

ФЕДЕРАЛЬНОЕ
ГОСУДАРСТВЕННОЕ КАЗЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«ВОСТОЧНО-СИБИРСКИЙ ИНСТИТУТ
МИНИСТЕРСТВА ВНУТРЕННИХ ДЕЛ РОССИЙСКОЙ ФЕДЕРАЦИИ»

LEARN TO SPEAK ENGLISH



ИРКУТСК

Федеральное государственное казенное образовательное учреждение
высшего образования
«Восточно-Сибирский институт
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**РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ ПРИ ОБУЧЕНИИ
ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ КУРСУ
ИНОСТРАННОГО ЯЗЫКА
В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ МВД РОССИИ**

Методические рекомендации

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Развитие навыков устной речи при обучении профессионально ориентированному курсу иностранного языка в образовательных организациях МВД России: методические рекомендации / сост. Е.А. Васкина, Е.А. Баева, Е.С. Фидель. – Иркутск: ФГКОУ ВО ВСИ МВД России, 2021. – 61 с.

Методические рекомендации предусматривают выполнение основной цели программы обучения: развитие у будущих профессионалов правоприменительной деятельности инструментальной компетенции, т.е. навыков устной речи при обучении профессионально ориентированному курсу иностранного языка в образовательных организациях МВД России.

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ПРЕДИСЛОВИЕ

Методические рекомендации по развитию навыков устной речи нацелены на формирование общекультурной компетенции в области развития способности к деловому общению, т.е. развитию навыков устной речи при обучении профессионально ориентированному курсу иностранного языка в образовательных организациях МВД России.

Методические рекомендации помогают решить проблему недостаточной сформированности инструментальной компетенции в области говорения, а именно способствовать освоению основных языковых парадигм для осуществления делового общения и профессиональной коммуникации на иностранном языке, формированию умений пользоваться наиболее употребительными языковыми средствами, участвовать в обсуждении тем, понимать устную (монологическую и диалогическую) речь в сфере делового общения и профессиональной коммуникации.

Работа с материалами методических рекомендаций поможет обучающимся овладеть коммуникативными навыками монологической и диалогической речи, наиболее используемыми грамматическими навыками делового общения и профессиональной коммуникации.

Методические рекомендации состоят из трех частей, каждая из которых предполагает развитие навыков говорения посредством просмотра видеофильмов, чтения текстов и аудирования языкового материала.

В первом разделе методических рекомендаций “Speaking Through Watching” представлены материалы и задания к фильму страноведческого характера, мотивирующего обучающихся не только на понимание, но и на обсуждение актуальных тем в соответствии с тематикой общекультурного и

лингвострановедческого раздела рабочей программы по иностранному языку. Просмотр иноязычных видеофильмов способствует наиболее эффективному овладению нормативными фонетическими навыками изучаемого языка.

Раздел “Speaking Through Reading” содержит тексты лингвострановедческой направленности, посвященные таким темам, как «Политика», «Национальные праздники», «Преступность» в странах изучаемого языка. К каждому тексту представлены предтекстовые упражнения, задания на активизацию тематического вокабуляра и собственно речевые упражнения, направленные на формирование навыков устной речи. Упражнения предполагают высказывание собственного мнения по проблеме (монологическая речь), обсуждение проблемы в парах и минигруппах (диалогическая речь).

В разделе “Speaking Through Listening” подобраны аудиозаписи лингвострановедческих текстов о «Политике Великобритании и США в лицах», направленных на расширение знаний о странах изучаемого языка. Раздел позволит совершенствовать развитие навыков говорения на основе дискуссий. Упражнения к аудиотекстам, ориентированные на развитие умения высказать свою точку зрения по тематике, предусмотренной программой, разработаны с использованием новой лексики для использования в различных ситуациях общения.

Методические рекомендации могут быть использованы как для аудиторной работы на занятиях по иностранному языку, так и для самостоятельной работы, поскольку содержат ключи к некоторым упражнениям, скрипты видеоматериалов и другие дополнительные материалы для развития навыков устной речи.

PART 1. SPEAKING THROUGH WATCHING

London

In this film you'll find out about different aspects of this magnificent city.

We've divided the film into several episodes so that you could understand and speak about each aspect in detail. Each episode is provided with the script which you can see in Appendix 1 if there's a need.



Episode 1. London Bridges & Transportation

1. Study the vocabulary.

take a look at – взглянуть

fascinating – увлекательный

exciting – захватывающий

find out – узнавать

pedestrian – пешеход

2. What do you know about London bridges? a) Look at the following sentences about this city. Speak about London bridges using the expressions below. You can also use other expressions from appendix 2. b) Watch the video and say which of your guesses were correct.

I'm absolutely sure that ...

In my opinion ...

I'm not sure that I know the answer but I'd like to guess ...

To my mind ...

I've no idea about it ...

It seems to me ...

We very clearly remember that

I am tempted to think that ...

I guess ...

I don't honestly think that ...

I consider (that) ...

I hold the view that ...

From my point of view ...

It's my firm believe that ...

As I see it ...

I've got an impression that ...

1. London is a fascinating and modern city.
2. London is on the River Thames.
3. Until 1847 there was only one bridge over the Thames.
4. Now there are more than twenty bridges on the Thames.

5. London bridges are only for cars and other means of transport.
6. Tower Bridge is very famous.
7. About 12 mln. people live here.
8. You can't take a boat on the river Thames.
9. You can go by one of London's famous red buses or black taxis.
10. Londoners call the Underground 'the Tube'.
11. It started in 1863, and it was the world's first underground railway.

3. a) Match the names of London bridges to the pictures. Use the expressions given above to introduce your phrase. Start your answer with: *It seems to me that picture 1 shows...., I've got an impression that I can see..... in picture 2.*



1. London Bridge
2. Tower Bridge
3. Waterloo Bridge
4. London Millennium Bridge

b) All these bridges are of different length. Can you guess how long each is?

1. 381 m.
2. 269 m.
3. 244 m.
4. 325 m.

c) All these bridges are of different age. Can you guess how old each is?

1. 2000
2. 1973
3. 1894
4. 1945

d) Say which bridge is each statement about?

1. A famous folk song is about this bridge.
2. This bridge has two twin-towers.
3. People call it "Wobbly Bridge"
4. Troops were required to break step when crossing such a bridge before its second opening.
5. The views from the bridge are the finest from any spot.

e) Reproduce the dialogues filling in the missing words (surprise, visited, great, went, meeting).

– Hi, Tom! Fancy..... you here in London!

– Hi, Bob! What a nice! Have you been here long?

– Since Thursday. And I've done a lot of things. I've already the Tower of London.

– When did you go there?

– I there yesterday. I saw Tower bridge as well. It was....!

(can, turning, pedestrians, bridge)

– Excuse me, can you tell me the way to Waterloo, please?

– Sure. Go down King Street and then take the first on your right. The bridge is right in front of you.

– And one more question, please. I walk on Waterloo bridge?

– No, sir. You'd better cross the Millennium.... ,it's for

4. Complete the following sentences about London Bridges.

1. There are bridges in London.

2. I remember the names of some of them. For example,.....

3. The most famous are

4. All the bridges are of different ages. The oldest is The most modern is

5. Everybody knows the song “.....”.

6. If I had a chance to go to London, I'd walk on

5. London transportation is diverse: waterbuses, double-decker buses, black taxis and the underground: a) Match the pictures with the kinds of transport.



b) Reproduce the dialogues filling in the missing words (take, railway, usually, waterbuses, Waterloo, quicker, colours, black, started).

– Look! It's a boat on the Thames!

– Really! I can't see it! Where is it?

– It's under Tower bridge now. People call them

– People say that the view from bridge is amazing! I'd like to go there right now.



- You should a double-decker bus then.
- I'd better go by one of the taxis. They are a symbol of London as well and they are than buses.



- What do you know about black taxis?
- Motorized cabs in the UK were painted black in the past and are known as black cabs or taxis.
- Are they all black?
- Not really. They are now produced in a variety of
- I see.



- How do the English call their Metro?
- It's called the Underground or "the Tube". It in 1863, and it was the world's first underground

6. Translate the text into Russian. Use the synonyms (boat, well-known, learn, about, 'the Tube', magnificent, original, passers-by, travel, wonderful, large, start, began) instead of the words in bold.

It's a **fascinating** and **exciting** city with a very long history.

Let's **find out** more about London.

In about forty-three AD the Romans built the first bridge over the river and that was the **beginning** of the City of London.

Now there are twenty-nine bridges– some for cars, some for trains and some for **pedestrians**.

Some are very **famous** like this one – Tower Bridge.

London has a population of **nearly** seven million.

It's a **big** city.

You can take a **waterbus** on the river

You can **go** in one of London's famous red buses or black taxis.

Or you can go on the **Underground**.

It **started** in 1863, and it was the world's **first** underground railway.

7. Watch the video again and make notes under the following headings: bridges of London, kinds of transport you can use while in London. Then talk about them.

Episode 2. London – a tourist attraction

1. Look at the pictures and match them with the words from the list (Buckingham palace, tourists, St. Paul's cathedral, the Tower, Trafalgar Square, art galleries, Madame Tussaud's museum, exhibition of wax models). What do you know about these places?



2. Study the vocabulary.

abroad – заграница

rest – остальное

church – церковь

exhibition – выставка

wax – воск

3. Say whether the following statements about tourism in London are true or false. Then watch the video and find out if your answers were correct. Speak on this information using the expressions below. You can also use other expressions from appendix 2.

I'm absolutely sure that ...	In my opinion ...
I'm not sure that I know the answer but I'd like to guess ...	To my mind ...
I've no idea about it ...	It seems to me ...
We very clearly remember that	I am tempted to think that ...
I guess ...	I don't honestly think that ...
I consider (that) ...	I hold the view that ...
From my point of view ...	It's my firm believe that ...
As I see it ...	I've got an impression that ...

1. Over ten million tourists come here from abroad every year.
2. Over nine million tourists come here from other parts of Britain every year.
3. Madame Tussaud brought her exhibition of wax models to London in 1902.
4. Two million people visit it every year.
5. There is so much for people to see in London: palaces, churches, cathedrals, the Tower, Trafalgar Square, and lots of museums and art galleries.

4. Watch the video and fill in the missing words.

1. Over million tourists come here every year — eleven million from and the are tourists from other parts of Britain.
2. There is so much to see in London: palaces,, cathedrals, the Tower,, and lots of museums and
3. And, of course, Madame Tussaud's. Madame Tussaud brought her to London in 1802 and now over two and a half million people visit it every year.

5. Watch a video without a sound and comment on it using the sentences from Ex. 4

6. Speak about London as a tourist attraction.

Episode 3. London – a shopper’s paradise

1. Study the vocabulary.

store – магазин

grocer – бакалейщик

department – отдел

staff – персонал

busker – бродячий актер

street entertainers – уличный артист

fashion – мода

skirt – юбка

2. Study some interesting facts about:

Charles Henry Harrod – the founder of the world famous Harrods Department Store (1834) in the center of London. Today it is well known for the food halls with its luxury foods and also the fashion and beauty departments. It also supplies food and goods for the Royal family.



The East End of London London area known as the East End used to be the poorest overcrowding part of London with a lot of social problems. The area underwent considerable reconstruction and overcrowding is no longer a widespread problem.



Covent Garden – is a district in London, a popular shopping and tourist site with the Royal Opera House, which is often referred to as "Covent Garden".

Street fashion – in general, day-to-day London style is casual but more dressy than American style. This does not mean business clothing. A nice blouse plus tailored jeans (dark colors are always a good choice).



Punks/ punk rock – a new sub-culture which appeared in Great Britain in the early 70s of the last century. Young people with colorful Mohawks and piercings dressed in ripped jeans flooded the streets. Their worldview was nihilism, they refused to observe public principles and denied any authority. It was not just music, but a whole ideology. Punk became one of the world's largest subcultures, and London was proclaimed its capital.



Mohicans [mou'hi:kəns] – Native American tribe, who occupied the territory to the south as far as the Atlantic coast.



3. Say whether the following statements about shopping in London are true or false. Then watch the video and find out if your answers were correct. Speak on the information using the expressions below. You can also use other expressions from appendix 2.

I'm absolutely sure that ...
 I'm not sure that I know the answer but I'd like to guess ...
 I've no idea about it ...
 We very clearly remember that I guess ...
 I consider (that) ...
 From my point of view ...
 As I see it ...

In my opinion ...
 To my mind ...
 It seems to me ...
 I am tempted to think that ...
 I don't honestly think that ...
 I hold the view that ...
 It's my firm believe that ...
 I've got an impression that ...

1. London is also a great place for shopping.
2. Harrods, is probably the most famous store in Britain.
3. In 1934 Charles Henry Harrod started a small business as a grocer in the East End of London.
4. Today Harrods store has three hundred and fifty departments on eight floors and over three and a half thousand staff.
5. About thirty-five million people shop here every day.

6. Another popular place for shopping is Covent Garden – a centre of London street life.

7. You can find street musicians or buskers here and street entertainers.

8. You can also see the street fashion.

9. In the 1960s there wore jeans and trainers.

10. Later there were punks and Mohicans.

4. Reproduce the dialogues filling in the missing words.

A. (popular, join, queue, fancy, glad)

– Hi, George! meeting you here in London – the best of all places!

– Hi, Paul! Really to meet you here! I'm going to Harrods the most shop in London! Would you like to me?

– Sorry, but I can't, we are in a to Madame Tussaud's ? What about Friday night?

– That would be great!

– I'll call you then. Bye!

B. (variety, idea, long, looks, a wide range of, high, departments)

– Look at Pam! She is wearing a skirt today. She nice in it!

– Where did she buy it?

– I saw the same skirts in one of the Harrods They are woolen and of a very quality.

– Is there skirts in the shop?

– Oh, yes, there is a great of women's wear!

– Let's go and see some right now!

– That's a wonderful!

C. (cash, the fitting, on, excuse me, choice, credit)

–, can you show me this blue sweater, please.

– That's a nice Here you are.

– Can I try it , please?

– Yes, rooms are on your left.

– How much is it?

– It's twenty pounds.

– Can I pay by card, please?

–No, , please!

D. (fashion, buskers, holidays, magnificent, the Beatles, entertaining)

– I like my in London. I'm sorry, there are so few days left in this city. I'd like to go to Covent Garden. The nights are so there.

– I agree. I'm especially fond of street musicians or Do you know there is a show about street today?

– Really?

– Yes, it's about the history of fashion, you know the punks, hippies and mohicans and the time of with this wonderful music and miniskirts!

5. Speak about London as a shoppers' paradise.

Episode 4. London – what people like about it...

1. Study the vocabulary.

variety – разнообразие

busker – уличный актер

2. Watch the episode and mark the things the people like about London.

1.		the foods	
2.		the shoes	
3.		the traffic	
4.		the clubs and the buskers	
5.		the bridges	
6.		nice buildings	
7.		the weather	
8.		the British Museum	
9.		the people	
10.		the car fumes	
11.		Madame Tussaud's	
12.		the culture	
13.		the variety of London	
14.		the noise	
15.		the shopping	

3. You've known quite a lot about London. Can you ask your group-mates about what he/she likes/dislikes about this city? Mark the tips (1-15) with +/- , then speak about good and bad points of this city. Use the expressions from Appendix 2 to make the short dialogues. Use the following questions to start a dialogue.

What do people like about London?

Could you tell me what you like most about London?

Is there anything you especially like in London?

What are your favorite attractions in London?

What attracts you most in London?

What are you fond of in London?

What are the places and things you admire most in London?

What excites you most in London?

Episode 5. London – other places of interest

1. Study the vocabulary.

mousetrap – мышеловка

perform – представлять, ставить на сцене

rush – спешка

get away – скрыться, убежать

noise – шум

once – однажды

be tired – уставать

2. Say whether the following statements about other places of interest in London are true or false. Then watch the video and find out if your answers were correct. Speak on the information using the expressions below. You can also use other expressions from appendix 2.

I'm absolutely sure that ...

In my opinion ...

I'm not sure that I know the answer but I'd like to guess ...

To my mind ...

I've no idea about it ...

It seems to me ...

We very clearly remember that

I am tempted to think that ...

I guess ...

I don't honestly think that ...

I consider (that) ...

I hold the view that ...

From my point of view ...

It's my firm believe that ...

As I see it ...

I've got an impression that ...

1. London has over a hundred and thirty cinemas and more than sixty theatres.

2. The first performance of this play, 'The Mousetrap' by Agatha Christie, was in 1852.

3. London theatres are still performing the same play.

4. There are some wonderful parks – like Hyde Park, Regent's Park and St. James's Park – where you can walk, jog, have a picnic, or just relax and get away from the noise.

5. Charles Dickens, a famous English writer, once said, "When a man is tired of London, he is tired of life."

3. Study some interesting facts about:



Agatha Mary Clarissa Christie (1890 – 1976) an English writer who wrote sixty-six detective novels and numerous short stories about detectives Hercule Poirot and Miss Marple.



The Mousetrap is a murder mystery play by Agatha Christie. The Mousetrap was first performed in 1952, and has been running constantly since then – until March 16, 2020, when the stage performances had to be finished due to the COVID-19 pandemic. The show has by far the longest run of any play in history and it has become the world record. The audience are traditionally asked not to reveal the end after leaving the theatre.



Hyde Park is the largest of four Royal Parks. The park was established in 1536 and opened to the public in 1637. Speakers' Corner has been established as a point of free speech and debate since 1872. In the late 20th century free rock music concerts of such groups as Pink Floyd, The Rolling Stones and Queen took place here.



Samuel Johnson (1709 - 1784), often referred to as Dr Johnson, was an English writer who made great contributions to English literature as a poet, playwright, literary critic, biographer, editor, and lexicographer. After nine years of work, Johnson's A Dictionary of the English Language was published in 1755. This work brought Johnson popularity and success. The Oxford English Dictionary was published 150 years later.

4. Reproduce the dialogues filling in the missing words.

A. (the end, start, correct, quiet, excited, suspicion)

- Be! The play is about to
- All right, honey! You know how much I am. I've been dreaming of seeing "The Mousetrap" since I was a child.
- You know and you'll see if my guesses are!
- Ok! Everybody is under.

B. (get away, tired, mean, rush, wonderful, pubs,)

- I'm so, Bill. We've been in a for almost an hour! Why are we in a hurry?
- There is so much to see in London: restaurants, discos, and clubs!
- Yes, but there are bars and pubs everywhere in the world. We can see some fantastic parks in London!
- Parks? What parks do you
- First let's go to Hyde Park. Do you know that it was originally a hunting area?
- Really? Is it big?
- It's the largest!
- But you are exhausted. Can we have a picnic and from the noise there?
- That's a place to relax.

C. (been, shape, almost, a week, go for a walk, prefer, amazing)

- How long have you jogging? You're in good
- I've been jogging for a year. I've lost 13 kilos.
- That's great! Do you go jogging every day?
- Oh, no. Only when I have free time, usually three or four times
- I sometimes just in St. James's Park but I jogging here in Regent's Park.
- Both parks are! I think I'll join you tomorrow!
- Wonderful idea!

5. Speak about London places of interest.

Why do you think Dr. Johnson, a famous English writer, once said, "When a man is tired of London, he is tired of life"? Make notes and speak about all you've learnt about London using the phrases from Appendix 2.

PART 2. SPEAKING THROUGH READING

The UK Politics



Do the preparation task. Then read the article and do the exercises to check your understanding.

Preparation:

Match the vocabulary with the correct definition and write a-h next to the numbers 1-8:

1. an election	a) the group of people who officially control a country
2. the government	b) a member of government or of another political party
3. a politician	c) the leader of the government
4. the Prime Minister	d) the larger number or part of something

5. the turnout	e) behavior that shows no interest in something
6. a political party	f) when people vote to choose people to represent them in political jobs
7. the majority	g) the number of people who vote in an election or attend an election
8. apathy	h) an organization of people with similar political beliefs and ideas

Reading:

In the UK, only around 43% of 18- to 24-year-olds vote in general elections. Are you interested in politics, or do you change the TV channel when politicians appear on the screen?

Leaders and parties

The Prime Minister is the head of government in Britain and the queen (or king) is the head of state. British people vote in elections for Members of Parliament (MPs) to represent them. There are lots of political parties in the UK but the big three are the Labour Party (the main left-wing party), the Liberal Democrats (the main centre party) and the Conservatives (the main right-wing party). There are also parties representing different parts of the UK, such as the Scottish National Party and Plaid Cymru in Wales.

Voting

The UK voting system operates on a majority vote system. The political party that wins the most votes wins the election. For a political party in the UK to form a government, they need an overall majority. This means that the ruling party needs to have more Members of Parliament than all the other parties put together. If the winning party does not have an overall majority, then there is a hung parliament.

Coalition government

What often happens in the case of a hung parliament is that one large party will join up with a smaller party to form a coalition. By doing this, they exclude the main opposition and still have power - although it is now shared between the two coalition parties.

Young people and politics

All British citizens over the age of 18 can vote in general elections. Some people think that young people in Britain are apathetic and don't care about politics. About 43% of 18- to 24-year-olds voted in the 2015 ge This is what some young people said about British politics.

'I can't relate to any of the politicians. They all seem fairly similar and rarely listen to young people. If politicians really listened to the voters, I think more young people would vote.'

Fiona, 20, from London.

'I didn't vote in the last election but I do care about my country. Thousands of people protested on the streets against the government's plans to cut fi-

nancial help with university fees earlier this year. Only rich people will be able to go to university if we have to pay thousands of pounds to study! I was at the protest and so were most of my friends. I'll vote in the next election if things don't change.' Sean, 19, from Leeds.

'Politicians need to start listening to us. We would get engaged in mainstream politics if we felt that our opinions were respected.'

William, 24, from Sheffield.

'Of course I voted in the last election. Everyone should vote! Young people need to start voting in general elections. If we don't vote, we won't change anything.'

Pippa, 23, from Fleet.

General elections are held approximately every five years. Will more young people decide to vote in the next election? We'll have to wait and see.



1. Check your understanding. True or false:

1. There are only two political parties in the UK.
2. A political party needs an overall majority to form a government.
3. A coalition government is made up of two parties sharing power.
4. You have to be 17 or over to vote in a general election in the UK.
5. Less than half of 18- to 24-year-olds voted in the 2015 election.
6. There is a general election every three years in the UK.



2. Check your understanding. Matching.

Match the two sentence halves and write a-f next to the numbers 1-6.

1. If the winning party does not have an overall majority, ...
2. Only rich people will be able to go to university.
3. If we don't vote.
4. I'll vote in the next election.
5. If politicians really listened to the voters
6. We would get engaged in mainstream politics.

- A) ... we won't change anything.
- B) ... then there is a hung parliament.
- C) ... if we have to pay thousands of pounds to study!
- D) ... if we felt that our opinions were respected.
- E) ... if things don't change.
- F) ... I think more young people would vote.

3. Discussion. Answer the questions:

1. Are you interested in politics?
2. Would you like to be a politician?
3. What issues are important in your country today?
4. Do you think everybody should vote?
5. Do you follow politics? Why or why not?
6. Is/was politics discussed in your family? Are you aware of your parents' political beliefs?
7. Have you participated in politics in any way? If not, would you consider getting involved with a political party or organization?
8. In what ways do the politicians in your country do a good job? In what ways are they disappointing?
9. Has your country ever had a female leader? Why do men dominate politics in most nations?

4. Your opinion.

Choose 1 question from each category and express your opinion about it:

Politics

1. What do you think is the most important political issue at the moment?
2. Are you a member of a political party?
3. Do you enjoy debating politics with your friends? Do they have similar views to yours?
4. Do you think people's political views change over their lifetime?
5. Do you think too much money is spent on political campaigns?
6. Where does the money for campaigns come from in your country?

7. What is the biggest political issue in your country right now?
8. What do you think of your country's political system?
9. Should religious organizations be in politics?
10. Newspapers typically devote many pages to politics. What do you think about it?

Politicians

1. In the US and sometimes in the UK actors or actresses get involved in politics. Does this happen in your country?
2. What do you think of your country's politicians?
3. Would you like to be a politician? Why, why not?
4. Why do you think people get involved in politics?
5. What are the qualities of a good political leader?
6. In general, what is your opinion of the politicians in your country?
7. Do you think that politicians are honest?
8. What do you think most politicians actually do all day in parliament?

Voting

1. Should citizens be made to take some form of intelligence or general knowledge test before being allowed to vote?
2. It's often said that the election results are already predetermined and there is no point in voting. Do you agree?
3. People sometimes say, "If you don't vote, you have no right to complain about the government." What do you think?
4. What is the minimum voting age in your country? Should it be higher or lower?
5. How do you choose who to vote for? Do you listen to all the arguments and then decide?
6. How long is the term of elected officials in your country?
7. Voter turnout is generally low. How could more people be persuaded to vote?
8. Is voting an important responsibility of a citizen? Should it be legally required?

5. Group work "Politics".



In small groups discuss the following questions, then exchange with groups' roles and be ready to answer them:

Group A's QUESTIONS:

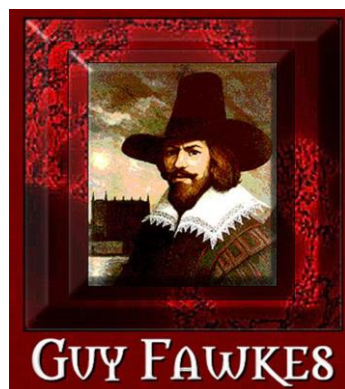
- (1) What comes to mind when you hear the word 'politics'?
- (2) Would you like to work in politics?

- (3) Is politics important to you?
- (4) Do politics really matter to the people of your country?
- (5) Should religion and politics be mixed?
- (6) Is the word 'politics' a singular or plural noun?
- (7) Do office politics exist where you work?
- (8) Is a week a long time in politics?
- (9) Are you interested in the political issues of your country?
- (10) Are there any political hot potatoes in your country?

Group B's QUESTIONS:

- (1) What do you think of politics?
- (2) What is the biggest political issue in your country right now?
- (3) What do you think of your country's political system?
- (4) What do you think of your country's politicians?
- (5) Is there a connection between politics and lies?
- (6) At a guess, what percentage of politicians are corrupt?
- (7) What local political issues are important in your town?
- (8) Do you like talking and having arguments about politics?
- (9) If you were a politician, what political issues would you focus on?
- (10) What qualities make a good political leader?

Bonfire Night



Do the preparation task. Then read the article and do the exercises to check your understanding.

Preparation.

Match the vocabulary with the correct definition and write a-f next to the numbers 1-6:

1. a bonfire	a) the main government buildings in the UK
2. a barrel	b) a type of explosive material
3. the Houses of Parliament	c) a large wooden container
4. a firework	d) a large fire in the open air
5. a penny	e) a rocket that explodes in the sky, making bright light
6. gunpowder	f) a small coin in the UK

Reading:

In the UK, Bonfire Night (or Guy Fawkes Night) is celebrated on 5 November and the night skies are filled with colour. It's a special day in honour of a historic event.

The history

The year was 1605 and some English Catholics were angry because King James I was treating them badly. In November of that year, a group of men made a plan to blow up the Houses of Parliament in London. An enormous explosion was planned for 5 November. This was the day that the king was due to open Parliament. The plan became known as the 'Gunpowder Plot' and the leader of the group was called Guy Fawkes. The men put 36 barrels of gunpowder in the Houses of Parliament and waited for the king to arrive. The group decided that Guy Fawkes should light the gunpowder and cause the explosion. Did they succeed? No, they didn't. The police found the gunpowder before it exploded and they caught all the men involved in the plot. The men were tortured and killed. To celebrate his survival, King James ordered the people of England to have a bonfire on the night of 5 November.

Bonfires, Guys and fireworks

On 5 November, people remember the plot to blow up the Houses of Parliament by celebrating 'Bonfire Night'. All over Britain there are firework displays and bonfires with models of Guy Fawkes, which are burned on the fire. The Guy is made of old clothes and the clothes are filled with newspaper. The fireworks are a reminder of the gunpowder that Guy Fawkes hid in the cellar of Parliament. Some people have a small bonfire in their garden on 5 November, while in main towns and cities there are big bonfires and firework displays.

The biggest firework display is the Edenbridge Display in Kent. Edenbridge also has the biggest Guy: a nine-metre 'celebrity' model is burned there every year. Last year the celebrity Guy was Wayne Rooney wearing Shrek-style ears and a football shirt.

Food



It's normally quite cold in November in Britain, so on Bonfire Night people wear hats, scarves and gloves to spend the evening outside. They need some warm food too. Traditional Bonfire Night food is hot baked potatoes. They are cooked on the bonfire and filled with butter and cheese. There are also toffee apples (apples on a stick, covered in sweet toffee) and in the north of England they eat a special type of cake called parkin. Toasting marshmallows on the bonfire is also popular. Yum!

Penny for the Guy

In Britain only adults can buy fireworks but in the past they were sold to children too. During the days before Bonfire Night, children used to take their home-made Guys onto the streets and ask for 'a penny for the Guy' to collect money to buy fireworks. Now you have to be over 18 to buy fireworks, and safety on Bonfire Night is an important issue.



*Happy
Guy Fawkes Day!*

1. Check your understanding. Gap fill.

Complete the gaps with one of the numbers: 1(the first), 5, 9, 18, 36, 1605.

1. A group of people wanted to kill King James _____.
2. Guy Fawkes planned to blow up the Houses of Parliament in _____.
3. Guy Fawkes and his men put _____barrels of explosives in the Houses of Parliament.
4. People remember the plot by enjoying fireworks and bonfires on _____ November.
5. Edenbridge in Kent burns a _____-metre Guy on a bonfire every year.
6. People under _____ can't buy fireworks in the UK.

2. Check your understanding. Matching.

Match the two sentence halves and write a-h next to the numbers 1-8.

1. An enormous explosion
 2. The plan to blow up the Houses of Parliament
 3. Guy Fawkes and his men
 4. Models of Guy Fawkes
 5. The Guy
 6. The Guy's clothes
 7. Potatoes
- a) are burned on fires
 - b) was planned for 5 November.
 - c) is known as the 'Gunpowder Plot'.
 - d) were sold to children.
 - e) were tortured and killed.
 - f) is made with old clothes.
 - g) are cooked on the bonfire.
 - h) are filled with newspaper to help it burn.

3. Discussion.

Answer the questions:

1. What special days do you celebrate in your country with fireworks or bonfires?
2. Do you like watching fireworks? Why, why not?
3. Fireworks can be dangerous. Is there an age limit for buying fireworks in your country?
4. Is Guy Fawkes Day a Public Holiday?
5. What do people do on this day?
6. Bonfire Night commemorates a man called Guy Fawkes. What did he try to do 400 years ago?
7. What is Guy Fawkes Night?
8. What do people sing?
9. What preparations are made?
10. How do people feel on Guy Fawkes' Day?

4. Pair work.

Work with your partner (a news reporter, a policeman), prepare an interview about a firework accident. Use the notes below or ideas of your own:

- boy-burnt-firework accident – Marwell Street - yesterday
- fireworks-lit-older boys
- boy's stomach and legs severely burned
- boy taken to hospital-treated for 3rd degree burns
- older boys questioned-police-at the moment

Use passive forms and Wh-questions where necessary.

5. Group work “Celebrations”.

In small groups discuss the following questions, then exchange with groups’ roles and be ready to answer them:

Group A's QUESTIONS:

1. Do you like holidays?
2. What holidays do you celebrate?
3. What holidays do you really look forward to?
4. Are there any holidays in other countries you’d like to celebrate in yours?
5. Are there any holidays in your country when people don’t have to work? Are they enough to your mind?
6. What do you think is the most overrated holiday?
7. Are there any special occasions or anniversaries you think should be celebrated?
8. Should a person’s birthday be made his/her day off officially?
9. Is it better to stay at home on holidays or go somewhere?
10. What groups can all the holidays in your country be divided into?

Group B's QUESTIONS:

1. How would you feel if there weren’t any holidays?
2. What holiday food do you like?
3. What are the pros and cons of spending holidays with your family, with your friends, or alone?
4. Do you think holidays are too commercialized?
5. Do you put on weight during certain holidays?
6. Are there holidays in your country that have come from other countries (Valentine’s, Halloween...)?
7. What’s it like moving around your country during holiday time?
8. Do you like what’s on TV during holiday times in your country?
9. What would happen if no one in your country worked during a 3-day holiday?
10. Do you think there should be a world holiday for everyone on Earth to celebrate together?



The Great Train Robbery of 1963



Do the preparation task. Then read the article and do the exercises to check your understanding.

Preparation.

Match the words with the correct definitions:

a) audacity	1. think something is very bad, morally wrong etc.;
b) deplore	2. very careful and precise with a lot of attention to detail;
c) loot	3. very strict, unkind or cruel;
d) meticulous	4. secret information;
e) tip-off	5. making you think about serious things;
f) harsh	6. stolen money or valuable objects;
g) sobering	7. confidence and willingness to take great risks;

Reading:

One of the most notorious robberies in English history took place on 8, August, 1963, when a gang of men stole over two million pounds (US\$53 million in 2018) from a night mail train in the countryside outside London. The daring audacity of the raid and its meticulous planning have given the heist iconic status.

The story began months earlier when the gang received a tip -off from a post office worker that a mail train would be carrying bags of old banknotes to London for recycling, an irresistible prize for criminals as they would be untraceable.

After careful research, they chose a lonely spot 50 kilometers north of London and stopped the train in the early hours by making a false red signal.

They then swarmed onto the locomotive, hitting the driver over the head in the struggle that followed. After uncoupling the front two coaches containing the money, they drove the train to a bridge 800 meters ahead where the rest of the gang were waiting.

Here they unloaded the 128 mailbags weighing 2.5 tons onto trucks parked in the lane below. These were disguised as military vehicles taking part in a night exercise. The whole operation took just 30 minutes.

Driving slowly through back lanes to avoid detection, they arrived forty-five minutes later at a remote farmhouse which they had bought six weeks earlier.

When they counted the money, they found it was far more than they had expected and amid noisy celebrations, they shared out the loot.

By listening in on police radio messages, they soon learned the police had guessed they were still in the area. Concerned that the farmhouse would soon be discovered, they decided to leave immediately and over the next 24 hours went their separate ways. Each man had about £150,000 (nearly US\$4 million in 2018). The police found the farm four days later.

It was at this point that things started to go wrong. They had paid a man to clean up the farmhouse to remove all evidence but he never turned up, which meant that fingerprints remained at the farm. These would later lead to the arrest of some of the gang.

Meanwhile, as the story hit the headlines, public reaction was surprisingly sympathetic. People wished the robbers good luck rather than deplore their lawless behavior, never mind that the driver had been brutally beaten.

The gang were eventually to become victims of their own success. The media frenzy put the police under intense pressure to make arrests, and as leading professional criminals, they were prime suspects. A few weeks later, an unknown informer who was in jail for another crime revealed most of their names, possibly in return for early release. By Christmas, most of the robbers had been caught.

When their trial came early in 1964, the sentences shocked the nation: the defendants were given a total of over 300 years in prison. The government had clearly been embarrassed by the raid - the train had neither security guards nor an alarm system - and was determined to make an example of the men.

Many criticized the harsh sentences, including the detective in charge of the investigation. But as it turned out, none of the gang served more than fifteen years, while a number escaped and four were never caught.

As for the money, to this day only a fraction of it has ever been recovered.

It is sobering to reflect that train driver, who had bravely defended the state's millions, received a mere £250 (US\$6,700 in 2018) in compensation. Yet

some of the robbers' wives were later paid thousands for their stories by the newspapers.

BUCKINGHAMSHIRE CONSTABULARY

£10,000 REWARD

ROBBERY

About 3 a.m. 8th August, 1963
from the Glasgow-Euston
mail train

REGISTERED PACKETS

The above reward will be paid by the Postmaster General to the first person giving such information as will lead to the apprehension and conviction of the persons responsible for this robbery.

Information to be given to the Chief Constable, Buckinghamshire Constabulary, Aylesbury (Tel.: AYLESBURY 5010), or at any Police Station.

Printed by the Receiver for the Metropolitan Police Division, New Scotland Yard, S.W.1

1. Check your understanding. True or false:

1. They didn't plan the robbery very carefully.
2. They didn't use violence.
3. Somebody let the robbers down.
4. Security on the train was very poor.
5. The public tended to support the robbers.
6. All of the robbers went to prison for a long time.
7. The train driver was well rewarded for his bravery.



2. Vocabulary. Fill in the missing words:

On 8, August, 1963, a (1) of men stole over two million pounds from a mail train near London. Months earlier they had received a (2) from a post office worker. He told them that a on the 8 August, a mail train would be carrying lots of old (3) to London for recycling. After careful research, they chose a lonely spot and stopped the train in the middle of the night with a (4) red signal. They unloaded the money bags onto trucks and drove to a (5) which they had bought six weeks earlier. Here they (6) out the money and celebrated before leaving the next day. Things started to go wrong when a man they had paid to remove (7) from the farmhouse never turned up. Four days later the police found the farm and discovered the (8) of some of the gang. A few weeks after this, an unknown (9) who was in jail for another crime revealed most of their names. By Christmas, most of the robbers had been caught, and in 1964 they were sent to (10) for over 300 years. But some of them later managed to escape while the others did not have to serve their full (11). As for the money, to this day only a small amount of it has ever been (12) .

3. Arrange the sentences to make a summary of the story.

1. They bought a farmhouse to use as a place to hide.
2. The police found the farmhouse and their fingerprints.
3. Most of the robbers were caught and sent to prison.
4. An informer told the police the names of the some of the robbers.
5. They paid a man to remove evidence from the farmhouse after the robbery.
6. The criminals chose a place to rob the train.
7. They stopped the train in the middle of the night with a false red signal.
8. A postal worker told some criminals about a train carrying a lot of money.
9. They took the money to the farmhouse and shared it out.

4. Discussion.

Answer the questions:

1. What kind of things do people steal in robberies?
2. Can you think of any well-known robberies in your country?
3. Have you watched any movies about robberies?
4. What are the disadvantages of robbery as a way of getting money?
5. Do you think the train robbers deserved any sympathy?
6. What kind of sentence do you think is appropriate for this kind of crime?
7. Should criminals and their families be allowed to sell their stories to the media?



5. Group work. “Crime”.

In small groups discuss the following questions, then exchange with groups' roles and be ready to answer them:

Group A's QUESTIONS :

- (1) Have you ever been a victim of crime?
- (2) Are you afraid of becoming a victim of crime?
- (3) Is crime a problem where you live?
- (4) Does your government talk a lot about combating crime?
- (5) Do you worry about Internet crime?
- (6) Is anyone capable of turning to crime?
- (7) Who are the world's biggest war criminals?
- (8) Have you ever thought of fighting crime by becoming a police officer?
- (9) Do you think the punishment always fits the crime?
- (10) Do you have any crime prevention tips?

Group B's QUESTIONS:

- (1) Have you ever committed a petty crime?
- (2) Have you ever witnessed a serious crime?
- (3) How can governments reduce crime?
- (4) Is violent crime a big problem in your country?
- (5) Do you think crime pays?
- (6) Is juvenile crime on the increase in your country?
- (7) Is organized crime a big problem in your country?
- (8) What is hate crime?
- (9) When can you say, “It's a crime to do nothing”?
- (10) Have you ever reported a crime?



PART 3.
SPEAKING THROUGH LISTENING

Episode 1. Prince Harry to leave UK to live in Canada

„I mean, I'll do the best I can. “

„I'm not the important one. It doesn't matter what I do. “

Prince Harry



1. Comment on the following questions.

Do you want to change our world?

What do you think about phrase of “Students talk together about making a difference in world or in your life”.

2. Study the vocabulary.

to affect – влиять, действовать на

title – титул

fame – слава

traitor – предатель, изменник

royal family display – экспозиция королевской семьи

3. Listen to the text “Prince Harry to leave UK to live in Canada “and check your understanding. True or false.

- a. The UK's Prince Harry said he would walk to Canada from the UK.
- b. Harry and Meghan want to get away from the media in the UK.
- c. Prince Harry told the world about his move on Twitter.
- d. Harry said he would write another chapter of the book he's writing.
- e. The British Queen is very happy that Harry is going to Canada.
- f. Prince Harry's father may give him less money from now.
- g. Most people in Britain are happy for Harry.
- h. A London waxworks museum removed its figure of Prince Harry.

4. Discuss the following questions in small groups.

Please, talk about these topics or words from the article. What will the article say about them? What can you say about these words for your life?

British / royal family / new life / paparazzi / journalists / decision / media / money / official / future / title

5. Match the phrase.

- | | |
|------------------------------------|-------------------------------|
| 1. The British royal family is | a) is divided |
| 2. leave the UK and walk | b) in shock |
| 3. They both want a new life away | c) its royal family display |
| 4. We intend to step back | d) the royal family |
| 5. the space to focus on | e) as 'senior' members |
| 6. official | f) away from the royal family |
| 7. members of | g) towards Meghan |
| 8. The opinion of people in the UK | h) titles |
| 9. the media was racist | i) the next chapter |
| 10. removed Meghan and Harry from | j) from the paparazzi |

6. Answer the questions.

1. How does Britain's royal family feel right now?
2. What does Harry want to get away from?
3. What website did Harry use to tell the world he was moving?
4. What are Harry and Meghan stepping back as?
5. What does Harry want to focus on in Canada?
6. What might Prince Charles give Harry less of?
7. What is Prince Harry's official title?
8. What did the article say Harry hoped to make from his fame?
9. Who did Harry say was racist towards Meghan?
10. What did a London museum remove from its display?

7. Put the words in the right order.

1. decided / Prince Harry / the UK / leave / has / to
2. want / a paparazzi / from / away / life / They / the
3. world / his / Harry / about / decision / told / the
4. members / to / back / We / as / intend / senior / step
5. the / focus / space / next / to / chapter / on / The
6. Harry's not / The / decision / with / happy / was / Queen
7. he / the / Cut / son / to money / his / gives
8. the royal family / Official of members / as / titles
9. divided / is / UK / people / opinion / of / The
10. towards / media / the / Meghan / racist / say / People / was

8. Chose the correct variant.

1. How does Britain's royal family feel right now?
 - a) happy
 - b) shocked
 - c) angry
 - d) OK
2. What does Harry want to get away from?
 - a) everything
 - b) high taxes
 - c) London traffic
 - d) the paparazzi
3. What website did Harry use to tell the world he was moving?
 - a) Instagram
 - b) Twitter
 - c) Facebook
 - d) his personal website
4. What are Harry and Meghan stepping back as?
 - a) dukes and duchesses
 - b) ambassadors
 - c) senior members of the royal family
 - d) a married couple
5. What does Harry want to focus on in Canada?
 - a) writing
 - b) the next chapter
 - c) hiking
 - d) charities
6. What might Prince Charles give Harry less of?
 - a) land
 - b) time
 - c) money
 - d) advice
7. What is Prince Harry's official title?
 - a) the Duke of Suffolk
 - b) the Duke of Wessex
 - c) the Duke of Essex
 - d) the Duke of Sussex
8. What did the article say Harry hoped to make from his fame?
 - a) money
 - b) a company
 - c) a website
 - d) a difference
9. Who did Harry say was racist towards Meghan?
 - a) the media
 - b) a friend
 - c) a servant
 - d) a truck driver
10. What did a London museum remove from its display?
 - a) a large painting of Harry
 - b) Harry and Meghan
 - c) photos of Harry
 - d) Harry's army uniform

9. Choose a card. Speak with your groupmates according to the task.

Role A – Canada

You think Canada is the best place to move to. Tell the others three reasons why. Tell them what is wrong with their places. Also, tell the others which is the worst of these (and why): Tahiti, Finland or Japan.

Role B – Tahiti

You think Tahiti is the best place to move to. Tell the others three reasons why. Tell them what is wrong with their places. Also, tell the others which is the worst of these (and why): Canada, Finland or Japan.

Role C – Finland

You think Finland is the best place to move to. Tell the others three reasons why. Tell them what is wrong with their places. Also, tell the others which is the worst of these (and why): Tahiti, Canada or Japan.

Role D – Japan

You think Japan is the best place to move to. Tell the others three reasons why. Tell them what is wrong with their places. Also, tell the others which is the worst of these (and why): Tahiti, Finland or Canada.

Role E – Russia

You think Russia is the best place to move to. Tell the others three reasons why. Tell them what is wrong with their places. Also, tell the others which is the worst of these (and why): Tahiti, Finland or Canada.

10. Make a report.

You need to make report about future life of royal family. That Prince Harry is being right to move to Canada and leave the royal family. Include imaginary interviews with people who are for and against this.

Episode 2 Diana, Princess of Wales

«I don't go by the rule book... I lead from the heart, not the head»

«It's vital that the monarchy keeps in touch with the people. It's what I try and do».

Diana, Princess of Wales

**1. Comment on the following.**

1. Diana, Princess of Wales was one of the biggest celebrities and well-known faces in the world. What do you know about her? Find out as much as you can from your partner.

2. Spend one-minute writing down all of the different words you associate with princesses. Share your words with your partner(s) and talk about them.

2. Study the vocabulary.

DNA – ДНК

high-speed collision – ВЫСОКОСКОРОСТНОЕ СТОЛКНОВЕНИЕ

to spring up – ВОЗНИКНУТЬ

stepfather – ОТЧИМ

3. Listen to the text “Diana, Princess of Wales “and check your understanding. True or false.

- a) Diana, Princess of Wales, died in a car crash five years ago.
- b) The driver had three times the permitted level of alcohol in his blood.
- c) Diana’s car was trying to escape terrorists on motorbikes.
- d) A 1999 French investigation showed the driver was sober.
- e) There were very few theories about Diana’s death after the crash.
- f) Some people believed the British government arranged the accident.
- g) One theory was that Dutch flower growers plotted Diana’s death.
- h) An official British enquiry concluded the death was a tragic accident.

4. Match the following synonyms from the text:

- | | |
|---------------|---------------|
| a) going on | investigation |
| b) driver | devastating |
| c) probe | emerged |
| d) conspiracy | improve |
| e) collision | chauffeur |
| f) sprang up | plot |
| g) exclusive | novel |
| h) inventive | continuing |
| i) boost | crash |
| j) tragic | upmarket |

5. Match the following phrases from the text:

- | | |
|-----------------------------|------------------------------------|
| a) almost ten years | new evidence on the driver |
| b) investigations are still | sales of Dutch flowers |
| c) part of a BBC probe | fault for the high-speed collision |
| d) reveals | on Queen Elizabeth’s husband |
| e) the driver was at | the wheel |
| f) drunk behind | after the death |
| g) many theories | more inventive theories |
| h) put the blame | going on |
| i) one of the | sprang up |
| j) boost | into the tragic car accident |

6. Answer the questions.

1. Did the headline make you want to read the article?
2. Did anything in the article surprise you?
3. What do you think of Diana, Princess of Wales?
4. Do you think monarchies are a good thing?
5. How would the world be different if Diana were alive today?
6. Would you like to be a prince or princess?
7. What do you think of the Dutch flower growers conspiracy theory?
8. What other conspiracy theories do you know about Diana's death?
9. Do you think it's possible the British authorities planned the death?
10. Do you think having a Muslim person marrying into the British monarchy would be good for inter-religious relations?

7. Discuss with your matters:

You will interview a royal person. Choose a royal from anywhere in the world. Write interview questions using the prompts below. Interview your "royal" partner.

1. The good things about being royal
2. The bad things about being royal
3. The royals in your family
4. Other royals in other countries
5. Countries that have no royal family
6. Clothes
7. Official duties
8. Dinner
9. Worthy causes
10. Other

Episode 3. Hillary Rodham Clinton

"You know, everybody has setbacks in their life, and everybody falls short of whatever goals they might set for themselves. That's part of living and coming to terms with who you are as a person."

"Fear is always with us, but we just don't have time for it. Not now."

Hillary Clinton



1. Comment on the following questions.

What do you think about phrase of Hillary Clinton? Do you agree or not? Speak with your partner.

2. Study the vocabulary.

nomination to – предложение о выдвижении кандидата в

to encourage – вдохновлять

to involve – быть занятым в чем-либо

3. Listen to the text “Hillary Clinton “ and check your understanding.

True or false.

- a) Hillary Rodham Clinton is of the most famous writer in the world.
- b) She is an American politician and serves as Senator for New York.
- c) She was President from 1993 to 2001.
- d) Hillary Clinton stayed at home and wrote a new poem.
- e) She graduated from Cambridge and met Bill Clinton there.
- f) She focused on children’s law.
- g) Many believe she will become America’s first female president one day.

4. Match the following phrases from the text.

- | | |
|-------------------------------|---------------------------|
| 1. run for | a) in the student council |
| 2. First Lady of the | b) women’s issues |
| 3. encouraged women worldwide | c) law firm |
| 4. she was involved | d) to achieve their goals |

5. she met and began
6. She joined a top
7. reforming the
8. health care and
9. Clinton made
10. America's first

- e) female president
- f) history
- g) dating Bill Clinton
- h) United States
- i) the Presidency
- j) state's education

5. Answer the questions.

What do you know about Hillary Clinton?

Would you like to meet Hillary Clinton?

What would you like to know about Hillary Clinton and why?

6. Put the words in the right order.

1. First / the / from / 2001 / of / States / to / Lady / United / 1993
2. encouraged / their / women / goals / worldwide / She / to / has / achieve
3. school / a / and / at / was / popular / girl / She / highly / active
4. political / in / degree / a / with / graduated / She / science
5. Clinton / met / began / Bill / she / and / dating
6. of / one / as / herself / established / lawyers / top / America's
7. Hillary / reforming / went / the / to / state's / work / education / on
8. active / there / spent / extremely / years / She / eight
9. history / her / campaign / made / with / presidential / Clinton
10. female / day / president / become / she / America's / will / first / one

7. Work with your groupmates. You will interview Hillary Clinton. Reproduce an imaginary interview with her. Write about what is she doing and thinking every day. Tell her how important she is in today's world and how she is missed.

8. Role Play. A- President, B- journalist of famous newspaper. Choose the cards with questions for resident. Make interview.

The New York Times. *Optional Press Conference role.* The New York Times is one of the largest newspapers in the United States of America and has a world-wide audience of readers. Sometimes said to be one of the more liberal major newspapers in the United States, your paper believes that United States should intervene to preserve the fledgling democracy in Somalia. Your paper has followed Somalia closely over the last 20 years, even having a correspond-

ent in the field during the Maersk Alabama hijacking. However, your paper wants to know what the details of a plan for intervention are. How will it be paid for? Will the United Nations be involved? Will the African Union be involved? How will this affect our foreign policy? Can the United States afford such a mission with the ongoing military presence in the South China Sea?

The Los Angeles Times. *Optional Press Conference role.* Your paper is the largest and most respected newspaper on the West Coast and has begun to gain widespread national influence. You, like many of your colleagues, understand that this is a defining moment in this presidential administration and the consequences of the decision will impact the upcoming elections. You will be looking at the issue from a political analysis angle. How will the president decisively handle this situation without alienating other factions within the American government? With a divided Congress, how will the president win support for a peacekeeping effort? Will there be a peacekeeping force deployed? How will this affect the upcoming elections for president/vice president and Senate and House races?

The Houston Chronicle *Optional Press Conference role* As the chief White House correspondent for one of the largest newspapers in the southern United States, your paper tends to have a more conservative outlook. With a higher percentage of military installations in Texas than in most other states, your focus is on the impact this decision will have on the armed forces. The United States is already engaged in a peacekeeping effort in the South China Sea. How will this affect military personnel? How will this increased likelihood of deployment affect military families? How many troops does the president anticipate deploying? Can the U.S. government afford the hazardous duty pay that will have to be paid to these soldiers, sailors, airmen and/or Marines?

Cable News Network (CNN) *Optional Press Conference role* Your reporting stance is moderate-liberal, and your audience will be interested in every possible angle on the story. Any question on economic, diplomatic or military issues will be welcomed by your audience. You realize that a weak or wavering decision on the part of the president will not play well with the citizens of the United States, and thus you want to ask sharply critical questions if you feel the president has tried to dodge some of the issues in this crisis. Have the hostages been recovered? If not, when will they be safely recovered? Has the president fully explored diplomatic paths? Is military intervention truly necessary? Who else will be involved in this effort? When will the full details of any deployments be announced?

British Broadcasting Company (BBC) *Optional Press Conference role* Your news service is one of the more well known and world renowned reporting and news agencies. The BBC covers most stories around the world in great detail. Since the coup d'état against President Ahmed, the BBC has been closely following the story in Somalia. Your news agency wants to know what will be done to bring Somalia back closer to stability. Will Ahmed return from exile? Will the parliament return to Mogadishu? What will be done with the clan leaders and Islamist insurgents who staged the coup d'état? Will the United Nations act in this situation? Will the African Union host peace talks?

Associated Press (AP) *Optional Press Conference role* Associated Press is a news service that is distributed to almost all newspapers, radio and TV networks in the United States. One thing in particular that your news agency wants to know that you feel is not being addressed is the hostages on board the hijacked Shackleton's Courage. Have they been freed? Who is working to secure their safety and freedom? Will the United States pay a ransom for this ship? Will the shipping company pay the ransom? What will the United States do to further secure the safety of ships and their personnel in the Gulf of Aden and around the Horn of Africa? How many hijackings will it take for the United States to realize that real action must be enacted to reach real solutions for safety and stability in the region?

Horn of Africa News Agency (HANA) *Optional Press Conference role* Horn of Africa News Agency is a wire news service that reports to agencies around the world on the details of events throughout the Horn of Africa region. Over recent years, your agency has had a lot to report: genocide in Sudan, conflicts with Ethiopia and Eritrea and the ongoing situation in Somalia. Your agency wants to know how any actions on behalf of the United States will affect the region. In the event of peacekeeping, will the African Union supply peacekeepers? Will the United States seek to use other countries as staging areas? How long does the United States anticipate being in the region?

Military Times Media Group *Optional Press Conference role* As the nation's largest independent news service for active, reserve and retired military personnel and military families, provides career-related news and information as well as other features. Your news service wants to know how this decision will affect your audience: the members of the armed forces and their families. What are the details of any potential deployments? Why, if at all, could the armed forces be sent to Somalia when the United States is actively engaged in the South China? How will this affect military families? How will this affect force readiness? How can this impact veteran's affairs?

Приложение 1

Скрипты к видеофильму «London»

<p style="text-align: center;">Episode 1. London Bridges&Transportation</p> <p>Hi! In this programme we're going to take a look at London. London is the capital of Britain. It's a fascinating and exciting city with a very long history.</p> <p>Let's find out more. London is on the River Thames. In about forty-three AD the Romans built the first bridge over the river and that was the beginning of the City of London. Until 1747 there was only one bridge over the Thames. Now there are twenty-nine – some for cars, some for trains and some for pedestrians.</p> <p>Some are very famous like this one -Tower Bridge. London has a population of nearly seven million. It's a big city. But travelling around is easy.</p> <p>You can take a waterbus on the river.</p>	<p style="text-align: center;">Эпизод 1. Мосты Лондона и его транспорт</p> <p>Привет! В этой программе мы собираемся взглянуть на Лондон. Лондон является столицей Британии. Это увлекательный и захватывающий город с очень длительной историей. Давайте узнаем больше. Лондон находится на реке Темзе. Примерно в сорок третьем году н.э. римляне построили первый мост через реку, и это стало началом города Лондон. До 1747 был только один мост через Темзу. Сейчас существует двадцать девять – некоторые для автомобилей, некоторые для поездов, а некоторые для пешеходов. Некоторые из них очень известные, как этот – Тауэрский мост. Лондоне имеет население около семи миллионов. Это большой город. Но путешествовать по нему легко. Вы можете воспользоваться речным трамваем на реке.</p>
<p>You can go in one of London's famous red buses or black taxis.</p> <p>Or you can go on the Underground. Londoners call this 'the Tube'.</p>	<p>Вы можете отправиться на одном из знаменитых красных автобусов Лондона, или черном такси. Или вы можете поехать на метро. Лондонцы называют его "труба".</p>

<p>It started in 1863, and it was the world's first underground railway.</p> <p>Episode 2. London – a tourist attraction.</p> <p>Over twenty million tourists come here every year — eleven million from abroad and the rest are tourists from other parts of Britain.</p> <p>There is so much for people to see in London: palaces, churches, cathedrals, the Tower, Trafalgar Square, and lots of museums and art galleries.</p> <p>And, of course, Madame Tussaud's.</p> <p>Madame Tussaud brought her exhibition of wax models to London in 1802 and now over two and a half million people visit it every year.</p>	<p>Оно открылось в 1863 году, и это была первая подземная железная дорога в мире.</p> <p>Эпизод 2. Лондон – привлекательное место для туристов.</p> <p>Более двадцати миллионов туристов приезжают сюда каждый год – одиннадцать миллионов из-за рубежа, а остальные туристы из других частей Британии.</p> <p>Существует так много на что посмотреть в Лондоне: дворцы, церкви, соборы, Тауэр, Трафальгарская площадь и много музеев и художественных галерей.</p> <p>И, конечно, музей мадам Тюссо.</p> <p>Мадам Тюссо передала выставку восковых фигур Лондону в 1802 году и теперь более двух с половиной миллионов человек посещают его каждый год.</p>
<p>Episode 3. London – a shopper's paradise.</p> <p>But London is also a great place for shopping.</p> <p>This is Harrods, probably the most famous store in Britain.</p> <p>In 1834 Charles Henry Harrod started a small business as a grocer in the East End of London.</p> <p>Today the Harrods store has three hundred departments on seven floors and over three thousand staff.</p> <p>About thirty-five thousand people shop here every day.</p>	<p>Эпизод 3. Лондон – рай для покупателей.</p> <p>Но Лондон также является великолепным местом для шоппинга.</p> <p>Это Харродз, вероятно, самый известный магазин в Британии.</p> <p>В 1834 году Чарльз Генри Харрод начал небольшой бизнес бакалейщика в Ист-Энде в Лондоне.</p> <p>Сегодня в магазине Харродз имеет триста отделов на семи этажах и более трех тысяч сотрудников.</p> <p>Около 35 тыс. человек делают покупки здесь каждый день.</p>

<p>Another popular place for shopping is Covent Garden.</p> <p>It's also a centre of London street life.</p> <p>You can find street musicians, or buskers, here and street entertainers.</p> <p>You can also find some good street fashion. There are always interesting fashions in London.</p> <p>In the 1960s there was the mini skirt.</p> <p>Later there were punks and mohicans.</p> <p>And today in London there is this and this and even this.</p>	<p>Другим популярным местом для шоппинга является Ковент-Гарден.</p> <p>Кроме того, это центр лондонской уличной жизни.</p> <p>Вы можете найти здесь уличных музыкантов, или бродячих актеров и уличных артистов.</p> <p>Вы также можете встретить несколько хороших примеров уличной моды. Есть всегда интересные модники (моды) в Лондоне.</p> <p>В 1960-х годах были мини-юбки.</p> <p>Позже были панки и могикане.</p> <p>А сегодня в Лондоне есть это и это, и даже это.</p>
<p>Episode 4. London – what people like about it...</p> <p>So what do people like about London? I'm going to ask a few people.</p> <p>Could you tell me what you like most about London?</p> <p>The shops, I love shopping. I like the variety of London.</p> <p>I like Madame Tussaud's, the shoes and the foods.</p> <p>The clubs and the buskers.</p> <p>Well, London's got a lot of really nice buildings.</p> <p>The museums, especially the British Museum.</p> <p>I like the culture, and I like watching the people.</p> <p>I like all of London.</p>	<p>Эпизод 4. Лондон – что людям нравится в нем...</p> <p>Итак, что людям нравится в Лондоне? Я собираюсь спросить несколько человек.</p> <p>Могли бы вы сказать мне, что вам больше всего нравится в Лондоне? Магазины, я люблю шоппинг.</p> <p>Мне нравится разнообразие Лондона.</p> <p>Мне нравится музей мадам Тюссо, обувь и еда.</p> <p>Клубы и бродячие актеры.</p> <p>Ну, в Лондоне есть много действительно хороших зданий.</p> <p>Музеи, особенно Британский музей.</p> <p>Мне нравится культура, и мне нравится наблюдать за людьми.</p> <p>Мне нравится все в Лондоне.</p>

<p>Episode 5. London – other places of interest.</p> <p>What can you do when the shops and museums are closed?</p> <p>Well, there are restaurants, discos, pubs and clubs.</p> <p>London has over a hundred and thirty cinemas and more than sixty theatres.</p> <p>The first performance of this play, 'The Mousetrap' by Agatha Christie, was in 1952.</p> <p>And yes, at this London theatre they are still performing the same play.</p> <p>It's a world record.</p> <p>But London isn't all rush, rush, rush.</p> <p>There are some wonderful parks – like Hyde Park, Regent's Park and St. James's Park – where you can walk, jog, have a picnic, or just relax and get away from the noise.</p> <p>So you see, there's lots to do in London.</p> <p>You can always have a good time.</p> <p>Dr. Johnson, a famous English writer, once said, "When a man is tired of London, he is tired of life."</p> <p>Well, I'm not tired of London.</p>	<p>Эпизод 5. Лондон – другие интересные места</p> <p>Что вы сможете делать, когда магазины и музеи закрыты?</p> <p>Ну, есть рестораны, дискотеки, пабы и клубы.</p> <p>В Лондоне имеется свыше ста тридцати кинотеатров и более шестидесяти театров.</p> <p>Первый спектакль по этой пьесе, "Мышеловка" Агаты Кристи, состоялся в 1952.</p> <p>И вот, в этом лондонском театре они по-прежнему исполняют ту же пьесу.</p> <p>Это мировой рекорд.</p> <p>Но Лондон не все только спешка, спешка, спешка.</p> <p>Есть замечательные парки такие, как Гайд-Парк, Риджентс парк и Сент-Парк-Джеймс – где вы можете прогуляться, пройтись, устроить пикник, или просто расслабиться и скрыться от шума.</p> <p>Итак, вы видите, есть много чего поделать в Лондоне.</p> <p>Вы всегда можете хорошо провести время.</p> <p>Доктор Джонсон, известный английский писатель, однажды сказал: "Когда человек устал от Лондона, он устал от жизни".</p> <p>Так вот, я не устала от Лондона.</p>
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Приложение 2

Клише для использования
в диалогической и монологической речи

1. Выражение своего мнения (Opinion phrases)	
I guess....	Я думаю ...
I consider (that)...	Я считаю (что) ...
From my point of view...	С моей точки зрения ...
As I see it	Как я понимаю ...
In my opinion ...	По-моему, ...
To my mind...	По-моему, ...
It seems to me ...	Мне кажется ...
I don't profess to be an expert on the subject of...	Я не претендую на роль эксперта в вопросе касательно...
No one, I think, is challenging the view that...	Думаю, ни у кого не вызывает сомнения, что...
I am tempted to think that...	Я склонен к мысли, что...
I don't honestly think that...	Я, честно говоря, не считаю, что...
And now I'd prefer to talk about... rather than...	А сейчас я бы хотел поговорить о..., а не о...
It strikes me that...	Меня поражает, что...
I know from personal experience...	Я по своему опыту знаю, что...
I hold the view that...	Я придерживаюсь точки зрения, что...
Well, my personal feeling is...	Мое личное мнение...
It's my firm believe that...	Я твердо убежден, что...
As far as I am concerned...	Что касается меня, то...
It's been my observation that...	По моим наблюдениям...
I am not so pessimistic as to suggest...	Я не настолько пессимистичен, чтобы предположить...
I've got an impression that...	У меня впечатление, что...
2. Противоположная точка зрения (Contrasting point of view)	
On the other hand, ...	С другой стороны, ...
There is another side to this.	Есть и другая сторона.
There are 2 ways of looking at this...	На это можно посмотреть с двух сторон.
There are different views of...	Существуют разные мнения насчет...

It would be a mistake to think that...	Было бы ошибкой (неправильно) думать, что...
It is not a final word on the matter.	Это не последнее слово в этом деле.
It doesn't necessarily mean that...	Это не обязательно означает, что...
Well, there's been a debate about this.	Об этом ведутся споры.
I take a different view at...	У меня другое мнение насчет...
Opponents argue that...	Оппоненты утверждают, что...
Many people oppose the viewpoint that...	Многие люди не поддерживают точку зрения, что...
There's been mixed reaction to...	Была неоднозначная реакция на...
3. Выражение согласия (Agreement)	
Certainly .	Конечно.
Absolutely right.	Совершенно верно.
I think so.	Я согласен.
I can't but agree with you.	Не могу не согласиться.
I quite agree with you.	Я вполне с тобой согласен.
There is no doubt about it.	Несомненно.
Definitely.	Определенно так.
I'm sure.	Верно.
No questions about it.	Никаких вопросов по этому поводу.
Well, exactly. That's precisely what I was going to say.	Совершенно верно! Это именно то, что я и хотел сказать.
I have almost no doubt that...	У меня почти нет сомнений, что...
I am 100% certain that...	Я уверен на 100%, что...
I have little doubt that...	Я почти не сомневаюсь, что...
4. Выражение несогласия, сомнения (Disagreement, uncertainty)	
I agree only to some extent.	Я согласен только в некоторой степени.
Certainly not.	Конечно нет.
No, you are wrong.	Нет, ты ошибаешься.
I can't agree with you.	Не могу согласиться с тобой.
You are mistaken, I'm afraid.	Боюсь, ты ошибаешься.
I'm not sure...	Я не уверен ...
If I'm not mistaken ...	Если я не ошибаюсь ...
I don't think so.	Я так не думаю.
If I remember right, ...	Если я правильно помню, ...

As far as I know, ...	Насколько я знаю, ...
I'm of the opposite opinion.	Я придерживаюсь другого мнения.
I can disagree.	Я могу не согласиться.
I express strong objection to the idea that...	Я крайне не согласен с мнением, что...
I don't think it's fair to say that...	Не думаю, что справедливо утверждать...
That's where you are wrong about it.	Именно в этом вы неправы.
This does not seem to be so.	Кажется, что это не так.
There is continuing disagreement over...	Постоянно возникает разногласие относительно...
There has been much disagreement over...	Существует много разногласий относительно...
It is rather questionable if...	Довольно сомнительно, если...
It looks very unlikely that...	Маловероятно, что...
It's an impossible question to answer.	На этот вопрос невозможно ответить.
I have considerable doubt as far as N. is concerned.	Я очень сомневаюсь относительно N.
I doubt it very much, because...	Я в этом очень сомневаюсь, т.к. ...
I am rather vague about it.	Я в этом не очень уверен.
5. Прояснение ситуации, акцентирование внимания (Clearing up, emphasizing)	
Nobody would want to deny the fact that...	Никто не станет отрицать тот факт, что...
And the thing that comes particularly strongly is...	И особенно привлекает внимание (выделяется) такая вещь, как...
One of the things that must be of concern (importance) to us is...	Во-первых, мы должны обратить внимание на... (Для нас имеет большое значение, во-первых...)
I'd like to remind you that...	Хотелось бы напомнить, что...
We have to bear in mind that...	Необходимо помнить, что...
One has to bear in mind...	Каждый должен помнить, что...
What we have to look forward to is...	На что нам остается надеяться (чего нам можно ожидать), так это...
It's from this angle that one must seriously consider this problem.	Именно с этой стороны необходимо серьезно подойти к этому вопросу.

It must be admitted that...	Необходимо отметить, что...
It immediately brings to mind...	Это сразу напоминает (наталкивает на мысль) о...
But one mustn't lose sight of the fact that...	Нельзя упускать из вида тот факт, что...
The other thing that we should keep in mind is...	Следующая вещь (следующий момент), о которой (-ом) необходимо помнить...
To go right to the heart of the problem I'd like to say that...	Переходя к сути проблемы, я хотел бы сказать, что...
Yes, the strange thing about it is that...	Да, странным в этом является то, что...
What I was greatly struck by is...	Что меня поразило, так это...
I must make my reservation.	Я должен сделать оговорку.
Reservation should be made.	Необходимо сделать оговорку.
6. Приведение примеров, фактов (Giving examples, facts)	
Let me give you a brief example...	Позвольте привести краткий пример...
Let me give you an example of what I mean...	Позвольте привести пример того, что я имею в виду...
Let me illustrate the point with the example...	Позвольте продемонстрировать этот момент на примере...
What we have seen now is a kind of a perfect example of...	То, что мы сейчас увидели, – это прекрасный пример того, что...
Let me see if I can illustrate that for you.	Дайте подумать, смогу ли я это пояснить.
There is a great deal of discussion about...	По поводу... ведутся дискуссии.
It's a problem that will only increase in time.	Это проблема, которая со временем только возрастет (усугубится).
Nobody doubts that...	Никто не сомневается, что...
This means just what it says.	Это означает именно то, о чем вы подумали.
What's more difficult to explain is...	Что еще сложнее объяснить, так это...
There's a widely held view that...	Существует распространенное мнение, что...
There's been a lot of scientific evidence that...	Существует множество научных доказательств, что...
There's enough evidence that...	Существует достаточно доказательств, что...

7. Запрос информации (Asking for information)	
Do you happen to know... ?	Ты случайно не знаешь ...,
I wonder if ...?	Интересно, ...
Could you (possibly) tell me...?	Расскажи, ...
I'd like to know ...	Мне бы хотелось узнать ...
One more question (to you).	Еще один вопрос (к тебе).
8. Введение ответа (Answering)	
Well, ...	Ну, ...
So, ...	Итак, ...
Let me think ...	Дай мне подумать.
I don't know exactly...	Я точно не знаю. ..
I'm not sure ...	Я не уверен ...
It seems to me...	Мне кажется, ...
As for me...	Что касается меня, ...
You know	Знаете ли ...
Actually	На самом деле, ...
9. Привлечение внимания (Attraction of attention)	
Well...	Ну, ...
I say ...	Послушай ...
Look here	Послушай ...
You know,	Знаешь, ...
Listen	Послушай ...
10. Просьба и возможный ответ (Request and possible replies)	
Will you ... (please)?	Пожалуйста, ...
Would you ... (please)?	Пожалуйста, ...
Can you ...?	Пожалуйста, ...
Could you (possibly)...?	Пожалуйста, ...
(Yes), certainly.	Конечно.
Oh, sure.	Конечно.
(Yes), of course	Конечно.
All right.	Хорошо.
Without any doubt.	Вне всякого сомнения.
I'm so sorry, but I can't really.	Извини, но я, в самом деле, не могу.
Definitely not.	Определенно, нет.
I'm afraid, not.	Боюсь, что нет.
Sorry, but I can't.	Извини, что не могу.

11. Gratitude (Благодарность)	
Many thanks.	Большое спасибо.
Thank you so much.	Большое спасибо.
Thanks a lot.	Большое спасибо.
Not at all.	Не за что.
You are welcome	Пожалуйста.
That`s all right	Пожалуйста.
Don`t mention it.	Пожалуйста.
12. Завершение высказывания (Concluding)	
To draw to a close I`d like to say that...	В завершение хотел бы сказать, что...
To have the final say in the matter...	Напоследок скажу, что...
To crown it all I`d like to say that...	В довершение всего хотел бы сказать, что...
Let`s have a final look at...	Давайте в последний раз рассмотрим...
It only remains for me to say...	Мне остается только сказать, что...
I would like to sum up the chief points of what has just been said.	Хочу подытожить основные моменты сказанного.
All things considered, the obvious conclusion to be drawn is that...	Принимая все во внимание, мы можем сделать очевидный вывод, что...
All in all, it is evident...	В конечном счете, очевидно, что...
To sum it up I`d like to say...	Подытоживая, хочу сказать...
To draw to the conclusion I`d like to say that...	В завершение хотел бы сказать, что...
Summarizing, we may say that...	Подытоживая, мы можем сказать, что...
That`s where I`d like to end.	На этом хочу завершить.

PART 1. SPEAKING THROUGH WATCHING

London

Episode 1. London Bridges & Transportation

2.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
T	T	T	T	F	T	F	F	T	T	T

3.

1. London Bridge – C (269 m), 1973, a famous folk song is about this bridge “London Bridge is Falling down”

2. Tower Bridge – D (244 m), 1894. This bridge has two twin-towers.

3. Waterloo Bridge – B (366 m), 1945. The views from the bridge are the finest from any spot.

4. London Millennium Bridge – A (325 m), 2000, People call it “Wobbly Bridge” (шатающийся). Troops were required to break step when crossing such a bridge before its second opening.

Episode 2. London – a tourist attraction

2.

1.	2.	3.	4.	5.
T	T	F	F	T

3.

1. Twenty, abroad, rest. 2. Churches, Trafalgar Square, art galleries. 3. exhibition of wax models.

Episode 3. London – a shopper’s paradise

2.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
T	T	T	F	F	T	T	T	F	T

4.

A. (fancy, glad popular join queue)

B. (long, looks, departments, high, a wide range of, variety, idea)

- C. (Excuse me, choice, on, the fitting, credit, cash)
 D. (holidays, magnificent, entertaining, buskers, fashion, the Beatles)

Episode 4. London – what people like about it...

1.	✓	the foods
2.	✓	the shoes
3.		the traffic
4.	✓	the clubs and the buskers
5.		the bridges
6.	✓	nice buildings
7.		the weather
8.	✓	the British Museum
9.	✓	the people
10.		the car fumes
11.	✓	Madame Tussaud's
12.	✓	the culture
13.	✓	the variety of London
14.		the noise
15.	✓	the shopping

Episode 5. London – other places of interest

2.

1.	2.	3.	4.	5.
T	F	T	T	F

4.

- A. (quiet, start, excited, the end, correct, suspicion)
 B. (tired, rush, pubs, mean, get away, wonderful)
 C. (been, shape, almost, a week, go for a walk, prefer, amazing)

PART 2. SPEAKING THROUGH READING

The UK politics

Preparation:

1 f, 2 a, 3 b, 4 c, 5 g, 6 h, 7 d, 8 e.

1. Check your understanding: true or false:

1 F, 2 T, 3 T, 4 F, 5 T, 6 F.

2. Check your understanding: matching:

1 b, 2 c, 3 a, 4 e, 5, f, 6 d.

Bonfire Night

Preparation:

1 d, 2 c, 3 a, 4 e, 5 f, 6 b.

1. Check your understanding: gap fill:

1 1- (the first), 2- 1605, 3- 36, 4- 5, 5- 9, 6- 18.

2. Check your understanding: matching:

1 b, 2 c, 3 e, 4 a, 5 f, 6 h, 7 g, 8 d.

The Great Train Robbery of 1963

Preparation:

1 b, 2 d, 3 f, 4 e, 5 g, 6 c, 7 a.

1. Check your understanding: true or false:

1 F, 2 F, 3 T, 4 T, 5 T, 6 F, 7 F.

2. Vocabulary: fill in the missing words:

1. gang
2. tip-off
3. banknotes
4. false
5. farmhouse
6. shared
7. evidence
8. fingerprints
9. informer
10. prison
11. sentences
12. recovered

3. Arrange the sentences to make a summary of the story:

8 6 1 5 7 9 2 4 3

PART 3. SPEAKING THROUGH LISTENING

Episode 1. Prince Harry to leave UK to live in Canada

The British royal family is in shock. Queen Elizabeth's grandson Prince Harry has decided to leave the UK and walk away from the royal family. Harry and his wife Meghan will move to Canada. They both want a new life away from the paparazzi in the UK. Prince Harry's mother, Diana, Princess of Wales, died because paparazzi photographers chased the car she was in. Harry does not want journalists to affect the life of his wife and baby son. Harry told the world about his decision on social media. He wrote on Instagram: "We intend to step back as 'senior' members of the Royal Family." He added that living in Canada would provide his family, "with the space to focus on the next chapter".

The UK media reported that the Queen was not happy with Prince Harry's decision. The Queen, Harry's father Prince Charles and brother Prince William talked to Harry about his future. Reporters said Charles might cut the money he gives to his son. Harry and Meghan have official titles as members of the royal family - they are the Duke and Duchess of Sussex. If they leave the UK, they may lose those titles. Reporters say they hope to make money from their fame. The opinion of people in the UK is divided. Some say Harry is a traitor; others support Harry and say the media was racist towards Meghan. London's wax-works museum Madame Tussauds has removed Meghan and Harry from its royal family display.

3. Listen to the text “Prince Harry to leave UK to live in Canada “and check your understanding . True or false.

A- F; B – T; C – F; D – F; E – F; F- T; G - F H - T

5. Match the phrase.

1-b; 2-d; 3-j; 4-e; 5-I; 6-h; 7-d; 8-a; 9-g; 10-c

7. Put the words in the right order.

1. Prince Harry has decided to leave the UK.
2. They want a life away from the paparazzi.
3. Harry told the world about his decision.
4. We intend to step back as senior members.
5. The space to focus on the next chapter.
6. The Queen was not happy with Harry's decision.
7. Cut the money he gives to his son.
8. Official titles as members of the royal family.
9. The opinion of UK people is divided.
10. People say the media was racist towards Meghan.

8. Chose the correct variant.

1. b 2. d 3. a 4. c 5. b 6. c 7. d 8. a 9. a 10. b

Episode 2. Diana, Princess of Wales

Almost ten years after the death of Britain's Diana, Princess of Wales, investigations are still going on to find out why she died. New DNA tests show the driver of Diana's car was drunk when he was driving Diana and her partner Dodi Fayed back to their hotel in Paris. The tests are part of a BBC probe into the tragic car accident. A BBC documentary, *How Diana Died: The Conspiracy Files*, reveals new evidence on the driver of the Mercedes, Henri Paul. DNA data reveal he had three times the permitted level of alcohol in his blood. This supports the theory at the time of the accident that the driver was at fault for the high-speed collision. Many people believe he was driving fast to escape the paparazzi, who were chasing Diana and Dodi. A two-year French investigation concluded in 1999 that Henri Paul was drunk behind the wheel.

Diana's death shocked the world. Many theories sprang up in the days, weeks and months following the tragedy. Many people believe it was planned by British authorities who did not want Diana to marry Dodi Fayed because he was a Muslim. Dodi's father Mohammed Al Fayed, owner of the exclusive London department store Harrods, tried for many years to put the blame on Queen Elizabeth's husband. He accused the Duke of Edinburgh of arranging the death to stop the future king of England, Diana's son William, from having a Muslim stepfather. One of the more inventive theories was that farmers in Holland plotted Diana's death to boost sales of Dutch flowers. Debate is sure to continue after Britain's Lord Stevens published the British government's inquiry. As expected, he concluded the crash was simply a "tragic accident".

3. Listen to the text "Diana, Princess of Wales" and check your understanding. True or false.

a.	b.	c.	d.	e.	f.	g.	h.
F	T	F	F	F	T	T	T

4. Match the following synonyms from the text:

a) going on	continuing
b) driver	chauffeur
c) probe	investigation
d) conspiracy	plot
e) collision	crash
f) sprang up	emerged
g) exclusive	upmarket
h) inventive	novel
i) boost	improve
j) tragic	devastating

5. Match the following synonyms from the text:

- | | |
|-----------------------------|------------------------------|
| a) Almost ten years | after the death |
| b) investigations are still | going on |
| c) part of a BBC probe | into the tragic car accident |
| d) reveals | new evidence on the driver |
| e) the driver was at | fault for the high-speed |
| | collision |
| f) drunk behind | the wheel |
| g) Many theories | sprang up |
| h) put the blame | on Queen Elizabeth's hus- |
| | band |
| i) One of the | more inventive theories |
| j) boost | sales of Dutch flowers |

Episode 3. Hillary Rodham Clinton

Hillary Rodham Clinton is one of the most famous women in the world. She is an American politician and serves as Senator for New York. She was a candidate in 2008 for the Democratic nomination to run for the Presidency. Hillary is married to Bill Clinton and was the First Lady of the United States from 1993 to 2001. She has encouraged women worldwide to achieve their goals.

Hillary Rodham was born in Chicago in 1947. She was a highly popular and active girl at school. She loved sports and the Girl Scouts. At high school, she was involved in the student council and the school newspaper. After graduating with a degree in political science, she went onto Yale Law School. There she met and began dating Bill Clinton.

Hillary and Bill married in 1975. She joined a top law firm and slowly established herself as one of America's top lawyers. She focused on children's law. When Bill became Arkansas governor, Hillary went to work on reforming the state's education. She was Arkansas Woman of the Year in 1983 and Arkansas Mother of the Year in 1984.

Hillary Rodham Clinton entered the White House as First Lady in 2003. She spent eight extremely active years there, especially with health care and women's issues. She became a US Senator in 2001. Clinton made history with her presidential campaign of 2008. Many believe she will one day become America's first female president.

3. Listen to the text "Hillary Clinton" and check your understanding. True or false.

A-F; B-T; C-F; D-F; E-F; F-T; G – T

4. Match the following phrases from the text.

1 – i; 2 – h; 3 – d; 4 – a; 5 – g; 6 – c; 7 – j; 8 – b; 9 – f; 10 – e

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ОГЛАВЛЕНИЕ

Preface	3
PART 1. SPEAKING THROUGH WATCHING. London	
Episode 1. London Bridges & Transportation	5
Episode 2. London – a tourist attraction	9
Episode 3. London – a shopper’s paradise.....	11
Episode 4. London – what people like about it.....	14
Episode 5. London – other places of interest (Васкина Е.А.).....	15
PART 2. SPEAKING THROUGH READING	
The UK politics	18
Bonfire Night.....	23
The Great Train Robbery of 1963 (Баева Н.А.).....	28
PART 3. SPEAKING THROUGH LISTENING	
Episode 1. Prince Harry to leave UK to live in Canada.....	33
Episode 2. Diana, Princess of Wales.....	36
Episode 3. Hillary Rodham Clinton (Фидель Е.С.)	39
Appendix 1	43
Appendix 2	47
Appendix 3	53
Literature	59

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ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ КУРСУ
ИНОСТРАННОГО ЯЗЫКА
В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ МВД РОССИИ**

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