basic method to get information needed to make wise decisions to protect public health. Scientists have the responsibility to treat research animals with care and compassion. Laws today protect the welfare of research animals, and scientists must comply with strict animal care guidelines.

Chromium(III) is an essential nutrient that helps the body use sugar, protein, and fat. An intake of 50–200 μg of chromium(III) per day is recommended for adults. On the average, adults in the United States take in an estimated 60–80 μg of chromium per day in food. Therefore, many people's diets may not provide enough chromium(III). Without chromium(III) in the diet, the body loses its ability to use sugars, proteins, and fat properly, which may result in weight loss or decreased growth, improper function of the nervous system, and a diabetic-like condition. Therefore, chromium(III) compounds have been used as dietary supplements and are beneficial if taken in recommended dosages.

The health effects resulting from exposure to chromium(III) and chromium(VI) are fairly well described in the literature. In general, chromium(VI) is more toxic than chromium(III). Breathing in high levels (greater than 2 $\mu\text{g}/\text{m}^3$) chromium(VI), such as in a compound known as chromic acid or chromium(VI) trioxide, can cause irritation to the nose, such as runny nose, sneezing, itching, nosebleeds, ulcers, and holes in the nasal septum. These effects have primarily occurred in factory workers who make or use chromium(VI) for several months to many years. Long-term exposure to chromium has been associated with lung cancer in workers exposed to levels in air that were 100 to 1,000 times higher than those found in the natural environment. Lung cancer may occur long after exposure to chromium has ended. Chromium(VI) is believed to be primarily responsible for the increased lung cancer rates observed in workers who were exposed to high levels of chromium in workroom air. Breathing in small amounts of chromium(VI) for short or long periods does not cause a problem in most people. However, high levels of chromium in the workplace have caused asthma attacks in people who are allergic to chromium. Breathing in chromium(III) does not cause irritation to the nose or mouth in most people. In the same way, small amounts of chromium(VI) that you swallow will not hurt you; however, accidental or intentional swallowing of larger amounts has caused stomach upsets and ulcers, convulsions, kidney and liver damage, and even death. The levels of chromium(VI) that caused these effects were far greater than those that you might be exposed to in food or water. Although chromium(III) in small amounts is a nutrient needed by the body, swallowing large amounts of chromium(III) may cause health problems. Workers handling liquids or solids that have chromium(VI) in

them have developed skin ulcers. Some people have been found to be extremely sensitive to chromium(VI) or chromium(III). Allergic reactions consisting of severe redness and swelling of the skin have been noted. Exposure to chromium(III) is less likely than exposure to chromium(VI) to cause skin rashes in chromium-sensitive people. The metal, chromium(0), is less common and does not occur naturally. We do not know much about how it affects your health, but chromium(0) is not currently believed to cause a serious health risk. We have no reliable information that any form of chromium has harmful effects on reproduction or causes birth defects in humans, though it does not seem likely that the amount of chromium that most people are exposed to will result in reproductive or developmental effects.

In animals that breathed high levels of chromium, harmful effects on the respiratory system and a lower ability to fight disease were noted. However, we do not know if chromium can lower a person's ability to fight disease. Some of the female mice that were given chromium(VI) by mouth had fewer offspring and had offspring with birth defects. Some male mice that were given chromium(VI) or chromium(III) by mouth had decreased numbers of sperm in the testes. The birth defects or the decrease in sperm occurred in mice at levels about several thousand times higher than the normal daily intake by humans. Some chromium(VI) compounds produced lung cancer in animals that breathed in the particles or had the particles placed directly in their lungs. In animals that were injected with some chromium(VI) compounds, tumors formed at the site of injection.

Because some chromium(VI) compounds have been associated with lung cancer in workers and caused cancer in animals, the Department of Health and Human Services has determined that certain chromium(VI) compounds (calcium chromate, chromium trioxide, lead chromate, strontium chromate, and zinc chromate) are known human carcinogens. The International Agency for Research on Cancer (IARC) has determined that chromium(VI) is carcinogenic to humans, based on sufficient evidence in humans for the carcinogenicity of chromium(VI) compounds as found in chromate production, chromate pigment production, and chromium plating industries. IARC's determination is also based on sufficient evidence in experimental animals for the carcinogenicity of calcium chromate, zinc chromate, strontium chromate, and lead chromate; and limited evidence in experimental animals for the carcinogenicity of chromium trioxide (chromic acid) and sodium dichromate. IARC has also determined that chromium(0) and chromium(III) compounds are not classifiable as to their carcinogenicity to humans. The EPA has determined that chromium(VI) in air is a human carcinogen. The EPA has also determined that there is insufficient information to determine whether chromium(VI) in water or food and chromium(III) are human carcinogens.

For more information on the health effects of chromium, please see Chapter 2 of the toxicological profile.

1.6 How can chromium affect children?

This section discusses potential health effects from exposures during the period from conception to maturity at 18 years of age in humans.

Children who live near wastes sites where chromium is found are likely to be exposed to higher environmental levels of chromium through breathing, touching soil, and eating contaminated soil. Children at age five years or younger have higher levels of chromium in their urine than do adults and children living outside of contaminated areas. Very few studies have looked at how chromium can affect the health of children. Children need small amounts of chromium(III) for normal growth and development. It is likely that the health effects seen

in children exposed to high amounts of chromium will be similar to the effects seen in adults. We do not know whether children differ from adults in their susceptibility to chromium.

We do not know if exposure to chromium will result in birth defects or other developmental effects in people. Birth defects have been observed in animals exposed to chromium(VI). Death, skeletal deformities, and impaired development of the reproductive system have been observed in the newborn babies of animals that swallowed chromium(VI). Additional animal studies are needed to determine whether exposure to chromium(III) will result in birth defects.

One animal study showed that more chromium(III) will enter the body of a newborn than an adult. We do not know if this is also true for chromium(VI). We have no information to suggest that there are any differences between children and adults in terms of where chromium can be found in the body, and how fast chromium will leave the body. Studies with mice have shown that chromium crosses the placenta and concentrates in fetal tissue. Therefore, pregnant women who were exposed to chromium in the workplace or by living near chromium waste sites may transfer chromium from their blood into the baby where it may build up at levels greater than in the mother. There is some evidence in humans that chromium can be transferred from mother to infant through breast milk.

1.7 How can families reduce the risk of exposure to chromium?

If your doctor finds that you have been exposed to significant amounts of chromium, ask whether your children might also be exposed. Your doctor might need to ask your state health department to investigate.

Children living near chromium waste sites are likely to be exposed to higher environmental levels of chromium through breathing, touching soil, and eating contaminated soil. Some children eat a lot of dirt. You should discourage your children from eating dirt. Make sure they wash their hands frequently and before eating. Discourage your children from putting their hands in their mouths or hand-to-mouth activity. Although chromium(III) is an essential nutrient that helps the body use sugar, protein, and fat, you should avoid excessive use of dietary supplements containing chromium such as chromium picolinate. You should only use the recommended amount if you choose to use these products and store these products out of children's reach in order to avoid accidental poisonings.

1.8 Is there a medical test to determine whether I have been exposed to chromium?

Chromium can be measured in the hair, urine, serum, red blood cells, and whole blood. However, since chromium(III) is an essential nutrient, low levels of chromium are normally found in body tissues and urine. Tests for chromium exposure are most useful for people exposed to high levels. These tests cannot determine the exact levels of chromium you may have been exposed to or predict whether or not health effects will occur. High chromium levels in the urine and red blood cells indicate exposure to chromium(VI) or chromium(III) compounds. Since the body changes chromium(VI) to chromium(III), the form of chromium that you were exposed to cannot be determined from levels in the urine. Much more chromium(VI) can enter red blood cells than chromium(III), but chromium(VI) can be changed to chromium(III) within these cells. Therefore, chromium levels in the red blood cells indicate exposure to chromium(VI). Because red blood cells last about 120 days before they are replaced by newly made red blood cells, the presence of chromium in red blood cells can show whether a person was exposed to chromium 120 days prior to testing but not if exposure occurred longer than 120 days before testing. Skin patch tests may indicate whether a person is allergic to some chromium salts.

1.9 What recommendations has the federal government made to protect human health?

The federal government develops regulations and recommendations to protect public health. Regulations can be enforced by law. Federal agencies that develop regulations for toxic substances include the Environmental Protection Agency (EPA), the Occupational Safety and Health Administration (OSHA), and the Food and Drug Administration (FDA). Recommendations provide valuable guidelines to protect public health but cannot be enforced by law. Federal organizations that develop recommendations for toxic substances include the Agency for Toxic Substances and Disease Registry (ATSDR) and the National Institute for Occupational Safety and Health (NIOSH).

Regulations and recommendations can be expressed in not-to-exceed levels in air, water, soil, or food that are usually based on levels that affect animals; then they are adjusted to help protect people. Sometimes these not-to-exceed levels differ among federal organizations because of different exposure times (an 8-hour workday or a 24-hour day), the use of different animal studies, or other factors.

Recommendations and regulations are also periodically updated as more information becomes available. For the most current information, check with the federal agency or organization that provides it. Some regulations and recommendations for chromium include the following:

EPA has set the maximum level of chromium(III) and chromium(VI) allowed in drinking water at 100 µg chromium/L. According to EPA, the following levels of chromium(III) and chromium(VI) in drinking water are not expected to cause effects that are harmful to health: 1,400 µg chromium/L for 10 days of exposure for children, 240 µg chromium/L for longer term exposure for children, 840 µg chromium/L for longer term exposure for adults, and 120 µg chromium/L for lifetime exposure of adults.

OSHA regulates chromium levels in the workplace air. The occupational exposure limits for an 8-hour workday, 40-hour workweek are 500 µg chromium/m³ for water-soluble chromic (chromium(III)) or chromous [chromium(II)] salts and 1,000 µg chromium/m³ for metallic chromium (chromium(0)), and insoluble salts. The level of chromium trioxide (chromic acid) and other chromium(VI) compounds in the workplace air should not be higher than 52 µg chromium(VI)/m³ for any period of time.

For chromium(0), chromium(II), and chromium(III), NIOSH recommends an exposure limit of 500 µg chromium/m³ for a 10-hour workday, 40-hour workweek. NIOSH considers all chromium(VI) compounds (including chromic acid) to be potential occupational carcinogens and recommends an exposure limit of 1 µg chromium(VI)/m³ for a 10-hour workday, 40-hour workweek.

The Influence of the Chromium VI on Domestic Animals and Birds

Many people and domestic animals in the high desert town of Hinkley, California were getting sick. Some had died. Since residents depended on the local groundwater supply for all their needs, were the illnesses somehow related to PG&E's Gas Compressor Station located nearby?

Chromium occurs in two forms. The form that is present in groundwater can cause health effects in high doses. The cleanup program, however, will result in chromium levels that meet the very conservative drinking water standards set by the EPA. In addition, the form of chromium that will be left on soils after irrigation is nontoxic. In fact, chromium in this form is a naturally occurring metal that is an essential ingredient in the human diet, one that is often included in multiple vitamin/mineral supplements.

Based on the evidence, high levels of chrome 6 contamination found in 1987 could not have been a surprise to the company, notwithstanding whether senior management knew. People and animals who lived in the area had been [breathing](#), [ingesting](#), and [absorbing](#) dangerous toxins into their bodies for decades.

The Hinkley Compressor Station was built in 1952 as part of the pipeline system that brings southwest natural gas to PG&E's service area. These PG&E gas lines serve Barstow and the surrounding area by delivering gas to Southwest Gas Company. The Station compresses one third of the natural gas required by PG&E's customers in northern and central California.

The [purpose of the Compressor](#) is to boost pressure and to send the natural gas northward. As part of the plant's operation, heat is generated during the gas compression process, and the heat is removed with cooling water. The water, in turn, is cooled by the passage through [cooling towers](#)."

Although this process sounds straightforward, operating just like thousands of other facilities with cooling towers around the world, PG&E did something else. Gas compression generates heat. That means the gas and the compressors have to be cooled with circulating water which, in turn, passes through cooling towers. To keep its cooling towers from corroding too fast, PG&E added a "corrosion inhibitor" to the cooling water from the day it first operated the plant. That [corrosion inhibitor](#) was chrome 6.

When the cooling water became saturated with undissolved solids (like chrome 6), PG&E discharged some of it into unlined earthen ponds located at the compressor station. That wastewater is referred to as "[blow down cooling water](#)." The amount of toxins contained in PG&E's completely unpurified blow down cooling water is shocking.

Even more shocking were the amounts of residue left on the soil after PG&E sprayed contaminated wastewater into the air. After the water dried, soil-containing chrome 6 was free to blow in the wind where it could be inhaled by living things.

A biochemist said concentrations of highly toxic chromium VI in the groundwater basin reached peak levels of 1,000 to 5,000 times the safe limit for drinking water and more than 50,000 times the safe level for inhalation

What happened to the chrome 6 once it was discharged to the unlined ponds or sprayed onto the soil? Following the normal process of nature, called the "[hydrologic cycle](#)," the toxic material (now called "the plume") was free to travel from where it was (in the ponds) to where it should never have gone ([to the groundwater](#)

When PG&E knew the levels of chromium 6 were high, how did the company interact with the citizens of Hinkley? What did they tell them about swimming in their pools? About bathing in their homes? About watering their animals and plants? Knowing full well how much chrome 6 the company had used for so many decades, PG&E told neighbors of the plant to

...avoid drinking your well water, but it is safe to use for all other domestic purposes such as bathing and watering animals and plants.

Public policy can rightly be said to be found in the concept that the public interest in a pure water supply gives rise to a special relationship to one who pollutes that supply in some substantial fashion. However, there may be no public policy to be served if the pollution occurs at a time and in a manner when no one knows, or ought to know, that the acts now complained of endanger the public. The existence of facts necessary to make the

Irkutsk State Railway Transport University Erin Brockovich

determination of any such special relationship, as well as the factual background to determine whether public policy principles should be applied, are triable issues best left to the trier of fact. (Judge LeRoy Simmons' Opinion, 6/13/94)

ERIN BROCKOVICH

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The following outline is intended for use in a university-level American Studies course. The following outline is intended for use in a university-level Russian Studies course. This outline is necessarily broad, but can easily be adapted for course in Sociology.

Topic: The role of women in citizen environmental activism

Themes: What is the role of women in a modern society?
What makes women defend their rights?
How has the idea of citizen participation changed in environmental protection?
What does it mean 'to be a good corporate citizen'?

Activities: Screening of *Erin Brockovich*
Internet research
Pre- and post-film discussion
Report writing

Timeline: Eight or ten hours of in-class activity over a period of one or two weeks.

Lesson One

- Whole group discussion on the definition 'social film'.

Today it is so popular to screen films which are called 'social films', where a main hero (or a group of people) resists a huge corporation. And these films are very often based on the real events.

What other social problems do these films reflect?

- In a world where heroes are often in short supply, the human spirit withstands money power.

What inner resources should a person have to stand up against a money power?

The war of independence will be won:

- i) if you have
 - a) educational base
 - b) professional skills
- ii) if you are:
 - a. a man (woman)
- iii) if you are in the right place in a right time.

- Homework task

How do you understand the phrase: ‘I just want to be a decent citizen’.

Study the following key vocabulary:

immunodeficiency investigate real-estate pro bono rust inhibition prevent corrosion contaminate incriminating records abatement exterminator	breast cyst uterine cancer asthma nosebleed miscarriage gastrointestinal cancer quadruple bypass kidney hysterectomy rash tumor	retroactive bonus plaintiff mortgage punitive damage submit a demurrer drop jury settlement
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Lesson Two

- Screening of *Erin Brockovich*
- Post-screening discussion in small groups

Each group should consider the following and prepare to report to the whole group on its conclusions.

In the film, Erin’s passion, tenacity and steadfast desire to fight the rights of the underdog defied the odds her victory was made even sweeter by the fact that by helping others, she in turn helped herself.

What is meant by such help? How could Erin earn the trust of Hinkley’s residents, with her provocative clothes and sassy personality, and why couldn’t Teresa do it, being a highly educated, well-dressed, and having real legal experience?

Lesson Three

- The life of Erin Brockovich in the framework of American canons

Divide the class into three groups, depending on students’ preferences. Assign each group one of the following tasks. At the end of the preparation period, each of the groups is to lead the entire class in a whole-group discussion on its assigned topic. When students are preparing to report, ask them to play the dialogues from the film that their responses are based upon.

In the film, the main characters’ lives through a remarkable transformation.

GROUP 1 - the transformation of the main hero, Erin Brockovich

How did you see Erin at the beginning, in the middle, and at the end of the film? What must have happened that the “ex-Miss at the age of Jesus” had no money, no job and no prospects on the horizon? (May be some information about the real Erin Brockovich can help you to answer this question.) Did i)Ed and ii)George support her to estimate herself and her ability? If they did, how?

GROUP 2 - the transformation of Ed Masry

In what way can you value Ed and did your attitude vary during the film? Did Erin influence the life of Ed Masry? In what way? Did he need these changes and why did Ed take part in the case?

GROUP 3 – George

Is he a person of paradoxes? If he is, what kind of paradoxes can you find? Do you think that George is also transforming himself along with other heroes? How? Was George's support important for Erin? Why did he leave her?

- Home task

Write a summary of the reports including the next question:

What did the producer want to say to us taking into consideration the transformations of the main characters?

Lesson Four

- Is Erin Brockovich Good for Environmental Health?

It is not a secret, that a healthy environment is a second-rate problem for huge corporations. Many companies haven't come to recognize their responsibility to the environment. On the top of their activities there are benefits.

Who pays for the negligence of environment by huge corporations? Is enough action taken against companies that damage the environment? Is it in a company's interest to be a 'good corporate citizen'?

The PG&E's case can't be ignored. It seems that when the body of work that Erin has helped to produce is examined as a whole, human lives have benefited, and positive change has come about by bringing awareness to companies about the risks of their actions, and the knowledge that public scrutiny is on to them.

Do you believe in these positive results or is there just an illusion of the pay off? Do you think, there was any strong pressure on Erin, except the pursuit of her one goal? Did she make any compromises in her private while pursuing those aims?

As the conclusion of this lesson, you should come back to the main question: Is Erin Good For Environmental Health? (Students should use the parts of dialogues between the main characters).

Lesson Five

- Culminating activity - whole group discussion

Reflecting on the activities of Lesson One through Four, what are the most important concepts you have learned? What questions remain to be solved? What suggestions do you have for the reform of the educational system in order to protect the environment? What barriers exist to the participation of people in community activity? How can such barriers be broken down? What can you suggest, for this unit to be done more effectively in the future?

ERIN BROCKOVICH

Author: Vera Samarkina
Kazan State University

Topic: The role of women in environmental citizen activism

Themes: Social injustice

Women in career and private life

Activities: Screening of *Erin Brockovich*

Pre- and -post - film discussion

Story making

Report writing

Timeline: From 6 to 8 hours of in-class work

Lesson One:

- Students study the vocabulary suggested, define spheres that the words belong to and try to make up a story about present-day life in America using all the words. Students have to be objective when referring to American reality, providing ideas well-grounded with facts, borrowed from mass media and other sources.

a)

unemployment
benefit / salary / payment
to hire / to fire
computer skills

references
desperate
to fuss / fussy
cranky

b)

medical expenses
chromium pollution
ground water
cancer / cancer explosion
harmful
pesticides
to contaminate
to expose (to)
genetics

toxic
immune system / immunity
heart / bones diseases
internal organs
liver / stomach
miscarriage
disabled
intoxication
sewer (system)

c)

mayor
councilor
jury / juror
judge
justice

law enforcement
arbitrator
court room
trial
to abuse

to accuse
to justify
case

evidence
proof

After the presentation of the stories, students analyze them and try to figure out how “American” they are and why, thus introducing to each other information about employment rules, medical care, and the legal system in America.

Homework task: Research these topics:

- 1) Environmental activism - organizations and their activities in USA
- 2) The role of women in American society. Feminism.

Lesson Two:

- Screening of *Erin Brockovich*
- Small-group discussion of the movie. Each group should consider the experience they gained during the homework task

Lesson Three:

Discussion of key topics of the movie:

Social justice :

- Environmental injustice, as a source of money for one side and a source of numerous diseases for the other - PG&E company and Hinkley locals, that suffer a legacy of death and disease; lies about “healthy” water and pre-paid doctors that assure people about their health as a source trust and guarantees of future
- Financial power (EX: Ed Masry’s private law firm and PG&E company) - Masry’s natural fear of being destroyed by a gigantic company because, objectively, the strongest (financially) is doomed to win. PG&E people seem to be convinced about the outcome of the case; Injustice of “justice” system is illustrated by failure of Erin’s traffic injury case - as a poor person she had less power to be defended; Erin’s fear of being not valued and respected in Ed Masry’s firm and urgent need to fight for her rights; Ed Masry can easily get a new partner ignoring Erin’s contribution and opinion just because he is a boss and he applies to a more powerful and well-known lawyer for support.

- The question of personal responsibility - Scott who has all the secret information about toxic chromium abuse; Ed who challenges his company for the sake of Hinkley locals; Erin who does this job not for money but for herself and these people.
- Social vulnerability - analyze the situation that Erin finds herself at in the very beginning of the movie. What were the possible ways out? May her position be compared to that of Hinkley locals? Has anybody cared about her before George appeared; has anybody cared about Hinkley locals before Erin? - the problem of human indifference
- Humanism as a weapon against social injustice - analyze the way Ed used to work with Erin - traffic injury case client and the way Norma Rae used to work with Hinkley locals. Compare these approaches to the way Erin used when dealing with her audience and point out the principle differences. What is the root of these differences? (Erin herself suffered from human and social indifference and she knows what is valuable in that position. EX: a cup of coffee). Trust and care in the movie - how are they gained and what do they cost.

Career and private life of a woman

- What does it mean to be a good mother (students' version and Erin's vision of the question). Does she manage to be a good mother? Is she understood by her children when she comes home late at night? In your opinion, is it worth it to leave children for strangers or to carry them with her for the sake of work?
- How do students understand the dialogue between Erin and George the day when he leaves her: what is woman's role - to bend her life around man's needs or to be independent?
- What does she imply under "self-respect"? What is the nature of respect that Erin speaks about in her dialogue with George? What kind of respect does she want to have in her life?
- Why was it difficult for Erin to get a job? What are requirements to get a job (references, computer skills, education, etc)
- Why is illiterate Erin successful in getting job? Is she a strong fighter or a weak woman? (give episodes to prove your position - EX: when

Erin is yelling at Ed at his office and then pleads him not to put her back)

- What does it mean “to do a good job”? Was it right to fire Erin after she disappeared from her working place for a long time? What is traditionally valued about the work people do? What did Erin value about her work? What was the first step to study the case of PG&E toxic chromium water pollution? (Erin’s curiosity, initiative)
- Research dress code and language code - their role in business. What mistakes does Erin make in the framework of these codes? Do the mistakes ruin her “career”? Why?
- How does Erin understand the word “decent citizen”? Can a decent citizen be indifferent and passive (students’ vision and version suggested by a movie)
- Why does Erin take George to Hinkley at the end of the movie?

Report-writing : Think over an environmental problem of your region and try to make up a plan of turning your neighbors into active citizens concerned over this problem. Consider possible obstacles a woman could face as a leader of such an activity. Compare these obstacles to those Erin has faced.

ERIN BROCKOVICH

Author: Valeriya Rybnikova
Krasnodar, Kuban State University

Themes: Single mothers and the problems they experience
The effects of stereotypes and biases on our attitudes towards people
Moral choices: in helping others – you help yourself
Lies and neglect as policies: their effects on people and society
Fighting irresponsible business practices
Justice and trust as the underlying principles in a humane society

Target audience: Adult and young adult EFL students (upper-intermediate – advanced);

EL teachers-participants of teacher professional development sessions; University students who attend movie-based sessions incorporated in their culture studies, political science and social work courses (discussions can be held in Russian)

Activities: Screening of *Erin Brockovich*
Pre-, while- and post-watch activity
Mass media/ Internet research
Post-watch discussion
Project and essay writing

Timeline: Six to eight hours of in-class activity over a period of two weeks

Lesson One. Erin: “Not the Right Kind”

Screening: Episodes up to Ed and Erin talking at Erin’s place

Presentation

Introductory comments:

This is a true story whose three main characters are based on real people. The scenes were shot in Hinkley, a town right next to the actual PG&E plant.

Hinkley – a small community in a dry desolate part of California.

PG&E – Pacific Gas and Electric – a huge corporation with a number of utility plants.

Warm-up

Discuss with two or three students whether you agree with these statements:

- You are what you look like.
- When you are young, life is much easier than when you are older.
- The underdogs only have themselves to blame for their misfortunes.

Vocabulary 1

Use your dictionary and divide the words and phrases below into the following categories:

- family matters and personal circumstances
- employment
- medicine
- legal issues
- ecology

To hire a person, to sue someone, to receive a settlement, to make both ends meet, a real estate case, medical records, a bug infested kitchen, cancer, benign, to lose a case, contamination, devastating diseases, the Salvation Army furniture, a judge, a plaintiff, a defending lawyer, to be broke, a pro bono case, harmful, a courtroom, meager dinner, to raise children, to fire smb, a paycheck, an attorney, water bugs.

Pre-watching task

After you watch the first part of the film, be ready to answer these questions: What can we learn about Erin? Why does she have to face so many problems?

Screening (around 50 min.)

Post- watching tasks

1. Arrange the events in the order as they happen in the film:

- a) Erin sued the doctor who was guilty of the car accident.
- b) Ed hired Erin.
- c) Erin came across a real estate file with medical records.
- d) A Jaguar at full speed slammed into the side of Erin's car.
- e) Erin failed the job interview.
- f) The defending lawyer was questioning her in court.
- g) Ed Masry, an attorney, promised Erin that the owner of the Jaguar would pay her a huge settlement.
- h) Erin consulted a toxicologist.
- i) Erin lost the case.
- j) Erin was badly injured and had to wear a neck brace.

- k) She visited the Irvings in Hinkley.

- l) George, a Harley Davidson biker, offered to help Erin out with her children.

- m) She checked the reports of the local water board.

2. True or False?

Erin lost the case because she was guilty of causing the car accident.

Mr. Masry hired Erin because he felt sorry for her.

The medical records were left in the real estate file accidentally.

The Irvings put their house up for sale.

The offered sum didn't suit Donna.

Donna didn't want to sell the house because she put in so much effort to make it a real home.

Her children were ill.

PG&E paid for the medical check-ups because of the chromium they were using in their plant.

PG&E told the residents which chromium they had been using.

Erin visited the local water board to find out which chromium was used by PG&E in Hinkley.

3. Fill in the chart with what you have learned about Erin and compare your answers to those of your group mates.

MARITAL STATUS	
CHILDREN	
EDUCATION	
WORK EXPERIENCE	
MONEY MATTERS	
HOUSING	

4. Circle the words that best describe Erin, her situation, and her behavior.

Reserved, down-and-out, well-educated, sophisticated, in a tight spot, confrontational, with no prospects on the horizon, patient, polite, impatient, brash, shy, wearing provocative and eye-catching clothes, well-mannered, loving, conservative, bright, direct, aggressive, caring, straightforward in her manners, timid, colorful, affluent, successful, rude.

Points for Discussion

1. How do you feel about Erin? What sort of person do you think she is?
2. Commenting on Erin's way of expressing herself, Ed Masry said, "*Which is exactly the kind of language that lost the case*" (script version, not included in the film). What is he implying?
3. Compare what Erin says about herself and her problems and what other people think about her. Why do you think people see her differently than she sees herself?
 - a) ERIN:
 - "*I'm an extremely fast learner*" (at the job interview).
 - "*I'm smart, I'm hard-working*" (asking Ed to hire her).
 - "*...just wanna be a good mom, a nice person, a decent citizen. Just wanna take good care of my kids (in the court).*"

– “I don't need pity. I need a paycheck. And I've looked, but when you've spent the last six years raising babies, it's real hard to convince someone to give you a job that pays worth a damn.” (Revised Draft by RICHARD LAGRAVENESE).

b) The scene in the court.

DEFENDING LAWYER (sarcastic): You must've been feeling pretty desperate that afternoon...Broke, three kids, no job. A doctor in a Jaguar must've looked like a pretty good meal ticket.

Erin sees jurors nodding ... in agreement.

ERIN: What? Hey -- he hit me.

D.L.: So you say.

ERIN: He came tearing around the corner, out of control...

D.L.: An ER doctor who spends his days saving lives was the one out of control...

ERIN (erupting): That asshole smashed in my f--- neck!” (Revised Draft)

c) Ed about the reasons to fire Erin:

ED: Look, I'm sorry. You were gone. I just assumed you were off having fun.

ERIN: Now, why in the hell would you assume that?

ED: I don't know. Maybe 'cause you look like someone who has a lot of fun.

(Revised Draft)

Homework task

Students may choose either of the topics and forms of report writing:

1. Project “Single women in Russia: challenges and prospects. What can we do for them?”

Research the following questions:

- Are there any statistical data about single women in Russia?
- What problems do they have to face – the same as Erin's or different? Which do you think is the biggest challenge for single mothers in this country?
- How do they cope with their problems? Who do they normally turn to for help?
- Is there a special social program in support of single mothers?
- How can we as individuals and as a society help mothers and their children?

2. Essay “Creating Your Image”

Consider these items:

- what constitutes one’s image: form (appearance)? content? manners? one’s communication style?
- How much do our biases and stereotypes affect our attitudes towards people?
- Should one take into consideration other people’s stereotypes, preferences, the established norms, traditions?
- When it comes to your own style – are you for independence or for conformity?

Lesson 2. The Monster Case

Screening: Erin’s home: Erin tells Ed the story about the Irvings – Ed’s office: Ed and Erin are talking near the map of the PG&E Hinkley plant.

Presentation

Vocabulary 2

Match the words and phrases in columns A and B

A	B
To file suit	To be poisoned by chromium
miscarriage	compensation for the damage caused
to establish a statute of limitations	to frighten, esp. by making threats
cover-up	a case of giving birth to a child too early for it to live
to intimidate	to set the period of time within which a legal claim for the loss or damage can be made
to be exposed to chromium	to present reasons against the complaint
punitive damages	here: the place where the contaminated water flows
to submit a demur	to sue someone, to make a legal

a plume area	claim an attempt to prevent something dishonorable from being publicly known
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Warm-up

Think back about the situation with the Irvings. What are the possible ways to settle the dispute between the victims and the offender, PG&E?

Brainstorm and mind mapping. Elicit from Students the ideas: to file suit, demand/offer compensation for medical expenses, to offer a higher price for the land and the house, intimidate the victims, etc.).

Pre-watching task

Make predictions about which course of action each of the people involved would prefer, i.e. the Irvings, the PG&E officials, Ed Masry, Erin?

Screening the selected part of the film.

Post-watching tasks

1. According to Dr. Frankel, a toxicologist, there are various types of chromium. Match the type of chromium with its effects on people.

Chromium 3	useful for the body
Straight-up chromium amounts	can be very harmful depending on the amounts
Chrom 6, or hexavalent chromium	fairly benign

3. True or False?

1. The Hinkley residents got poisoned through domestic animals.
2. PG&E informed the residents of Hinkley about the chromium to establish a statute of limitations.
3. The victims were afraid to sue PG&E.

4. Ed Masry and Erin wanted to present the case as a minor real estate dispute with few plaintiffs.

5. Ed spent most of his savings on the case.

6. Ed Masry words about the ‘monster case’ referred to the number of victims and the scale of the disaster.

7. He wanted to find a bigger firm to share the costs.

8. Erin and Ed were gathering evidence to back up the claims against PG&E.

9. Erin was able to find the documents that proved the PG&E top officials in San Francisco knew what was going on in Hinkley.

4. Answer the questions

1. What course of action did Ed Masry suggest when his first Hinkley clients signed a contract with him?

2. Why was he against suing PG&E?

3. What made Ed furious about the PG&E’s proposal to the Irvings during his meeting with the company’s representative?

4. On what conditions did he agree to take on the Hinkley ‘toxic’ case with several hundred plaintiffs involved?

5. Complete the dossier on PG&E.

Divide the class into three groups: A, B and C. Group A answer questions 2, 5,6. Bs do 3, 4; Cs – 1, 7. Each group is given supplementary materials under the letters A, B or C respectively. After they have completed their parts of the chart, they form new groups: A+B+C, A+B+C, etc., swap info and complete their charts with the missing information. Then they report to the class.

Dossier on PG&E

1.	General information about PG&E	
2.	Why did they use chromium 6?	
3.	For how long?	
4.	How did it happen that the people and animals were poisoned and the water contaminated?	
5.	What effects did	

	hexavalent chromium have on the people, animals and the environment?	
6.	Were PG&E aware of these efforts?	
7.	What policies did they choose to escape lawsuits and punishment?	

Discussion Points

1. Why did PG&E continue using hexavalent chromium despite its evident negative effects?
2. Why did they do their best to hide any evidence? What were they afraid of?
3. Who backed them up – directly or indirectly?
4. What could the Hinkley residents have done to stem PG&E’s hazardous activities? What would you have done in their place?

Homework task

Private investigation: Fighting Irresponsible Businesses

- Use mass media or Internet sources.
- Look for information about a private or state-run enterprise in your area (your country) whose activities posed or still pose a threat to public health or the environment.
- What sort of threat? How did it happen?
- How did people come to know about the hazardous activities and their effects?
- Were the guilty punished? How? By whom?
- Has anything changed for the better since then? Why? Why not?
- Your suggestions: how can we fight irresponsible business practices?

Lesson Three. Fighting for the Underdog

Presentation

Vocabulary 3

To go to arbitration

To sign up the plaintiffs

To settle for the low end

To appeal, to make an appeal
To uphold the demurs

Warm-up

1. What is the difference between a test trial, or binding arbitration, and a trial, or jury trial?

Which of these people are present at the hearing: law officers (a judge, lawyers), members of the jury, witnesses, plaintiffs, defendants?

Who makes the final decision?

Is there an opportunity for appeal?

2. Somebody once said: “Professionals built the *Titanic*, laymen – Noah’s Ark”. What message is there behind these words?

Pre-watching task

Watch the final part of the film and answer the question: Why were Erin and Ed successful where the stronger professionals failed?

Screening of the final part of the film (Starting with Irving throwing stones towards the PG&E station)

Post-watching tasks

1. True or False?

1. Ed was happy to have Kurt Potter’s firm as a partner because they had covered his expenses.

2. People in Hinkley approved of the new lawyers’ policies and approaches.

3. Erin felt offended because the new partners wanted to finish the case without her.

4. Ed and Kurt Potter were skeptical about the possibility of a trial because PG&E would stretch it out for years.

5. PG&E requested the plaintiffs go to binding arbitration because they understood the corporation would lose a jury trial case.

6. The Hinkley plaintiffs refused to sign the arbitration agreement because in case of arbitration, the decision made by one person solely, i.e. a judge, would be final with no chance for appeal.

7. Kurt and Ed wanted to settle for the higher end.

8. PG&E demanded they would get 50% of the plaintiffs to sign the arbitration agreement.

9. Erin and Ed had to go door-to-door because no one signed up at the meeting.

10. At the final hearing the judge came up with the minimum number because the connection between the Hinkley case and the PG&E Headquarters had not been proven.

Points for Discussion

1. In reviews of the film, Erin Brockovich is often spoken of as a woman who “single-handedly brings down a California power company”. Do you agree that she did it “single-handedly”? Who helped Erin?

2. The story has transformed many of the people involved. How did the Hinkley people change?

- attitudes to PG&E and each other;
- their claims throughout the story;
- participation in the case.

3. How were Erin and Ed transformed while going through the case? The authors of the film say that Erin and Ed have brought about the best in each other. Do you agree?

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

5. Which scenes impressed you most and why?

6. Can we say that the story has a happy end?

7. Read the words of Aaron Ekchart (George) about the film: "This is a story that says that people matter most... The human condition is more important than business, money or image..." What do you think about it? Can you give any examples to support your ideas?

Themes for Class Discussion

1. In helping others, you help yourself.

1) Read these lines and think about the motivation Erin and Ed are driven by.

ERIN: I don't know what I think I'm going to do for these people. No matter what I do, it won't be enough.

PAMELA: Why are you all doing this?

Erin thinks for a moment.

ERIN: Because it would be easier not to.

2) Compare Erin and Ed on the one hand, and the PG&E lawyers on the other: they all work for money but what is the difference between them?

3) Erin and Teresa are both on the side of the victims. But, again, what is the difference between them?

4) Think about any other examples of people who helped themselves by helping others.

5) There is also another approach: take care of yourself and by doing that, you will help others. Is there a contradiction between the two approaches? Which philosophy would you prefer to follow in your life?

2. Lies and neglect versus justice and trust: the effects of the two ideologies and policies

1) In the film we can see a clash of ideologies: neglect and lies versus justice and trust. These words are often used in different contexts. Read the quotations and recap other episodes in which these issues are emphasized.

- ERIN: There's two things that aggravate me, Mr. Masry. Being ignored, and being lied to. You did both.
- PG&E REPRESENTATIVE about the horrible diseases in Hinkley: A million things could have caused those problems. Poor diet, bad genes, irresponsible lifestyle. Our offer is final and more than fair.
- ERIN admitting that she doesn't have any legal expertise, says to Ed, "But I know the difference between RIGHT AND WRONG!"
- JUDGE SIMMONS to the PG&E lawyers (the first hearing):... as a resident here in Barstow, which is not far from Hinkley, I am...appalled that, not only was Hexavalent Chromium used, but your clients actually sent these residents pamphlets telling them it was good for them.
- ERIN: You're still angry, Pamela. See, the thing is... it doesn't matter if you win, lose or draw here. You were lied to. You're sick, your kids are sick because of those lies. If for no other reason, you all have to come together to stand up in a courtroom and say that - to be heard - and you will. To stand up and say, this wasn't right. There's no way anybody can twist this into something right. And it can't happen again.
- PAMELA: And who's going to be accountable for what happened? Who can I point to?

- ERIN (honestly): No one... They won't even show up at the arbitration.
ERIN: ...and Ed starting to lose his faith in the system and all... am I right?...
- ED: Oh yes...completely...No faith...

- JULIA ROBERTS: "What happened in Hinkley is terrifying, because you think, 'well what else is happening? Where else are we being deceived?' And the Hinkley residents were so trusting," "They felt that they owed so much to this company (PG&E) because they employed most of the town. When they were told that Chromium 3 was good for you, they completely believed it. When they're told what type of chromium was being used and that it was harmful, it took a lot of convincing for some of them to come around. To think that this company, which was like a parent, had been keeping the truth from them all that time. It's heartbreaking." (www.erinbrockovich.com/)

2) Comment on the following:

- How do you feel when people deceive you or are unfair to you?
- What effects and consequences do lies and neglect have on people and society?
- What happens if evil continues to go unpunished?
- How do injustice and lies influence people's well-being and relationships?
- What can we do to make this world and our country a better place to live in?

References

1. Erin Brockovich. A true story by SUSANNAH GRANT. Revisions by R. LAGRAVENESE. Revised Draft. 03/22/99 // www.dailyscript.com/scripts/erin-brockovich_shooting.html
2. www.erinbrockovich.com/

SUPPLEMENTARY MATERIAL

<i>II. The Monster Case. Dossier on PG&E. Information for Group A</i>
1. "FRANKEL: With repeated exposure to toxic levels... God, anything, really -- from chronic headaches and nosebleeds to respiratory disease, liver failure, heart failure, reproductive failure, bone or organ deterioration -- plus, of course, any type of cancer. ERIN: So that stuff -- it kills people. FRANKEL: Oh, yeah. Definitely. Highly toxic, highly carcinogenic. Bad,

bad stuff.

ERIN: What's it used for?

FRANKEL: A rust inhibitor. See, the utility plants run these piston engines to compress the gas, the engines get hot, you gotta run water through them - chromium's in the water to prevent corrosion..."

2.

ED: Everything the Irvings have had is proven reaction to exposure to hexavalent chromium. They've had...

ERIN: ...breast cysts, uterine cancer, Hodgkin's disease, immune deficiencies, asthma, chronic nosebleeds.

3.

ED: Look at these readings for Christ's sake. PG&E's own technicians documented toxic levels of hexavalent chromium in those test wells on numerous occasions.

(Revised Draft by RICHARD LAGRAVENESE)

II. The Monster Case. Dossier on PG&E. Information for Group B

1.

ERIN: Well... I found one document at the water board that had a toxic test well reading from 1967. A hell of a lot of people have lived on that land since then.

2.

ERIN: Look, my dad could build one of these plants I talked him through the files. I said how much Chrom 6 in the groundwater are we talking about over the years and he said, "Oh, by now, probably about three football fields long...four miles deep! Think about it..."

3.

ERIN: They used the hex chrom here, in these cooling tanks, as an anti-corrosive. Then they dumped the excess water here, in these six ponds.

ED: I don't remember seeing any ponds up there.

ERIN: They covered 'em over. And not too carefully either, 'cause you dig one inch under the surface, and the dirt is green

ED: And that's what caused the contamination?

ERIN: It didn't help, but no. The real problem's on the bottom.

She reaches for a document, reads from it.

ERIN: See, according to this, they were supposed to line the ponds so this shit couldn't seep into the ground. But guess what...

ED: They skipped that step.

ERIN: So for fourteen years, this stuff flowed into the groundwater.

(Revised Draft by RICHARD LAGRAVENESE)

*II. The Monster Case. Dossier on PG&E.
Information for Group C*

1.

ERIN: Get this - they held a seminar. They invited about two hundred residents from the area. They had it at the plant in this warehouse. They set up legal booths to tell them what their legal rights were. They had medical booths to tell them what their medical rights were....

Ed is listening with more and more interest.

ERIN: ...Telling them all about Chromium 3 and how it was good for you, when all the time they were using Chromium 6.

2.

PETE: If PG&E messed with our water, why would they bother saying anything about it to us? Why not just keep quiet about it?

ED: To establish a statute of limitations. See, in a case like this, you only have a year from the time you first learn about the problem to file suit. So PG&E figures, we'll let the cat out of the bag ...tell the people the water's not perfect; if we can ride out the year with no one suing, we'll be in the clear forever.

PETE: But they're not like that. I mean, remember Donna, they sent us bottled water. We didn't ask for it. They just did it.

ED: But then they stopped.

Ed looks to Donna. She nods.

(Revised Draft by RICHARD LAGRAVENESE)

Supplementary material for Lesson Three.

Teachers can show the episode in a cheap café where Erin with her children orders a meager dinner. The waitress in this scene is the real Erin Brockovich. Interestingly, she is wearing a badge with the name 'Julia' on it.

This is what Julia Roberts says about this experience.

The only scene she had problems with, confesses Roberts, was the one in which she appears with the real Erin Brockovich. "It's a scene where I'm in a diner after I have lost my car accident case. I have no money, my neck is in a brace and the kids are being really rambunctious and Beth is supposed to be sick. The baby was really tired and screaming at the top of her lungs and Erin comes to the table as our waitress. It was really daunting and bizarre to be playing a person when that person is doing a line with you. The entire time I kept looking at Erin and thinking, 'what in

the world is she thinking? She's going to think I'm playing a terrible mother.' Then, when I looked up, I saw that her name-tag said 'Julia.' I very nearly lost it," she laughs. (www.erinbrockovich.com/)

ERIN BROCKOVICH

Author: Ekaterina Susanina
Krasnodar, Non-Governmental Educational
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Age: Adult.

Level: Upper Intermediate and above.

Time Required: 8 to 10 hours of in-class activity over a period of one or two weeks.

Topic: SOME ROLE MODELS OF MODERN AMERICAN SOCIETY

Step One. Pre-Watching. Introducing the main topic. Learning vocabulary.

Step Two. Watching the video. Selecting topics for further discussion.

Step Three. Watching the scenes and discussing the topics selected. Additional language practice.

Step Four. Follow-up activities. Composition writing.

Step One

Before-watching

Teaching Tips

1. Explain to your class that *Erin Brockovich* is based on a true story. Ask if your students know any American feature films based on real people's lives; who the people are; why their life-stories have been made into films.

2. The students study Erin Brockovich-Ellis's *Personal Profile* and ask "Why do you think her life-story has been chosen for making a film?" Elicit ideas.

Erin Brockovich-Ellis

"Erin Brockovich grew up in Lawrence, Kansas, the youngest child of an industrial engineer and a journalist. After graduating from Lawrence High School, Erin attended Kansas State University for one year before moving to Dallas, Texas, where she earned her Associate in Applied Arts degree at a local business college. She recently received an honorary degree of Master of Arts, Business Communication from Jones International University.

After college, Erin worked for K-Mart as a management trainee in Southern California for a few months before taking a job at Fluor Engineers and Constructors to work and study to become an electrical design engineer. It was at this time when she decided to explore the world of beauty pageants. Although she won the title of Miss Pacific Coast, Erin quit after a year and married restaurant manager Shawn Brown.

Shawn and Erin moved back to Kansas where her two older children, Matthew and Katie Brown, were born soon afterwards. In 1987, the young family settled in Reno, Nevada, before she and Shawn divorced. Mother of two children and newly single, Erin got a job as a secretary at E.F. Hutton, a Reno brokerage. She met stockbroker Steven Brockovich, and the two married in 1989. Erin gave birth to her youngest daughter Elizabeth before her marriage to Steven Brockovich ended in divorced in 1990. Erin Brockovich was again a single mother, this time with three children to feed and clothe.

When she was seriously injured in a traffic accident in Reno, Erin Brockovich moved back to Southern California with her children. She hired Jim Vititoe of Masry & Vititoe to handle her car accident case in 1991. Not long after her case was resolved, Erin Brockovich was hired to work at the law firm as a file clerk. While organizing papers in a real estate case, she found medical records in the file that caught her eye. After getting permission from one of the firm's principals, Ed Masry, she began to research the matter.

Erin's persistent investigating eventually established that the health of countless people who lived in and around Hinkley, California, in the 1960's, 70's and 80's had been severely compromised by exposure to toxic Chromium 6. The Chromium 6 had leaked into the groundwater from the nearby Pacific Gas and Electric Company's Compressor Station. In 1996, as a result of the largest direct action lawsuit of its kind, spearheaded by Erin Brockovich and Ed Masry, the giant utility paid the largest toxic tort injury settlement in U.S. history: \$333 million in damages to more than 600 Hinkley residents.

Erin Brockovich now serves as Director of Research at Masry and Vititoe, where she is currently involved in other major environmental lawsuits. Brockovich has come a long way from file clerk to inspired environmental activist. Remarried in 1999 to actor Eric Ellis, she lives with her husband and children in Agoura Hills, California.”

Source: from [http:// www.masryvititoe.com/erin_brockovich.shtml](http://www.masryvititoe.com/erin_brockovich.shtml)

3. Language work

In the following extract, it is explained how *Erin Brockovich* started. Insert the correct missing adjectives into the gaps:

big, acclaimed, incredible, new, perfect, positive, ideal, major, twice-divorced, formal.

In one of those twists of fate that only seem to happen in fiction, Carla Santos Shamborg's appointment with her chiropractor became the catalyst for the making of a _____ motion picture. For it was while lying on her practitioner's table that she first heard about another patient, whose story seemed larger than life. "I couldn't believe it when my doctor told me about her friend Erin. It seemed _____ that this _____ woman with three young children, who had no money, no resources and no _____ education, had single-handedly put this

case together. I thought she seemed like the perfect role model for the _____ millennium." Ms. Shamberg told her husband, Michael Shamberg, who along with Danny DeVito and Stacey Sher is partnered in Jersey Films, that she thought this would be a _____ story for their company to shepherd onto the screen. *Erin Brockovich*, which serves as the first reteaming for the director, producers and studio since *Out of Sight*, one of the most _____ films of 1998, is a Cinderella story. The fact that one woman's passion could have such a _____ effect on so many people around her, while at the same time completely transforming her life, is the _____ subject matter for the _____ screen.

Retrieved from <http://erinbrockovich.com/scenes.html>

Keys: major, incredible, twice-divorced, formal, new, perfect, acclaimed, positive, ideal, big.

3. Before screening make sure your students understand the meaning of the following words and expressions:

- a decent citizen
- to aggravate sb
- a real estate case, *legal*
- a fair market value
- pro bono, *legal*
- to file a complaint, *legal*
- to offer a settlement, *legal*
- to uphold a cause of action against sb, *legal*
- to go to binding arbitration, *legal*
- a trial, *legal*
- to negotiate
- within sb's jurisdiction, *legal*
- a lawsuit, *legal*
- plaintiffs, *legal*
- a toxic tort, *legal*
- malignant, *adj*
- benign, *adj*
- carcinogenic, *adj*
- toxic, *adj*
- deterioration, *n*
- hexavalent chromium
- chromium exposure

- to contaminate
- a compressor station
- to prevent corrosion
- a rust inhibitor
- to dump the excess water
- to seep into the ground
- She lived on the plume
- County Water Board
- ground water
- These papers are a matter of public record
- to smell trouble
- let the cat out of the bag
- to tap phones
- I don't know if we can pull this off
- to pass out informational pamphlets
- to present evidence
- to make a declaration
- a shredder machine
- to destroy documents
- incriminating records
- to have an effect on people's lives

Step Two

Watching the Video and Getting Started

1. Watch the video. Together with your students, make a list of the main topics of the film.

Topics Suggested:

- Being a single mother. Life of a modern American family.
- A working woman. Becoming Employed. Workplace relationships.
- Uncovering corporate deceit. Addressing the injustices.
- Industrial contamination and its nasty consequences.
- Making people fight for their rights.
- Self-realization (reinventing one's own life and the life of others).

2. Ask your students to arrange the suggested topics in order of importance as they are presented in the film. In pairs, students compare their lists and comment on their choice.

3. Say that the real Erin Brockovich-Ellis appears in the film playing a small part. Can your students guess what her part is?

(Answer. A small part of the waitress in the beginning of the film).

Step Three

Post-Viewing Activities

Using the selected topics (Step Two) for further investigation.

Topic. Being a single mother. Life of a modern American family.

1. What problems does Erin, being a single mother, have to confront? How does she manage to solve the problems? Do one-parent families in Russia have similar difficulties? What part do the children play in Erin's life? Is she a good mother? Remember the scenes to illustrate your answer. What makes a good parent? What is your idea of raising children?

2. Before Watching. Erin's neighbor, George, seems to love Erin. He helps her with the housework and demonstrates a father-like attitude to her children. Erin is fully devoted to the job she handles and cannot be around all the time. Is it the only reason why their partnership gives a crack?

3. Watch the video.

Scene 1. George's Leaving.

From *What's going on? What are you doing?* to *What for? You got a raise. You can afford day care.....You don't need me.*

4. After Watching.

Erin feels caught between two truths - what she feels for George and what she feels for her new life. What choice does she make and why? Did it prove to be the right one?

Topic. A working woman. Career Prospects. Workplace relationships

Scene 1. Interview in a doctor's office.

1. Before watching discuss the following:

Many job seekers fail to pass a job interview and stay unemployed. What do you think make a successful job interview? What qualities and characteristics are essential for the candidate to be employed? Are there any other things that influence the applicant's success?

Have you ever had a job interview? What was the position you applied for? What questions were you asked? What were your answers? Did you eventually get the job? Why? Why not?

2. Watch the video.

(From *Um... You have no actual training to Thanks. Look...*).
Why didn't Erin get the job?

3. Here are Erin's answers to the employer's questions. Write possible questions. Watch the video again and check.

- *No. I have kids. Learned a lot right there. I've seen nurses give my son a throat culture. I mean what is it – you stick a giant Q-tip down their throat and wait. Or a urine analysis, with that dipstick that tells you whether or not the white count is high...*

- *And, I mean, I'm great with people. Of course, you'd have to observe me to know for sure, but trust me on that one. I'm extremely fast learner. I mean, you show me what to do in a lab once, and I've got it down.*

- *I always wanted to go to medical school. That was my first interest really...but then I, you know, got married... and had a kid too young and of blew it .*

- *Out of high school I got a job...with Fleur Engineers in Irvine. I fell madly in love with geology. I learned how to read maps.*

- *But I lost that job because my boy got Chicken Pox, 104 temperature and my ex-husband was useless, so...that didn't really work out...*

4. After Watching:

Work with a partner. Role-play a job-interview.

Scene2. Erin gets the job.

1. Before watching the video remember the following:

Erin has a serious car accident in which she is not at fault. She finds herself even worse off when her attorney, Ed Masry, fails to land her any kind of settlement. With no money, no job and no prospects on the horizon, Erin is in a tight spot. What would you do under such circumstances?

2. Watch the video.

(From *Yes I'm calling about the job ad in the paper...to No benefits*).
Remember Erin's first job interview. How did her behavior change? Did it help her to achieve what she wanted?

3. Watch the video again. Underline the differences between the real script and the script below.

ED. Hey, what's she doing here?

BRENDA. Who?

ED. Hey, Donald, what's she doing here?

DONALD. She waits here.

ED. Erin! How's it going?

ERIN. You never called me back. I sent messages.

ED. You did? Wow, sorry about that. Listen, Donald seems to know that you said...

ERIN. There's two things that annoy me, Mr. Masry. Being ignored, and being lied to.

ED: I never lied, Erin.

ERIN. You said things would be OK, and they're not. I trusted you.

ED. I'm sorry.

ERIN. I don't need sympathy. I need a pay check.. And I've looked, but when you spend six years raising babies, it's hard to get a job that pays. (Referring to Brenda's staring) Are you getting this down honey, or am I talking too fast for you!?

ED. I'm sorry about that. I have a full service now, so...

ERIN. Bullshit. If you had a full staff, this office would return a client's damn call.

I'm intelligent, I'm hard-working, and I'm not leaving here without a job.

Don't make me beg. If it doesn't work out, fire me... But don't make me beg.

ED. No paychecks.

(Keys. Real script.)

ED. Hey, what's she doing here?

BRENDA. Who?

ED. Hey, Donald, what's she doing here?

DONALD. She works here.

ED. Erin! How's it going?

ERIN. You never called me back. I left messages.

ED. You did? Wow, sorry about that. Listen, Donald seems to think that you said...

ERIN. There's two things that aggravate me, Mr. Masry. Being ignored, and being lied to.

ED. I never laid, Erin.

ERIN. You said things would be fine, and they're not. I trusted you.

ED. I'm sorry.

ERIN. I don't need pity. I need a paycheck. And I've looked, but when you spend six years raising babies, it's hard to get a job that pays. (Referring to Brenda's staring) Are you getting this down, honey, or am I talking too fast for you!?

ED. I'm sorry about that. I have a full staff now, so...

ERIN. Bullshit. If you had a full staff, this office would return a client's damn call.

I'm smart, I'm hard-working, I'm not leaving here without a job.

Don't make me beg. If it doesn't work out, fire me... But don't make me beg.

ED. No benefits.

4. Erin says, "There's two things that aggravate me: being ignored and being lied to." What are the things that annoy you? Why?

Topic. Industrial contamination and its nasty consequences.

Scene 1 and 2. Erin's first visit to Hinkley. Meeting with the toxicologist.

1. Before watching remember the following:

While working Erin stumbles upon some medical records placed in real estate files. Confused, she begins to question the connection. She convinces Ed to allow her to investigate, where she discovers a cover-up involving contaminated water in a local community which is causing terrible illnesses.

2. Study the following information. What effects such a contamination can produce on people, animals, plants, soils, and ground water?

“Hinkley is located in the Mojave Desert, near the town of Barstow, California. It is about 150 miles from Las Vegas. Surrounded by beautiful scenery, Hinkley is an important point on PG&E's natural gas pipeline as it travels from Texas to California.

The purpose of the Hinkley Compressor Station is best described by PG&E in the flyer it gave to neighbors of the plant.

The Hinkley Compressor Station was built in 1952 as part of the pipeline system that brings southwest natural gas to PG&E's service area. These PG&E gas lines serve Barstow and the surrounding area by delivering gas to Southwest Gas Company. The Station compresses one third of the natural gas required by PG&E's customers in northern and central California.

The purpose of the Compressor is to boost pressure and to send the natural gas northward. As part of the plant's operation, heat is generated during the gas compression process, and the heat is removed with cooling water. The water, in turn, is cooled by the passage through cooling towers.

Although this process sounds straightforward, operating just like thousands of other facilities with cooling towers around the world, PG&E did something else. Gas compression generates heat. That means the gas and the compressors have to be cooled with circulating water which, in turn, passes through cooling towers. To keep its cooling towers from corroding too fast, PG&E added a "corrosion inhibitor" to the cooling water from the day it first operated the plant. That corrosion inhibitor was highly toxic chrome 6.

When the cooling water became saturated with undissolved solids (like chrome 6), PG&E discharged some of it into unlined earthen ponds located at the compressor station. That wastewater is referred to as "blow down cooling water." The amount of toxins contained in PG&E's completely unpurified blow down cooling water is shocking.

Even more shocking were the amounts of residue left on the soil after PG&E sprayed contaminated wastewater into the air. After the water dried, soil-containing chrome 6 was free to blow in the wind where it could be inhaled by living things. ”

Source:

http://www.lawbuzz.com/famous_trials/erin_brockovich/erin_brockovich_ch2.htm

3. Watch the video and check your answers.

From *Hi. Sorry. Would you mind if I investigated this a little further?* **to** *The chromium. Well, that's what kicked this whole thing off.*

From *What kind of chromium is it?* **to** *...incriminating records have a way of disappearing when people smell trouble.*

4. **After Watching:**

Remember any other scenes which illustrate the effects of the contamination. Which one impresses you the most?

Who do you think is responsible for the damage done? What measures should be taken to help the residents and clean up the environment?

Topic. Making people fight for their rights.

1. Before watching.

Why are the local citizens initially leery of becoming involved? Does Erin manage to earn their trust and make them listen? Can you remember the scenes that prove that?

Examples: *Erin and Pamela Duncan. A 10 year old Annabelle. Bob, the farmer. Charles Ebber. Donna Jenson.*

3. **Watching the video.**

Scene 1. Erin at Pamela Duncan's house.

From *Hi. My name is Erin Brocko...to Anything to get what you want!*

Scene 2. Erin and the children at Pamela Duncan's house.

Why do you think Pamela eventually agreed to talk to Erin?

What are the missing words?

Erin says, "See, the thing is... it doesn't matter if you _____, lose or _____ here. You were _____. You're sick, your kids are sick because of those lies. If for no other reason, you all have to come together _____ and say that - to be heard - and you will. To stand up and say, this wasn't right. There's no way anybody can twist this into something right. And it can't _____."

Keys:

("See, the thing is... it doesn't matter if you win, lose or draw here. You were lied to. You're sick, your kids are sick because of those lies. If for no other reason, you all have to come together to stand up in a courtroom and say that - to be heard - and you will. To stand up and say, this wasn't right. There's no way anybody can twist this into something right. And it can't happen again.")

3. **After Watching.**

It takes a little more than a belief to spur a group of injured people into action.

What does it really take? Make a list of things. Comment on them.

Topic. Uncovering corporate deceit. Addressing the injustice (whistleblowing).

<i>Scene 1. At the Water Board (1).</i>

<i>Scene2. At the Water Board (2).</i>
--

1. Before watching.

The toxicologist advises Erin to go to the County Water Board for collecting more evidence. He says, “I wouldn’t advertise what you are looking for if I were you...incriminating records have a way of disappearing when people smell trouble.” What did he mean by that?

2. Watching.

It isn't easy to uncover the truth about contaminated groundwater. No one from the polluting company is going to hand over documents containing proof of what happened.

Watching Scene 1. At the Water Board (1) and Scene2. At the Water Board (2).

Watching Scene1 and Scene2 one can find considerable changes in the clerk’s behavior. Why did it change? Can you remember any other scenes to prove that PG&E controls the Water Board? Do large corporations always have public sector under control? Why do you think it happens? Is that a problem for Russia?

What is Erin’s reaction to the clerk’s order to give the records back? What proves that the order was initiated by PG&E? Should ordinary people have a free access to such records? Do they really have it?

<i>Scene 3. Erin and Donna. Their second meeting.</i>

1. Before watching.

At the Water Board Erin finds incriminating records proving that the ground waters of the area are contaminated by highly toxic chrome 6. However, the residents of Hinkley are unaware of the fact. Why do you think the company does not fully inform the residents about the contamination? Watch the video and find out why the people do not know what is really going on?

2. Watching Erin and Donna. Their second meeting.

What does confirm that Donna was completely unaware of the fact?

Scene 4. Addressing the injustices. Starting a massive contamination case.

1. Before watching.

In a busy law firm the idea of starting a big contamination case can be a daunting prospect. Law firms taking on such claims have to be dedicated and willing to front enormous sums of money to uncover the truth. People in the firm must be willing to spend years of their lives on the case. The same people also know they will probably experience "withdrawal" when the case is over - even if they win. Erin Brockovich and her boss, Ed Masry, rose to the occasion. A quite real estate dispute turns into a massive contamination case.

http://www.lawbuzz.com/famous_trials/erin_brockovich/erin_brockovich_ch9.htm

Why do you think Erin and Ed take a chance?

2. At first, Ed is reluctant to start a claim. What can be the reasons for that?

3. Whom do the words belong to? Erin or Ed?

Absolutely not. The only reason PG&E's even talking to us is 'cause this is a quiet little real estate dispute. We add plaintiffs, and suddenly we're in the middle of a toxic tort with a statute problem against a massive utility. No, thank you.

Okay, so here's what I'll do. I'll go on up to Ted and Rita Daniels...two of the nicest people you'd ever hope to meet, who spend every single day watching their little girl fight like a dog against this cancer... I'll tell them we can't help them because you don't feel like working that hard.

And what the hell do you know about any of this anyway!? Something like this, it could take. They're a huge corporation. They could bury us in paperwork for the next fifteen years. I'm just one guy with a private firm.

... who happens to know they poisoned people and lied about it.

We can get these people. With a little effort, I really think we can nail their asses to the wall, you do?

With all your legal expertise, you believe that?

Do you also "just know" where the money's going to come from? I've already spent most of my own savings this case.

We'll figure it out.

But I know the difference BETWEEN RIGHT AND WRONG!

How many families we talking about here?

I found one document at the water board that had a toxic test well reading from 1967.

Okay, here's the deal...if, and only if, you find me the evidence to back all this up, I'll do it. I'll take it on.. Watch the video to confirm your ideas.

5. Watch the video to confirm your ideas.

From *Huh-uh. Absolutely not* **to** *Yeah, yeah. Remind me of that when I'm filing for bankruptcy.*

5. What can an ordinary person do to successfully address injustices? Can you give examples?

Topic. Self-realization (reinventing one's own life and the life of others).

1. Here are the words Erin says in different parts of the film.

Not personal? That's my work in there. My sweat, my time taken away from my kids. If that's not personal, I don't know what is.

I still got the tiara. I thought it meant I was gonna do something important with my life, that I was gonna be someone.

What about you? You think either one of the men who gave me those children asked what I before they walked away?! All I've ever done is bend my life around what men decide they need! Well not now. I'm sorry. I won't do it.

...just wanna be a good mom, a nice person, a decent citizen. Just wanna take good care of my kids. You know.

But you know what? That's why I'm helping her. So she can get some medicine to make her feel better.

How can you ask me to do that? This job... For the first time in my life, I got people respecting me. Up in Hinkley, I walk into a room and everyone shuts up just to hear what I got to say. I never had that. Ever. Don't ask me to give it up.

Please don't be mad at me. I'm...I'm doing this for us...I know it's hard for you to understand but..I mean, don't you want mommy to be good at her job?

Rearrange them in the order she says them in the film. Who does she address them? Remember the scenes. Trace Erin's personal development and changes in her philosophy (if there are any) throughout the story.

Keys:

(...just wanna be a good mom, a nice person, a decent citizen. Just wanna take good care of my kids. You know. (the Judge)

I still got the tiara. I thought it meant I was gonna do something important with my life, that I was gonna be someone. (George)

Please don't be mad at me. I'm..I'm doing this for us...I know it's hard for you to understand but..I mean, don't you want mommy to be good at her job? (Matthew)

How can you ask me to do that? This job... For the first time in my life, I got people respecting me. Up in Hinkley, I walk into a room and everyone shuts up just to hear what I got to say. I never had that. Ever. Don't ask me to give it up. (George)

What about you? You think either one of the men who gave me those children asked what I before they walked away?! All I've ever done is bend my life around what men decide they need! Well not now. I'm sorry. I won't do it. (George)

Not personal? That's my work in there. My sweat, my time taken away from my kids If that's not personal, I don't know what is.(Ed)

But you know what? That's why I'm helping her. So she can get some medicine to make her feel better. (Matthew))

2. How and why has the public perception of Erin changed? Her children's? Ed's? George's? Her colleagues'? The plaintiffs'? Does her own perception of herself change in any way?

Give examples to support your answers.

4. What can people do to make positive changes in their lives? Is it always necessary to reinvent the life of others? Why do some people try and change the world? What can you personally do to change your own life and the world around you for better?

Step Four

Follow-Up Activities

Home Task.

Choose some people who can be role models for the U.S. and Russian societies today. Justify your choice. Write about each person. Give his/her brief personal details, describe the person's achievements and the impact of his/her deeds on the life of others.

ERIN BROCKOVICH

Authors: **Tatiana Babak, Tatiana Sofronova, Maria Tkachenko**
Krasnoyarsk State Pedagogical University

Level: upper-intermediate to advanced

Activities: before you watch
while you watch
after you watch

Time: 6 hours

BEFORE YOU WATCH

To start you thinking

- **Discuss the environmental problem of toxic waste considering the following points:**
 - the nature of the problem (what it is, why it is considered a problem)
 - examples of the problem and its immediate and underlying causes
 - possible solutions to the problem
 - possible difficulties in the implementation of these solutions

Key words:

Production, chemicals, by-products, toxic waste dumps, pollution, contamination, leak, waste disposal, diseases, lawsuit, penalty, control by the authorities, new production techniques, recycling.

- **Which crimes can toxic waste pollution be concerned with? Back up your choice.**

Smuggling, bribery, extortion, piracy, murder, manslaughter, kidnapping, fraud, forgery, blackmail, **ecoterrorism***, assault, _____ (other offences).

***Ecoterrorism** is the destruction, or the threat of destruction, of the environment in order to intimidate or coerce governments.

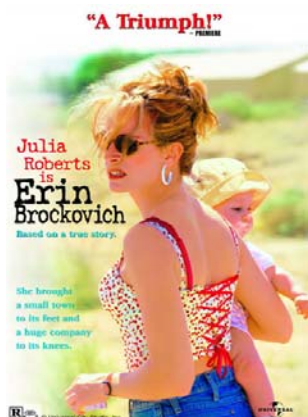
The term has also been applied to crimes committed against companies or government agencies in order to prevent or interfere with activities allegedly harmful to the environment. Ecoterrorism includes threats to contaminate water supplies or to destroy or disable energy utilities, for example, and practices such as the deployment of anthrax. Another form of ecoterrorism, often referred to as environmental warfare, consists of the deliberate and illegal destruction, exploitation, or modification of the environment as a strategy of war or in times of armed conflict. Examples include the U.S. military's use of the defoliant Agent Orange during the Vietnam War and the destruction of Kuwaiti oil wells by retreating Iraqi military forces during the

1991 Persian Gulf War. The activities of some environmental activists also have been described as ecoterrorism. These activities include criminal trespass on the property of logging companies and other firms and obstruction of their operations through sabotage as well as the environmentally harmless modification of natural resources in order to make them unsuitable for commercial use (a practice known as “monkeywrenching”).

Britannica Encyclopedia

Introduction to the film

- **Prediction/Speculation:** Suggest the development of the film plot judging by the film's ad given below.



Julia Roberts is
Erin Brockovich
Based on a true story

"Someone had to actually DO an investigation and gather enough information to make everyone's hair stand on edge. Someone like Erin Brockovich is always needed to bring a giant to its knees".

(from the Anderson vs PG&E case at lawbuzz.com)

Background Information

Pacific Gas&Electric Co. (PG&E) is one of the largest combination natural gas and electric utilities in the United States. The company, a subsidiary of PG&E Corporation, serves approximately 14 million people throughout a 70,000-square-mile service area in northern and central California. (*pge.com*)

Gas Compressor is a device to boost pressure in a pipeline system to bring natural gas to the service area. (*lawbuzz.com*)

Hexavalent Chromium (Chromium VI, Chrome-6) is a known carcinogen used as a rust inhibitor by PG&E who added it to the cooling water to prevent corrosion of gas compressors. (*lawbuzz.com*)

Chromium III (Chrome-3) is a non-toxic trace mineral found in such foods as broccoli, cheese, meats, cereal, brewer's yeast, whole grains, and mushrooms (*ETC.org*). Chromium-3 is considered essential in man and animals for efficient lipid, glucose, and protein metabolism (*GreatDreams.com*).

Vocabulary Focus

- **Before you watch the film, check that you know the meaning of the following words:**

Regional Water Board, Cleanup and Abatement Order, EPA's drinking water standards, groundwater contamination, utility plant, cooling towers, unlined earthen ponds,

decreased white blood cells, increased lymphocytes, immunodeficiency, benign lumps/tumors, hysterectomy, miscarriages, Hodgkin's disease, rashes, DNA,

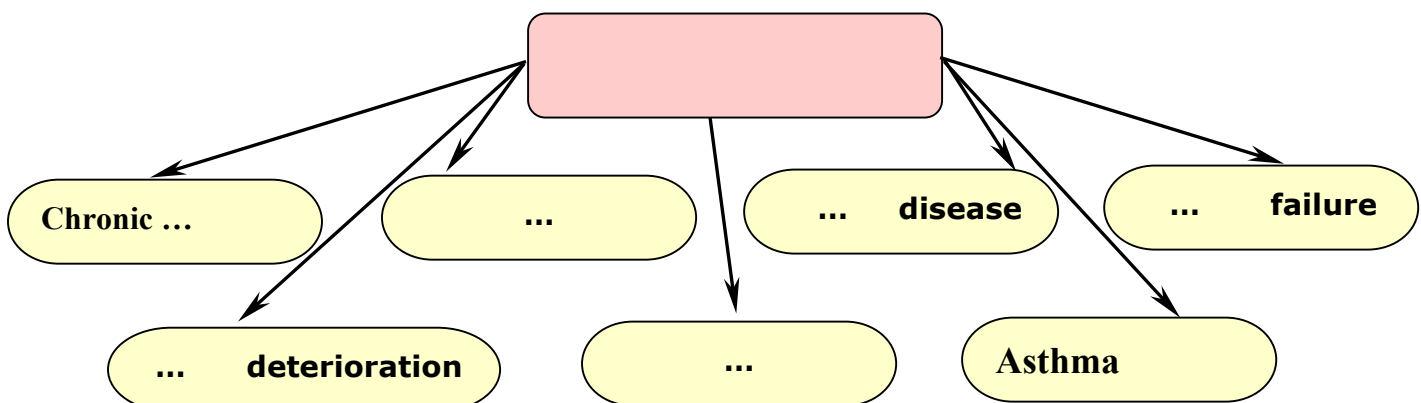
Claims Department, fair market, real estate purchase offer,

To file a suit, arbitration/ test trial, appeal, judge, jury, attorney, plaintiff.

WHILE YOU WATCH

Comprehension check

- **While watching, take notes to answer the following questions:**
 - ❑ Why was Erin's applying for a job was not a success?
 - ❑ Give details of the car accident lawsuit. Why was it lost?
 - ❑ Why were medical examination records enclosed with the real estate file? What were Donna Jensen's "Summary Results for the Immunotoxicology Panel"?
 - ❑ Fill in the chart according to Dr. Frankel's words (a toxicologist):



- What samples were taken by Erin Brockovich to carry out chromium toxicity tests?
- Why did the lawyer Ed Masry hesitate to undertake a lawsuit? What is needed to win the case?
- How many final agreements were signed by plaintiffs?

➤ **Explain what is meant:**

“...Some of the girls are a little uncomfortable because of what you wear...”

“...Which number do you want, George?”

“...I wouldn't advertise what you are looking for...”

“... He is taking a chance too...”

“...you're still technically a woman?”

“...You stuck me in Siberia dictating to some goddamn steno clerk ...”

“...We had that water brought in special for you folks...”

➤ **While watching the film note down the meaning of the following figures in Erin Brockovich's life.**

2	
8	
3	
6	
10	
454-3943	
0	
\$ 17,000	
632	
\$ 66,500	
\$ 250,000	
40%	
\$ 16	
\$ 2 million	

AFTER YOU WATCH

Historic Reference

- **Comment on the information given below**

- ❖ **Since the 1920s** chrome-6 is known as a cancer-causing chemical.
- ❖ In **1952**, the Hinkley Compressor Station was built. To keep its cooling towers from corroding too fast, PG&E added a “corrosion inhibitor”, Chrome-6, to the cooling water from the day it first operated the plant.
- ❖ In **1965**, PG&E test data of chromium concentration showed levels up to 400 times the EPA’s current safety standard.
- ❖ By **1966** concentrations of highly toxic chromium VI in the groundwater basin reached peak levels of 1,000 to 5,000 times the safe limit for drinking water and more than 50,000 times the safe level for inhalation.
- ❖ Only in **1972** the company lined the wastewater ponds.
- ❖ In **1987**, officials from the company advised the State of California they had detected levels of Chrome-6 in a groundwater monitoring well north of the compressor station’s waste water ponds. The levels were ten times greater than the maximum amount allowed by law. Company officials started a program to buy every piece of property in the community thought to be affected by the pollution.
- ❖ In **1988**, PG&E distributed flyers to local residents saying: *“Chromium levels meet the very conservative drinking water standards set by the EPA. ... In fact, chromium in this form is a naturally occurring metal that is an essential ingredient in the human diet, one that is often included in multiple vitamin/mineral supplements”*.
- ❖ In **1994**, the arbitration trial was initiated by Erin Brockovich and her boss, Ed Masry.
- ❖ In **1996**, the plaintiffs reached a global settlement with PG&E which:
 - Compensated all the named plaintiffs in the amount of \$333 million
 - Required PG&E to clean up the environment
 - Required PG&E to stop using chromium-6

lawbuzz.com

Points for Consideration

- **Characterize Erin-mother and Erin-employee.**



Julia Roberts, Albert Finney in "Erin Brockovich" Universal Pictures Inc.

<http://www.triviana.com/film/efilm/erinla mp.jpg>

- **Discuss the children-career dilemma for women and suggest your solution.**



Julia Roberts, Aaron Eckhart in "Erin Brockovich" Universal Pictures

- **Comment on Beth's first-word episode.**
- **Is it a good thing to venture taking up a job, which you have no expertise in?**
- **Comment on the day-to-day situation in environmental**



protection systems of industrial enterprises in your area (city, region, country, etc.)

➤ **Translate:**

1. На Вашем месте я не стал бы трубить о том, что Вы ищете. Важные документы имеют обыкновение исчезать, когда негодяи чувствуют, что запахло жареным.
2. Доказано, что все заболевания семьи Дженсен являются следствием повышенной концентрации шестивалентного хрома, а именно: опухоль груди, рак матки, болезнь Ходжкина, иммунодефицит, астма и хронические носовые кровотечения.
3. При постоянном превышении критического уровня последствия могут быть самыми разными: головные боли, носовые кровотечения, респираторные заболевания, хронические заболевания печени, сердца, половых органов, повышенная ломкость костей, а также любая разновидность рака.
4. Это высокотоксичное и высококанцерогенное вещество, оно попадает в ДНК, поэтому все заболевания передаются по наследству.

Creative Activity

➤ **Erin Brockovich Movie Trailer dubbing**

Dub in the movie trailer in small groups, present your versions and then watch and listen to the original.

([http:// www.chasingthefrog.com/reelfaces/brockovich.php](http://www.chasingthefrog.com/reelfaces/brockovich.php) page 5)

SUPPLEMENT

Frequently Asked Questions

Did Erin Brockovich really memorize all 634 plaintiffs and their cases?

Yes. In a Q&A session, Erin said that because she suffers from dyslexia, she is unable to read and comprehend in a normal manner. In order to cope with her illness, she said that she has learned mostly everything in her life through memorization. This is how she remembered all of the Hinkley residents' cases. In addition to dyslexia, Erin also claims that she has struggled through anorexia and that she has panic disorder.

- *CommonWealthClub.org*

The scene where Julia Roberts told one of the defense attorneys, "We had that water brought in special for you folks," did that really happen?

Yes. In a Q&A session, Erin Brockovich said that this happened but in a different context. Instead of an office meeting room, it happened in a court of law. - *CommonWealthClub.org*

Had Erin Brockovich really been Miss Wichita?

In responding to a question regarding the movie's accuracy, Erin answered by saying the following: "It's about 98 to 99 percent accurate. They took very, very few liberties. One of the liberties was, I was not Miss Wichita. I was actually Miss Pacific Coast, right here in California. Steven Soderbergh thought it would be cute since I was from Kansas to throw that in there." - *CommonWealthClub.org*

Did the real Erin Brockovich appear in the film?

Yes. The real Erin Brockovich appeared as a waitress in the film. - *IMDB*

How much were the lawyers rewarded as a result of the settlement with PG&E?

In 1996 PG&E settled case for \$333 million. This was the largest settlement ever awarded in a direct –action lawsuit in the history of the United States. The lawyers received forty percent, which was a little over \$133 million. As in the film, attorney Ed Masry rewarded Erin Brockovich with a \$2 million bonus. On average, each plaintiff received \$300,000.

–*Salon.com*

Erin Brockovich Shooting Script at

http://www.dailyscript.com/scripts/erin-brockovich_shooting.html

Work in groups of two or three and discuss if the examples given below can be regarded as acts of ecoterrorism. State the possible punishment for these crimes.

2004

Jan. 23; Bloomington, Ind. Fire destroys a luxury home under construction at the Sterling Woods Development. Investigators find a cryptic message spray-painted in black on a sign near the house: "No Sprawl - ELF." Damages \$200,000. An ELF statement obtained by the Environment News Service says, "The house was targeted because the sprawling development it is located in is in the Lake Monroe Watershed. This is the drinking water supply for the town of Bloomington, Indiana and the surrounding area. It is already being jeopardized by existing development and roads."

April 30; Bloomington, Ind. At least six pieces of logging and heavy construction equipment are sabotaged and a trailer full of wood chips is set ablaze at a road construction site just outside the city. A communiqué from the Earth Liberation Front states its plan was to punish those developing wooded areas around Bloomington, which "have turned what was once forested land into parking lots, luxury houses for rich scum and expanded roads." Damages: \$75,000.

July 20; Rhinelander, Wis. Vandals hack down thousands of experimental trees, mostly poplars, and spray-paint vehicles at a U.S. Forest Service research station. The Earth Liberation Front claims the attack was against bioengineering, although researchers say the trees were bred naturally to grow faster and resist diseases. Damages: \$1 million.

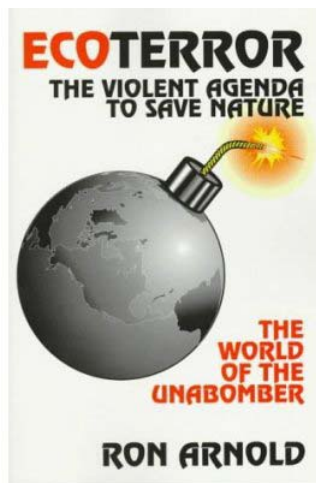
Oct. 18; Shoals, Ind. Vandals find four pieces of heavy logging equipment in the Martin State Forest and cut hoses, slash seats, destroy gauges and pour sand in the engines, fuel tanks and radiators. They leave spray-painted graffiti including, "Earth Raper," "Go Cut in Hell," and "ELF." Damages: \$55,000.

Nov. 27; Niwot, Colo. Arson hits one of the first luxury homes going up in a new subdivision. The Earth Liberation Front later sends a note, made of letters clipped from magazines, to the Boulder Weekly newspaper: "Viva la revolution! The Boulder ELF burned the Legend Ridge mansion on Nov. 27th." The underground group explains in a follow-up communiqué that the arson was driven by defeat of a statewide ballot measure to control growth. Damages: \$500,000.

cdfe.org

Study editorial remarks on the forthcoming book devoted to the problems of ecoterrorism and work out its presentation at the book exhibition.

**Ecoterror: The Violent Agenda to Save
Nature: The World of the Unabomber
(Paperback)
by Ron Arnold**



Book Description

Details of the violent agenda to save nature found in headline-grabbing crimes such as the \$12 million arson of Vail ski area in Colorado by Earth Liberation Front.

About the Author

Ron Arnold is an award-winning writer and advocate of free enterprise. He testified before Congressional hearings on ecoterrorism and is sought by security experts for his insights into environmentalist crimes.

For advanced chemists

Chromium - Metallic chemical element, one of the transition elements, chemical symbol Cr, atomic number 24.

A hard, steel-gray metal that takes a high polish, it is used in alloys (e.g., ferrochromium, steel, stainless steel) to increase strength and corrosion resistance. It usually has valence 2, 3, or 6 and always occurs combined with other elements, especially oxygen; chromite is its only commercial source. Various coloured gemstones (e.g., ruby, emerald, serpentine) owe their colour to chromium. Sodium chromate and dichromate are used in leather tanning, in metal surface treatment, and as catalysts. Chromium trioxide is used in chrome plating and as a colorant for ceramics. Chromium oxide, lead chromate, and various other chromium compounds are used as pigments. Chromium dioxide, strongly magnetic, is used in recording tapes and as a catalyst.

Britannica Encyclopedia

ERIN BROCKOVICH

Author: **Dina Litvina,**
Moscow State University

Target audience: legal students, students taking American studies with profound interest in legal English and American Legal system

Level of English: upper-intermediate +

Topic: Legal interviewing and counseling

Goals:

- understand importance of establishing rapport with a client;
- learn client interviewing skills;
- understand the use of empathy in legal communicative situation.

Part of the film in focus: Erin's and Teresa's interviews with plaintiffs (however the screening of the whole movie is preferable for it provides better understanding of the effect emphatic or non-emphatic communication with the clients can have)

Activities: Discussion

Screening Erin Brockovich

Internet research

Role-play: legal interviewing of a client (empathetic communication)

Timeline: 4 hours of in-class activity

.....

Homework for lesson #1:

1) Using [Hot List](#) provided by the teacher and any other material you may wish to use find answers to the following questions:

What is empathy? What are things that hinder empathy? What are possible ways to improve empathy?

What is the role of empathy in legal communicative situations? How important is empathy in legal profession in the USA? Give examples of cases where empathetic communication is especially important.

2) Read through vocabulary list offered by Raymond Weschler at www.eslnotes.com/movies/html/erin-brockovich.html

Lesson #1

A. Pre-watching activities:

1) Introduction: instructor summarizes the plot of the movie.

2) Discussion in small groups:

Students discuss the information they found at home in groups of 3 or 4. Each group chooses a leader who is to make a short presentation about their finding in front of the class.

3) Vocabulary

Have the students do exercise 1 from their [worksheet](#). Help them with the words they don't know.

B. Watching [five interviews](#) with Donna Jensen, Tom and Mandy Brown and Pamela Duncan

Have the students do exercise 2 from their [worksheet](#).

C. After watching

Discussion:

- 1) Distribute the [scripts](#) of the five interviews the students have watched. Ask the students to underline emphatic constructions Erin uses and think about other verbal and non-verbal means she employs to show empathy.
- 2) Analyze the way Erin interviews the plaintiffs (Donna Jenson, Pamella Duncan, Mandy and Tom Brown). Give particular examples from the interviews. What else can be done to make communication between a lawyer and his client more effective?

Homework for lesson #2:

- 1) Write down the emphatic constructions on a separate sheet of paper. Use the ones from Erin's interviews and add your own examples.
- 2) Make sure you know the following legal terms:
 - Binding arbitration
 - Damages
 - Demurrer
 - Judge
 - Dismiss a case
 - Statute of limitation
 - Jury
 - Trial
 - Appeal
 - Lawsuit
 - Plaintiff
 - To try
 - Retroactive
 - Counsel
 - To be liable to

Lesson #2

A. Pre-watching activity

1) Discussion:

What is the difference between “big-shot” lawyers, those who work for large corporations or prestigious law firms, and lawyers employed by small firms? Do they have different views of lawyer-client relationships? Do they treat their clients differently? If yes, then what could be the reason for that?

2) Vocabulary

Have the students do exercises 1 and 2 from their [worksheets](#).

B. Watching [Erin's and Ed's meeting](#) with their first plaintiffs in the Jensens' house; [Erin's and Theresa's interviews](#) with Bob Linwood and Ted and Rita Daniels; [Erin's telephone conversation](#) with Ted Daniels; and [three short episodes](#) which illustrate “big-shot” lawyers' behavior.

Ask the students to pay attention to the way Kurt and Theresa treat their clients compared to the way Erin and Ed treat them.

Have the students do exercise 3 from their [worksheets](#).

C. After watching

Discussion:

- 1) Distribute [scripts](#) of Erin's and Ed's meeting with their first plaintiffs at Jensens' house? How does Erin convince the plaintiffs to sign the contract with Marsy&Vititoe? In what ways was Ed's behavior non-empathetic?
- 2) Distribute [scripts](#) of Erin's and Theresa's interviews with Ted and Rita Daniels and Bob Linwood? Who is more effective? What mistakes does Teresa make? Use the text of the interviews; give particular examples of emphatic and non-emphatic behavior.
- 3) Discuss the way Kurt, Theresa and PG&E's lawyers treat the plaintiffs. Do you think Kurt and Theresa would have been able to win the suit without Erin and Ed? Explain your answer. What is more important Harvard Law School degree or knowing how to establish good rapport with a client? Is it possible to have both?

- 4) Discuss Pamela Duncan's, Daniels' and other plaintiffs' attitudes toward Kurt Potter, Theresa Dallavalle. Ted Daniels describes Theresa as "stuck-up". What does this expression mean and what made Ted call her that?

Lesson #3

A. Role-play (taken from "New Ways in English for Specific Purposes", 1998):

- 1) Prepare role-play information cards for students who will take the role of a client: the problem a client is faced with should be one that is embarrassing or difficult to discuss. Here are three examples of such cards:

Card #1

You are a homosexual and have HIV. You used to work as an accountant in a local bank. You worked there for 5 years. You were always recognized as one of the best professionals in your bank. You were recently promoted. You chose not to inform your employers that you are HIV-positive, but somehow they learned about that. Shortly after that you were fired. Your employers told you that you have been dismissed on the grounds of redundancy but you are convinced that you were fired because you are HIV-positive. You want to sue your former employers for wrongful termination.

Card #2

You are a college student. A week ago you went to your friend's birthday party. At a party you met a girl you liked. After you both had a couple of drinks you invited the girl to go to a bedroom with you. You had sex. You are convinced that sexual intercourse happened on mutual consent, but the girl claims you took advantage of her and is determined to sue you for rape.

Card #3

You are a single mother of two kids. Your older son is 12. One day he comes home high from smoking pot and starts saying rude things to you. He calls you names and says that your ex-husband left you because you are a whore. You lose control and slap him across the face. Your son falls and breaks his left arm. You take him to the hospital and one of the nurses calls social services. Now you are being sued for domestic abuse.

You can also ask imaginative students to come up with their own situations.

- 2) As an example take the role of the lawyer and ask a volunteer student to describe his situation. Interview the volunteer student demonstrating (with humor) extreme example of both poor and overdone empathy and the effect of both.
- 3) Distribute information cards to the students who will play the clients.
- 4) Repeat introductory demonstration this time with two students playing a lawyer and a client. Have other student critique the performance.
- 5) Have the students do the role-play in pairs. Go around the classroom listening to their performances and noting down comments.
- 6) Discuss students' feelings during the interview.

B. Writing Activity: Ask the students to write a paper titled "Empathy in interviewing clients: how important is it?"

The paper should address the following points:

- what is empathy;
- what are linguistic and extra linguistic means to improve empathy;
- how important is empathy in interviewing and counseling clients (e.g. can a lawyer lose his client because s/he is not being emphatic enough?);

Students are advised to support theoretical statements with the examples from "Erin Brockovich" movie or from the role-play.

Interviews for lesson #1.

Interview #1 with DONNA JENSEN

INT. THE JENSENS' HOUSE - LIVING ROOM - DAY

DONNA I don't mean to be a pain in PG&E's backside, especially after all they've done for Hinkley, but I look around here and I think, if they want this place, they're gonna have to pay for it.

ERIN So you didn't put the house up for sale - they just came to you and wanted to buy it?

DONNA Yeah. I don't want move. Uproot the kids. I have a couple of girls. Honest to God, I don't know if I have the energy. You know, I've been sick. Me and Pete both have. So, the whole idea of selling this house if they are not gonna pay for it properly. I don't just see the point.

ERIN Yeah, I can see that I guess the only thing that confused me is -- not that your medical problems aren't important, but -- how come the files about them are in with all the real estate stuff?

DONNA There's so much correspondence, I just keep it all in one place.

ERIN Right, but -- I'm sorry, I just don't see why you were corresponding with PG&E about your medical problems in the first place.

DONNA Well, they paid for the doctor's visit.

ERIN They did?

DONNA You bet. Paid for a check-up for the whole family. And not like with insurance where you pay, then a year goes by and maybe you'll see some money. They just took care of it. Just like that. We never even saw a bill.

ERIN Wow. Why would they do that?

DONNA 'Cause of the chromium.

ERIN The what?

DONNA The chromium. Well, that's what kicked this whole thing off.

Interview #2 with DONNA JENSEN

DONNA An on-site monitoring well? That means -- well --

ERIN It was right up on the PG&E property over there.

DONNA And you say this stuff, this hexavalent chromium -- it's poisonous?

ERIN Yeah.

DONNA Well, Erin, then it's gotta be different than what's in our water, 'cause ours is okay. The guys from PG&E told me. They sat right in the kitchen and said it was fine.

ERIN I know. But the toxicologist that I've been talking to? He gave me a list of problems that can come from hexavalent chromium exposure. And everything you all have is on that list.

DONNA No, that's not what the doctor said. He said that one's got absolutely nothing to do with the other.

ERIN PG&E paid for that doctor.

DONNA: ASHLEY! SHANNA!

EXT. DONNA'S HOUSE - DAY

DONNA: OUT OF THE POOL! BOTH OF YOU, OUT OF THE POOL, RIGHT NOW!

SHANNA How come?

DONNA: 'CAUSE I SAID SO, THAT'S WHY, NOW GET OUT! OUT! NOW!!!

Interview #3 with MANDY AND TOM BROWN

MANDY Excuse me, are you Erin Brockovich? ERIN Yeah. Who are you?

TOM I'm Tom Brown. This is my wife Mandy. We used to live across the street from the Jensens. I think you know Donna. PG&E bought our house last year.

INT. ERIN'S DESK - LATER CLOSE ON PHOTOS OF CHICKENS,

TOM The vet said they had a bunch of tumors and stuff and some of them couldn't really walk

ERIN Wow. How many were born like this?

TOM Twelve, maybe thirteen or so.

MANDY When Donna told us about you, and what you told her about the chromium, we figured that might have something to do with this, too.

ERIN Yeah, it might. May I keep these?

TOM Yeah.

ERIN Great.

MANDY There's something else, too.

ERIN What?

TOM Well. Mandy here's had five miscarriages.

ERIN I am so sorry.

MANDY I figured it musta been something I did, like when I smoked marijuana, maybe. Or took birth control pills. But then Donna said that me you thought this chromium might be to blame for her problems, so I figured it might have something to do with mine.

Interview #4 with DONNA JENSEN

INT. JENSENS' HOUSE - DONNA'S BEDROOM - DAY Donna's sitting quietly in bed. Erin is sitting on the edge of the bed.

DONNA I'd got so used to having 'em come up benign, I guess I just didn't expect it.

DONNA (CONT'D) Sure wish I had longer to get used to the idea. (beat) You think if you got no uterus, and no breasts, you're still technically a woman?

ERIN Sure you are. You're just a happier woman, 'cause you don't have to deal with maxi-pads and underwire.

DONNA We're gonna get them, aren't we, Erin? You gotta promise me that we're gonna get them.

Interview #5 with PAMELA DUNCAN

INT. PAMELA DUNCAN'S HOUSE - DAY

ERIN We can get them, Pamela. We can.

PAMELA I don't want to feel it all over again and then...not have it come out right. I don't know if I could handle that. Put my kids through that.

ERIN See, the thing is... it doesn't matter whether you win lose or draw here. You were lied to. You're sick, your kids are sick because of those lies. If for no other reason, you all have to come together to stand up in a courtroom and say that

PAMELA (CONT'D) I'd bring the kids into the hospital with towels soaked from their nosebleeds. They called county services because they assumed the kids were being abused.

Lesson #2

ERIN AND ED are interviewing PETE AND DONNA JENSEN and TOM AND MANDY BROWN

EXT. JENSENS' HOUSE - NIGHT

PETE (O.S.) There's something about this whole thing I don't quite understand, Mr. Masry. INT.

DONNA IRVING'S HOUSE - LIVING ROOM - NIGHT Donna and Pete Irving, and Mandy and Roy Brown are all seated, sipping iced tea. While they talk, Erin hands them all information packets on chromium. Ed is standing in front of them, a little stiff.

PETE If PG&E messed with our water, why would they bother saying anything about it to us? Why not just keep quiet about it?

ED To establish a statute of limitations. See, in a case like this, you only have a year from the time you first learn about the problem to file suit. So PG&E figures, we'll let the cat out of the bag -- tell the people the water's not perfect; if we can ride out the year with no one suing, we'll be in the clear forever.

DONNA But it was more than a year ago that they told us --

ED It's okay. We're not suing.

ERIN Not yet.

ED (annoyed at that remark) All we're doing is using this information to get you a real nice purchase price on your house, and get you two -- (to the Browns) -- a comparable retroactive bonus on your sale price. This way, PG&E can still look good to their shareholders, 'cause they're not involved in an ugly lawsuit; all they're doing is buying a little property. (Roy looks up from his retainer agreement.)

ROY It doesn't say here how much this whole thing's gonna cost us.

ED My fee's forty percent of whatever is awarded.

ERIN Boy, do I know how you feel. The first time I heard that number, I said you got to be kidding me. Forty goddamn percent?

ED Erin --

ERIN I'm the one who's injured, and this joker who sits at a desk all day is gonna walk away with almost half my reward?

ED Erin --

ERIN But then I asked him what he makes if I don't get anything. (They look at Ed.) Well?

ED Then I don't get anything either.

ERIN And I realized, he's taking a chance too. Plus he's out for all the costs.

ED All right, then.

DONNA I made a bundt cake. Let me put on some coffee. Who wants coffee and cake?

ED Thank you, but we have to be getting back.

Boy. Cold as ice. (Erin stares at him, stunned by his brusque manner, then leans into him, close).

ERIN (whispering) Have a fucking cup of coffee, Ed.

ED Coffee would be great, thank you.

ERIN (CONT'D) I'll help you.

PETE My wife makes really good bundt cake.

ED I love bundt cake.

Interviews for lesson #2

Erin's interviews

Interview #1 with BOB LINWOOD

EXT. LINWOOD DAIRY - BARN – DAY

LINWOOD It seems that everybody in our family had a rash somehow. It also seems that no matter what we did it was always getting back.

ERIN Over what period of time?

LINWOOD Long time. Years. Just couldn't get rid of it, that's all.

Interview #2 with RITA AND TED DANIELS

INT. RITA AND TED DANIELS' HOUSE - DAY Erin is talking to TED AND RITA DANIELS. Their daughter ANNABELLE, 10, is sitting on the couch, wrapped in a blanket.

ERIN ...then Mike Ambrosino had remembered that he had seen you folks at the hospital from time to time too, so That's what brought me out here. (to Annabelle) Woofy, aren't you a beauty? You drive those boys crazy, don't you? (Annabelle smiles a little.) You do, don't you? Torture them. It's good for them.

TED Don't teach her anything too early.

RITA She can't wait to wear that new dress.

TED Yeah, she wants to go back to school.

Theresa's interviews with

BOB LINWOOD

EXT. LINWOOD'S DAIRY - DAY Bob Linwood is in his barn, mucking it out. Theresa is at the edge of the property, trying unsuccessfully to get his attention by yelling and waving her arms. In her expensive shoes, she's stopped short of the cow patty minefield.

THERESA Mr. Linwood! Mr. Linwood! Bob!

RITA AND TED DANIELS

INT. DANIELS' HOUSE - DAY Theresa is talking to Rita and Ted Daniels. Annabelle is curled up on the sofa, wrapped up in a blanket.

THERESA Ok. Now. If you could just walk me through all of the elements of Annabelle's illness. When the symptoms began prior to the first medical visit. If you could reserve sentimental indulgements I would appreciate that because they're not gonna help you in court.

RITA Ok.

THERESA I just need facts, dates, time.

Empathy Hotlist

Empathy

1) Empathy and active listening, examples of the ways to show empathy:

<http://www.educ.uvic.ca/faculty/hfrance/3.htm>

2) Dictionary definitions of empathy (read at least five of them):

1. [empathy](#) : Merriam-Webster's Online Dictionary, 10th Edition [[home](#), [info](#)]
2. [empathy](#) : Compact Oxford English Dictionary [[home](#), [info](#)]

3. [empathy](#) : Encarta® World English Dictionary, North American Edition [[home](#), [info](#)]
4. [empathy](#) : Cambridge International Dictionary of English [[home](#), [info](#)]
5. [empathy](#) : The Wordsmyth English Dictionary-Thesaurus [[home](#), [info](#)]
6. [empathy](#) : The American Heritage® Dictionary of the English Language [[home](#), [info](#)]
7. [empathy](#) : Infoplease Dictionary [[home](#), [info](#)]
8. [empathy](#) : Dictionary.com [[home](#), [info](#)]
9. [empathy](#) : Online Etymology Dictionary (word origins) [[home](#), [info](#)]
10. [empathy](#) : UltraLingua English Dictionary [[home](#), [info](#)]
11. [empathy](#) : Cambridge Dictionary of American English [[home](#), [info](#)]
12. [Empathy](#) : Wikipedia, the Free Encyclopedia [[home](#), [info](#)]
13. [empathy](#) : Rhymezone [[home](#), [info](#)]
14. [empathy](#) : AllWords.com Multi-Lingual Dictionary [[home](#), [info](#)]
15. [empathy](#) : The New Dictionary of Cultural Literacy [[home](#), [info](#)]
16. [empathy](#) : Hutchinson's Dictionary of Difficult Words [[home](#), [info](#)]
17. [empathy](#) : WordNet 1.7 Vocabulary Helper [[home](#), [info](#)]
18. [empathy](#) : LookWAYup Translating Dictionary/Thesaurus [[home](#), [info](#)]

Empathy in legal profession:

1) <http://www.rongolini.com/Interviewing.html>

Interviewing, counseling, negotiating Review of selected articles by Ronald Golini

2) <http://www.illinoisbar.org/Member/feb99lj/p109.htm>

Legal communication Law and Literature: Resources for Illinois Attorneys and Law Students

by Mark Sanders

3) <http://www.mccammongroup.com/articles/representing-a-client.asp>

Integrating Assertiveness and Empathy by Lawrence H. Hoover, Jr., *Virginia Lawyer's Weekly*, September 3, 2001

4) <http://law.cua.edu/faculty/barry/Articles/bastress12.htm>

Interviewing, Counseling and Negotiating, Chapter 10 "Planning and Structuring the Counseling Session", pp. 235-249, 1990 Bastress & Harbaugh.

5) <http://www.legalaiduniversity.org/blst01>

A course aimed at teaching law students and lawyers effective communication with clients

Lesson #2

Erin and Ed have a meeting with PG&E's lawyers

ERIN Jesus, they look like secret service.

ED Intimidation. Let the game begin. Show them into the conference room. Donald, Anna I wanna talk to you for a minute.

ED Counselors

SANCHEZ Counselors. Let's be honest here, 20 million dollars is more money that these people have ever dreamed of.

ERIN That pisses me off. First of all, since the demurrer we have more than 400 plaintiffs and let's be honest here we know that there're more out there. They may not be very sophisticated people, but they do know how to divide and 20 million dollars isn't shit when you split it between them.

ED Erin –

ERIN Second of all, these people don't dream about being rich. They dream about being able to watch their kids swimming in the pool without worrying that they will have to have hysterectomy at the age of 20 like Rosa Dee, a client of ours, or have their spine deteriorate like Steven Bloom, another client of ours. So, before you come back here with the offer I want you to think real hard about what your spine is worth Mr. Walker or what you might expect someone to pay for your uterus, Miss Sanchez. Then you take out your calculator and you multiply this by a hundred. Anything less than that is a waste of our time. By the way we had this water brought in specially for you folks. It came from Hinkley.

SANCHEZ I think this meeting is over.

ED Damn right it is.

Erin, Theresa, Curt and Ed discuss the case in Curt's law firm

INT. POTTER, HUGHES & ROSEWOOD - CONFERENCE ROOM - DAY Potter, Ed, Erin, Theresa

POTTER ...PG&E have requested that we submit to binding arbitration...

ERIN What's that?

POTTER PG&E That's when we try the case without a jury, just before the judge. It is called a test trial. Judge's decision is final. There is no appeal. How many plaintiffs do you have?

ERIN 634.

POTTER Well, they've never tried that many all at once so we gotta get them in groups of twenty to thirty, the worst cases, most life threatened, the sickest, in the first group and so on..and each one gets to go before the judge to determine damages.

ERIN Let me get this straight.

ED If we went to trial PG&E could stretch this over ten years – appeal after appeal. These people –

ERIN -- these people are expecting a trial. That's what we told them. You and me. They won't understand this.

ED Curt thinks it's the best way to go.

POTTER I promise you that we'll be very sensitive in proposing this point. We will make sure they understand it's the only way we can go forward now. But we have a lot of work to do before we even broach the subject.

THERESA You know what? Why don't I take Erin down the hall, so we can start on this stuff and I'll fill her in on the rest..

ERIN Hey -- those are my files –

THERESA Yeah, we had them couriered over. And listen, good work. They're a great start. We're just going to have to spend a little time filling in the holes in your research.

ERIN Excuse me - Theresa, is it? There are no holes in my research.

THERESA No offense. There are just some things we need that you probably didn't know to ask.

ERIN Don't talk to me like I'm an idiot, okay? I may not have a law degree, but I've spent 18 months on this case, and I know more about those plaintiffs than you ever will.

THERESA Erin. You don't even have phone numbers for some of them.

ERIN Whose number do you need?

THERESA Everyone's. This is a lawsuit. We need to be able to contact the plaintiffs.

ERIN I said, whose number do you need?

THERESA You don't know six hundreds plaintiffs' numbers by heart.

THERESA Annabelle Daniels.

ERIN Annabelle Daniels. 714-454-9346.

ERIN 10 years old, 11 in May. Lived on the plume since birth. Wanted to be a synchronized swimmer, so she spent every minute she could in the PG&E pool. She had a tumor in her brain stem detected last November, had an operation on Thanksgiving, shrunk it with radiation after that. Her parents are Rita and Ted. Ted's got Chron's disease, and Rita has chronic headaches and nausea and underwent a hysterectomy last fall. Ted grew up in Hinkley. His brother Robbie and his wife May and their five kids, Robbie, Jr., Martha, Ed, Rose, and Peter also lived on the plume. Their number's 454-9445. You want their diseases? (Beat. Erin glares at Theresa, indignant.)

THERESA Okay, look -- I think we got off on the wrong foot here --

ERIN That's all you got, lady. Two wrong feet. In fucking ugly shoes.

Lesson #2

Erin's getting a call from Ted

INT. ERIN'S APARTMENT - KITCHEN - DAY Erin is lying in bed, home sick, talking on the phone. She's talking over the noise of TANIA, her 20-something Eastern European nanny, vacuuming the hall.

ERIN I know she isn't real warm, but they say she's a real good lawyer...

TED She's asking the same questions you asked. We already told you everything. I don't want her coming to the house again. She's kinda stuck-up, and she upsets Annabelle.

ERIN If you don't like Theresa, that's ok. You know how important Annabelle is to me. Me and Ed are still here for you.

TED I called Ed two days ago, Erin, and he still hasn't called me back. Now, I hate to say this, but everyone's pretty upset about that arbitration thing...

ERIN (stunned) WHAT?

TED I mean, Pamela's written a letter in the Hinkley news telling everybody to get new lawyers..that we've been lied to. Is it true?

ERIN No.

TED Did you? Did you?

ERIN I'm telling you the truth and I will get to the bottom of this.

TED Don't lie to us.

ERIN I will take care of this, I promise.

TED We trusted you.

ERIN Thanks, I'll talk to you soon.

Ed, Theresa and Potter are discussing the case

POTTER: I'm not saying it's not a strong case. If it wasn't a strong case, the demurrer would have been dismissed and I wouldn't have been here. What I'm saying is that we still don't have the smoking gun that ties San-Francisco to Hinkley. Something that proves that prior to 1987 PG&E corporate knew the water in Hinkley was bad and did nothing about it.

ERIN BROCKOVICH

Author: Elena Smetanina
Moscow, Russian State University for Humanities,
Center for American Studies

Level:

Upper-intermediate, advanced students

Objectives:

- *To study American values through the movie “Erin Brockovich”;*
- *To increase knowledge about civil society and the role of an individual in civil society;*
- *To discuss contemporary ecological issues (water pollution) and the importance to find ways to solve ecological problems;*
- *To develop Web search skills for obtaining required information;*
- *To increase communication, listening, writing and translation skills.*

Duration of the Lesson:

3 classes (90 minutes each) of real class hours are needed. The hours for students’ homework depend on their skills, level, and etc.

Exposition:

The movie “Erin Brockovich” is one of the American films to study contemporary social life in the U.S.A., the role of an individual in civil society, the role of women in present-day society as well as ecological issues such as the problem of contaminated water. The set consists of 3 lessons. The main topics to be discussed during class hours are as follows: Civil Society, and the Role of Individual in Civil Society, Women’s Movement and Feminism, Ecological Issues.

Before watching the movie and talking about the issues selected the students are encouraged to get the vocabulary of the film and essential vocabulary for the topics.

Lesson I Introductory lesson

The teacher is recommended to use the attached file about the plot of the movie and its background. (See attachment #1).

The vocabulary should be distributed and translated or explained by the students before watching the film (be ready to give necessary explanations to the students while the characters use slang and speak vulgar language):

Assignment: Watch the film; below is the vocabulary to help you understand it.

I can't afford to settle down!

I sat with her in the steam to loosen it up;
There's two things that aggravate me;
I have a full staff right now;
Don't make me beg. If it doesn't work out, fire me;
keep track of all the case files;
How the hell do you know your bank balance right off the top of your head like that?
I can't believe she just dumps my kids off when nobody's home!!
To keep an eye on smb.;
I'm around in the afternoons;
And what do you do the rest of the time, live off your trust fund?
I like hanging out with them;
If it doesn't work out, you can send 'em back to the chicken lady;
Are you this hard on everyone who tries to help you?
to make the place feel real homey;
to have a hysterectomy;
chromium;
There's straight-up chromium -- does all kinds of good things for the
body. There's chrom 3, which is fairly benign, and then there's chrom 6, hexavalent
chromium, which, depending on the amounts, can be very harmful.
chronic headaches and nosebleeds;
respiratory disease, liver failure, heart failure, reproductive failure, bone or organ
deterioration, any type of cancer;
County water board;
The easiest thing would probably be if I just squeezed back there with you and poked
around myself.
Accountability;
To schedule a meeting;
In terms of land value out in Hinkley we feel it's more than fair price.
PG&E's own technicians documented toxic levels of hexavalent chromium in those
test wells on numerous occasions.
proven reaction to exposure to hexavalent chromium;
breast cysts, uterine cancer, Hodgkin's disease, immune deficiencies,
asthma, chronic nosebleeds;
It's called wry neck. It's when they're born without any muscles in the neck.
a miscarriage;
So PG&E figures, we'll let the cat out of the bag tell the people the water's not perfect;
if we can ride out the year with no one suing, we'll be in the clear forever.
I built a firm and kept it alive through lawsuits, injunctions, and evictions;
Is this the Erin Pattee Brockovich that's been snooping around the water board?
I'm so tired I'm about to drive off the road;
Pretty intense;
She lived on the plume.
We file a complaint. We take our four hundred or so plaintiffs and everything you dug
up and we file a cause of action and present it to a judge.
To be appalled;
Demur;
To get people respecting smb.;
To put kids through smth.;
I moved payroll onto the computer. It only knows to process paychecks for employees
who log on in the morning and off at night.

Plaintiff;

Meningitis;

binding arbitration;

appeal;

And who's going to be accountable for what happened? Who can I point to?

Students are supposed to see the movie before the discussion of the movie in class begins. Make sure students understand the film and ready to talk about it.

Comprehension Questions and Assignments:

Look at the name of the movie. Why do you think the film is titled after the main character?

Describe the characters of the film and roles they play (Erin Brockovich; Edward Masry, the attorney; George, next door neighbor, a biker;

Describe Erin as a person. What does she look like? Pay attention to her speech. Why did she find herself in a hard situation? Who gave her a job? What is the case that she began to investigate?

Why did she decide to begin the investigation? How did she do it? How did she manage to convince the attorney to take this case? Who suffered as a result of illegal activities of the chemical company? Was Erin successful to find out the truth, punish the representatives of the company and help the residents of the local community? How did she make the local residents who suffered from contaminated water listen to her? Did all the residents agree help Erin?
Show the students the first scene of the movie and one of the last ones to involve students into a discussion about Erin: How did she look like at the beginning of the film? How did she change?

What do you think made her change?

Can you remember the situations in the movie where the phrases from Essential Vocabulary were used? Imagine your own situations using the expressions. Have you heard about the true story of Erin Brockovich the movie is based on? (In case they don't, have the students use the Web sources to find more information and present their topics. What are the differences and common points between real Erin Brockovich and Erin in the movie?

The teacher can use the attached file about the background of the movie and Erin's protagonist. (See attachment #2).

What do you know about the actors, actresses, director of the film? Have you seen the actors in other films? (If the students do not know anything you might ask them to find information about the director and the actors as their homework and present topics in class).

Useful sites:

<http://www.erinbrockovich.com>

<http://juliaroberts.narod.ru/biography.htm>

The teacher can use the attached file (#3) about the director and the cast of the movie.

Lesson 2

Democracy and Civil Society. The Role of the Individual in Civil Society.

Based on the movie (the role Erin plays) and an excerpt from the lecture “**The Role of Civil Society in a Democracy**” delivered at Russian State Humanities University in 2004 by Alexander Vershbow, Ambassador to the Russian Federation.

Essential Topical Vocabulary to be distributed before the lesson and translated/ explained by the students:

democracy
democratic societies
civil society
civil society organizations
advocacy groups
service-based groups
individuals
to further a common goal
voluntary initiative
charity and philanthropy
charitable and philanthropic groups
to eliminate hunger, homelessness, and domestic violence
to provide tax incentives
a policy-level solution
to influence public policy
economic or purchasing power
particular viewpoint.
To join with like-minded fellow
Associations
American voters
public officials
have identifiable philosophies of government and policy platforms

Text:

Americans’ views of **democracy** and **civil society** are very closely tied to their view of the world and their role in that world. Americans believe very strongly that individuals can change society through their own efforts. And they understand that individuals working together **to further a common goal** can make even bigger changes than by working alone. These beliefs, born perhaps of our unique historical experiences, are not of recent advent. The nineteenth century Frenchman Alexis de Tocqueville, who visited and reported on American society, wrote “Americans of all ages, all stations of life and all types of dispositions are forever forming associations. In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others.” Perhaps because

of Americans' predisposition to work with their fellow citizens, civil society in the United States is particularly strong and deeply rooted.

...I will limit my discussion to the role of four categories of civil society organizations, service-based groups, charitable and philanthropic groups, advocacy groups, and the media, in democratic societies.

Service-based groups reflect the belief that individuals working together can help solve societal problems. Not surprisingly, people find that uniting with other enables them to address societal problems of a broader scope than they could address working alone. Every day, across the United States, countless numbers of people from all walks of life – as individuals and in groups – spend hours in service to others. By some estimates, fifty per cent of all Americans over age 13 are now **active volunteers**, devoting an average of four hours a week to the causes of their choice, including helping the elderly, feeding the homeless, teaching English to immigrants, or cleaning up litter in parks. That's a staggering number, encompassing well over one hundred million people. Indeed, the Pulitzer Prize-winning historian Merle Curti says: "Emphasis on **voluntary initiative** has helped give America her national character." Voluntary initiative enables citizens to address problems that government, for whatever reason, is not adequately addressing.

In the United States, another pillar of civil society is **charity and philanthropy**. Nearly three-quarters of American households – including many people who themselves are struggling to get by – donate money to charity, supporting everything from their local church, synagogue or mosque to efforts **to eliminate hunger, homelessness and domestic violence**, to research into cures for cancer and HIV/AIDS. Total charitable giving in the United States exceeds \$200 billion a year. The U.S. Government encourages this by **providing tax incentives** for charitable donations. Like community service, philanthropy fulfills needs that government is not always able to meet fully, such as providing scholarships for needy students, building museums or financing medical research.

While some problems can be resolved by volunteerism or charitable giving, others require a more systematic approach – **a policy-level solution**. People form advocacy or political action groups to convince decision-makers to pass the laws, make the decisions or take the actions that they believe will solve public problems. **Advocacy groups** put a lot of effort into educational campaigns, to try to convince public officials of their point of view. But failing that, education campaigns have another purpose: to convince other voters. As greater numbers of votes agree on a particular position, pressure increases on public officials to support that position. American voters expect their representatives to reflect their views and work to address their concerns. Any officeholder who consistently fails to do so will find him or herself unemployed after a year the next election.

Many groups exist exclusively to support candidates who agree with very specific policies promoted by that group. One of the most famous, the national Rifle Association, mobilizes its members in support of candidates who oppose gun control, who believe that the American constitution affords citizens the unrestricted right to own guns. On the other hand, Handgun Control Inc. mobilizes its members in support of candidates who support gun control. Both are advocacy organizations, supporting

positions on opposite sides of the same issue, and working to help elect political candidates who support their views.

Political parties represent yet another form of advocacy organization, as they offer yet another outlet through which people can organize themselves **to influence public policy**. Although two major parties dominate the American political system, there are in fact many smaller parties, ranging from the pro-environmental Green Party to the Liberations to various small leftwing parties. Each of these parties, both big and small, have identifiable philosophies of government and policy platforms that they hope will appeal to voters. Parties are the vehicles that people use to support policies and candidates they believe in with money, volunteer labor and, most importantly, votes.

Yet another form of advocacy is to use one's **economic or purchasing power** in support of a particular viewpoint. Americans who dislike the policies of particular companies occasionally join with **like-minded fellow citizens** to boycott company and purchase the products of its competitors or move their investment money elsewhere...

Comprehension Questions:

What kinds of civil society organizations do you know?

Why is it so important to be an active volunteer in civil society?

What are the purposes of charitable and philanthropic groups?

What forms of civil society organizations are needed to deal with policy-level solution?

How can people influence public policy?

Name the types of advocacy organizations. What are their goals?

Discussion:

Describe Erin as a citizen of a democratic society. How can you explain her courage to investigate the case without any support? Why did she begin to help sick people in a local community forgetting about herself, being in low circumstances, twice-divorced woman, and having three small kids? Use the essential vocabulary.

Lesson 3

The Women's Movement and Feminism

See the attached file to find more information on the topic (Lesson 3; #4).

Women work together to improve livelihoods in rural India

Dhan Maya Chhetri proudly holds her hands open to show the bigger and better eggs that have allowed her and other women in her village to raise nutrition levels and earn extra income in the remote Indian mountain state of Sikkim.

An FAO Technical Cooperation Project to develop small-scale goat production was initiated in the spring of 1994 at the invitation of the government of Sikkim, the newest Indian state. Although not originally intended to be a so-called "women's" project, a strong gender focus quickly emerged as the project formulation mission saw that most goat production, as well as chicken raising, was done by women. The all-female mission - thought to be the first of its kind fielded by FAO - talked with the villagers, listened to their concerns and constraints, and decided that a focus on

gender responsibilities would result in a more successful project. The scope of the project was therefore broadened to include village poultry production as well as a gender focus.

To boost poultry production, an improved chicken breed, the Rhode Island Red, was introduced into Sikkim from another part of India and distributed to selected participants in poor villages. Each participant began with 12 chicks. A chicken specialist taught village extensionists what to feed the chickens, which local medicines could cure illnesses and even how to build better chicken sheds. The extension workers - the first to visit Sikkim - passed this information on to participating villagers. For some women, the training given in poultry management by the extension staff was the only education that they had ever received.

Soon the women were organizing themselves, sharing their experiences and sturdy roosters for better breeding - even agreeing on the selling price of their eggs in the local markets. Their small earnings from the sale of eggs and chickens allowed the women to improve nutrition levels in the household. Instead of skipping meals or cutting back on portions when food runs short, participants can now simply sell some eggs to buy food or medicine. Also they have more financial security and no longer have to rely on moneylenders for small loans at high interest rates.

The project's strong monitoring component showed the villagers that the extension workers were genuinely interested in their progress and were committed to supporting their efforts. It also increased participants' sense of responsibility to the project and discouraged them from eating the chickens, which would have put an end to the project. Instead, the original participants passed on ten chicks from their growing flocks to the next group of villagers, who eventually did the same, thereby increasing chicken production - and food security - throughout the village.

By the time of the last visit by extension workers in January 1997, considerable progress had been made. One woman, Monuman Rai, was able to save and invest her egg money and had constructed and stocked her own store - the first shop ever in her village.

Extension worker Durga Upreti, who has followed the women's progress over the two-year project period, was pleased with the project's success but was sad to see it come to an end. "There is much more work to be done in these villages," said Upreti, citing pressing problems of water supply and deforestation. Follow-on projects to would address the problems of resource degradation in Sikkim have been proposed, and efforts are currently under way to find donors to sustain the momentum initiated by this small but successful project.

The experience of the women of Sikkim was one of ten case-studies discussed at a recent workshop on gender and participation in agricultural development planning sponsored by FAO's Women in Development Service and held in Rome from 8 to 12 December.

From: <http://www.fao.org/NEWS/1997/971211-e.htm>

For further reading: Women's Liberation Movement

The Women's Liberation Movement is the social struggle which aims to eliminate forms of oppression based on gender and to gain for women equal economic and social status and rights to determine their own lives as are enjoyed by men.

The Women's Liberation Movement is generally seen as having developed in three waves:

1. Beginning in the Enlightenment, for example in [Mary Wollstonecraft's *A Vindication of the Rights of Woman*](#), published in England in 1792, women of the educated classes began to promote the rights of women in education, work and so forth. Harriet Taylor was the real author of *The Subjection of Women* published under the name of her husband [John Stuart Mill](#); similarly, George Eliot (Marian Evans) was the real author of the writings of [Herbert Spencer](#) on Women's Liberation. Notions of women's emancipation in this period were often associated with emergent Utopian socialist movements.

2. In the Second International and the growing organisation of the working class in Europe and America, a number of women played leading roles, among which [Clara Zetkin](#) is one of the most famous (the leader of her union despite being ineligible for union membership as a woman under German law), and the Second International inscribed the equality of women on its banner. This movement which began in the Marxist movement was the precursor of the second wave of women's liberation which reached its zenith in the first two decades of the twentieth century. (See the [Woman and Socialism](#) by August Bebel).

By the late nineteenth century, a number of women were working in the professions and playing an active role in social life. This was especially true in the colonies, where the gender imbalance in the population gave women greater power to promote their role. As parliamentary democracy emerged as the central institution of political life and the right to vote was extended to all adult males, the Women's Suffrage Movement emerged. Women's Suffrage was granted in New Zealand and in the Australian colonies by the end of the nineteenth century, but spectacular demonstrations and confrontations with the police were necessary to win the cause in America and Europe. It was generally only after the First World War that Women's Suffrage was achieved, with 28 countries granting the vote to women between 1914 and 1939. The most famous advocates of women's suffrage, Sylvia and [Adela Pankhurst](#), were Marxists. The Revolution gave women the vote in Russia, but it was not until 1971 that women got the vote in Switzerland.

The Women's Movement played a major role in the Russian Revolution, the [February Revolution](#) being triggered by an International Women's Day demonstration, and there were a number of women revolutionaries on the Bolshevik Central Committee that made the Russian Revolution. The Russian Revolution prefigured demands of the Third Wave inasmuch as the Revolution focused on measures which would relieve the burden of domestic drudgery on women and granted women equality in the workplace and in education. Leaders like [Alexandre Kollontai](#) promoted extremely radical visions of the place of women in socialism. However, women were the first to feel the sting of the bureaucratic reaction after the revolution and early gains for women were reversed. While formal equality in the workplace remained, the family law and practice left women carrying the burden of domestic slavery. As a

consequence, the women of the Soviet Union and Eastern Europe largely missed the Third Wave.

3. The Third Wave of Women's Liberation had its origins in the entry of women into the industrial labour force during World War Two, the changing requirements for labour power in modern industry creating new jobs for women, the development of manufacturing, [service industries](#) and food processing which opened up women's domestic labour for "[socialisation](#)", making domestic appliances and processing food for sale on the [Market](#), rather than depending on women's domestic servitude for this work.

The historical first expression of the "third wave" was [Simone de Beauvoir's](#) 1949 [The Second Sex](#)", in which De Beauvoir explores Marxist, Freudian and Hegelian themes to uncover the sources of the definition of women as the "Other" of Man. The modern women's movement had its real beginnings however in [Betty Friedan's](#) [The Feminine Mystique](#) (1963) which examines the dehumanising conditions of middle-class American women isolated and imprisoned in suburbia and excluded from social and productive life.

The [National Liberation movements](#) of the post-war period and the [Civil Rights Movement](#) in the U.S. provided a powerful impetus for women to follow the example of black people and take up the fight for their own rights.

Kate Millett's [Sexual Politics](#) (1969), one of the founding documents of Radical Feminism, finds sites for the oppression of women in a variety of social and ideological constructs. Dale Spender's [Man Made Language](#) (1980) makes this point forcefully in respect of the gender bias in language.

Many of the founders of the modern women's liberation movement came out of the New Left, where they became aware of the second-class role they were being given in supposedly revolutionary movements. In some cases, these women developed analyses of women's oppression within the scope of a Marxist analysis (for example [Evelyn Reed](#), whose work we are not permitted to publish in this archive), and in other cases, they abandoned Marxism. Shulamith Firestone shows how concepts having their origin in Marx were adapted to serve the needs of women's liberation in her [Dialectic of Sex](#). See Teresa Ebert's [\(Untimely\) Critiques for a Red Feminism](#), for recent statement of Marxist feminism.

All Communists worthy of the name have supported the struggle for women's emancipation to the limit of their understanding of the issue, which is something which is historically conditioned. Engels' [Origin of the Family, Private Property and the State](#) (1884) makes an important contribution to the understanding of the source of women's oppression and how it may be overthrown. The book is limited by the social consciousness and historical knowledge of his times, but Engels' work points to a study of the development of the labour process to discover the basis for women's oppression. In this light, it is possible to understand how the age-old struggle of women, began in the 1960s, in the advanced capitalist countries, to gain strength and eventually became unstoppable. The domestic slavery and double-oppression of women was now as outmoded as was the plantation slavery of Blacks in the South of the United States. Nevertheless, no form of oppression ever leaves the historical stage just because it is outmoded. (See CLR James on [The Historical Development of the Negro in the United States](#).) The words of Communist International: "[The emancipation of the working class must be the act of the workers themselves](#)", and the

same is true of any oppressed people, including women. It is the duty of Communists to support all those who struggle against oppression.

It is often said that communists regard the emancipation of women as in some way a “secondary question” or believe that this is a problem that can only be solved after the overthrow of capitalism. Whatever may have been the practice of this or that communist, this is not true; it would be more true to say that the overthrow of capitalism is impossible so long as women are subject to special exploitation and social and political repression. At the same time, it needs to be recognised that the emancipation of women, like the abolition of slavery, constitutes a completion of the bourgeois revolution rather than its negation, in reducing all concrete forms of labour (of men or women, professional or manual, black or white) to the same abstract labour, bought and sold as a commodity on the labour market.

World War I

A War primarily limited to Europe and to some extent the Middle East. The main contenders of the war were Germany, Austria-Hungary, and Turkey against France, Great Britain, Russia (and to some extent Italy, the United States, and Japan). It ended with the defeat of the Central Powers.

This was the first war fought by [capitalists](#), all wars thereto were fought by feudal empires, and with the great technological advances created by the new class of working people, this war would be the world's most deadly. Germany had established itself as the most powerful nation in Europe after the [Franco-Prussian War](#), and was eager to flex its muscles once again and win more territory and thus economic power. An excuse for war was needed, and for this the old fashioned aristocracy retained some usefulness to the capitalists. When a Serbian nationalist assassinated Archduke Francis Ferdinand of Austria at Sarajevo on June 28, 1914, this was reason enough.

From: <http://www.marxists.org/glossary/events/w/o.htm>

Discussion:

Do you think that Erin is a type of a feminist? Support your point of view with the respective movie scenes.

What do you know about the women’s movement? Who were the leaders? When did it start?

Do you know Russian liberal-minded and educated women, the first “feminists”? How can you explain the words “feminist” and “feminism”? What is etymological history of the words?

Writing Practice

Write an essay on one of the following topics:

Aspects of the History of the Women’s Movement.

Erin Brockovich as an active woman in the environmental movement.

Ecofeminism as one of the current trends of feminist activities.

Useful links:

<http://www.weimag.com/>

<http://www.ecofem.org/>

<http://bailiwick.lib.uiowa.edu/wstudies/theory.html>

<http://www.diving.net.ru/on-feminism.htm>

Lesson 4

Ecological Issues. The Problem of Contaminated Water. (Based on the movie and Web sources)

Preliminary questions:

How can human activities make the environment unhealthy?

What pollutes and poisons air and water?

What should everybody do to protect nature and clean the environment? How can one protect their local environment?

Why are ozone holes and acid rains dangerous for people?

What should every human being do to make our planet a healthier place for all those living on it?

Essential Vocabulary-- to be distributed and translated by the students before the lesson:

Acid

Acid rain

Nitric acid

Acid condition

Bacillus

Bacteriological

Biosphere

Cancer

Cells

Chromium

Contaminated water

Contamination

Bio-contamination – загрязнение биосферы

Contamination of water – загрязнение воды

Radiation and contamination control – контроль уровня радиации и степени зараженности

Radio-contamination – радиоактивное загрязнение (помещения)/загрязнение (местности)

Disease

Carrier of disease

Environment-related disease

Chronic disease

Man-made disease

Water-based disease

Infection disease

Ecology

Ecology movement

Tropical ecology

Urban ecology

Environment

To clean up the environment

Protect your environment

Study the environment

Environment-oriented activities

Filtering techniques

Gasoline

Ozone

Pollution

Air pollution

Water pollution

Traffic pollution

To dump – сливать, сбрасывать

Chemical dump – свалка химических отходов

Garbage dump – свалка мусора

Surface dump – открытая свалка

Начало формы

Конец формы

Начало формы

Конец формы

Read the article below about and answer the questions:

Contaminated water devastates health across the Aral Sea region

Ill-conceived and badly managed farming methods have devastated the economy, health and ecology of the Aral Sea Basin in Central Asia, affecting millions of people. It all started to go drastically wrong when planners decided to intensify cotton production in the 1950s. By 1978, a vast network of irrigation channels stretched into the deserts to quench cotton's thirst across 7.6 million ha, mainly in Uzbekistan and Turkmenistan.

The water was diverted from the Amu Dar'ya and Syr Dar'ya rivers which feed the Aral Sea. Salinization became widespread leading to acute soil degradation, and the Aral, once the fourth largest lake in the world, began to shrink rapidly, leaving fishing boats and their communities high and dry, sometimes tens of kilometers from the old shoreline.

As well as losing their livelihoods when the fishery collapsed in the early 1980s, many of these communities now face appalling health conditions. In Karakalpakstan, a semi-independent republic of Uzbekistan, women are victims of a pandemic of anaemia that has hit the small republic in the past decade.

Studies show that of the 700 000 women here, some 97 percent are anaemic with haemoglobin levels in their blood well below the World Health Organization's standard of 110 grams per liter. Five times the percentage of women affected a decade ago, it is probably the highest rate in the world, reports the British-based magazine *New Scientist*.

Local doctors say the polluted water is to blame. The drinking-water available to most people is polluted drainage water laden with salts and concentrated chemicals from the cotton fields. One doctor says that local women cannot absorb iron – iron deficiency is the usual cause of anaemia – because of high levels of metals such as manganese and zinc in the water.

Nor is anaemia the only health problem. The people of Karakalpakstan also suffer from rising rates of thyroid and kidney disease. Over the period 1981 to 1987, it is estimated that liver cancers soared an incredible 200 percent, throat cancers were up 25 percent and infant mortality climbed 20 percent.

From: <http://www.fao.org/NEWS/1997/970104-e.htm>

Essential Topical Vocabulary:

Ill-conceived methods – плохо продуманные методы

To devastate economy, health and ecology – нанесли серьезный урон экономике, здоровью населения и экологии

Thyroid and kidney disease -

Iron deficiency – недостаток железа

Drastically – решительно, радикально, коренным образом

haemoglobin levels – уровень гемоглобина

polluted drainage water laden with salts and concentrated chemicals – загрязненная вода из системы каналов с высоким содержанием солей и концентрированных химикатов

appalling health conditions – губительные условия для здоровья

a vast network of irrigation channels – широкая сеть каналов

to quench cotton's thirst – утолить жажду хлопка/оросить хлопок

a pandemic of anaemia – пандемическая анемия

a semi-independent republic of Uzbekistan – автономная республика на территории Узбекистана

to lose their livelihoods – терять средства к существованию/перебиваться

the fishery collapsed – рыболовный промысел стал невозможен

Salinization became widespread leading to acute soil degradation – засоление почвы стало распространенным явлением, что привело к резкому ухудшению качества почвы

the Aral began to shrink rapidly – Арал стал быстро уменьшаться

shoreline – береговая линия

infant mortality – детская смертность

cancers soared – рак горла

absorb iron – усваивать железо

Comprehension Questions:

When and due to what did the Aral region become endangered?

Who suffers from drinking contaminated water in that region?

What causes anaemia?

What kind of water do most people drink in the region?

What other diseases are widespread among the population in the region because of the polluted water?

How, do you think, these problems can be resolved?

Discussion:

What do you know about the problem of contaminated water?

Are you concerned about the water you drink?

Have you ever heard about the affects contaminated water may cause? What diseases are caused by drinking contaminated water?

What leads to contamination of water?

What measures are being taken on the global scale to save the purity of air and water? (The Kyoto Protocol).

Useful link: http://en.wikipedia.org/wiki/Kyoto_Protocol

To increase translation skills.

Translate the extract of the article (abridged and adapted) by the Deputy Minister for Healthcare, Head of State Sanitary Inspection, Gregory Onishchenko:

Вода и здоровье

Г.Г. Онищенко,

Первый заместитель Министра здравоохранения РФ, главный государственный санитарный врач РФ

Питьевая вода – важнейший фактор здоровья человека. Практически все ее источники подвергаются антропогенному и техногенному воздействию разной интенсивности. Санитарное состояние большей части открытых водоемов России в последние годы улучшилось из-за уменьшения сброса стоков промышленных предприятий, но все еще остается тревожным.

Наиболее сильно поверхностные воды загрязнены в бассейнах Волги, Дона, Иртыша, Невы, Северной Двины, Тобола, Томи и ряда других рек.

Наши исследования свидетельствуют об ухудшении качества воды с 1995 г. и о том, что в ряде регионов уровень химического и микробиологического загрязнения водоемов остается высоким, в основном из-за сброса неочищенных производственных и бытовых стоков (Архангельская, Ивановская, Кемеровская, Кировская, Рязанская области).

Волга и ее притоки, являющиеся источниками водоснабжения прибрежных городов и поселков, принимают на всем протяжении огромное количество загрязнений, с которыми естественные процессы самоочищения уже не справляются. Так, из-за сброса в Волгу стоков предприятий Нижегородской области и Татарстана резко снизилось качество воды в Ульяновской области.

Река Томь – основной источник питьевой воды в крупных городах Кемеровской области – сильно загрязнена стоками предприятий г. Кемерово.

Несмотря на относительную защищенность подземных вод от загрязнений, благодаря чему их стремятся использовать для питьевого водоснабжения, к настоящему времени обнаружено около 1800 очагов их загрязнения, 78% которых – в европейской части страны.

Из-за нехватки сооружений для очистки и обеззараживания воды на большинстве водопроводов состояние источников централизованного водоснабжения в целом крайне неблагоприятное.

В ряде водозаборов обнаружены соли тяжелых металлов (ртути, свинца, кадмия) в концентрациях, превышающих допустимую норму, и возбудители инфекционных заболеваний.

Состояние источников питьевого водоснабжения, неудовлетворительная очистка и обеззараживание напрямую связаны с качеством питьевой воды, подаваемой потребителям. В целом по РФ 20,6% проб, взятых из водопровода, не отвечают гигиеническим требованиям к питьевой воде по санитарно-химическим показателям.

Чаще всего низкое качество питьевой воды из централизованных систем водоснабжения связано с повышенным содержанием в ней железа и марганца. Избыток железа природного происхождения характерен для подземных вод в южной и центральной частях России, а также в Сибири. Кроме того, концентрация железа повышается при коррозии стальных и чугунных водопроводных труб. От этого страдает Санкт-Петербург, где коррозии

способствует мягкая вода. По данным региональных органов санэпидемслужбы, около 50 млн. человек, т. е. треть населения страны, пьют воду с повышенным содержанием железа. В Тульской области допустимые нормы по уровню содержания железа нарушены в 3,7 раза, в Томской и Тюменской областях в 30% проб норматив по железу превышен в 5 раз.

Низкое качество питьевой воды сказывается на здоровье населения. Микробное загрязнение нередко служит причиной кишечных инфекций.

Санитарно-вирусологическое исследование воды из разных источников в Архангельской области показало, что вирусный гепатит А распространяется в основном "водным путем".

В Челябинской области в ряде районов выявлена связь заболеваемости вирусным гепатитом А и дизентерией Флекснера с качеством их питьевой воды. Высокая заболеваемость вирусным гепатитом А в южных районах Омской области также обусловлена качеством питьевой воды: в 1998 г. в области зарегистрировано 9 вспышек с числом заболевших 83 человека, в том числе 75 детей.

Исследование влияния питьевой воды на заболеваемость населения неинфекционными болезнями, проведенное в Ростовской области, выявило связь между ее высокой минерализацией и мочекаменной болезнью, повышенные показатели которой отмечены в Таганроге, Каменске, а также Азовском и Морозовском районах.

В Свердловской области обнаружена связь между содержанием хлорорганических соединений в питьевой воде 12 городов и онкологическими заболеваниями, спонтанными абортами, частотой мутаций в соматических клетках у детей. Выяснилось, что Екатеринбург остается одним из городов максимального риска как по загрязнению воды, так и по мутагенной и канцерогенной опасности.

Принятие законов, разработка программ, издание приказов и распоряжений при недостаточном финансировании не улучшат качество питьевой воды, а следовательно, и здоровье населения. Проблема по-прежнему ждет кардинальных решений. И каждый день этих ожиданий сопряжен с немалым риском для множества наших соотечественников.

From: <http://www.ecolife.ru/jornal/emed/1999-4-1.shtml>

Homework: Find an article on contemporary ecological issues in a newspaper/magazine/Web sources and be ready to make your presentation of the article.

For further reading: "The Environment" in American Life and Institutions, New York, 1998, 86 – 95.

Writing practice

Write an essay on one of the topics:

The Earth is the one and the only home for earthians.

Ways for an individual to contribute to environmental protection.

Additional material

Lesson I

#1: The plot of the movie

In a world where heroes are often in short supply, the story of Erin Brockovich is an inspirational reminder of the power of the human spirit. Her passion, tenacity and steadfast desire to fight for the rights of the underdog defied the odds...her victory made even more sweet by the fact that while helping others, she in turn helped herself.

Erin Brockovich is a stirring, funny and unconventional drama based on true events, starring two-time Academy Award* nominee Julia Roberts as the twice-divorced mother of three young children who sees an injustice, takes on the bad guy and wins. With no money, no job and no prospects on the horizon, Erin Brockovich (Roberts) is a woman in a tight spot. Following a car accident in which Erin is not at fault, she finds herself even worse off when her attorney fails to land her any kind of settlement. With nowhere else to turn, Erin pleads with her attorney Ed Masry (Albert Finney) to hire her at his law firm. It is there, while working, that Erin stumbles upon some medical records placed in real estate files. Confused, she begins to question the connection. She convinces Ed to allow her to investigate, where she discovers a cover-up involving contaminated water in a local community which is causing devastating illnesses among its residents.

Although the local citizens are initially leery of becoming involved, Erin's persistence and the personal interest she takes in their lives makes them listen. A kindred spirit, Erin is one of them, and her ability to connect with them on their level makes them comfortable, ultimately earning their trust. Helping her out is her next-door neighbor George (Aaron Eckhart), a Harley Davidson biker whose friendship and support allows her the time to pursue the case. Going door to door, she signs up over 600 plaintiffs, and Erin and Ed, with the help of a major law firm, go on to receive the largest settlement ever paid in a direct-action lawsuit in U.S. history....\$333 million. By triumphing over insurmountable odds, she is able to prove herself, and reinvent her life.

2. Erin Brockovich-Ellis

Erin Brockovich grew up in Lawrence, Kansas, the youngest child of an industrial engineer and a journalist. After graduating from Lawrence High School, Erin attended Kansas State University for one year before moving to Dallas, Texas, where she earned her Associate in Applied Arts degree at a local business college. She recently received an honorary degree of Master of Arts, Business Communication from Jones International University.

After college, Erin worked for K-Mart as a management trainee in Southern California for a few months before taking a job at Fluor Engineers and Constructors to work and study to become an electrical design engineer. It was at this time when she decided to explore the world of beauty pageants. Although she won the title of Miss Pacific Coast, Erin quit after a year and married restaurant manager Shawn Brown. Shawn and Erin moved back to Kansas where her two older children, Matthew and Katie Brown, were born soon afterwards. In 1987, the young family settled in Reno, Nevada, before she and Shawn divorced. Mother of two children and newly single, Erin got a job as a secretary at E.F. Hutton, a Reno brokerage. She met stockbroker Steven Brockovich, and the two married in 1989. Erin gave birth to her youngest daughter Elizabeth before her marriage to Steven Brockovich ended in divorced in 1990. Erin Brockovich was again a single mother, this time with three children to feed and clothe.

When she was seriously injured in a traffic accident in Reno, Erin Brockovich moved back to Southern California with her children. She hired Jim Vititoe of Masry & Vititoe to handle her car accident case in 1991. Not long after her case was resolved,

Erin Brockovich was hired to work at the law firm as a file clerk. While organizing papers in a pro bono real estate case, she found medical records in the file that caught her eye. After getting permission from one of the firm's principals, Ed Masry, she began to research the matter.

Erin's persistent investigating eventually established that the health of countless people who lived in and around Hinkley, California, in the 1960's, 70's and 80's had been severely compromised by exposure to toxic Chromium 6. The Chromium 6 had leaked into the groundwater from the nearby Pacific Gas and Electric Company's Compressor Station. In 1996, as a result of the largest direct action lawsuit of its kind, spearheaded by Erin Brockovich and Ed Masry, the giant utility paid the largest toxic tort injury settlement in U.S. history: \$333 million in damages to more than 600 Hinkley residents.

Erin's tireless investigating inspired the hit movie "Erin Brockovich", which highlighted her legal triumph and personal challenges. Released in March 2000 by Universal Studios, it starred JULIA ROBERTS as Erin and ALBERT FINNEY as Edward Masry. The movie's great success led to 5 academy award nominations and a Best Actress Award for Julia for her portrayal of Erin Brockovich.

Erin Brockovich now serves as Director of Research at Masry and Vititoe, where she is currently involved in other major environmental lawsuits. Brockovich has come a long way from file clerk to inspired environmental activist. Remarried in 1999 to actor Eric Ellis, she lives with her husband and children in Agoura Hills, California. Erin Brockovich has been with Masry & Vititoe for ten years and has spearheaded other cases:

A second Chromium 6 case against PG&E for groundwater contamination in Kettleman, California;

A TCE groundwater contamination against Lockheed Martin in Redlands, California;
A DBCP and EDB groundwater contamination against Dole and Delmonte Foods in Oahu, Hawaii;

Groundwater contamination against Aerojet in Sacramento, California;

Chromium 6 case against Betz/Dearborn (settled) and numerous other cases in California, New Hampshire, New York, West Virginia, and other states. Masry & Vititoe is also pursuing multiple MTBE litigations against oil companies.

Erin Brockovich has received a number of awards and honors for her work with the environment:

Subject of the hit movie "Erin Brockovich" starring Julia Roberts

Consumer Advocate of the Year" - Consumer Attorneys of California

County of Los Angeles - Courageous and Unflagging efforts for work in Hinkley

"Profile in Courage" Award from Santa Clara County Trial Lawyers Association

"Scales of Justice" Award from Court TV

Justice Armand Arabian Law and Media Award - San Fernando Valley Bar

"Presidential Award of Merit" Consumer Attorneys of California

California Legislature - Assembly Resolution No. 1621 for her personal commitment to insuring the environment is free of toxic pollution

"Special Citizen Award" for noble efforts in protecting children. The Children's Health Environmental Coalition

"Walk the Talk" Award from Heal the Bay

"Champion of Justice" Award from the Civil Justice Foundation of ATLA

City of Barstow - Proclamation of "Erin Brockovich Day"

President's Award - Oregon Trial Lawyers Association

Mothers & Shakers Award - Redbook Magazine

"Consumer Advocate of the Year" - Themis Capital Corporation
Glendale Kiwanis Club - Dedication To Helping Others Fight Injustice
"Best Use of Public Records" - First Amendment Beacon
The Debbie Cole Award - Silicon Valley Toxics Coalition
"Lifesaver Award" - Lymphoma Research Foundation of America
The Rochelle Hoffman Woman of Significance Award - Temple Adat Ari El
"Champions of Children" Award - Cystic Fibrosis Foundation
"Women of Action Award - Woman of the Year" - Israel Cancer Research Fund
National Jewish Fund - Environmental Excellence
Ms. Brockovich hosted the ABC special "Challenge America" in December 2001 and also hosted her own Lifetime television show "Final Justice", on the Lifetime Television Network. The show dealt with women who have taken life experiences, challenged the legal system and made it better for those that follow. Ms. Brockovich has written a book entitled, "Take It From Me; Life's a Struggle But You Can Win".
http://www.masryvititoe.com/erin_brockovich.shtml

3.

Steven Soderbergh

Erin Brockovich is Steven Soderbergh's (Director) ninth film, following Out of Sight, Gray's Anatomy, Schizopolis, The Underneath, King of the Hill, Kafka, sex, lies, and videotape and the crime drama The Limey, starring Terence Stamp, Peter Fonda, Lesley Ann Warren, Luis Guzman and Barry Newman.

Born in Georgia and raised primarily in Baton Rouge, Louisiana, he began making films at age 13. After graduating from high school, Soderbergh traveled to Los Angeles, where he worked as a freelance editor before returning to Baton Rouge to continue making short films and writing screenplays. After shooting a documentary profiling the rock group Yes, Soderbergh was asked to direct a full-length concert film for the band. The result was 9012LIVE, which received a Grammy nomination in 1986 for Long Form Music Video.

After two years of writing more screenplays, both on spec and for hire, Soderbergh completed the script for sex, lies, and videotape. Shooting commenced in Baton Rouge in the summer of 1988 with James Spader, Andie MacDowell, Peter Gallagher and Laura San Giacomo playing the four leads. The film premiered at the Sundance Film Festival in January 1989 and four months later won the Palme d'Or at the Cannes Film Festival.

Soderbergh's second film, Kafka, was a black-and-white mystery-suspense film set in post-WWI Prague. Combining elements of Franz Kafka's life, letters and fiction, the film starred Jeremy Irons in the title role and was released in 1991.

The memoirs of author A.E. Hotchner provided the basis for Soderbergh's third film, King of the Hill, which detailed the attempts of an imaginative twelve-year old boy to keep his family from splitting apart during the Great Depression. The film was released in 1993 and, according to the annual Premiere Magazine Critic's Chart, was the fifth best-reviewed film of the year.

In 1995, Soderbergh reunited with Peter Gallagher for The Underneath, a dark tale of obsession and betrayal set in present-day Austin, Texas. The film also starred Alison Elliot, Elisabeth Shue and Joe Don Baker.

In the spring of 1997, Soderbergh had two films in release: Schizopolis, an experimental, low-budget comedy in the spirit of Richard Lester and Bunuel, and Gray's Anatomy, the filmed version of Spalding Gray's acclaimed monologue, in

which Gray describes his experiences in the world of medicine (both the alternative and established variety) after being diagnosed with a rare eye disease.

In 1998, Soderbergh's sexy crime caper, *Out of Sight*, starring George Clooney and Jennifer Lopez was released. According to the annual Premiere Magazine Critic's Chart, *Out of Sight*, produced by Jersey Films and Universal Pictures, was the third best-reviewed film of 1998. The National Society of Film Critics awarded *Out of Sight* its top three awards - Best Director, Best Picture and Best Screenplay (Scott Frank) while the Boston Society of Film Critics gave the film its Best Picture and Best Screenplay Awards. In addition, the film received Academy Award nominations for Best Adapted Screenplay (Frank) and Best Film Editing (Anne V. Coates). In addition to his credits as director, Soderbergh functioned as producer on Greg Mottola's *The Daytrippers* (1997) and on Gary Ross' *Pleasantville* (1998). As well, he served as the executive producer on David Siegel and Scott McGehee's *Suture* (1994) and co-wrote the thriller *Nightwatch*, starring Ewan McGregor and Patricia Arquette and directed by Ole Bornedal.

Julia Roberts

Julia Roberts (Erin Brockovich) has starred in many of Hollywood's most successful films, earning two Academy Award* nominations in the process. She first caught the world's attention with her critically-acclaimed role in *Mystic Pizza*. This led to her role in the ensemble drama *Steel Magnolias*. Her next film, *Pretty Woman*, was the top-grossing film of 1990.

Her memorable performance in *Pretty Woman* was followed by a series of successful films, including *Flatliners*, *Sleeping With The Enemy*, *Dying Young*, *Hook*, *The Pelican Brief* and *Something To Talk About*.

Roberts also starred with Liam Neeson in Neil Jordan's *Michael Collins* and in Woody Allen's romantic musical comedy *Everybody Says I Love You*. In 1997 she starred in the box-office smash *My Best Friend's Wedding*, directed by P.J. Hogan, and the Richard Donner-directed thriller *Conspiracy Theory*, co-starring Mel Gibson and in 1998 she starred with Susan Sarandon and Ed Harris in the Chris Columbus film *Stepmom*. Collectively her films have grossed more than \$2 billion dollars worldwide.

Most recently she starred opposite Hugh Grant in the box office hit *Notting Hill*, as well as with Richard Gere in *The Runaway Bride*, which was also a huge hit at the box office.

Albert Finney, the attorney

Internationally-renowned actor, Albert Finney (Ed Masry) has been honored with four Academy Award nominations as Best Actor during his more than 40 years in the entertainment industry. His nominated performances for *Tom Jones*, *Murder on the Orient Express*, *The Dresser* and *Under the Volcano*, are among the many highly-regarded performances he has presented on stage, screen and television.

He won a Best Actor Golden Globe Award for *Scrooge*, the Best Actor Award at the Berlin Film Festival for *The Dresser* and the Best Actor Award at the Venice Film Festival for *Tom Jones*. He also received Golden Globe nominations for *Under the Volcano*, *The Dresser* and *Shoot the Moon*.

Finney made his film debut in a small role opposite Laurence Olivier in *The Entertainer*. This performance was followed with the role of a sexy, boorish young blade in *Saturday Night, Sunday Morning*. Among Finney's many contrasting film performances include: Daddy Warbucks in *Annie*; the husband in *Shoot the Moon*; the gang-boss in *Miller's Crossing*; the police sergeant who is tortured by his obsession with a young, unmarried mother in *The Playboys*; and the Southern, retired demolitions worker in *Rich in Love*.

His many other films include *Washington Square*, *The Run of the Country*, *The Browning Version*, *Orphans*, *Wolfen*, *Charlie Bubbles* and *Two for the Road*. More recently, he starred opposite Bruce Willis and Nick Nolte in the screen version of the 1973 Kurt Vonnegut novel, *Breakfast of Champions* and as an ex-racing commissioner whose career had been destroyed by two former friends in Sam Shepard's adaptation of his play, *Simpatico*, in which Finney starred with Jeff Bridges, Nick Nolte, Sharon Stone and Catherine Keener.

Born and raised in Salford, England, Finney was accepted at the Royal Academy of Dramatic Arts when he was 17 years old. At age 20, he made his stage debut with the Birmingham Repertory Company in a production of *Julius Caesar*. During his two years with the Company, his appearances included the title roles in *Macbeth* and *Henry V*.

After making his West End debut with Charle Laughton and Elsa Lanchester in *The Party*, Finney appeared in Royal Shakespeare productions in Stratford-on-Avon for their 1959 centenary season, and was the understudy to Laurence Olivier for *Coriolanus*.

In 1960, Finney began a long association with the Royal Court Theatre when he appeared in *The Lily White Boys* and in 1965, he joined the National Theatre Company at the old Vic, where he appeared in *Much Ado About Nothing*, *The Country Wife* and *The Cherry Orchard*, among other plays. His additional theatre credits include *Billy Liar*, *Armstrong's Last Goodnight*, *Love for Love*, *Miss Julie*, *Black Comedy*, *Alpha Beta*, *Krapps Last Tape*, *Cromwell*, *Tamburlaine The Great*, *Another Time* and most recently, the critically acclaimed *Art*.

His theatre awards include a Best Actor Olivier award for *Orphans* and *A Flea in Her Ear*, and Tony nominations for *A Day in the Death of Joe Egg* and *Luther*. He received the Evening Standard Theatre Award for Best Actor for his performance in *Luther*.

On television, Finney has starred in many memorable productions, including Dennis Potter's miniseries *Karaoke* and *Cold Lazarus* and Joseph Conrad's *Nostromo*. He received a Best Actor Emmy nomination for the telefilm, *The Image*, in which he played a successful news anchor whose difficult private life belies his public face. He also has appeared in *The Green Man*, *View Friendship and Marriage*, *The Miser*, *Picasso Summer*, *Alpha Beta*, *The Biko Inquest*, *The Endless Game* and the title role in *Pope John Paul II*. This past fall, Finney was seen starring opposite Tom Courtney and Joanna Lumley in the BBC production, *A Rather English Marriage*.

In addition to his acting career, Finney partnered with Michael Medwin to form Memorial Enterprises, the company that produced such films as *If...* and *O Lucky Man*, both of which were directed by Lindsay Anderson and brought stardom to Malcolm McDowell; *Gumshoe*, directed by Stephen Frears as well as the play, *A Day in the Death of Joe Egg*. Finney also directed the film *Charlie Bubbles* and wrote and performed the songs on a Motown album.

Aaron Eckhart, next door neighbor, a biker

Aaron Eckhart (George) made his mark as a white collar business executive who plots with a fellow employee to emotionally destroy a female co-worker in *In the Company of Men*, which was written and directed by Neil LaBute. The film polarized critics nationwide and became one of the highest grossing independent films of 1997.

He can currently be seen in *Any Given Sunday*, Oliver Stone's look at professional football. Last year, Eckhart starred in LaBute's second feature film, *Your Friends and Neighbors*, about a circle of friends who find themselves caught up in an intricate dance of sexual deceit and self-destruction. The film also stars Jason Patric, Natassja Kinski, Ben Stiller, Catherine Keener and Amy Brenneman.

Eckhart recently re-teamed for the third time with director LaBute on *Nurse Betty*, a black comedy about a Kansas waitress who falls in love with a TV soap star and sets off to find him while two mobsters pursue her. The ensemble cast included Renee Zellweger, Morgan Freeman, Greg Kinnear and Chris Rock.

Originally from Northern California, Eckhart studied theatre at Brigham Young University where he met Neil LaBute and subsequently appeared in several of the writer/director's plays.

Marg Helgenberger

Marg Helgenberger (Donna Jensen) received a Best Supporting Actress Emmy Award (plus three additional nominations) for her breakout role as K.C. on ABC's Vietnam drama, *China Beach*.

A native of North Bend, Nebraska, she studied speech and drama at Northwestern University, where she appeared as Kate in *The Taming of the Shrew* and as Blanche DuBois in *A Streetcar Named Desire*. Following graduation, she moved to New York where she made her mark as the feisty rookie cop on the popular ABC daytime serial, *Ryan's Hope*. While in New York, she also worked with TADA, the Children's Theatre Company.

The actress made her feature film debut in *Always*, directed by Steven Spielberg. Since then, she has starred in: the MGM sci-fi hits *Species I & II*; *Fire Down Below*; *The Last Time I Committed Suicide*; *My Fellow Americans*; *The Cowboy Way*; *Bad Boys*; and *Crooked Hearts*.

Her additional television credits include: the CBS miniseries *Perfect Murder*, *Perfect Town*, in which she played Patsy Ramsey; the NBC telefilm *Murder Live*, directed by Roger Spottiswoode; Claudia Weill's *Giving Up The Ghost*; the ABC/Stephen King mini-series *The Tommyknockers*, opposite Jimmy Smits; and co-starring as George Clooney's formidable love interest in four episodes of NBC's Emmy-winning series, *ER*. For Showtime she has starred in the anthology series, *Fallen Angels* (in the episode marking Tom Hanks' directorial debut); in the Oscar-nominated short film, *Partners*, directed by Peter Weller; opposite David Caruso in the Elmore Leonard noir thriller *The Gold Coast*; with Steven Weber, Ted Danson, Brian Dennehy and Jennifer Jason Leigh in the critically acclaimed *Thanks of a Grateful Nation* and most recently, with Ann-Margret in *The Happy Face Murders*.

From:

<http://www.erinbrockovich.com>

<http://juliaroberts.narod.ru/biography.htm>

http://www.masryvititoe.com/erin_brockovich.shtml

http://sfy.ru/sfy.html?script=erin_brockovich

Lesson 3

#4

Gender/Women's Studies

The Russian context

The first institution dealing with the issues of gender was opened in Moscow in 1990 by four women scholars, members of an informal group "Lotos"¹. It was founded first as a laboratory within the Institute of Socio-Economic Problems of Population of the Russian Academy of Science and later was named as Moscow Center for Gender Studies. Thus a new term "gender" was coined in the Russian language.

A few scholars, who worked in this Center as researchers on their dissertations have later become professors and educators in this field. Since that time gender studies context is developing in Russia in two ways: research studies and educational programs/courses in higher education institutions.

Research.

Traditionally in soviet times women as a subject of research were studied by sociologists and demographers and mainly in the areas of labor (participation of women in labor force, working conditions, etc.) sometime later - in family studies. The concept of gender and gender inequality was missing in those studies due to the ideology of the period, which implied the equality of the sexes being achieved by the Soviet society. But starting from the early 1990-s, when qualitative methods were introduced together with the concept of gender from the Western intellectual discourse, more and more researchers started using the concept in their work. At that point knowledge of English and/or other foreign languages was an advantage because it allowed the Russian intellectuals (graduate and postgraduate students, researchers and professors) to have access to different scholarships, studies exchange programs, visiting professor's courses, etc. Such an intellectual exchange plays (and will be playing) a very important role in the development of gender consciousness in contemporary Russian society.

Most of the research studies on gender today are financed either by Western foundations grants for individual and group research, or as joint projects performed together with and supported by Western partner institutions. The subjects and topics of research are much varied, they show an extending development of the gender cognitive discourse: women and politics, sexual harassment, women and migration, reproductive rights and reproductive health, unemployment of women, gender socialization in the early age, gender aspects of the social transformations, women in business, etceteras.

Education.

In the educational sphere development of women's/gender studies was going along few different channels. On the one hand there were lectures and seminars organized by independent groups and organizations, such as Petersburg Center for Gender Issues in St.Petersburg³, Feminist Orientation Center⁴ in Moscow and some scholars from the Moscow Center for Gender Studies. At the same time some of the researchers who combined their studies with teaching started to introduce the term "gender" into their teaching.

The third direction of development was an introduction of women's studies and gender courses within the Academia itself. Some of the courses were started by the initiative of the University professors and teachers, and in some academic institutions these courses were initiated from above. In both cases, though, these liberal changes

were caused by the general crisis of the educational system: reduction of budget financing, closing down of some ideologically permeated humanities faculties, as well as a necessity to introduce new disciplines (political science, for example) and reform the old ones (such as former Marxist political economy).

Particularly significant is the example of how the reform took place in so called The Party High Schools (Vysshaya Partiinaya Shkola - VPSH). It was a particular system of postgraduate studies institutes in many regions of Russia, which provided specialists on sociology, political science and psychology to serve the needs of the Communist apparatus. After the putsch of 1993 when communists as a social group were accused of disloyalty to the State, this system of educational institutions was renamed into so-called Academy of State Service by the special decree by President Eltsyn. As a paradox, these institutions turned up to be the most flexible in accepting different courses based on gender analysis in their curricula.

In some regional universities a program called "Social Feminology" is supported by the state budget. Originally it was supposed to imitate a sort of "women's studies" as it is called in the West. It is a combination of sociology, history, cultural studies. At the primary stage when materials and methodology were scarce, courses of feminology caused confusion combining classes on women in history and aerobics. Today in the theoretical discussions between scholars there is a certain opposition between representatives of gender and women's (feminology) studies. Women's studies are considered secondary and less scientific compared to gender studies. In many ways the argument is justified since most of the state funded scholars perform lack of knowledge in Western feminist theory. On the other hand representatives of the "gender party" argue that feminology may be confused with feminist theory which still bears negative connotations in Russian social context. So it is perceived among the academics, that "gender" is a more neutral term, as well as more advanced in conceptual and methodological approach.

Another factor working as a division line in arguments between "feminologists" and "genderists" is a way how both of these branches of studies developed. As an outcome of socio-political changes gender studies are represented mainly by more independent and authentic scholars, people who in Soviet times were not dissidents in a full sense, but still were more scholars, than "ideological dummies". Feminology, on the other hand, is represented primarily by former Communist Party educational institutions (such as The Party High Schools)⁵, and in many ways is associated with previous ideological formality rather than with a new approach to social science. This moral opposition plays its role in theoretical discussion no less than arguments based on logic and reason.

A new stage in developing of Gender Studies in Russia was marked by establishment of the European University in 1996 in St.Petersburg - a private independent Institute for postgraduate students funded by three US foundations (Soros, MacArthur, Ford). A course on Gender Studies is taught there within a faculty of Sociology and Political science. This course consisting of 12 lectures and 12 seminars is based mostly on feminist classics, Western contemporary gender theory and demands a high level of English language as a qualifying principle. Although highly theoretical and compilatory, this course is a basis for future development of theoretical knowledge on gender and may have a practical outcome (as much as postmodernist approach can be of use in real life) by providing a body of scholars who are educated in gender theory.

Another form of development of Gender/Women's Studies is a practice of Summer Gender Schools which started in 1996 with the support of the Ford Foundation. These schools take place in summer resorts in Russia, they take two weeks and host about 60 professors, researchers and postgraduate students from different regions of Russia, former Soviet Union and other countries who work or are interested in the issues of gender. In those schools different courses, research studies are represented as well as discussions on methodology and practices of teaching take place.

The courses and lectures are very much varied as well as the disciplines: sociology, psychology, literary critics, journalism, philosophy, economy, anthropology. One of the major discussions in these schools is a question forms of teaching gender in universities: should it be a part of general disciplinary course, or should it be an interdisciplinary special course within the general curricula in teaching of humanities? Also scholars coming from the regions where the notion of gender is very new and unclear are arguing that there is a need for a uniform compulsory course for all universities. This argument is an indicator of how strong is the tradition of the Soviet Academia where all teaching programs were the same and any deviation from the mainstream was considered as ideologically dangerous.

However there is also several courses that has been worked out in different regions of Russia and are taught as either a special interdisciplinary course or are included into different disciplines as part of the curricula. Those courses are many, so it is important just to note, that majority of them are taught at the sociology faculties, much less in psychology and history (as women's studies), one at the journalist faculty in Moscow University as non-compulsory additional course.

Conclusion

Obviously the most advanced and developed discipline in the context of gender studies is sociology which is itself an interdisciplinary body of research and teaching (covering such areas as demography, politics, economics, sexuality, law and so on). In Russia today sociologists (teachers and researchers) are more informed in what is going on in Western gender discourse than representatives of other disciplines. On the other hand, deriving from existing reality sociology - more than other humanities - is capable to work out theories and methods that are adjusted to specificities of the Russian context. (Even foreign scholars often argue that some Western theories do not apply to the Russian realities). So it seems that sociology, social studies will play the most important role in developing gender/women's studies in the nearest future.

Psychology is another discipline that is developing quickly in terms of gender. Part of this phenomena is explained by strong influence of the West - as theoretical discourse and as wide exchange of psychological practices with Western psychologists and psychotherapists. For example there already are a few crisis centers in Russia who are practicing feminist psychotherapy in their work as a theoretical basis. The prospect of development for psychological theory and practices is very promising. The Western influence seem to be playing an important role in this development in the future as well since psychology operate by more general theoretical concepts than social science. This is a quite advantageous position compared to others. No wonder that psychology has become one of the most popular subjects of studies in the Russian universities.

History as a discipline uses mainly the context and theoretical background of the Women's Studies, namely it concentrates on wider inclusion of women's names into history teaching. The feminist concept of a basically different approach to history as a description of ordinary lives of communities (and not of wars, victories and defeats,

kings and their kingdoms) is not yet included in their agenda. In the development of this discipline we can see much less influence of the Western discourse despite the fact that many scholars from the Western history studies have written about Russian women as a subject of their researches.

Unfortunately such areas of humanities as law, economics, linguistics, anthropology, literature do not show much concern about gender. There are very few works and publications based on gender concepts in these areas of knowledge. There may be few explanations why it is so. First of all such disciplines as law and economics are dealing with either too abstract or very practical realities of life and thus are standing somehow away from the questions of inequality of the sexes as a social context. Besides the idea of law and legal consciousness is still very new in Russian society in general as well as among the majority of scholars of law. Economics as theory is learned and adopted from the West as a path to the market economy, occupied basically by young ambitious males. Naturally they are not concerned about discrimination of women. But it is very possible that in our socio/political reality there will be more and more women involved in such studies - which may play a role in developing a gender discourse in economics as research studies first and then in education. Western influence may also play a part in this dynamics because of the western marked "market" concept.

Linguistics and philology may be particularly interesting area of learning in gender studies. It is very significant that most of the gender discourse represented by social science operates with heavily underdeveloped language - a lot of terms and expressions which are used in theoretical conceptualization do not bear connotations with Russian realities. Very often terms are not translated - they are transferred with a slight adaptation into native language - without much effort to find an appropriate terminological equivalent a kind of a "newspeak". Hereby a very serious cause lies for accusing all gender and feminist theories in being "foreign", imported and not applicable to our reality. But hopefully the long tradition of language studies in Russia may be a good basis for a future promotion of not only gender linguistics, but for providing an appropriate elaborated language for a general scientific gender discourse. No wonder that in many discussions among gender scholars an idea of working out a common language or a glossary is brought up very often.

Strangely enough but with a very old Russian tradition of literary critics, the gender approach is almost non-existent in this area of humanities. Possibly it can be explained by the fact that literature was one of the closest of humanities to the supervising control of ideological organs. (Thus also may be explained high level of ignorance in gender discourse in contemporary Russian journalism).

Anthropology and ethnography in Soviet period were the most marginalized areas of study: this was a place of exile for scholars who were not in favor of the authorities. Very few Russian ethnographers were working within a Russian context and with Russian culture, but those who did were not concerned with gender (also because of lack of knowledge of foreign languages). Works of Margaret Mead have been translated in late 80-s, but may have been overlooked by them.

It seems that the future development of gender/women's research studies in Russia will take place in sociology. Very possibly not only feminist, but other theories will be used in these studies. It may happen that gender approach will be used in all

spheres of social science which would provide for analysis of socio-cultural specificities of our society. The ethnic aspect appear to be important because of multicultural, multinational character of Russian population. So it may draw the attention of the anthropologists to gender aspects in their areas of research.

Also the development of men's studies within gender studies context seems to have very high probability. Quite a few postgraduate students of the gender studies course at the European University have chosen different aspects of masculinity as their diploma work. In the last years male problems have been studied by some researchers in such aspects as adolescence, parenthood, marriage, etc.

There is some initiative on the part of biologists, philosophers and anthropologists to work together with sociologists on questions of gender. But still sociology is supposed to provide a framework for such studies.

It is important to note that a lot of debates take place among sociologists about methodological approaches: qualitative and quantitative methods seem to be in a kind of opposition. But there are already some researchers who insist on the usage of both methods (either one or another in appropriate circumstances).

Very much will also depend on the good will of the sponsoring foundations from the West, which tend to promote the work of women-researchers in gender studies. This is certainly an advantage not only for women but for the gender/women's studies as well.

As for curricula questions, it is too early to speak about any special gender/women's studies as a separate discipline (as much as I know it is not the case even in most Western countries). Gender theory is only at a primary stage of development in Russia and many professors and university teachers are still unclear about the meaning of the concept itself. Very possibly gender and women's studies will be an included into different subjects of curricula (history, sociology, philosophy, psychology, later anthropology, law and, hopefully into natural sciences, like biology and medicine but maybe much later). It can be taught also as an non-obligatory additional course at some faculties but may not attract many students at least in the nearest future - the discipline is very new and may appear too exotic and not having practical implementation in our pragmatic reality.

The probability of positioning gender/women's studies outside the basic degree course is very low. The European University provides it's graduates with the master's and bachelor's degrees, but they do not qualify anywhere except in the university itself. Besides, these degrees are in sociology and political science.

Feminology as a discipline will transform gradually into something more updated if not disappear at all.

The forms of teaching will vary in context and in place of application: seminars, lectures, courses within the Academia will also be followed by an organization of informal, non-governmental projects - such as consciousness-raising groups, self-assertiveness trainings, lectures, conferences and informal seminars for women's groups, students, scholars and so on.

Very important factor for the development of this theoretical discourse is a

development of social consciousness about issues of gender, about discrimination of women and the women's place in the society. As it was proved by the Western experience, women's and then gender studies started within the wide women's movement. The feminist movement itself provided theoreticians with empirical data and the feminists have gained from theoretical findings of the intellectuals. It will take some time in our society until we recognize that gender issues are not just an imported exotic theory elaborated by a few scholars, it is also a reflection of our everyday problems and concerns. This moment may be rather far ahead from now, but it seems inevitable, anyway.

ERIN BROCKOVICH

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Introduction

Description:

It appears to be very encouraging to have videos as a study aid at English classes. They make a valuable contribution to learning the English language. This film has a number of specific characteristics. It has a powerful motivational appeal, because it is based on American realities. The pedagogical strength lies in the authenticity of the dialogues. English is spoken in natural contexts of everyday life. It is a contemporary language which every student is dreaming to master.

This set of materials is designed for classroom work on the film 'Erin Brockovich' with the students of Intermediate level. The aim of the set is to develop students' skills in viewing a film and discussing it. The set is divided into 3 sections. Each part contains a complete set of pre-, while- and post-viewing activities. The time limit for each set is 6 hours of classroom work including viewing the film itself. Each part comprises 45 min of viewing the film plus 45 min of classroom work on the film. Each section can be taken separately on different lessons. Each part contains Background Notes with some background information, which might be useful for foreign students. While-viewing activities are focused on developing different viewing skills. Each part contains some activities based on general vocabulary and set expressions taken from the film, so that the students are able to enrich their vocabulary and express not only their film experience but their personal points of view as well.

Section 1

BACKGROUND NOTES:

- **to give a parking ticket** – a printed note ordering you to pay money because you have done something illegal while driving or parking your car.
- **Business-style in clothing.** – It is common practice in the US for women working in offices, esp. holding executive posts, to wear business suits and

blouses, little jewelry and no heavy make-up. It's an absolute rule in the USA to change clothes every day. Good looks and fresh clothes are the symbol of prosperity for the American nation.

- **petty cash** – a cash fund for paying small charges as for minor office supplies or deliveries.
- **pro-bono** (lat.) - done or donated without charge; free (e.g. pro-bono legal services)
- **Hinckley** – a town in California.
- **Lahontan** – a town in Nevada
- **Regional Water Board** – an organization that keeps records of anything water-related within their jurisdiction.
- **Beauty Queen** - a woman who won the competition in which the entrants are judged as to physical beauty and sometimes personality and talent.

I. Pre-viewing activities

1. Memorize the following phrasal verbs and use them in the sentences. Sometimes you will need to change the grammar of the expressions.

To get down, to take out, to work out, to come from, to come up, to pick up, to come in, to live off, to kick off, to look for, to deal with, to call for.

1. If there are any complaints, the manager will ... them.
2. I can tell from his accent that he ... Wales.
3. Did the subject ... in the course of conversation? – No. It wasn't mentioned at all.
4. I would love to ... you ... for a really expensive meal.
5. We intend to ...an inquiry into the incident.
6. He is unemployed so he has to ... the State.
7. Let's hope things will ... all right in the end.
8. I'll give you a lift. If you wait on the corner, I'll ... you ... at 6 o'clock.
9. Did your secretary ... everything that was said?
10. I'll wait for the tide to ... before going swimming.
11. The referee blew his whistle and the center forward
12. She's been ... a job for ages and she still hasn't found one.

2. Match the words (1-10) with their definitions (a-j)

- | | |
|-------------------|------------|
| 1. reference | 6. payroll |
| 2. experience | 7. to fire |
| 3. paycheck | 8. case |
| 4. to investigate | 9. resume |
| 5. benefits | 10. skill |
- a) to tell an employee that he/she must leave his/her job.
b) a list of employees to be paid, with the amount due to each.

- c) a statement regarding a person's character, abilities, etc.
- d) a brief written account of personal educational and professional qualifications and experience.
- e) to examine the particulars of so as to learn about something hidden, unique or complex.
- f) knowledge or practical wisdom gained from what one has observed, encountered or undergone.
- g) a payment made to help someone, something additional to salary
- h) a suit or action at law
- i) the ability to do something well arising from talent, training or practice.
- j) salary or wage.

3. 1) Look through the following list of expressions and divide them into two groups:

a) the job application; b) work in the office

to be unemployed
to have (no) computer skills
to get an advance on paycheck
to open a file
to be an extremely fast learner
to lose the case
to have a resume
to have (no) benefits
to have (no) actual training
to investigate the case
to be broke
to handle payroll and petty cash
to be referred
to fire somebody
to return a client's phone call
to have (no) sales/medical experience
to call for a job ad
to organize all the files alphabetically
to have great personality

2) Use the expressions of any group in your own dialogues.

II. While-viewing activities

1. Decide whether the following statements are TRUE or FALSE.

1. Erin had to hire a new babysitter because the neighbor who looked after her children got ill.
2. After the trial Erin's lawyer took her out to a big fancy lunch to celebrate their victory.
3. Ed Masry offered Erin a job in his office.
4. The staff of the office felt comfortable about Erin's look.
5. It was Erin's decision to investigate the case further.

6. From the conversation with the client Erin learned that the Jensens wanted to sell their house but weren't satisfied with the offered price.
7. A toxicologist informed Erin that chromium is harmless.
8. Erin managed to get important documents at the Regional Water Board.

III. Post – view activities

1. Answer the questions:

1. Does Erin have any actual or formal medical training?
2. What was she interested in?
3. Why did she lose her job at “Fleuer Engineers and Constructors”?
4. How did she get acquainted with Ed Masry?
5. How many children has she got? – How old are they?
6. How many times was she married?
7. Why did they lose the case?
8. What did you know about Erin when she was calling for job ads?
9. What surprised Erin in the Real estate case?
10. What did she find out from the conversation with the client?
11. Who advised Erin to apply to the Regional Water Board?
12. Why was Erin fired?

2. Explain the meaning of the idioms and make up your own sentences with them.

1. to take care of
2. to settle down
3. to come out of one's ears
4. to keep an eye on somebody
5. to come down with

3. a) Match the words from two columns to make 12 expressions:

- | | |
|----------------|-----------------|
| 1. to lose | a) a house |
| 2. to return | b) a message |
| 3. to leave | c) cases |
| 4. to call | d) a job |
| 5. to handle | e) training |
| 6. to open | f) back |
| 7. to purchase | g) a fortune |
| 8. to be | h) payroll |
| 9. to file | i) a phone call |
| 10. to cost | j) broke |
| 11. to keep | k) a record |
| 12. to have | l) a file |

b) Complete the sentences with the expressions from above. Sometimes you will need to change the grammar of the expressions.

1. To write his article about road safety he had to apply to the local police station which ... of road accidents.
2. Jane is the office manager and one of her responsibilities is

3. Why did you lose me? I ... where I told you about my plans.
4. Ravi needed to ...management ... to help him develop some skills.
5. I bought a car that ... but I got two spare wheels into the bargain.
6. I ... because my children came down with the Chicken Pox.
7. Do you want to hold or would you like to ... later?
8. We were supposed to meet Fred and Mary at the movies, but we
9. The person you want to speak to is not at his desk. Leave a message on his voice mail and ask to ... your
10. What we do here is ... That way at any time we can find out a case's status.
11. Things are really bad. We wanted ... but the prices are up by 10% so far this year and it doesn't look as if the situation is going to improve.
12. You've been working here for a long time and don't know how ... I am not about to do it for you.

4. Complete the sentences with the prepositions from the box.

for, out of, in, with, about, on

1. I am great ... people.
2. I fell madly in love ... philosophy.
3. I am about seven thousand ... debt right now.
4. I'm a little confused ... how exactly we do that?
5. Jane, go to bed and I'll come to tuck you ..., in a minute.
6. I work ... a French supermarket company.
7. I'd like them to pay ... the trouble of starting over.
8. I haven't been working on it for a long time. I am ... practice.
9. Could you give me a hand ... these documents?
10. What I am going to do is to make a few call ... your behalf.
11. You do it to be less guilty ...firing me.

5. Express your opinion.

1. How can a person make a good impression on his/her future boss? What recommendations would you give to a job seeker?
2. When you are part of a team you may not care what your colleagues think of you if you are sure that you are right.
3. If you want to succeed when you deal with clients, you should have an official look and be a good specialist.

Section 2

BACKGROUND NOTES

– **toxicologist** – a person who works in the field of pharmacology dealing with the effects , detection of poisons.

– **chromium** – a metallic element used in making alloy steels hard and corrosion-resistant and in plating other metals.

– **PG&E** – Pacific Gas and Electric corporation.

– **benefit** – anything that brings help , advantage , or profit.

– **mortgage** – an agreement to borrow money , esp. so as to buy a house , and pay interest on it to the lender over a period of years.

– **I. Pre – viewing activities**

1. You are going to view the part of the film about Erin’s job. Match the words and phrases from two columns to make 7 expressions.

A	B
1. draw	a. trial
2. schedule	b. line
3. file	c. settlement
4. berry in	d. suit
5. present	e. offer
6. offer	f. meeting
7. go to	g. paperwork

2. Complete the sentences with the expressions from above. Sometimes you will need to change the grammar of the expressions.

- a). A ten percent raise and benefits. But that's it. I'm
- b). The PG&E claims department is on the phone to me,.....
- c). I willyour ... to my clients.
- d). See, in a case like this, you only have a year from the time you first learn about the problem to
- e). They could ... us ... for the next fifteen years.
- f). We could smoke them out. If they
- g). Tell your clients they're

3. Work with a partner. Erin Brockovich, the heroine of the film, works for a private juridical company. Before viewing the film, guess:

a) Which words and phrases are associated with law? Which are associated with medicine? Use a dictionary.

injunction, tumor , cancer , lawsuit , nosebleeds , plaintiff , trial, immune deficiency , defendant , miscarriage , tort , asthma
--

b) Choose the words from the box for the following definitions:

- the process of bringing a problem or claim etc. before a court of law or settlement.
- an abnormal mass of new tissue growing on or in the body.
- the party that brings an action in a court of law (opposed to the defendant).
- a tumor especially malignant one.
 - a person accused or sued in a lawsuit.
 -

II. While-viewing activities

1. Decide whether these sentences are TRUE or FALSE.

1. Ed offers Erin to return back to work with a raise, benefits and dental care.
2. Donna doesn't believe that PG&E were using Chromium 6 instead of Chromium 3.
3. Ed and Erin decline the offer of the representative of PG&E.
4. As PG&E claims poor diet, bad genes, irresponsible lifestyle could have caused medical problems .
5. Erin works hard collecting the evidences, meeting and talking to people.
6. Erin spends much time with her family – George and her children.
7. The residents of Hinkley California file a lawsuit against Pacific Gas and Electric for damages, medical expenses, personal trauma due to the contamination of the groundwater in their area.

2. While viewing the film, choose the correct version a), b) or c).

1. The toxicologist gave Erin a list of problems that can come from ...
 - a) hexavalent chromium exposure.
 - b) bad genes
 - c) irresponsible lifestyle.
2. PG&E is willing to offer the Irvings ...dollars for their home.
 - a) 2 million
 - b) 250,000
 - c) 500,000
3. PG&E is a -billion-dollar corporation.
 - a) thirty-eight
 - b) eighteen
 - c) twenty – eight
4. To establish a statute of limitations, you only have ... from the time you first learn about the problem to file suit.
 - a) two years
 - b) one year
 - c) six months.
5. ED's fee's ...of whatever they get awarded.
 - a) forty percent
 - b) thirty percent
 - c) fifty percent
6. Tom Brown's wife Mandy had ... miscarriages.
 - a) five
 - b) seven
 - c) nine.
7. The only reason PG&E talks to Erin and Ed is because this is
 - a) a quiet little real estate dispute.
 - b) a toxic tort with a statute problem
 - c) They're a huge corporation.
8. Beth started ...
 - a) talking
 - b) walking
 - c) crying.
9. DONNA introduces Erin to Frank Melendez. He works over at the ...

- a) juridical company
- b) compressor station
- c) hospital

10. Ed and Erin take ... plaintiffs, file a cause of action and present it to a judge.

- a) two hundred or so
- b) three hundred or so
- c) four hundred or so.

III. Post – viewing activities

1. Complete the sentences with the prepositions from the box. Explain the meaning of the phrasal verbs. Discuss your answers with a partner. Make 3 more sentences with some of these phrasal verbs.

up, out (2), off (2), around, on

1. Before you **go** ... on some crusade, you might want to remember who it is you're dealing with here.
2. So PG&E **figures**, we'll let the cat out of the bag – tell the people the water's not perfect; if we can **ride** ... the year with no one suing, we'll be in the clear forever.
3. I've already spent most of my own savings this case. – We'll **figure** it
4. Is this the Erin Pattee Brockovich that's been **snooping** ... the water board?
5. I don't know if we can **pull** this
6. But nobody's getting rich unless we can **pin** this ... the corporate PG&E in San Francisco.
7. We take our four hundred or so plaintiffs and everything you **dug** ... and we file a cause of action and present it to a judge.

2. Read the script of the scene where Erin explains Ed the case. There are 5 mistakes. Find and correct them.

Erin

They used Chromium 3 here, in these refrigerators, as an anti-corrosive.
Then they dumped the excess water here, in these five ponds.

ED

I don't remember seeing any ponds up there.

ERIN

They covered 'em over. And not too carefully either, 'cause you dig one inch under the surface, and the dirt is green as a shamrock.

ED

And that's what caused the contamination?

ERIN

Yes. The real problem's on the bottom.
See, according to this, they were supposed to line the ponds so this ... could seep into the ground. But guess what --

ED

They skipped that step.

ERIN

So for forty years, this stuff flowed into the groundwater.

.....

3. Read the part of the conversation in which Ed says what is done and what is going to be done to file a lawsuit against PG&E corporation. Here are some of the steps, but they are mixed up. Put the sentences in the correct order.

1. And then it goes before a judge.
2. Then PG&E will submit a demur – a list of reasons attacking each complaint.
3. And if they didn't know, we can't hit them for punitive damages.
4. We file a complaint and we file a cause of action and present it to a judge.
5. PG&E corporate is claiming they had no way of knowing what was going on in Hinkley.
6. I've been making inquiries with other firms to share some of the cost. They all said no

4. Work in pairs. There are some quotations from the film.

a) Who do you think these phrases belong to ?

b) Describe the situation they were used in.

c) Choose one of these phrases to build up the whole dialogue. Turn the sound off. Act out your dialogue.

1. "This is a monster case. I have devoted all our time and manpower to it and money going's out and nothing's coming in. I'm going to have take a second mortgage on the house".
2. "Look, don't you think you might be out of your league here? It doesn't have to be this complicated, Erin . There's a lot of jobs out there".
3. "Course, gathering evidence – now, that's a big job. A hell of a lot bigger than just filing. I'm going to be working a lot harder now, taking on a lot more responsibility ..."
4. "Let me tell you something - I've worked all my life. I built a firm and kept it alive through lawsuits, injunctions, and evictions... have personally managed to save a few million dollars over more than thirty years of getting some clients ten times that. Don't tell me I haven't worked hard enough!"
5. "Please don't be mad at me. I'm doing this for us...I know it's hard for you to understand but. I mean, don't you want mommy to be good at her job?"
6. "Mr. Masry, before you go off on some crusade, you might want to remember who it is you're dealing with here."
7. "But the toxicologist I've been talking to? He gave me a list of problems that can come from hexavalent chromium exposure. And everything you all have is on that list".

5. Discussion.

1. George says: " A job's supposed to pay your bills, not put you in danger." Do you agree or disagree with this statement? Give your reasons.
2. Make a list of adjectives describing Erin's job. Do you think Erin is a workaholic? What kind of job would you like to have?
3. What is in your opinion more important to Erin:

- to make a career;
 - to help people;
 - to earn a decent salary;
 - to save good relations in her family;
- Work with a partner. Discuss each item above. Which is the most \ least important to you? Why?

4. Do you think it is necessary to have a balance between a person's family life and his / her job? If you had a dilemma between a successful career and harmonic family relations , what would you choose ?

Section 3

BACKGROUND NOTES

– **Secret Service** – an agency of the U.S. government chiefly concerned with arresting counter fighters and with protecting the lives of the president, presidential candidates, their immediate families, etc.

– **Counselor** – an adviser.

– **Fire Department** – an organized body of people trained and employed to extinguish fire.

– **paycheck** – a check paying salary.

– **receptionist** – a person employed to receive and direct callers or clients.

– **Arbitration** – settlement of a dispute by a person chosen to settle a dispute between parties.

– **Town meeting** – a meeting of voters of the town for the transaction of public business.

– **motel** – a roadside hotel or group of furnished cabins providing accommodation for motorists and their vehicles.

– **barbecue** – an open-air party at which food is cooked on the metal frame above an open fire.

– **Headquarters** – the Head Office of a company.

– **Boy!** – an exclamation of surprise or joy.

– **bonus** – a payment or benefit in addition to what is usual or expected.

1. Pre-viewing activities

General Vocabulary

1. Match the words and phrases from two columns to make 9 expressions.

to work

the job

to get	a sick day
to cover	hard
to do smb	a brief break
to take	with respect
to treat smb	a raise
to keep	a favor
to take	expenses
to leave/ to quit/ to give up	an eye on smb

2. Complete the sentences with the expressions from above. Sometimes you will need to change the grammar of the expressions.

1. The employer treated him badly, so he decided _____.
2. Janny was given a check, which _____ all her _____.
3. If you are sick you'd better _____.
4. She _____ and could afford her to buy a new car.
5. Can you ___me _____ and stop talking please? I can't concentrate on my work.
6. She was _____ really _____ for some hours, so she decided _____ to drink a cup of coffee.
7. He was a good manager and was _____ by other employees.
8. John was getting better, but the doctor decided _____ him a couple of days more.

Court/Trial

3. Study the words on the topic Court/Trial in the box.

an appeal, a counselor, a courtroom, a case, to defend smb for smth, to present an evidence, a judge, to lose a jury trial

4. Choose the words from the box for the following definitions:

- the act of taking a question to a higher court for rehearing and new decision
- a lawyer
- a room in which law courts meet
- a lawsuit
- to represent in a lawsuit
- to make statements or show objects in a law court as proof or to support a case
- a public officer elected or appointed to hear and try cases in a court or law to be defeated in a lawsuit.

II. While-viewing activities

1. Decide whether these sentences are TRUE or FALSE.

1. George doesn't mind, being a maid of Erin's children and never asks her to quit the job.
2. George gives Erin beautiful earrings because she decides to leave the job.
3. Erin's children don't understand why their mother is working so hard and doesn't spend time with them.
4. All the employees in Ed's office respect Erin and help her.

5. Ed asked Kurt Potter to partner, because he is sure that he will help them to win the case.
6. Ed values Erin as an employee, because she is doing a lot for the case.
7. Other lawyers don't respect Erin because she doesn't know much about the plaintiffs.
8. Nobody cares about the plaintiffs including Erin.
9. The plaintiffs trust Erin more than the lawyers.
10. George helps Erin, because he cares for her children, but not for her.
11. The plaintiffs from Hinkley win the case and are paid \$5 mln.
12. At the end of the film Erin gets a bonus check from Ed for a small sum of money.

2. What do Ed and Erin mean, by saying these words? When do they say these words? Describe the situations. Do you have such expressions in your own language? What are they?

ED	ERIN
... Let the games begin. (then, to Brenda) Tell them to wait in the conference room.	(smiles, sips coffee) Well, that's half the battle , right there.

3. Read the quotations from the film. Who says these words? Describe the situation. Complete the underlined phrases with the words from the box. Discuss their meanings with your partner. Choose 5 phrasal verbs from above and make up your own sentences with them.

away from, on, over again, rid of, it down, out, through, up (x2), care of

1. I wish I believed that. But this has been going a) _____ for so long. Maybe in the beginning, when I was angry. When I first found out. But then, ya know, ya have find a way to live everyday, to get up, to take b) _____ what you have to take care of so you...you find a way to push c) _____, make it go away, ya know. I don't want to feel it all d) _____ and then...not have it come e) _____ right. I don't know if I could handle that. Put my kids f) _____ that.
2. No one... They won't even show g) _____ at the arbitration.
3. How dare you take this h) _____ me.
4. And the only person I can think

of to make it better is you...I've never
been with a man who made anything better.
Don't give i) _____ on me yet.

5. I was working in the compressor, and out
of nowhere the supervisor calls me up to
the office and says, we're gonna give you
a shredder machine, and send you on down
to the warehouse. We want you to get j) _____
all the documents stored out there.

III. Post-viewing activities

1. What is the main idea of the film? Discuss it with your partner.
2. What problems did Erin have to face to become respected in her job? Think about all the spheres of her life: her children, her love, her job, her relations with other people?
3. What problems does a woman of modern society have to face in her everyday life.

ERIN BROCKOVICH

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The following outline is intended for use in a university-level American Studies course. This outline is necessarily broad, but can easily adapted for courses in Sociology, Film, Legal English, English Composition, and other subjects.

Topic: Lawsuits

Themes: Characteristic features of a sensational lawsuit
The court system in the U.S.
Possible sources of evidence
The profession of an attorney
Debates on the topic "Career woman"

Activities: Screening of *Erin Brockovich*
Internet research
Pre- and post-film discussion
Debates
Essay writing

Timeline: Eight to ten of in-class activity over a period of one to two weeks

Lesson One

- Whole-group discussion of the characteristic features of a sensational lawsuit

Split into 3 groups. Each group will get a card with short data on an actual existing lawsuit:

- 1) The Paula Jones sexual harassment lawsuit against Bill Clinton.
- 2) The Yukos affair. A case against Mikhail Khodorkovsky.
- 3) Case against Michael Jackson accused of child abuse.

Each group should consider the following, and prepare to report to the whole class on its conclusions.

- Discuss in your groups what makes these lawsuits so sensational.
- How do these lawsuits differ from other ones that are not talked about as much?
- Make a list of characteristic features of the lawsuit you discussed. Think of other sensational lawsuits, which took place whether in Russia or abroad. What made them so sensational?

- Homework task

Research the following questions as they relate to practices in the United States.

- 1) What is the difference between cases heard only by judges and those which are trials by jury?
- 2) In some cases, a defendant may choose between trial by judge and trial by jury. What factors influence such a decision?
- 3) Compare and contrast the jury system in the US with the system in Russia.

Study the following key vocabulary.

class action lawsuit	to win/pay settlement
contingency fee	cumulative evidence
compensatory damage	defense
punitive damage	prosecution
to sue somebody for something	witness

Lesson Two

- Screening of *Erin Brockovich*
- Post-screening discussion in class

Split into two groups and present your reports on the following topics:

- 1) U.S. court system with judge
- 2) U.S. court system with jury.

How does a court system with judge differ from that with jury? For which cases are each of them used? In which cases may a defendant choose between trial by judge and trial by jury? How does the court system in the United States differ from the Russian one?

There is an episode in *Erin Brockovich* when the lawyer Ed Masry meets all victims before the trial. Why did Ed insist on the lawsuit being heard by judge not jury? What were his arguments? What was the opinion of the people on this question? To which conclusion did they finally come to and why?

Lesson Three

- Sources of evidence
- The profession of an attorney

Whole-class discussion:

Erin Brockovich found the cumulative evidence necessary to sue the PG&E company. What were the sources of her evidence? What did she do to get the information? Which evidence was the most important and why? From whom did she get her crucial evidence? Why was it so important for the whole case?

Students should choose one of the following situations and act it out in pairs:

Situation 1. Erin Brockovich talks to one of the victims (students may choose meeting of Erin Brockovich with any victim).

Situation 2. Erin Brockovich meets an ex-worker of PG&E company at the bar, who provides her with the most crucial evidence of PG&E guiltiness.

Discussion of the profession of an attorney in small groups.

Each group should consider the following, and prepare to report to the whole group on its conclusions.

What a good attorney should be like?

What kind of knowledge should he/she possess?

What is more important for an attorney his/her personal or professional qualities?

Think of the personal qualities a successful attorney should possess.

Can Erin Brockovich be regarded as a successful attorney?

Think of as many factors as possible that helped her to reach her aim. Support your point of view with examples from the film.

Lesson Four

- Debates on the topic “Career Women”

Students should split into two groups and prepare for the debates.

The first group will think of the arguments to prove the following statement: “*For a woman a career should be less important than her family.*” The statement for the second group to prove is: “*A woman shouldn’t sacrifice her career for her family*”. Students should think of as many arguments as possible and get ready to present and support their position.

Erin Brockovich sacrificed the time she could spend with her children, and her relationship with her boyfriend, in order to reach her aim. The first group, which proved the 1st statement, should now think of the arguments that would approve Erin Brockovich’s choice. The second group, vice versa, should support the idea that Erin Brockovich’s work influenced her family life negatively.

- Whole-group discussion. Students should express their point of view on the following:

What is your personal point of view on the topic discussed? Should or should not a woman sacrifice her family life in order to make a career?

Discuss the attitude of Erin Brockovich’s children and boyfriend to her work. Did it change throughout the film? Why? Do you approve or disapprove such reaction of children/ George?

How would you react if your parents/ boy/girl-friend spent all their time at work? Would you approve or disapprove of their/his/her behavior? Or would you try to support them/him/her?

Would you sacrifice your family life to make a career? Why?

Lesson Five

- Culminating activity – Whole-group discussion

Reflecting on the activities of Lessons One through Four, what are the most important concepts you have learned? What questions remain? Think of other problems/topics reflected in the film *Erin Brockovich*, which are worth discussing. Why do you find these topics important and which tasks would you propose to work on them (whole-group discussion, acting out, research work, essay writing etc.) and why?

Express your opinion on the whole unit itself. Did you like the type of work proposed? Did you find it helpful for your education, English language learning, etc.?

If this unit were to be taught to other groups, how could it be done more effectively in the future?

Follow-up activity

- Write an essay on one of the topics touched upon in the film *Erin Brockovich*. You may either choose one of the topics discussed in class or propose a topic yourself.

ERIN BROCKOVICH

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The following outline is intended for use in a university advanced level for courses in American studies, Sociology, Film, Legal English, English Composition, Gender Studies, and other subjects.

Topic: Environmental protection

Themes:

- Causes and results of environmental contamination;
- Ways to prevent environmental contamination;
- Different ways of judicial involvement in the case of environmental contamination;
- Methods of persuasion.

Activities: Screening “Erin Brockovich”
Internet research
Pre- and post-film discussions
Project work

Timeline: Eight to ten hours of in-class activity over a period of one to two weeks

Lesson 1

1. Read the text about Love Canal, America’s most notorious toxic-waste dump located in the southeast corner of the City of Niagara Falls, NY
2. Whole class discussion on the questions of:
 - Causes of the environmental pollution
 - Effects on the citizens of Niagara Falls, NY
 - Results of judicial involvement in Love Canal case

Homework task:

1. *Research the following questions as they relate to environmental pollution and protection:*
 - *What kinds of environmental pollution exist? Which ones are most harmful?*
 - *What are the possible effects of environmental contamination on people?*
 - *What industries can pollute the environment?*
 - *What can be done to prevent environmental pollution?*
 - *Can the problem of environmental contamination be solved judicially?*
2. *Study the following vocabulary for the topic “Environmental pollution and protection”:*

abnormalities

Omsk State University Erin Brockovich

<i>decreased white blood cells</i>	<i>to clean up</i>	<i>poisonous</i>
<i>with immunodeficiency</i>	<i>Regional Water Board</i>	<i>toxic</i>
<i>increased Lymphocytes</i>	<i>regional water quality</i>	<i>exposure of Chromium</i>
<i>infections</i>	<i>control</i>	<i>to be poisoned</i>
<i>leukemia</i>	<i>to clean up waste discharges</i>	<i>to flow into the groundwater</i>
<i>chromium</i>	<i>of Hexavalent Chromium</i>	<i>damage</i>
<i>heart failure</i>	<i>to cause a pollution</i>	<i>radiation</i>
<i>any type of cancer</i>	<i>to pollute groundwater</i>	<i>disease</i>
<i>highly toxic</i>	<i>chromium concentrates</i>	<i>chronic headache</i>
<i>to compress a gas</i>	<i>responsible for the cancer</i>	<i>water supply</i>

Lesson 2, 3

1. Pre-watching activity: the class divides into 3 groups, each of which watches the movie for their particular topics which are
 - causes of environmental pollution caused by PG&E company
 - effects of environmental contamination on people
 - results of judicial involvement in the case
2. Screening “Erin Brockovich”
3. Post-watching discussion between the three groups on the topics mentioned above
4. Whole class discussion on the questions of:
 - Possible ways to prevent the environmental catastrophe caused by PG&E
 - Solutions to environmental problems caused by water contamination

Homework task:

1. Study the following vocabulary for the topic “Judicial cases”:

<i>car accident</i>	<i>evidence</i>	<i>court</i>
<i>lawyer</i>	<i>punitive damages</i>	<i>trial</i>
<i>defending lawyer</i>	<i>to file a complaint/complaint</i>	<i>counselors</i>
<i>to investigate</i>	<i>cause of action</i>	<i>arbitration</i>
<i>pro bono case</i>	<i>jury</i>	<i>binding arbitration</i>
<i>pro-bono client</i>	<i>jury trial</i>	<i>plaintiff</i>
<i>property</i>	<i>judge</i>	<i>damages</i>
<i>negotiating</i>	<i>judgment</i>	<i>appeal</i>
<i>a statute of limitations</i>	<i>to submit a demurrer</i>	<i>to broach</i>
<i>to sue</i>	<i>claimant</i>	<i>to make a declaration</i>
<i>lawsuit</i>	<i>defendant</i>	<i>pending case</i>
<i>injunction</i>	<i>validity</i>	

2. In two groups prepare reports on advantages and disadvantages of judicial cases headed by judge and jury, answering the following questions:
 - Person who makes the final decision
 - Possibility of overseeing the verdict
 - The procedure of making decision
 - Documents required for the hearing of the case
 - Sum and period of repayment

Lesson 4

Omsk State University Erin Brockovich

1. Two-group discussion on advantages and disadvantages of judicial cases headed by judge and jury based on the movie “Erin Brockovich”
2. Whole class discussion on the questions:
 - Did the citizens choose the best decision?
 - What decision would you choose in such a situation. Give arguments.

Homework task:

1. Watch Masry’s speech which he delivers before the citizens of Hinkley and find what techniques he uses trying to persuade them to go for the judge case

Lesson 5

1. Presentation of persuasion techniques:
 - Introduction/state the purpose
 - Effective opening/hooks to get immediate attention of the audience
 - Giving presentation
 - Summary/closing
 - Asking and answering questions
2. Watch the scene again and structure Masry’s speech according to the persuasion techniques learned above
3. Divide into 2 groups and prepare speeches:
 - from the side of PG&E company, persuading Hinkley citizens that chromium is harmless
 - from Masry’s law company, persuading Hinkley citizens that chromium is very harmful and they should issue a lawsuit against PG&E

Project Work

In groups of 3-4, choose any form of industrial pollution in Omsk city, Russia, and research it according to the following topics:

- kind of industrial pollution and its effects on people and environment
- how the company justifies its activity
- ways of preventing this industrial pollution
- possibility of Omsk citizens to get repayment; if yes, what form of judicial involvement can be used

Presentations should be made in form of a speech trying to persuade Omsk citizens/Omsk government officials/company managers/etc in the harmful effects of the industrial pollution on environment and people and propose possible ways of solving the environmental problem.

ERIN BROCKOVICH

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Level: from intermediate to advanced.

Goals: to develop listening skills;
to master special (legal) vocabulary;
to improve speaking skills.

Activities: pre- and post-watching exercises;
watching (for main ideas, for specific information, for supporting information,
etc.);
Internet research.

Duration: eight academic hours of in-class work.

INTRODUCTION

One of the most difficult aspects of teaching English is developing listening comprehension skills. When teaching English in a nonlinguistic higher educational establishment, this problem is complicated by specific goals of ESP as well as by absence of native speakers involved in the educational process. To develop law-students' listening comprehension skills it is necessary to work out special methodological conditions, which being consistent with the curriculum and based on legal terminology help the students to master the material successfully.

Using specially selected video fragments corresponding to the topic studied and containing legal terms can be such a condition. Developing listening skills through using original video-materials is consistent with common methodological principles of teaching listening comprehension and carried out in three stages: pre-watching exercises, watching, and post-watching exercises. There are different communicative objectives possible (for example – watching for main ideas, for specific information, for supporting information, and so on). Various forms of control are used (choosing TRUE/FALSE sentences, multiple choice, filling in gaps, answering questions, writing a summary or essay, etc.).

There are some movies, though perhaps not many, that can be used from the very first phrase and up to the end. Moreover, these films are not only language sources but they can be used as textbooks on law and procedure. One of them is “A Civil Action”. This film was used as the basis for the first of a series of manuals “Legal English through Movies and Documentaries” which was published in our academy. “Erin Brockovich” is very similar to “A Civil Action” and also can be used in class almost as a whole. The movie is rated R because of the language; that is why my suggestion is to use it in higher educational establishments.

The film is divided into 31 episodes with different tasks. Episode time borders are given in brackets but teachers should keep in mind that timers can differ on different VCRs. It depends on a teacher how to use these episodes: they can show one or two episodes at the beginning or end of a lesson, or choose the episode corresponding to the particular topic of their lesson, or follow the plan I am going to suggest.

The episodes can be grouped in four parts. Part 1 – episodes 1-8 – introduces main characters of the movie. Part 2 – episodes 9-17 – states the problem and gives start to the case. Part 3 – episodes 18-25 – shows the difficulties appearing in the case because of a very strong defendant and the way Erin overcomes them. Part 4 – episodes 26-31 – the culmination of the film. There are two episodes I exclude from consideration: scenes of private relations of Erin and George.

One more note. There are very many medical terms used in the movie and with some changes made some episodes can be used for mastering special medical vocabulary as well.

Lesson 1

1. Warm-up questions:

- a) What is necessary to get a job? a good job?
- b) What is important during an interview?
- c) What is the difference between lawyers and paralegals?

2. Introduction of the movie. The text on the film cover/box can be taken for scanning reading.

3. Working with episodes 1-8.

4. Home task:

- a) Write down at least three qualities a person needs to work in a law office. Get ready to present your point of view.
- b) What qualities are the most important for work with people?
- c) Use at least 10 new words and expressions in your own stories (or, if it is difficult, not connected sentences).

Lesson 2

1. Students' presentations of their homework.

2. Working with episodes 9-17.

3. Home task:

- a) Find some information about hexavalent chromium. Is it really so dangerous? You can start with <http://www.chasingthefrog.com/reelfaces/brockovich.php>.
- b) Is there anything similar to a statute of limitations in Russian law? Write a short (half-page) report about it.
- c) Use at least 10 new words and expressions in your own stories (or, if it is difficult, not connected sentences).

Lesson 3

1. Students' presentations of their homework.

2. Working with episodes 18-25.

3. Home task:

- a) What do you know about class action suits? Is there such type of action in Russia? Write a short (half-page) report about it.

- b) Use at least 10 new words and expressions in your own stories (or, if it is difficult, not connected sentences).

Lesson 4

1. Students' presentations of their homework.
2. Working with episodes 26-31.
3. Home task:
 - a) Search the Internet for information on any of the following topics:
 - Environmental Law. Famous cases and settlements.
 - Development of environmental law in Russia.
 - Significance of mass media in solving environmental problems.

Additional topics for research and discussion:

1. Prototypes of film characters.
2. Assessment of the film and actors' work in mass media.

Episode 1 (00:00:00 – 00:03:44)

1. Explain and memorize the following words and expressions:

medical training
fast learner
chickenpox

2. Answer the following questions:

1. Where was Julia Robert's character?
2. What did she do?
3. Did she succeed?
4. What happened next?

Episode 2 (00:03:45 – 00:08:05)

3. Explain and memorize the following words and expressions:

a car accident
to pull out
insurance
to make smb. groggy
a meal ticket – a person has a lot of money and will keep smb. fed
objection
to sustain

4. Listen to the conversation at the law firm and Erin's testimony in court and answer the following questions:

1. What is the lawyer's name?
2. Did he come to his office in time?
3. Was he sure in successful ending of the case?
4. Did Erin have medical insurance?

5. Why couldn't she take painkillers?
6. What was the purpose of defendant's lawyer's questions?
7. Was Erin satisfied with the decision?

Episode 3 (00:08:05 – 00:12:28)

5. *Answer the following questions:*

1. Why was Erin's kids' babysitter going to leave her?
2. Why didn't Erin eat at the cafeteria?
3. Was it easy to find a job? Why?
4. Did she manage to talk to Ed Masry?

Episode 4 (00:12:29 – 00:15:54)

6. *Explain and memorize the following words and expressions:*

- a full staff
- to return a call
- to fire smb.

7. *Choose the sentences corresponding to the episode:*

1. Erin came to Ed's office to file an appeal.
2. Ed was very glad to see her.
3. Ed hired her as an office clerk.
4. Erin got her first wages.

Episode 5 (00:16:00 – 00:18:50)

8. *Listen to Erin's and her neighbor conversation and retell what happened. Did Erin get a good impression of George? What about him?*

Episode 6 (00:18:55 – 00:21:15)

9. *Memorize the following words and expressions:*

real estate – an interest in land or things attached to it, including buildings or other structures and substantial vegetation. Also called realty or real property, and often referred to simply as LAND.

pro bono (shortened from **pro bono publico**) *Latin*. A phrase signifying that legal services are being provided without charge.

medical records

blood samples

10. *Answer the following questions:*

1. What case did Ed have to open?
2. Why was Erin the only one in the office?
3. Did Anna help Erin with the case? Why?

Episode 7 (00:21:20 – 00:26:26)

11. *Watch the episode and get ready to retell it or give the gist of the episode.*

Episode 8 (00:26:27 – 00:27:52)

12. *What did Erin want to do?*

Episode 9 (00:27:53 – 00:30:54)

13. *Explain and memorize the following words and expressions:*

to put smth. up for sale

to uproot

to pay for a checkup for the whole family

14. *Answer the following questions:*

1. Where did Erin go?

2. Who wanted to buy Mrs. Jensen's house?

3. Why did Mrs. Jensen keep medical records with the real estate stuff?

Episode 10 (00:30:55 – 00:32:59)

15. *Look through the following words and expressions, which are mostly medical terms:*

benign – (of a disease, tumor) not dangerous

chronic headaches

respiratory – of breathing; ~ disease, e.g. bronchitis, asthma

liver – large, reddish brown organ in the body which produces bile and cleans the blood

(heart/reproductive) failure – state of not working at all

(bone/organ) deterioration – becoming worse

cancer – diseased growth in the body, often causing death

DNA – *deoxyribonucleic acid* basic constituent of the gene

rust – reddish-brown coating formed on iron by the action of water and air

inhibit(or) – hinder, restrain

16. *Answer the following questions:*

1. Where did Erin go? Why?

2. What did she learn? (In your answer use the words from ex.15).

3. What advice did she get?

Episode 11 (00:33:00 – 00:36:28)

17. *Memorize the following words and expressions:*

to be on the prowl – to look for

to poke – to search

18. *Choose the sentences corresponding to the episode:*

1. Erin went to Lahotan Region Water Station.

2. She introduced herself properly.

3. Mr. Scott helped her in her search.

4. She copied some documents.

Episode 12 (00:36:29 – 00:38:10)

19. *Why was Erin fired?*

Episode 13 (00:42:42 – 00:46:17)

20. *Explain and memorize the following words and expressions:*

extortion – obtaining money or property from a person by threat

boobs – slang for woman's breasts

21. *Answer the following questions:*

1. Why did Ed come to Erin?
2. Why did Ed decide that Erin had been off having fun?
3. What did Erin tell Ed?
4. What did she manage to negotiate?
5. What task was she given?

Episode 14 (00:46:18 – 00:49:34)

22. *Answer the following questions:*

1. Where did Erin go?
2. Did she manage to get what she was looking for?
3. What did Ed do with the documents?
4. What happened at Mrs. Jensen's house?

Episode 15 (00:49:35 – 00:53:06)

23. *Explain and memorize the following words and expressions. Make sentences of your own with these words and expressions:*

to schedule a meeting

to drive smb. nuts

to scare smb.

to put smth. to rest

in terms of medical expenses

irresponsible lifestyle

to accept an offer

to go off on a crusade

to waste time

24. *Answer the following questions:*

1. Who visited Ed's office? Why?
2. Did Ed accept the visitor's offer? Why?

Episode 16 (00:53:07 – 00:55:23)

25. *Memorize some more medical terms:*

tumor – diseased growth in some part of the body

miscarriage – premature expulsion of a foetus from the womb

26. *Answer the following questions:*

1. Who came to Erin?
2. What was their problem?

Episode 17 (00:57:37 – 01:02:55)

27. *Memorize the following legal and medical terms:*

statute of limitations – a statute setting the length of time after an event within which a civil or criminal action arising from that event must be brought

intestine – lower part of the food canal from below the stomach to the anus

28. *Answer the following questions:*

1. What did Erin and Ed discuss with their clients?
2. Who did Erin talk to? Why?

Episode 18 (01:02:56 – 01:07:16)

29. *Listen to Erin's talk with Ed. What is its main idea?*

Episode 19 (01:07:17 – 01:11:49)

30. *Memorize the following words and expressions:*

- to snoop around – to look for faults, breaking of laws, etc (to gain an advantage)
- to tap the telephone – to listen in without permission to get information

31. *Answer the following questions:*

1. What was the purpose of Erin's activities?
2. Who phoned Erin? Why?
3. What did Erin and George discuss?
4. What did Erin blame Mr. Scott for?
5. What did George tell Erin to keep her awake?

Episode 20 (01:11:50 – 01:14:40)

32. *Answer the following questions:*

1. Why did Erin and Ed invite so many people?
2. Who did Erin talk to?

Episode 21 (01:14:41 – 01:18:16)

33. *Memorize the following words. Make sentences of your own with these words:*

- to dump – put or throw down carelessly
- to contaminate – make dirty, impure or diseased
- to seep – (pf liquids) come out or through
- plume – something suggesting a feather by its shape, the ground water carrying the pollution
- to wade – walk with an effort (through water, mud or anything that makes progress difficult); walk across (something) in this way
- mortgage – *a security interest* in real property. A mortgage is usually held for a considerable number of years to secure repayment, with interest, of a substantial debt of the owner of the property – often the debt incurred in borrowing the money to buy the property.
- demurrer – a motion or pleading in response to a complaint or counterclaim, taking the position that the facts alleged, even if true, would not entitle the claimant to relief on any theory of law
- motion – an application to a court for an order, made while a case is pending
- to dismiss – to take away

34. *While watching the episode, fill in the blanks in the text:*

- PG&E Corporate (1) _____ they didn't know about Hinkley.
- They knew. They had to know.

- Show me the document to (2) _____ it. Then they didn't know. If so, we can't hit them with (3) _____ damages. With (4) _____ damages, it's a sum of money that can have some effect on these people's lives.

- So what do we do now?

- Let's assume there are (5) _____ connecting PG&E Hinkley and Corporate and they know about them. We take our 400 or so (6) _____ and everything you've dug up we file a (7) _____ to provoke a reaction. See if they (8) _____ a reasonable (9) _____, or throw more paper at us.

- Sounds great. Let's do that.

- There's a downside. PG&E will (10) _____ a demurrer. A list of reasons attacking each (11) _____ claiming that each (12) _____ of action has no merit. And if the (13) _____ agrees with them he'll dismiss our case. PG&E will have no reason to (14) _____. Then it's all over.

- So basically it all comes down to what this one (15) _____ decides.

- Basically, yeah.

35. *Answer the following questions:*

1. What information did Erin get in Hinkley?
2. Did she pay somehow for it? Why?
3. Why didn't bigger companies want to share the cost of the case?

Episode 22 (01:18:17 – 01:21:35)

36. *While watching the episode in court, fill in the blanks in the text:*

- I have before me a (1) _____ on behalf of residents of Hinkley, California, who have filed against PG&E. For (2) _____, medical (3) _____ and personal trauma due to contamination of the ground water in their area by the (4) _____. And I have here 84 motions to strike and (5) _____ submitted by representatives of Pacific Gas & Electric. Each one attacking the validity of this complaint. I have (6) _____ all of the information carefully. I'm ready to give my (7) _____. Before I do, is there anything anyone wants to say?

- No, Your Honor.

- No, Your Honor.

- Very well. In the matter of the (8) _____ of Hinkley, California vs. PG&E it is the order of this (9) _____ that each of the 84 motions to strike and (10) _____ are denied. And

the (11) _____ of action against Pacific Gas and Electric are upheld. On a more personal note as a resident here in Barstow, which is not far from Hinkley I am disturbed by reference to (12) _____ that suggests that not only was hexavalent chromium used but that your (13) _____ actually sent these residents pamphlets telling them that it was good for them. Tell your (14) _____ they're going to (15) _____.

37. *Answer the following questions:*

1. What happened to Mrs. Jensen?
2. What did she ask Erin about?

Episode 23 (01:21:36 – 01:24:21)

38. *Memorize the following words:*

to intimidate – frighten, especially in order to force (a person into doing something)
hysterectomy – the medical operation for removing the womb
(womb – the female sex organ of a mammal where her young develop before they are born)
spine – the row of bones down the centre of the back of humans and some animals
to deteriorate – become worse
uterus – *tech* for womb

39. *Answer the following questions:*

1. Who came to Ed's office? Why?
2. What trick did Ed play? Why?
3. Did the parties manage to settle?
4. How did Erin tease one of the lawyers?

Episode 24 (01:24:22 – 01:27:17)

40. *Listen to Erin's conversation with George and answer the following questions:*

1. What did George decide to do? Why?
2. Why could Erin afford a daycare?

Episode 25 (01:27:28 – 01:34:18)

41. *Explain and memorize the following words and expressions:*

to soak
nosebleed
abuse

42. *Answer the following questions:*

1. Where did Erin go?
2. Why were the kids with her?
3. Why didn't the woman want to be involved in the case?
4. Whom did Erin meet in the office?
5. Why did Ed choose this lawyer?
6. What did Erin get from Masry and Vititoe?

Episode 26 (01:34:19 – 01:38:30)

43. *Memorize the following words and expressions:*

bind – to put under legal obligation

arbitration – a process for resolution of disputes without resort to the courts, through submission of the dispute to a private individual (the arbitrator), or a panel of arbitrators, selected jointly by the parties. Arbitration can sometimes be cheaper and quicker than litigation and have the advantage of utilizing arbitrators who are specialists in the field involved in the dispute

to broach – to introduce as a subject of a conversation

to shrink (shrank/shrunk, shrunk/shrunk) – to move back and away

to insult – to offend, by speech or act

44. *Answer the following questions:*

1. What did lawyers discuss at Kurt's office?
2. What did Erin think about PG&E request?
3. What did Theresa think about Erin's research?
4. How can you assess Erin's research?

Episode 27 (01:38:31 – 01:43:16)

45. *Choose the sentences corresponding to the episode:*

1. Theresa went to Hinkley.
2. She persuaded the plaintiffs to agree to arbitration.
3. The plaintiffs didn't like Theresa.
4. They didn't want to change lawyers.
5. They didn't trust Erin any more.
6. There was a lawyers' meeting at Ed's office without Erin because she was sick.
7. There appeared to be some problems with the arbitration proposal.
8. PG&E required 70% agreement of plaintiffs.
9. Ed told Kurt that the case needed Erin.

Episode 28 (01:43:17 – 01:50:55)

46. *Answer the following questions:*

1. What was discussed at the meeting?
2. Was it easy to persuade people to agree to arbitration?
3. How many plaintiffs came and forms were signed?
4. What did Ed and Erin decide to do?
5. What about Erin's kids?
6. What did Erin and her son talk about?

Episode 29 (01:50:56 – 01:57:53)

47. *Look through the following medical terms:*

kidney – one of the pair of human or animal organ in the lower back area, which separate waste liquid from the blood

colon – lower and greater part of the large intestine

intestine – lower part of the food canal from below the stomach to the anus

48. *Answer the following questions:*

1. What did Erin do in the bar?
2. Who started talking to her?

3. Was she interested in that conversation? Why?
4. Why did she call Ed?
5. What information did she get?

Episode 30 (01:57:54 – 02:02:05)

49. *Answer the following questions:*

1. What did Ed and Erin bring to Mr. Potter's office?
2. What was "presented" to Theresa?
3. Why did Ed give Erin the opportunity to talk?
4. What did Erin answer to the question how she had managed to do that work?
5. Why did she take George to Mrs. Jensen's house?
6. What did Erin inform Mrs. Jensen about?

Episode 31 (02:02:06 – 02:05:51)

50. *Answer the following questions:*

1. What happened to Ed's office?
2. Why did Ed go to Erin's office?
3. Was she ready to get that sum of money? Why?

Sources:

Clapp J.E. Random House Webster's Dictionary of the Law. N.Y.: Random House, 2000.
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This manual is the first part of "Legal English through Movies and Documentaries", Issue 3.

ERIN BROCKOVICH

Authors: **Margarita Pisareva, Galina Ionkina**
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Introduction

The film is recommended for students of intermediate to upper intermediate levels of English. It is suitable only for persons of 15 years and over. The film can be used to explore the following topics:

- Women's struggle for justice
- Corporate responsibility
- Business Environment
- Conflict Situation
- Ethics
- Employment
- Leadership.
- Ecology.

Lesson Plan

The lesson is divided into sections:

Before you watch (Pre-viewing activities)

Video vocabulary (Vocabulary extension)

Video on (While viewing activities)

Talking points (discussion)

Speaking forum. (After viewing)

Part 1 (40 min.) **Women's Struggle for Justice**

Segment 1	Job Interview.
Segment 2	The Accident.
Segment 3	At Home.
Segment 4	At the Law Firm.
Segment 5	Next Door Neighbor and New Colleagues
Segment 6	Case Investigation.
Segment 7	The Firing and Hiring Process

I Before you watch (Pre-viewing Activity)

1. Comment on the following quotations

“It is all one to me if a man comes from Sing Sing* or Harvard.
We hire a man, not his history.”

*(a famous American prison)
Henry Ford (1863-1947), American car manufacturer.

2. Brainstorming

Read the title and the quote above.

- 1 What do you understand by the phrase women’s struggle for justice?
- 2 Do you think women have equal rights to men nowadays?
- 3 Give an example of women’s struggle for justice in a modern Russian society.

II Video vocabulary (Extension)

Ex.1 Use the dictionary to understand the meaning of the following English and Russian phrases.

Trashy clothes	results for the toxicology panel
Sassy personality	ветрянка
Contaminated water	ягуар
Devastating illness	анальгетики
Down-to-earth manner	отдел водоснабжения округа
Genuine concern for the victims	б валентный хром

Ex.2 Predict the answers.

III Video On (While Viewing Activities)

Before you watch each segment, read the questions. Then watch the video episode and answer the questions.

Segment 1. (start - 4 min.) Job Interview.

- 1 What have you learned about the main character from her job interview?(name, education, position, marital status etc.)
- 2 What was Erin’s last place of employment? Why was she fired?
- 3 What’s her educational background?
- 4 What are her interests?
- 5 What are her strengths? weaknesses?
- 6 Why was she unsuccessful at her interview?
- 7 Do you think it’s easy to find a job for a young mother with three kids? Why or why not?

Segment 2 (4.01-11 min.) The Accident.

- 1 What kind of accident was Erin involved in?

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- 2 Who was to blame for it?
- 3 Was she badly wounded?
- 4 What kind of medical treatment did she have? What was the fee she paid?
- 5 What have you learned about her family?
- 6 Why was she so furious when she lost the case in the court?
- 7 Do you think it's possible to win the case with no job, no money, no prospects? Give your reasons.
- 8 Do you think Russian women are also as active in social life as Erin? Why or why not?

Segment 3 (11-15 min.) At Home.

- 1 What can you say about the babysitter Erin could afford?
- 2 Why did she have to change the babysitter?
- 3 What makes you understand that Erin is in a difficult financial situation?
- 4 What did she told her children at the café?
- 5 Why do you think she wanted to find the job? Prove your answer.
- 6 Why was she unsuccessful in job hunting?
- 7 What helped her to survive in that difficult situation?

Segment 4 (16-20 min.) At the law firm.

Concentrate on the Video Vocabulary, use an English-English dictionary and find the meanings of the following: to fail to win any kind of settlement, to browbeat smb into offering the job, compensation for the loss

- Paraphrase the expressions

Answer the questions:

- 1 What was Erin doing at the office again?
- 2 What made him hire her?
- 3 What character traits helped her to achieve her goal?
- 4 What were Erin's new job responsibilities?
- 5 Do you think Erin is an ordinary American woman? Give your reasons.

Segment 5 (21-26 min) Next door neighbor and new colleagues.

Concentrate on the Video Vocabulary and use an English-English dictionary and find the meanings of the following: to fail to take smb. Seriously, to discover a suspicious cover-up

Answer the questions:

- 1 What's her neighbor's name? Characterize him.
- 2 What numbers did Erin give to George?
- 3 What did she associate these numbers with?

Fill in the chart:

Numbers	Associations
10 months	The age of the baby-girl (her youngest daughter)

- 4 What can you say about her relationships with the colleagues in the office?
- 5 Why was she reprimanded by her boss?
- 6 What did she suggest Ed change?
- 7 Where were the children and why were they there when she came home?
- 8 What offer did she get from George?
- 9 How important is personal appearance at work? Discuss clothing, uniforms, men with earrings, and tattoos, etc.(dress code, working atmosphere)
- 10 Do you think George really wants to support Erin? Why or why not?

Segment 6 (26-36min.) Case Investigation.

Pre-viewing activities. Use the dictionary to check the meaning.

Vocabulary:

- | | |
|-----------------------------|----------------------|
| Chromium | respiratory disease |
| Cancer | polluted groundwater |
| Chromium contamination | nose bleed |
| Results of toxicology panel | |

a) Documents at Erin's house

Watch the episode and answer the following questions:

- 1 What would PG & E Co. like to do?
- 2 What medical problems does the client have?

Fill in the extract from the letter.

To:
From:

b) At Donna Jensen's house.

- 1 What did Erin learn about Donna Jensen case?
- 2 Why did PG&E pay for Jensen's medical care?
- 3 What kind of chromium did Donna Jensen say about?
- 4 Do you think the employees and their families trust PG&E Co. authorities?

c) Talk to Dr. Frenkel.

- 1 Why do people have a lot of diseases in this area?
- 2 What have you learned about chromium 3 and chromium 6 from the doctor's explanation?
- 3 What are the consequences of pollution in Hinkley place?

d) Talk to Mr. Scott in water control laboratory.

- 1 What information has Erin found about [PG&E](#) and water pollution in the area?
- 2 What helped Erin to find the information about pollution at Regional Water Quality Control?
- Why must business act responsibly towards the environment? Give reasons.
- Why is it important for business to maintain a healthy environment?
- What will happen to companies that ignore their environmental responsibilities?
- Who pays for corporate responsibility towards the environment?
- 3 What do you think about personal responsibility relating **environmental problems**?

Segment 7 (37-40 min.) Firing and hiring.

- 1 Why was she fired?
- 2 What happened when Erin returned from her business trip to Hinkley?
 - 3 Tell about the attitude of her colleagues.
 - 4 Why did Mr. Masry visit her house?
 - 5 What made him change his mind?
- How did Erin change herself while negotiating her salary?
- Why does Mr. Marsy hire Erin again?

Talking points

- What was the problem with [PG&E](#) Co.?
- How did they cheat their employees?
- How did Erin collect the evidence?
- What makes you think that it was easy/difficult?
- What features of character did Erin show while working at this case?
- What appeals to you in her character?
- Do you think Mr. Masry is a reliable person to work together? Prove it.

Speaking forum

- What changes have there been in the roles of men and women in your country in recent years? Compare the situation in Russia and in the US.
- In your opinion, what do women do better than men?
- What do men do better than women?
- Are there any causes in your country or in the world that you feel strong about? What are they?

ERIN BROCKOVICH

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Topic: Environment

- Activities:**
1. Vocabulary activities
 2. Vocabulary plays
 3. Work in pairs (dialogues)
 4. Work in groups (projects)
 5. Role play

Study the following key vocabulary:

Toxic wastes

Fossil fuels
Greenhouse effect
Pollution
Dying out

1. Match the definitions with the words given below.

1. The quality of the air, water and land on which people, animals and plants live.
2. Making (air, water, earth etc.) dirty or harmful to people, animals and plants, esp. by adding harmful chemicals.
3. To collect and treat to produce useful materials which can be used again.
4. The poisonous gas formed by the burning of carbon, esp. in the form of car fuel.
5. The gas formed when carbon is burned or when animals breathe out.
6. A poisonous substance, esp. one which is produced by bacteria and which causes disease.
7. Fuels such as gas, coal and oil, which are produced from ancient plant material.
8. A suggestion that something unpleasant will happen, esp. unless a particular action or order is followed.
9. The cutting down of trees in a large area; the destruction of forests by people.
10. A chemical substance used to kill harmful insects, small animals, wild plants and other unwanted organisms.

- | | |
|---------------------|-----------------------|
| ♣ threat (8) | ♣ carbon monoxide (4) |
| ♣ deforestation (9) | ♣ pollution (2) |
| ♣ recycle (3) | ♣ toxin (6) |
| ♣ environment (1) | ♣ pesticide (10) |
| ♣ fossil fuels (7) | ♣ carbon dioxide (5) |

2. Match these headings with the following paragraphs.

Environment (4), pesticide (3), pollution-free cars (5), health (1), endangered species (2).

1. This is clearly an important concern that affects both individuals and the planet as a whole. Even though many illnesses have been eradicated? Others remain a threat? And the overuse of antibiotics has led to the development of resistant strains of virus. However, on the whole, in the developing countries medical aid programs are already working towards solving all these problems.

2. We drain wetlands near rivers and coast areas to create land for building. The large-scale cutting down of trees, the deforestation that allow organisms to survive are changed and the amount of land available for wildlife decreases. Some strains are so reduced in their number that they are in danger of dying out and are only one step away from total extinction.
3. One major source of damage to our countryside is the leaching of poisonous substance and chemicals from farms into our waterways. Recent research has shown that these chemicals remain within the fruit and vegetables that we consume. Why not write to your Member of Parliament or local council and let your local supplier know that you do not want to eat fruit laden with toxic residues.
4. There are urgent issues that need to be faced including global warming, pollution and species loss. Unlike the other issues discussed, there is no clearly discernible global move to deal with these problems. Also, unlike the other issues, changes in the ecological situation of the world have a direct impact on the whole planet. Climate change and destruction of ecosystems could endanger all life on the planet if not dealt quickly and at an international level.
5. It appears that the petrol-guzzlers that we drive today may soon become old hat, as the aqua car is the last word in non-toxic technology. The concept originated in 1994 when Nexus Motors hired a team of scientists to work on the creation of a vehicle that would be completely harmless to the environment. Today, they have succeeded in producing an aesthetically pleasing, state-of-the-art machine that will satisfy the needs of speed feeds and conservationists alike.

3. Match the words in a proper way.

Protect	programs
Production	On the whole planet
Source	Of pesticides
To lead to	Change
Fossil	Technology
Grave	The development of virus
Carbon	Warning
To be under	Of clean vehicles
To bear	The danger
Toxic	Of damage
Global	Dioxide
Medical aid	From pollutants
Direct impact	Fuels
Non-toxic	Out
Greenhouse	Of extinction
Dying	In our lives
Pollutions	Effects
The leaching	Free
To be harmful	To ecology
Climate	Wastes

4. Watch an episode from the film “Erin Brockovich” without sound and make up a dialogue to it. Watch the same episode with the sound and compare.

Group activities.

Divide the group into 4 teams.

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The 1st group is the water, forest, animal and plants or other aspect protecting organization.

All the members of the team should choose a name to the organization and make a program of their actions (they should indicate their aims, the source of financial support).

After the presentation of their programs each group should prove the value of their organization in the form of discussion.

Role play.

Divide the group into 3 teams.

1 team: The oil company gives all the arguments to prove their significance in the modern society.

2 team: Green Peace Organization .

3 team: State administration should choose the program of any team as the necessary one for the population.

Home Task.

Make up a project for the BBC channel program on the following topics:

Group 1: “ Ecological state of the atmosphere”

Group 2: “ Dying out species of animals and plants”

Group 3: “ Diseases of the 21 century”

Each group should prove their point of view.

Any sources of getting information can be used (Internet, newspapers, TV programs)

ERIN BROCKOVICH

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Lesson 1

00.-04 – Visiting a Doctor

Correct these statements, if false:

1. Erin came to the doctor's office to get advice about her health.
2. She had some practical medical training.
3. She is out of work.

04.-08 – Court

Answer the following questions:

1. What happened with Erin?
2. Why did she and her lawyer appear in the court?
3. Is she honest giving her oral evidence?
4. What facts didn't the jury like?
5. Did she get any compensation?

08-12 – Family situation

Choose the correct answer:

1. The nurse leaves Erin's family because
 - a) she is poorly-paid;
 - b) she is tired;
 - c) her daughter bought a big house with a room for her.
2. Beth has got
 - a) a little cough;
 - b) a flu;
 - c) measles.
3. The family went to a restaurant because
 - a) Erin is staffed and they have a reason to celebrate;
 - b) There's hardly any food at home;
 - c) They are used to going to a restaurant every day.

12-16 – Her last chance

Put the following sentences in the order they happened:

- a) Ed never called her back.
- b) She told Ed she wouldn't leave without a job.
- c) She tried to find a job but failed.
- d) Ed agrees to hire her but without benefits.

16-19 – Erin's new acquaintance

- Home task: 1) Describe the situation how Erin made her new acquaintance.

- = 2) Speak on the topic: “Applying for a job”

Lesson two

19-21 – Working atmosphere

Finish the sentences:

- 1) Erin’s colleagues didn’t like _____ .
- 2) Once she asked Anna to help her with the job, but _____ .
- 3) George took care of her children because _____ .

21-25 – George

What adjectives can you use to describe George?

26-38 – Pollution is harmful for people

Decide if the following statements are true or false:

- 1) PG and E wanted to buy Donna’s estate.
- 2) Chromium isn’t harmful at all.
- 3) Erin’s boss thanked her for the great job she had done.

38-45 – Things that matter

Answer the following questions:

- 1) What makes Erin nervous?
- 2) Why did Ed apologize?
- 3) What is PG and E responsible for?
- 4) Did Erin get a raise for her investigation?

Home-task: 1) What traits do you value in man?

2) Speak on pollution.

Lesson three

46-48 – A visit to Donna

Finish the sentences:

- 1) People from PG assured Donna that _____ .
- 2) Erin said to her that PG paid for the _____ .

48-51 – A meeting with PG’s representatives

Answer the questions:

- 1) How much did PG offer as a compensation?
- 2) Did the representatives acknowledge that the matter was PG’s fault?
- 3) Did the parties come to any consensus?

51-65 – Some more evidence of PG’s fault

Answer the questions:

- 1) Who suffered from PG?

- 2) Did all people Erin visited want to cooperate with her?
- 3) Who didn't want to be involved?

65-81- The first step to the victory

Insert the missing words:

- 1) PG offered \$20 million as a
- 2) Many people from PG.

81-85 – George can't stand that any more

Finish the sentences:

- 1) George offered Erin to have a different job or _____ .
- 2) For the first time Erin got the feeling that people _____ .

85-89 – A new partner

Answer the questions:

- 1) Did the partner agree to pay all their expenses?
- 2) Was it a good news for Ed?

89-91 – A present from George

- 1) Which is better: to make presents or to receive them?

91-100 – A new proposal from PG

- 1) PG wanted them to try the case without jury just before a judge. Why? Speak on it.
- 2) It was necessary to form groups of twenty or thirty. What for?
- 3) How many percents are usually required to witness? How many did PG require?
- 4) Ed managed to persuade people. What did he say?

100- The happy end

Answer the questions:

- 1) What traits helped Erin to do her job well?
- 2) What piece of advice did Ed give Erin?
- 3) PG agreed to pay \$333 million. How much did Gensen receive?
- 4) Ed's business is prospering. What factors speak about this?
- 5) Erin managed to reach her goal? What's next?

Home-task: Find any articles dealing with problems of pollution.
Make a report.

ERIN BROCKOVICH

Authors : Tatyana Semenova, Marina Semenova
Vladimir Linguistic Gymnasium #23

(Ecology/ English course unit)

The following outline is intended for use in courses of English or Ecology

Level of Students: 10th-11th grades at specialized schools, gymnasiums or lyceums

Topic: Environmental Problems

Objectives:- learn about pollution in general and focus on water pollution;

- increase students' awareness and attitudes towards specific environmental problems;

- motivate "green" behavior and learn about the "green" habits of students;

- practice reporting and writing ;

Activities: Screening of " Erin Brockovich "

Pre- , while- and post-viewing activities

Timeline: Two to three hours of in-class activities

Lessons One- Two

- **Pre-viewing activities**

- 1) **Word Prediction (predicting vocabulary from a given topic)**

The teacher introduces students to the topic of the film, writes it on the blackboard and asks them to predict the words that would be associated with the topic. Students could be given about one – three minutes to generate as many words as possible to the given topic (they may work in pairs or small groups). Then the teacher writes the words on the blackboard, asking the students the reason for their choice of words or for the meaning.

- 2) **Students' Polls or Interviews**

Students interview or poll other class members about the problem of nature pollution. They walk around the room asking other students, making a record of the responses and noting down any interesting comments they make. Students can ask each other the same question (e.g. How does the nature pollution affect our life?) or they can be given different questions. After recording the responses, students can report findings to a small group of students or the entire class.

- 3) **Surveying Graphical Data**

The teacher tells students that the film will focus on water pollution. Students learn about water flow with the help of a water cycle diagram.

- 4) **Film Summary**

Students skim a written summary of the film for the main idea(s)

(Sample film summary:"Erin Brockovich, whose story was made famous by this film was once an unemployed single mother. She fell victim to car accident that left her seriously injured and hired attorney Ed Masry to handle her case. After failing to win her case, Ed Masry was indebted to Erin, so she asked him to hire her as a month file clerk.

Soon after she began working for the law firm, Brockovich's curiosity was piqued by some medical records she found in a file on a pro bono real estate case. With the permission of Masry, she dug deep into the matter, and her solo investigation eventually established that the health of countless people who lived in Hinkley, California in the 1960s-80s had been devastated by exposure to toxic Chromium 6, which had leaked into the ground water from the nearby Pacific Gas and Electric Company's Compressor Station. Brockovich's investigation developed into one of the biggest class action lawsuits in American history.)

- **Viewing activity (screening of "Erin Brockovich")**
Directed Viewing

Students are asked to view several parts of the film for specific information:

Part 1- (0.26.40 – 0.36.02)

- What did Erin learn about the Offer to Purchase Real Estate?
- Why did she decide to investigate the case?
- What did she learn about the case after visiting the Jensens?
- What information did she get after consulting a toxicologist/ after visiting Lahonian /regional Water Boards?

Part 2 – (0.47.07 – 0.48.54)

- Did Donna Jensen believe Erin when she had told her about the harmful effect of Chromium? Why not?

Part 3 – (0.49.25 – 0.51.35)

- Did a representative of the PG & E company agree with the fact that the Jensens’ illnesses were the reaction to water poisoning caused by PG & E? What arguments did he give?

Part 4 – (0.52.45- 0.54.28)

- What did Erin learn about the environment contamination in Hinkley from the Robinsons?

Part 5 – (1.04.50 – 1.05.45)

- How did Erin try to gather evidence for the case?

Part 6 – (1.12.56- 1.14.00)

- What did Erin learn about ground water contamination by PG & E?

Part 7- (1.18.05 – 1.21.40)

- What was the court decision?
- What was the reaction of the PG & E authorities on the court’s decision ?

• **Post-viewing activity**

Discussion

Students examine problems central to the theme of the film, share their insights.

Lessons Three

• **Post-viewing activity**

“Green” Bingo

Students learn about the “green” habits of the classmates. They get the Bingo sheets, move around the class and ask their classmates questions on the sheet. When someone answers “yes”, they write the person’s name in the appropriate square. When they get 4 different names – across, down or diagonally, they should say “Bingo” and win a prize.

Have you ever recycled newspapers, cans, plastic/glass bottles ?	Do you always turn off water after washing?	Do you pick up litter you see on the floor at school?	Do you help animals in winter?
Do you avoid buying aerosol sprays?	Do you turn off the light when you leave a room?	Do you avoid using non-biodegradable materials?	Have you ever participated in volunteer cleaning action?
Have you ever planted a tree?	Have you ever made a birdhouse?	Do you avoid picking up rare flowers?	Do you always throw litter into waste-paper basket?

Are you a member of the “Green Movement”?	Do you prefer using public transport or personal car ?	Do you share books and magazines with your classmates?	Have you ever participated in any “green” actions?
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- **Follow up activities**

1) Doing a Research

Students will have to research and write a paper (approx. 1-2 pages) that will focus on an environmental catastrophe, which have affected water supplies. The paper must investigate the cause of pollution, the type of pollution, health and environmental effects (immediate and future). Students can use website.

2) Comparison

Students visit the local sewage system. They learn about local water supply and quality analysis of water. Upon returning from this trip students compare and contrast water quality in various parts of the city.

3) Making Reports

Students make reports for ecological conference on the topic “ What can we do to improve the neighborhood environment ?”

ERIN BROCKOVICH

Authors: Elena Yakushkina, Ekaterina Ostapenko, Veronika Fedina
Voronezh State University

Topic: Human Struggle For Justice

Themes: Is it possible for one person to win over a big and powerful company?
Which features of character should a person have?
Fair verdicts: myth or reality?
Does the crime pay?
What are the results of contamination?

Activities: Screening of *Erin Brockovich*
Internet research
Pre- and post-film discussion
Composition writing
Mock trial

Timeline: four hours of in-class activity over a period of one or two weeks

Lesson one

Many chemical plants deal with dangerous chemicals while making their products. These elements can influence people's health badly and cause serious diseases. That is why such plants have to protect the environment from contamination. Sometimes, it is rather expensive to neutralize poisonous substances, so some companies release them into the air, the water, the ground, etc. They conceal the results of examinations by experts. If found out, they can be sued. They fight against these companies no matter how big, rich and powerful they are. In some cases, individuals triumph over companies and expose their crimes.

Is it possible for one person to win over a huge company?
What abilities and features of character should people have to do it?
Are a lot of people able to do it?
What difficulties and obstacles can they face?

•Home task

a) Internet research

1. Research the meaning of the words "chromium", "white blood disease", "cancer", "plaintiff", "law-suit", "arbitration".
2. Search for articles about people who fought alone against big companies for justice.

3. Search for diseases that can be caused by contamination.

b) Glossary (words to revise before you watch the film)

to aggravate

benefit

hexavalent chromium

cancer

white blood disease

symptoms

to crew up

arbitration

judge

jury

trial

to tap

plaintiff

law-suit

to draw the line at something

contamination

to dig up

Lesson two

- Screening of *Erin Brockovich*

- Post-screening discussion

1. What do you think of Erin Brockovich? What features of her character do you find the most important for working in a law firm?

2. Do you think that it is necessary to be a professional lawyer to make an investigation? What helped Erin to win the process against PG&E?

Erin Brockovich spent plenty of time investigating the suspicious cover-up involving contaminated water. Her children were looked after by different people. Her boyfriend didn't approve of such work.

3. Do you think she behaved in a correct manner? Comment on her words, "My children will understand it later. I'm doing it for all of us".

4. What verdict of the court did you expect?

Erin and Ed Masry achieved the largest settlement ever paid in US history.

5. Do you consider the verdict fair? Is it common for US courts to make fair verdicts? What about Russian courts?

6. Did Ed make a significant contribution to getting this settlement?
7. What would you do if you were in Erin's shoes? Would you do the same?
 - Home task

1. Compare Russian court and American court. Are all of their verdicts fair?
2. Compare Ed Masry and Erin Brockovich. Do they have a lot in common?

Lesson three

- Mock trial

Divide the class into two groups. Assign each group one of the following tasks.

Group A:

The students of this group should be able to perform the administration of a large car factory which contaminates the air and which covers up the results of examinations by experts. A law-suit is started against the company. The students should be able to defend themselves and to do their best to mitigate the sentence.

Group B:

The students of this group should be able to perform as plaintiffs. They have dug up some covered up information about air pollution which is caused by a large car factory and which is the cause of dangerous illnesses. They should be able to make this factory responsible for the air contamination and to make it pay a settlement as large as possible.

- Home task:

Write a composition on the topic "Does the crime pay?"

Lesson four

Writing

Write a composition about a person you know who fought against a lot of people or a big company for justice.

ERIN BROCKOVICH

Author: J. Berdyugina
Coordinator: Marina Lomovtseva
Yekaterinburg, the Urals Law Academy

Topic: “Evidence for the plaintiff and evidence for the defense”

Activities:

before – preparation for screening “Erin Brockovich”

after - discussion project of moot trial

1. Before you watch activities

1.1 It is recommended that you should learn the following expressions referred to the evidence.

- Actual**
 - Biological**
 - Circumstantial**
 - Civil**
 - Damaging**
 - Documentary**
 - Internal**
 - Introduced**
 - Irrefutable**
 - Legally obtained**
 - Material**
 - Original**
 - Testimonial**
 - To compare**
 - To give**
 - To fabricate**
 - To prepare false**
 - To search for**
 - To sift**
 - To suppress**
 - Evidence to rebut**
 - Evidence for the defense**
 - Evidence sufficient to sustain the case**
- evidence**
- Consultant’s investigation**
 - Evidence in corroboration**
 - Send for analysis**

2. After you watch activities

2.1 Answer the questions:

What evidences had Erin Brockovich introduced? What evidences would you like to add? And why?

What evidences are irrefutable evidences in this film? What evidences are ecological evidences in this film?

From whom had main hero received testimonial evidences?

What kinds of evidence you know? And what kinds of evidence have you seen in this film?

What kinds of evidence would be main evidence for case of environmental protection?

What methods must be lawyer apply for achieving aim?

2.2 Think and tell about evidences in Civil proceeding law and Criminal proceeding law in Russia. What features does Russian Civil law contain? What laws are responsible for the protection health of the people in Russia?

2.3 Think and write speech for the plaintiff and speech for the defense, using information from film “Erin Brockovich” and words from task 1.1.

2.4 Discuss the results of the lawsuit Erin Brockovich and Ed Masry against lawyers of the plant “PG&E”.

2.5 Describe the character of the main hero of the film Erin Brockovich, the character Erin Brockovich’s partner Ed Masry, and the character her boyfriend George, using the following words:

Assured – уверенный

Fearless – неустрашимый

Irrepressible – неудержимый

Irresolute – нерешительный

Purposeful - целеустремленный

Quiet – спокойный

Reasonable - разумный

Resolute – смелый, решительный

Thoughtful – заботливый

Trustworthy – надежный

Unbalanced - неуравновешенный

ERIN BROCKOVICH

Authors: L. Derun, M. Yugova, A. Remezova,
L. Shapovalova
Coordinator: Marina Lomovtseva
Technical support: A. Tokareva
Yekaterinburg, the Urals Law Academy

Topic: Environment Protection

Level: pre - intermediate; low intermediate.

Activities:

**before - you - watch assignment, screening “Erin Brockovich”
after - you - watch discussion, project making moot trial**

Before you watch activities

I. Before you watch activities

In order to comprehend the contents of the film and be ready to discuss problems raised in the film it is recommended that you should learn the following expressions referred to the environment. Consult a dictionary if you don't know the meaning:

1. **to protect** the environment,
flora and fauna,
animals,
health and safety of the people,
from contamination,
from noise,
from waists products,
from radiation.

pollution of water,
of air,
of rivers and seas,
of underground waters.

2. The following laws and regulations are responsible for the protection of what:

- a. The Law of Statutory Nuisance.

- b. Water Pollution Control.
- c. Air Pollution Control.
- d. Waste Management Law.
- e. The Control of Pollution by Noise.
- f. Town and Country Planning Law.
- g. Wildlife and Countryside Law.
- h. Preservation of Ancient Monuments.
- i. Marine Pollution Law.
- j. Nuclear safety.

3. Read the cases below, look back at task 2 and say which law they can be referred to.

- a). A historical monument of the 17th century was destroyed by the builders of a new construction site.
- b). The use of pesticides upset the biological balance in the forest.
- c). The storage of radioactive wastes by the atomic power station was established not far from the town.
- d). The oil spill covered more than 20 kilometers of the sea surface.
- e). A new airport is planned to be build in an area where more than 20 thousand people are still living.
- f). The employees who have spent more than 6 years working at a plant producing helicopters are growing deaf because of daily noise.
- g). The International Trade Company is going to set up its building within a historical area of the city.
- h). The use of hexavalent chromium in compressors plant caused ground water contamination.

4.



Air Pollution

Have a look at these pictures and say what laws and regulations can regulate these areas of environment.

What punishment is provided for violations of these environment laws in your country?

5. Have you heard anything about the organization “Green Peace”? The following questions will help you:

- When and where was “Green Peace” founded?
- What is the aim of this organization?
- Who may be a member of “Green Peace”?
- Are there distinctive markings (signs) of this organization?
- What is the activity of “Green Peace”?
- What examples of its activity can you remember?
- Is there anybody who opposes the activity of this organization?
- Would you like to be a member of “Green Peace”?

6. Which of the following issues are initiated in your city? Rank these issues in order of priority.

anti - pollution campaign

anti - litter campaign

organic farming

recycling of waste material

clean beach campaign

purchasing “green” products

energy saving in the home

using alternative energy(solar, energy, wind, water power)

What measures can you propose to protect environment and health and safety of people?

7. Make up complex sentences using the table:

Reasons

**is not only
but also**

result

Example: Smoke from chimneys **is not only** dangerous **but** can **also** cause lung disease

rubbish

noise

radiation

contamination of water

contamination of air
contamination of groundwater.

8. Complete the sentence with the form of the word that fits.

- Due to rapid industrial too many pipelines, atomic power stations, highways have been built. **DEVELOP**
- balance of planet is very significant for preserving our lives and different species of flora and fauna. **ECOLOGY**
- Damage caused to the environment by harmful chemicals, gases or waste is called **POLLUTE**
- New laws are to protect the environment from toxic waste. **PASS**
- actions against the environment threaten the entire planet. **LAW**

9. Fill in the gaps. Choose an appropriate word from the box.

water poisoning cancer pesticide natural resource recycled new roads

- a
-) Local people are protesting because the planned.....will destroy the environment.
 - b). is a mixture of chemicals used by farmers to kill insects and small animals.
 - c). Natural gas is an environmentally clean
 - d). Hotels in the ozone layer, the green house effect can have harmful influence on people and cause many terrible diseases, especially
 - e). All the bottles we use are made from glass.
 - f). This company was charged with

10. Complete each sentence by replacing the words underlined with one of the words from the box.

environment become extinct toxic pollution to recycle clean flora and fauna

- People are becoming more aware of protecting the ecosystem.
- Green peace movement supports the idea of strict control of making air, water and soil unfit for use.
- The river has been polluted by poisonous waste products from the factory.
- We should keep water and air unpolluted not to make any harm to the nature.
- People who care about the environment like to treat things so that they are fit to use again.

- *Many species of **wildlife** will disappear and **no longer exist** because the ecosystems are being destroyed.*

11. Look through and try to remember the following words and expressions which will help you to discuss the results of the lawsuit Hinkley Vs. RJ& E gas and electronic company.

Plaintiff - истец

Defendant - ответчик

Counsel for the Defendant - адвокат

Counsel for the Plaintiff - адвокат истца

Action, claim, complaint, suit, law suit - иск

To bring, to fill an action (law suit) against - возбудить иск против.....

To dispute a claim } возражать по иску
To contest a claim } оспаривать иск

To be sued - отвечать по иску

To deny a case - отказать, отклонить

To abandon } отказаться от
To give up } иска

To sue for damages - предъявлять иск о возмещении ущерба

Argument in support of an action - обоснование иска

A subject of an action - предмет иска

Legal action for recovery - иск о взыскании убытков

To meet a claim - удовлетворить иск

To pay compensation - выплатить компенсацию

To recover harm and damages - возместить вред и убытки

Your prediction. Having done all the exercises and having looked all the expressions above through predict what topics and information you think the film will contain.

It doesn't matter if your predictions are wrong. The most important thing is that as you see your prediction confirmed you will understand the most significant part of the film.

12. Write a letter of complain to the court.

Begin : introduce the subject of your complaint by discussing the increase in pollution in recent years and the increase in public concern about pollution.

Second : describe the type of pollution, the causes and effects. Suggest the means which will help to reduce this pollution.

Finally : discuss the importance of fighting pollution and if your wish will be successful or not.

After you watch activities Environmental Protection

1. The scientific and technological progress resulted in widespread mechanization, space ships, atomic power stations, pipelines, new roads and highways.

However, it cannot be denied that the price for rapid industrial development is very high: natural resources are exhausted, the ecological balance of the planet is disturbed, some species of flora and fauna disappear.

The term Environment means the natural world. It also includes all matters which affect the well being of people. Many people started to realize that to keep air and water clean, strict pollution control is necessary.

Environmental problems have grown beyond the concern of a single country. Their solution requires the cooperation of all nations.

- a). What are advantages and disadvantages of industrial development?
- b). What must be done to improve the environment?

2. *In your groups can you establish a working definition of what you mean by the environment and consider? What areas you think should be regulated?*

2.1. How can political and economic objectives influence the environment?

2.2. What factors can lead to the development of Environmental Law?

2.3. What unlawful actions against the environment do you know?

3. Which method of helping to protect the environment have you already used?

- avoid plastic packaging
- avoid using pesticides
- recycle glass and plastic bottles
- use public transport instead of a car

Are you ecologically conscious?

Can you answer the questions below?

3.1. Is it irresponsible to buy and drive cars which cause pollution?

3.2. Do you think the government should pass a law which prevents families from owning more than one car?

3.3. What is your opinion about the “Green movement”?

3.4. Should the environment be the responsibility of the individual or the government?

4. Debate the second issue raised in the film: the role of a woman in the society.

- Is childcare the primary job for a woman?

- Do you approve of women's active participation in social and economic life of the society?
- What is your opinion on the relationship between colleagues in Mr. Ed's legal office?
- Describe the character of the main hero of the film Erin Brockovich.
- Act out the concluding phase of the trial.

5. Think and write about environmental pollution in the town where you live and the ways to reduce it using legal measures.

ERIN BROCKOVICH

Author: **Tatiana Soldatkina**
Yoshkar Ola, Mari State University

Topic: Women's struggle for justice

Theme: the role of women in the American society

Level: upper-intermediate to advanced

Activities:

- **Before-you-watch-discussion**
- **Internet Search**
- **Screening "Erin Brokovich"**
- **After-you-watch-discussion**
- **Article writing**
- **Presentations on the given topics**
- **Reading**
- **Brain storm**
- **Question of the day**

Timeline: 4 hours of in-class activity (1-2 weeks)

Type of presentation: DVD through the laptop on the screen. Depending on the level of the audience, we recommend to give the presentation with English or Russian subtitles and modify the below-given task on the situation.

Erin Brokovich: before-you-watch-discussion
(in-class assignment)

Skim through the Plot Summary of the film.

When twice-divorced single mother, Erin Brockovich finds herself with no money, no job and no prospects, she thinks her life can't get any worse. That is until she is involved in a car accident from her lawyer, Ed Marsy, fails to win her any kind of settlement. With little alternative Erin manages to browbeat Ed into offering her a job in the law firm as compensation for the loss. With her trashy clothes and sassy personality, her colleagues fail to treat her seriously, but that soon changes when she discovers a suspicious cover-up involving contaminated water in a local community causing devastating illness amongst its residents. Erin's genuine concern for the victim's lives soon makes them listen to her and earns their trust and respect. In the long run she manages to achieve the largest settlement ever paid in a direct action lawsuit in U. S. history.

A brief note on the film Movies, covering social aspects when a person challenges a giant company are extremely popular in the USA. This movie is based on the true to life story of Erin Brokovich, played by Julia Roberts. She is a mother of three children and played an important role in the trial process over PGand E As a result the company had to pay \$333 million to the victims of the water contamination. The real Erin lacked formal law education and yet won the case due to her persistence. Being haunted by the idea to bring this story on the screen, Julia Roberts starred successfully in the movie. The real Erin starred as a waitress with the badge "Julia" in the film.

What are the social problems that women have to face in America nowadays?

Who do you think is more successful in the struggle for justice in the contemporary American society: women or men?

Erin Brokovich: home assignment

a) Internet search.

1. Search for the meaning of the “feminism”. What are the most famous American organizations? How do they solve the problems of women’s struggle for justice? What other problems do they come across in their activities?
2. Find examples when a person wins cases from large corporations, which harm on someone’s health? In what courts are they held? What measures according to American Justice are applied to them?
3. How is social support to single mothers developed in the USA? What rights do they have and how they are protected?

b) Vocabulary (terms to be revised before watching the film)

Words on the following topics: law, medicine, pollution should be put down by the students at home. In class some Russian-English translating exercises to drill these words should be done.

Erin Brokovich; after-you-watch-discussion (in-class activity)

1. Why were Erin’s attempts to find a job a failure?
2. Comment on her relations with co-workers. What caused tense relations between them?
3. What was the reason for Erin’s being fired?
4. What made the residents of Hinkley trust Ed Marsy and Erin?

Writing

Write a report (250 words) on one of the topics given below. State your own point and prove it. Compare it with the film.

1. State the contradictions between the real-life American Justice and actual justice in the film.
2. Imagine you are a journalist. You are given a task to write an appraisal article on Erin’s work.
3. Describe the role of the lawyers in American society.
4. American heroes: who are they? (gender aspect)

Make a speech and presentations

1. You are a minister on Ecological affairs. You are to make speech on the influence of the great industries in America on the air, water, and soil contamination. Preventive measures. Expected consequences on the economics development.
2. You are the leading specialists in oncology. What has recently been done in medicine to cure cancer? What support from the government is given to patients on cancer research?
3. The penalty system in American justice and those who “contribute” to the pollution. Theory and practice.

Web conference

Create an Internet communication with ecological and female organizations.

Brainstorm through reading: The Role of Women in the United States

VOCABULARY

generalize - обобщать
be single - быть одиноким (не замужем)
be divorced - быть в разводе
be married - быть замужем (женатым)
homemaker - хозяйка дома, мать семейства
have smth. in common - иметь что-то общее
attitude about smb. - отношение к кому-либо
independent - независимый
colonist - колонист
undeveloped country - неразвитая страна
establish oneself - утвердить, упрочить свое положение
feel free - чувствовать себя свободными
established influence - установленное влияние
supporter - защитник, человек, оказывающий материальную поддержку
example – пример
industrialized - индустриализированный
outside home - вне (за пределами) дома
step into men's job - приступить к выполнению мужской работы
stay in some positions - остаться в каком-то положении
"baby boom" - "детский бум"
suburb - пригород, окраина
traditional family - традиционная семья
be separated - быть отделенным
division – разделение
be isolated - быть изолированным
dishwasher – посудомойка
vacuum cleaner – пылесос
frozen food - замороженные продукты (полуфабрикаты)
become involved - быть вовлеченным

I. Read the text and memorize the details

It is difficult to generalize about American women.

A "typical" American woman may be single. She may also be divorced or married. She may be a home-maker, a doctor, or a factory worker. They have one thing in common - their attitude about themselves and their role in the American life.

American women have always been very independent. The first colonists who came to New England were often young couples. The women were alone in a new, undeveloped country with their husbands. They worked with their husbands and children to establish themselves in this new land. They felt free because they were in a new land without the influence of other members of society. Women became the supporters of the family. The children of these early Americans grew up with many examples of working women around them.

In the 20th century industrialized America the role of women was not so strong and dramatic as in the early days of the century. Some women were active outside the home; others were not. When

American men went to war in the 1940s, women stepped into the man's jobs as factory and business workers. Some women stayed in these positions after the war.

When men returned from the war and the post war "baby boom" began Americans began to move to the suburbs. A new model of a traditional family developed and women were separated from men. Men usually went to the city to work and there was a strong division between work and home. Houses in the suburbs were far from each other, there were no stores or business. Women had to drive to buy food and to visit family and friends. The family was isolated from the outside world. At the same time life became easier for American homemakers because dishwashers, vacuum cleaners and frozen foods helped much to save time. With more time on their hands American women began to want to become more involved. American women are working now to reestablish their strong role in American life.

II. Answer the questions about the details:

- 1) What do American women have in common?
 - a) their attitude about themselves;
 - b) their role in the American life;
 - c) their role in the development of the American art.

- 2) What is one of the main features of the American women?
 - a) they are very independent;
 - b) they depend on their families.

- 3) Whom did the American women work with in a new undeveloped country in order to establish themselves?
 - a) with their husbands;
 - b) with their children;
 - c) with their parents.

- 4) Why did they feel free in a new land?
 - a) they were there without the influence of older members of society;
 - b) they were there under the influence of older members of society.

- 5) Who became the supporters of the family?
 - a) men;
 - b) women;
 - c) children

- 6) With what examples around them did the children of the early Americans grow up?
 - a) with many examples of working women around them;
 - b) with many examples of housewives around them.

- 7) What is the role of the American women in the 20th century industrialized America?
 - a) some women are active outside home;
 - b) some women remained housewives.

- 8) What did women do when the American men went to war in the 1940s?
 - a) they stepped into the men's jobs;
 - b) they remained housewives.

- 9) What model of a traditional family developed after the war?
 - a) women worked together with men;
 - b) women were separated from men.

10) What do the American women want to change now?

- a) they want to reestablish their strong role in American life;
- b) they want to be isolated from the outside world

III. Say whether the statements given below are true or false, express doubt or uncertainty. Prove your point of view.

- 1) It is very easy to generalize about American women.
- 2) The American women have nothing in common.
- 3) The American women are always very independent.
- 4) They worked with their husbands and children to establish themselves in this new land.

- 5) They never felt free in this new country.
- 6) Women didn't become the supporters of the family.
- 7) In the 20th century industrialized America the role of women was not so strong and dramatic as in the early days of the country.
- 8) When American men went to war in the 1940s, women stepped into the men's jobs.
- 9) Women didn't stay in the same positions after the war.

- 10) When men returned from the war and the post war "baby boom" began, Americans began to move to suburbs.
- 11) Houses in the suburbs were very close to each other.
- 12) The family was not isolated from the outside world.
- 13) Life became easier for American homemakers at that time.
- 14) With more time on their hands American women began to want to become more involved

IV. Discuss the following:

- 1. Speak about a "typical" American woman.
- 2. Why were American women always independent?
- 3. Speak about the life of American women after the war
- 4. Draw parallels between American, Russian and Mari women: alike or different?
- 5. Make 3 minutes speeches on the lives and careers of successful women of our region.

Question of the day:

What is more complicated: being a human or being a woman?

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INTERNET RESOURCES FOR USING FILM TO TEACH ENGLISH

Compiled by Bridget F. Gersten (ELO Moscow)

The following list of websites was put together, largely, by doing searches on Google (www.google.com). As is the case with all URLs or web addresses, links do not always remain active. For this reason, it is important for teachers and students to review these links from time to time. Ultimately, these searches will lead to even more resources for classroom use.

All of the movies that are the basis for the lesson plans on this CD ROM are classics of American cinema and can usually be readily found. To find resource materials specifically related to the seven movies in this collection, it is simply a question of searching the Internet using choice key words. Because English classrooms for native speakers are known as “Language Arts” classrooms in the United States, you should consider including the key words “Language Arts” in your searches in order to discover further treasures for classroom teaching. These treasures include background information, scripts, lesson plans, film guides, quotes from movies, trivia quizzes, and much, much more.

Many of the educational Internet sites that you find for using film in the classroom require the Adobe Acrobat Reader to read so-called PDF files. The Reader can be downloaded to your computer for free. Visit <http://www.adobe.com/products/acrobat/readstep2.html> for instructions on how to get this great tool. Some sites also require you to create a userid (“User ID=identification”) and password to log in to the site (some sites charge a fee, but many sites give free access after you sign up to use the site).

I hope you enjoy this collection of annotated websites related to using movies in the classroom.

The English Teaching Forum Online: <http://exchanges.state.gov/forum/>. The on-line version of the quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 60,000 copies of the magazine are distributed in 100 countries. This site contains articles from issues of the *Forum* dating back to 1993. To find a particular article or issue, click on the year it appeared, or ***search*** by subject, title, or author. For using films in the classroom, search using the terms “movies”, “film”, and related.

Website of the Internet TESL Journal: <http://iteslj.org>. This site has voluminous amounts of material for English teachers. Put the term “film” or “movies” or related into the search box on the right-hand side of the screen and find lots of material for use with movies and films in the ESL/EFL classroom. You may also search according to a key word in a movie title from this project (e.g., “Mockingbird” for the film “To Kill a Mockingbird”). Also has audio files to download to accompany *Voice of America (VOA) Special English* broadcasts related to film and other topics of interest. Wikipedia.org is another good site, but ***beware*** that most of these articles are written by the general public and are not always accurate.

Film Education: <http://www.filmeducation.org>. Provides free, downloadable resource kits on various films to teach in the classroom and ways of using film in the classroom, including lesson plan guides for elementary/primary and secondary school classrooms. You may search these resources according to level of instruction. You need Adobe Acrobat Reader to download these PDF files.

Internet Movie Database: www.imdb.com. This site proclaims itself to be “the biggest, best, most award-winning movie site on the planet” and has sections on Top Movies, Independent Film, the Top 250 Movies, Plot Summaries, Crazy Credits, Goofs (“bloopers”), Trivia, and lots of information on films in general.

Film Blog: Teaching and Learning with Film:

http://jeffreyhill.typepad.com/filmblog/lesson_plans/. This site has downloadable units, exercises, and lesson plans for the ESL/EFL classroom, plus a vast list of additional links that will take you to scripts, articles, and additional teaching ideas. These are submitted by teachers like yourselves. The *scripts* sections will take you to screenplays that can be used with students to act out films in the curriculum or for reference during viewing.

Movies in the Classroom: <http://www.classbrain.com/artmovies/publish/index.shtml>. A very rich site with activities, lesson plans, and other useful classroom aids for use with movies in the classroom. Use the sidebar on the right hand side to click on links to *Language Arts* and *Foreign Languages* for plans easily adaptable to the ESL/EFL classroom.

American Film Institute: <http://www.afi.com/>. This is the official site of the American Film Institute in Washington, DC. You have to pay a membership to have access to all features of the site, BUT free things you can access can be found through links on the right-hand side of the screen, including lists of AFI’s top 100 movies, top 100 laughs, songs, etc, also downloadable for free in PDF format. Includes such useful resources as *AFI’s 100 Years – 100 Quotes* -- <http://www.afi.com/tvevents/100years/quotes.aspx#list>

The English Learner Movie Guides: <http://www.eslnotes.com/synopses.html>. A wealth of “Learner Guides” for classroom use that you can download in PDF, Word, or HTML format. These have been designed especially for the English language learner and have a lot of useful vocabulary resources for individual films. Each includes a summary of the plot, a list of the major characters, an extensive glossary of vocabulary, various cultural references, and questions for ESL class discussion. The movie guides are based on the scripts from the movies so are easy to use for a variety of activities in the ESL/EFL classroom. You can sign up to get e-mail notifications for when new study guides come out on the site. There is also a *Movie Quote of the Week* on the site.

Karin’s ESL Partyland Teaching with Film and Video:

<http://www.eslpartyland.com/teachers/nov/film.htm>. Has a number of creative discussions, lessons, film reviews, handouts, and links to help you use movies to improve English language skills and better understand cultural issues. Also has an interactive forum for movie discussion and sharing ideas about using films in the classroom.

Film Festival: An ESL Lesson Plan to Get Students Talking About Movies and Movie Riddles: An ESL Activity to Get Students Talking About Movies: <http://bogglesworld.com/lessons/MovieLesson1.htm> and <http://bogglesworld.com/lessons/MovieLesson2.htm>. Two lesson plans with links for worksheets to use in the ESL/EFL classroom.

Dave's ESL Web Guide –Movies and Screenplays: http://eslcafe.com/search/Movies_and_Screenplays/. Provides links to various sites useful for teaching English through movies. Some of these sites appear in this bibliography.

ESLFLOW.COM – Teaching with Movies: <http://www.eslflow.com/teachinglanguagewithmovies.html> See the sidebar with links on the right-hand side for dozens of ideas on how to use movies in the ESL/EFL classroom. A good site to find things you can download, especially when teaching about or using movie reviews, working with vocabulary, plots, and games. Has links to various papers and articles about using film in the classroom.

Learning to Give: This site is devoted to the discussion of values in the classroom. This link provides a lesson plan to discuss democratic values based on American films including *Dances with Wolves* and *To Kill a Mockingbird*. <http://www.learningtogive.org/lessons/unit52/lesson4.html>

Academie de Nancy-Metz: <http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cine.htm> and <http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cinema.htm#films> and <http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cinema.htm#tea>. This French language site has numerous pages on integrating film into the classroom for the teaching of English. No French needed though there will be a lot more of interest to those who do read French.

Drew's Script-O-Rama: <http://www.script-o-rama.com/snazzy/dircut.html> Excellent source of complete film scripts, even for acting out in class, quizzes related to movies, and TV scripts. Click on “film transcripts” for an alphabetical list of films that you can download. Note that you have to click on links and use your cursor to see the full text and/or cut and paste.

Scripts for You: <http://sfy.ru/>. A Russian site full of movie scripts. It advertises itself as “a famous selected collection of hundreds free movie scripts and screenplays! Fast server, clean design, exclusive updates and no dead links - enjoy it”. Many of these files are in PDF format so you need the Adobe Acrobat Reader to use (see above).

The Internet Movie Script Database: <http://imsdb.com/> This site calls itself “the web’s largest movie script resource”. There is also a movie chat here. The site organizes scripts according to genre or title. They are in HTML format. The site also includes readers’ reviews of many, many films and a message board for you and your students to join the dialogue. To find scripts, go to the bottom of the page after you click on the movie you want and use that link.

Teaching Global Issues through English Movies:

<http://www.jalt.org/global/30Mov.htm> . A lesson plan by Yasuyo Fukunaga of Ferris University in Yokohama, Japan (1998). Has many ideas on using English language movies to teach values and global issues, including numerous links. Also gives information about *The Association for Teaching English through Movies*.

Web Resources for Feature Films in the ESL Classroom:

<http://www.eslmag.com/modules.php?name=News&file=article&sid=76> . A very useful article by Dr. Christine Meloni available from *ESL Magazine* (www.eslmag.com) about teaching English through movies. Has an extensive list of further links grouped under these headings: Cinema History, Film Lists, Film Databases, Trailers and Sound Clips.

Stereotypes: How Movies Look at Groups of People:

<http://www.ohiou.edu/esl/elective/film/tasks/stereotype.html> . Interesting set of tasks related to ESL/EFL and using film to talk about stereotypes, on the Ohio ESL site of Ohio University. Has a number of articles and ready-to-use activities for the classroom.

Using Film to Develop Learner Motivation: <http://iteslj.org/Articles/Ryan-Films.html>

Plot-O-Matic: <http://www.maddogproductions.com/plotomatic.htm> . A novel site that allows you to fill in the blanks and create your own paragraph-long movie plots! Try it out as the basis for creative writing assignments, drama, or role play in the classroom.

Culture Capsules: <http://www.lclark.edu/~krauss/watanabeauweb/watanabeau.html> . A very innovative and hands-on project developed by Michael Krauss of Lewis and Clark College, Portland, Oregon. This particular link leads you to student projects entitled “Japanese Traditional Movies by Akira Kurosawa”, “Typical Hong Kong Movies”, and “Asian Traditional Action Movies”. A good start for developing projects with your students related to cinema and movies.