

ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ІМЕНІ ІВАНА ФРАНКА
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ МОВИ ТА ПРИКЛАДНОЇ ЛІНГВІСТИКИ

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ОРГАНІЗАЦІЇ САМОСТІЙНОЇ /
ІНДИВІДУАЛЬНОЇ РОБОТИ**

Обов'язкової освітньої компоненти
«Практичний курс англійської мови»

POPCORN MOVIE

(part 1)

для підготовки здобувачів
першого (бакалаврського) рівня вищої освіти

Галузь знань	03 Гуманітарні науки
Спеціальність	035 Філологія
Предметна спеціальність	–
Спеціалізація	035.041 германські мови та літератури (переклад включно), перша - англійська
Освітня програма	Англійська мова та література (переклад включно)
ННІ	іноземної філології

Укладач: кандидат філологічних наук,
доцент Оксана КОДУБОВСЬКА;

Розглянуто та схвалено на засіданні
кафедри англійської мови та прикладної
лінгвістики

Протокол від «11» грудня 2023 р. № 6

Завідувач кафедри _____ Інна БІЛЮК

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POPCORN MOVIE (part 1). Методичні рекомендації до організації самостійної / індивідуальної роботи студентів з обов'язкової освітньої компоненти «Практичний курс англійської мови». Житомир, 2023. 29 С.

Методичні рекомендації до організації самостійної / індивідуальної роботи студентів з обов'язкової освітньої компоненти «Практичний курс англійської мови» укладено для підготовки здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 03 Гуманітарні науки, спеціальності «035 Філологія», спеціалізації 035.041 «Германські мови та літератури (переклад включно), перша – англійська» денної та заочної форми навчання.

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ЗМІСТ

1. Пояснювальна записка
2. Перелік питань і тем для самостійного опрацювання та індивідуального виконання
3. Перелік видів роботи з рекомендаціями щодо їх проведення
4. Завдання для самоконтролю
5. Рекомендована література

1. ПОЯСНЮВАЛЬНА ЗАПИСКА

Методичні рекомендації до організації самостійної / індивідуальної роботи студентів 4 курсу (VII семестр) з освітньої компоненти «Практичний курс англійської мови» розроблено для здобувачів вищої освіти першого (бакалаврського) рівня за освітньо-професійною програмою «Англійська мова та література (переклад включно)» зі спеціальності «035 Філологія», спеціалізації 035.041 «Германські мови та літератури (переклад включно), перша – англійська» Житомирського державного університету імені Івана Франка.

Метою вивчення освітньої компоненти «Практичний курс англійської мови» є формування комунікативних, лінгвістичних та професійних компетентностей студентів, автоматизування навичок вимови, читання, структурного оформлення мови в усній і письмовій формі.

Використання відеоматеріалів дає змогу створити позитивний емоційний фон процесу вивчення мови та значно покращує ефективність навчального процесу, спонукає до комунікативної діяльності.

Основними завданнями є:

- навчити студентів сприймати навчальний матеріал за допомогою слухових та зорових аналізаторів;
- засвоїти певний обсяг соціокультурних знань за рахунок перегляду художніх фільмів;
- розвинути лінгвокраїнознавчі та культурологічні знання студентів про культуру, традиції та звичаї Великої Британії та США, порівняння їх з національними традиціями та культурою свого народу;
- розвинути комунікативне спілкування англійською мовою в межах тем, що вивчаються;
- навчити студентів вбачати в іноземній мові засіб одержання, розширення і поглиблення системних фахових знань, а також засіб самостійного підвищення своєї професійної кваліфікації.

2. ПЕРЕЛІК ПИТАНЬ І ТЕМ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ ТА ІНДИВІДУАЛЬНОГО ВИКОНАННЯ

Тема 1. Система державного управління та функціонування економіки Великобританії, США і України

Система державного управління Великобританії, США і України.

Політичні партії та рухи у Великобританії, США і України.

Принципи функціонування економіки Великобританії, США і України.

3. ПЕРЕЛІК ВИДІВ РОБОТИ З РЕКОМЕНДАЦІЯМИ ЩОДО ЇХ ПРОВЕДЕННЯ

Самостійної та індивідуальна робота студентів 4 курсу є невід'ємною складовою вивчення освітньої компоненти «Практичний курс англійської мови». Робота здійснюється за наступними напрямками:

- підготовки теоретичних питань;
- перегляд кінофільмів;
- написання есе.

Алгоритм підготовки теоретичних питань

- Визначте питання для підготовки.
- Опрацюйте джерела, зазначені в списку літератури (основна, допоміжна). Підберіть самостійно джерела, які можуть бути використані під час підготовки.
 - Визначте основні поняття теми, які ви маєте засвоїти.
 - Для кращого засвоєння матеріалу занотуйте інформацію, яку ви прочитали
 - Підберіть ілюстративний матеріал до теми.
 - Визначте проблеми в опрацьованому матеріалі, які ви недостатньо зрозуміли. З цими питаннями ви зможете звернутися на консультації до викладача.

- Залучіть додатковий матеріал для відповіді (презентації PowerPoint, автентичні відео і т. ін.).
- Перевірте засвоєний матеріал, відповідаючи на тестові запитання та виконуючи практичні завдання.

Алгоритм перегляду кінофільму

- Підготовка до перегляду кінофільму (Before watching activities);
- Перегляд кінофільму та виконання завдання під час перегляду фільму (While watching activities);
- Обговорення та виконання творчих завдань після перегляду кінофільму (Post-watching activities).

Алгоритм написання есе

- Визначте тему для есе;
- Запишіть основні поняття теми;
- Складіть план;
- Представте свою власну думку з приводу поставленої теми;
- Поясніть свою точку зору;
- Наведіть якомога більше прикладів та доказів своєї точки зору;
- Підведіть підсумок всіх аргументів;
- Поцікавтесь точкою зору читача з цього питання.

THE KING'S SPEECH

(based on the movie)

BEFORE WATCHING ACTIVITIES

Use the Internet to find facts or events from the lives of three British kings – George V, Edward VIII and George VI. Compare and contrast the kings, and discuss what it means to be royalty, and what impact social perceptions and personal preferences have on each monarch's decisions.



The Prince of Wales with his brothers. The future King Edward VIII (2nd from left) with the Duke of York (the future King George VI who is Queen Elizabeth II's father), Prince Henry, Duke of Gloucester and Prince George, Duke of Kent. Illustration published as Edward VIII was crowned following the death of his father, George V, (Daily Express Publication, London, 1936).

Use the Internet to find interesting facts about the film.

For example, Colin Firth's portrayal of King George VI was widely praised, and he won the Academy Award for Best Actor for his performance.

In your opinion, what kind of message did George V's decision to change the Royal Family's name send to other countries?

Compare and contrast the duties and obligations carried out by the royal monarch and the president of the United States.

Explore the present-day monarchies of various countries. Determine the extent of the monarchs' involvement in government affairs. Do they merely serve as symbolic representatives or do they possess actual political authority?

WHILE WATCHING ACTIVITIES

Write the name of each character under his or her picture.

Myrtle Logue

Bertie, the

Wallis Simpson

Lionel Logue

Duke of York

Prince David

King George V

Lady Elizabeth

Winston Churchill

The Archbishop



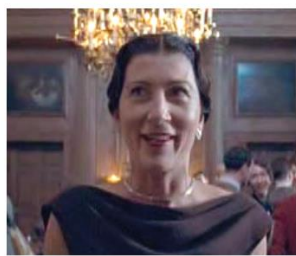
















Decide whether the statements are true (T), false (F). Say why the false statements are false.

1. "The King's Speech" is a biographical film based on the life of King George V.

True

False

2. The film portrays the struggle of King George VI to overcome his stuttering and deliver a radio address to the British nation during World War II.

True

False

3. Lionel Logue is a speech therapist who helps King George VI overcome his stuttering.

True

False

4. King George VI is initially reluctant to work with Lionel Logue.

True

False

5. Queen Elizabeth, the wife of King George VI, is unsupportive of her husband's efforts to overcome his stuttering.

True

False

6. The film takes place during the reign of King George VI's father, King George V.

True

False

7. King George VI's brother, Edward VIII, abdicates the throne to marry a divorced woman, leading to King George VI's ascension to the throne.

True

False

8. The climax of the film is King George VI's successful delivery of his radio address to the British nation.

True

False

9. King George VI's coronation was held in Westminster Abbey.

True

False

10. Lionel Logue became a close friend and confidante to King George VI.

True

False

11. Queen Elizabeth, the Queen Mother, was initially skeptical of Lionel Logue's methods.

True

False

12. The film portrays the importance of effective communication and leadership in times of crisis.

True

False

Choose the most appropriate answer for each question.

1. Who portrays King George VI in the film "The King's Speech"?

A) Colin Firth

B) Tom Hanks

C) Daniel Day-Lewis

D) Hugh Jackman

2. What is the main challenge faced by King George VI in the film?

A) Overcoming his fear of public speaking

B) Dealing with his father's illness

C) Avoiding war with Germany

D) Resolving a constitutional crisis

3. Who is Lionel Logue in the film?

A) King George VI's brother

B) King George VI's speech therapist

C) King George VI's father

D) King George VI's military advisor

4. What significant event leads to King George VI's ascension to the throne?
- A) His father's abdication
 - B) His father's death
 - C) His brother's death
 - D) His brother's abdication
5. What was King George VI's relationship with his older brother, Edward?
- A) They were close and supportive of each other.
 - B) They had a distant and cold relationship.
 - C) They were estranged and did not speak to each other.
 - D) They were constantly in competition with each other.
6. What was the reason for Edward's abdication of the throne?
- A) He wanted to retire from public life.
 - B) He fell in love with a married woman.
 - C) He was involved in a scandalous affair.
 - D) He was unhappy with the responsibilities of being king.
7. How did Lionel Logue help King George VI with his stuttering?
- A) By teaching him breathing and relaxation techniques
 - B) By providing him with medication
 - C) By using hypnosis and suggestion
 - D) By performing surgery on his vocal cords
8. What important event did King George VI give his famous wartime speech for?
- A) The end of World War I
 - B) The beginning of World War II
 - C) The signing of the Treaty of Versailles
 - D) The coronation of Queen Elizabeth II

9. Who initially approached Lionel Logue to help King George VI with his speech?

- A) The King himself
- B) The Queen
- C) The Prime Minister
- D) The Archbishop of Canterbury

10. What was the attitude of King George V, King George VI's father, towards his speech impediment?

- A) He was indifferent
- B) He was supportive
- C) He was critical
- D) He was abusive

11. What was the name of King George VI's wife, who was a great support to him?

- A) Queen Victoria
- B) Queen Elizabeth
- C) Queen Mary
- D) Queen Anne

Note down scenes that make an impression on you.

Describe the characters as in the example.

Example Bertie (The Duke of York) King George V's second son who suffers from a speech disorder

Lady Elizabeth _____

Lionel Logue _____

Myrtle Logue _____

King George V _____

Prince David (The Prince of Wales) _____

Wallis Simpson _____

The Archbishop _____

Winston Churchill _____

Write the name of the character beside his quote:

“Now this is slightly awkward, but I am afraid you’re late.” _____

“I don’t have a “hubby”. We don’t pop, and nor do we ever talk about our private lives.” _____

“I’m sorry Mrs. Johnson. My game, my turf, my rules.” _____

“No, you must stay bored stupid listening to your parents’ inane conversation.”

“Why bring it up if you can’t talk about it?” _____

“Can’t I be a penguin instead?” _____

“Once there were two princesses. Princess Elizabeth and Princess Margaret”

“Waiting for me to commence a conversation, one can wait rather a long wait.”

“Timing isn’t my strong suit.” _____

“I believe sucking smoke into your lungs will kill you.” _____

“I bet that you can read flawlessly, right here, right now, and if I win the bet, I get to ask you more questions.” _____

“One usually wagers money.” _____

“I have no idea what an Australian might do for that sort of money.” _____

“Sit up. Straight back, face boldy up to the bloody thing and stare it square in the eye as would any decent Englishman.” _____

“In the past, all a king had to do was look respectable in uniform and not fall off his horse.” _____

“We’re not a family. We’re a firm.” _____

“Your darling brother, and future king, the only wife he appears interested in is invariably the wife of another ... I told him straight: no divorced person can ever be received in court.” _____

“Strictly business. No personal nonsense.” _____

Match the following words to their definitions.

1. stammer __ 2. discretion (n) __ 3. unorthodox (adj) __ 4. to pop by (v) __ 5. my turf
__ 6. strong suit __ 7. square in the eye/face __ 8. indentured servitude __ 9. inane
(adj) __ 10. audition (n) __ 11. approach (n) __ 12. physician (n) __ 13. to commence
(v) __ 14. defect (n) __ 15. impediment (n) __ 16. flawlessly (adv) __ 17. to wager (v) __
18. to ingratiate (v) __ 19. schilling (n) __ 20. to intimidate (v) 21. abyss (n) __
22. awkward (adj) __ 23. invariably (adv) __ 24. firm (n) __ 25. appreciate (v) __
26. method (n) __ 27. immoral (adj) __ 28. divorced (adj) __

- a. Directly in the eye or face
- b. Perfectly; with no mistakes
- c. A try-out for a play or performance
- d. To quickly stop by a place
- e. To bet
- f. A medical doctor
- g. Work where the employee works in exchange for benefits such as travel and housing. The employee cannot leave the contract.
- h. A dark, bottomless hole
- i. A speech disorder that causes a person to pause while speaking
- j. Not revealing private information
- k. To make others pleased with something
- l. An imperfection or flaw

- m. Breaking away from tradition
- n. My territory
- o. To start, to begin
- p. An obstacle
- q. A coin used in the UK worth 1/20 of a pound
- r. A method
- s. To force some to do something with fear and threats
- t. A person's strengths
- u. Stupid, silly
- v. Another word for a company or business
- w. Another word for "always"
- x. Describes something uncomfortable or embarrassing
- y. A way of doing things
- z. To value something
- aa. Describes people who are no longer married
- bb. Describes something that conflicts with what is considered right or proper

POST-WATCHING ACTIVITIES

Work in pairs or in class on the following:

Setting: Where and when do the events take place?

Characters: Do the characters change throughout the film? Explain, and give examples.

Plot: Sum up briefly the main events of the film – what happens?

Theme/message: What would you say the film is about? Do you find there is more than one theme?

Answer the following questions.

1. What did you think of the film and the way it portrayed King George VI's speech impediment?

2. What was the significance of the King's speech impediment and how did it affect his role as a monarch?

3. What role did Lionel Logue play in helping King George VI overcome his speech impediment? How did their relationship evolve over time?

4. How did the film portray the relationship between King George VI and his brother Edward VIII? What impact did Edward's abdication have on the King's life?

5. What themes does the film explore, such as perseverance, friendship, and family? How are these themes portrayed in the film?

6. What did you think of the performances of the actors, particularly Colin Firth and Geoffrey Rush? How did they bring their characters to life?

7. What did you learn about the historical context of the film, particularly the events leading up to World War II? How did the film depict these events?

8. What impact do you think King George VI's speeches had on the people of England and the world during a time of crisis?

9. Do you believe that Edward was forced to abdicate or chose to resign voluntarily?

10. What reasons would George VI have for worrying that his speech impediment would affect his leadership skills?

Discussion

Analyze the character of King George VI in the film. How does the portrayal of his speech impediment contribute to his characterization? What other qualities of the character are highlighted in the film?

Both Lady Elizabeth Bowes-Lyon (Helena Bonham Carter), who becomes Queen Elizabeth, and the eccentric speech therapist, Lionel Logue (Geoffrey Rush), are instrumental in helping King George VI so that his speech challenges didn't debilitate him. Have students discuss how they would characterize the queen and Logue.

Have students research additional information about George VI's relationship with Lionel Logue and the impact it had on the king's reign.

Analyze the relationship between King George VI and his brother Edward VIII. How does Edward's abdication impact the King's life and the story of the film? How does the film portray this relationship?

After his abdication, Edward VIII marries Wallis Simpson and departs from England. Ask students to investigate Edward's life post-abdication and contemplate the following question: Had Edward not abdicated, how might this have affected the outcome of World War II, if at all?

Discuss the themes of family and duty in the film. How do these themes manifest themselves in the relationships between the characters? How do they contribute to the overall story?

THE FOUNDER

(based on the movie)

BEFORE WATCHING ACTIVITIES

Use the Internet to find facts or events from the lives of Ray Kroc, Dick McDonald and Mac McDonald.



Use the Internet to find interesting facts about the film.

For example, the film has been praised for its depiction of the dark side of the American Dream and the complex legacy of Ray Kroc, who is portrayed as both a visionary entrepreneur and a ruthless businessman.

Translate and explain in your own words what is the meaning of the words given below

Greed

Persistence

Scrumptious

Epiphany

Ruthlessness

Ingenious

Once-in-a-lifetime opportunity

To franchise

WHILE WATCHING ACTIVITIES

Write the name of each character under his or her picture.

Ray Kroc

Ethel Kroc

Joan Smith

Dick McDonald

Mac McDonald

Harry J. Sonneborn













Decide whether the statements are true (T), false (F). Say why the false statements are false.

1. "The Founder" is a biographical film about the life of McDonald's founder, Ray Kroc.

True

False

2. The film portrays Kroc's early struggles as a milkshake mixer salesman before he eventually stumbled upon the idea of franchising McDonald's.

True

False

3. The McDonald brothers were initially reluctant to work with Kroc and only agreed to sell him their franchise model after he promised to uphold their high standards of quality and service.

True

False

4. Kroc immediately recognized the potential of the McDonald's franchise and began expanding the business across the United States and around the world.

True

False

5. The McDonald brothers continued to work with Kroc and help him grow the business, even as he began to make changes to the menu and business model that they didn't agree with.

True

False

6. Kroc eventually bought out the McDonald brothers and took full control of the company, despite their objections.

True

False

Choose the most appropriate answer for each question.

1. What is the main plot of the film The Founder?
 - a. The rise of McDonald's as a fast-food empire
 - b. The history of the hamburger
 - c. The life of a food critic
 - d. The founding of a pizza chain

2. Who are Richard and Maurice McDonald in the film "The Founder"?
 - a. Two business partners of Ray Kroc
 - b. The founders of McDonald's
 - c. Two competitors of Ray Kroc
 - d. Two lawyers who worked on the McDonald's case

3. What kind of business practices does Ray Kroc use to take over the McDonald's company?
 - a. Ethical and fair practices
 - b. Unethical and illegal practices
 - c. Non-competitive practices
 - d. Environmentally friendly practices

4. What does Ray Kroc compares to the 'chicken and egg' logic?
 - a. If you increase your supply, demand will follow.
 - b. If you cook your food faster, more people will visit your place.
 - c. If you think positive, you will be successful.

5. What does Ray Kroc listens to before going to sleep?
 - a. Elvis Presley music.
 - b. "The power of the Positive" speech.
 - c. Political news.

6. When did Ray Kroc for the first time heard of McDonald's?
 - a. When he was going nearby.
 - b. When they ordered 6 mixers from Prince Castle sales.
 - c. He read about it in a newspaper.

7. What did he ordered when he first came there?
 - a. Big mac and cola
 - b. French fries, cola and cheeseburger
 - c. Hamburger, French fries and a cola

8. What is the first stop for every McDonald's hamburger (according to Mac)?
 - a. Getting the buns ready
 - b. Grill station
 - c. Counter

9. Where did they draw a scheme of all the equipment before the McDonald's was built?
 - a. Tennis court
 - b. School
 - c. Home

10. Put in the missing word from Ray's speech. McDonald's can be the new American _____?
 - a. Restaurant
 - b. Church
 - c. Entertainment

11. What kind of solution did Joan suggested when Ray's restaurants were having problems with payments?
 - a. To reduce the time, when you have to make milkshakes by half.

- b. To open more restaurants in America.
- c. To employ married couples.

12. How did his wife reacted when he had said that he wanted to divorce?

- a. She was fine about it.
- b. She didn't say a word.
- c. She started screaming.

13. Why no one will ever succeed just like McDonald's?

- a. Because of it's name.
- b. Because of the rare system.
- c. Because of the special location.

Note down scenes that make an impression on you.

Describe the characters as in the example.

Example Ray Kroc main character, he's a traveling milkshake machine salesman

Dick McDonald _____

Ethel Kroc _____

Mac McDonald _____

Joan Smith _____

Harry J. Sonneborn _____

Write the name of the character beside his quote:

Mr. Kroc, if you're not making money hand over fist, something's terribly wrong.

McDonald's... is... family. Isn't that great? You know what I see when I see that? If I saw a competitor drowning, I'd shove a hose down his throat. _____

If you've got time to lean, then you've got time to clean. _____

There's a wolf in the hen-house. We let him in. _____

Family. We're one big family. Aren't we? We have mouths to feed. That's a family.

Ray, we have no interest in a milkshake that contains NO MILK. _____

Dick. We will never beat him. We will never be rid of him. _____

Let me explain something to you, Dick... You boys have full say over what goes on inside the restaurants. But outside, above, below... your authority stops at the door.

And at the floor. All right? _____

You know what - contracts are like hearts, they are made to be broken.

This is not your company, Ray! _____

POST-WATCHING ACTIVITIES

Work in pairs or in class on the following:

Setting: Where and when do the events take place?

Characters: Ray Kroc, Richard McDonald and Maurice McDonald are three main characters. Do the characters change throughout the film? Explain, and give examples.

Plot: Sum up briefly the main events of the film – what happens?

Theme/message: What would you say the film is about? Do you find there is more than one theme?

Answer the following questions.

1. How does Ray Kroc initially become involved with the McDonald's restaurant?
2. What is the name of the first franchisee that Ray Kroc signs up to expand the McDonald's chain?
3. What is the name of the business consultant who helps Ray Kroc come up with the idea for the modern fast-food franchise model?
4. What is the relationship between Ray Kroc and the McDonald brothers like throughout the course of the film?
5. How does Ray Kroc ultimately gain control of the McDonald's corporation?
6. What is the significance of the name "McDonald's"?
7. What are some of the key challenges that Ray Kroc faces in his efforts to expand the McDonald's franchise?
8. What is the role of the "Speedee Service System" in the success of McDonald's?
9. How does Ray Kroc's personality and business philosophy evolve over the course of the film?
10. What is the legacy of Ray Kroc and the McDonald's corporation?

Discussion

Discuss the strategies and techniques employed by McDonald's to achieve success.

Was Ray Kroc's behavior ethical? Explain why/why not .

Research the real-life events that inspired the film and compare them to the portrayal of those events in the movie. Evaluate the accuracy of the film by identifying similarities and differences between the historical record and the way events are depicted in the film. Provide examples from both the film and historical sources to support your analysis.

Write your film review. Summarize the plot of the film; talk about what you expected from it and how you felt after watching it; Would you recommend it to someone; How does this film respond nowadays?

5. РЕКОМЕНДОВАНА ЛІТЕРАТУРА

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