

Introductory Lesson

Before reading:

1. Look at the cover of the book in pairs, try to answer the following questions
 1. What kind of place can you see in the picture?
 2. What clothes is the man wearing?
 3. What weapon is he holding in his hands?
 4. What is he going to do?
2. Now read the blurb on the back cover. Who is the man speaking to the other outlaws?

Where are they? Why are they going to live outside the law? Why are they going to rob the Sheriff in return?

3. This message was written to Maid Marian. Try to guess the meaning of the words in bold.

Dear Marian,

*I have to stay with other **outlaws** in Sherwood Forest. I cannot come and see you now because I have killed the **Sheriff's cousin** and his **deer**. So as I've broken the **law** I must hide instead of going and **hitting a target** in Nottingham **contest**. Here in the forest, we'll **fight** and **rob the rich** to give money to **the poor**.*

Robin Hood

4. Read the text about ballads and answer the questions

Ballads

Apart from written literature there were folk songs and tales that were existed only in memories of people and were passed down orally, from generation to generation. Ballads were a popular verse form which flourished mainly on the border between England and Scotland.

They were sung by a bard, who moved from village to village to make a living.

In the existing form ballads are no longer than the latter part of the fifteenth century. The first attempts to print the ballads were made in the sixteenth century.

A ballad usually tells a simple story sometimes about a war, sometimes about love, sometimes about the world of supernatural. The story starts right away without any introduction. There is a lot of repetition for the reason that the ballad can be stored in the memory more easily.

The most popular ballads were the stories about the good outlaw Robin Hood. Robin Hood is a national character. He had the English love for fair play, generosity, wit and quickness. He was a mighty archer armed with the national weapons of the bow and arrows. His sense of justice, kindness and charm appealed to the secret sympathy of the common people for outlaws. Many critics believe that Robin Hood is not a real person but a creation of popular fantasy.

1. What are ballads?
2. Who were they sung by?
3. When were the first attempts to print ballads made?
4. What do ballads usually tell us about?
5. Who were the most popular ballads about?
6. Now read an extract from an ancient medieval ballad about Robin Hood and try to understand the main idea.

ROBIN GOOD-FELLOW

.....

More swift than lightning can I fly

About the airy skies so soon,

And in a minute's space **descry**

Each thing that's done below the moon;

There's not a **hag**

Or ghost shall **wag,**

Or cry, **ware goblins!** where I go;

But Robin I

Their feats will spy,

And send them home with ho, ho, ho!

Whene'er such wanderers I meet,

As from their night-sports they trudge home,

With counterfeiting voice I greet,

And call them on with me to roam:

Through woods, through lakes;

Through bogs, through brakes;

Or else unseen with them I go,

All in the nick,

To play some trick,
And frolic it with ho, ho, ho!
Sometimes I meet them like a man,
Sometimes an ox, sometimes a hound,
And to a horse I turn me can,
To trip and trot about them round,
But if to ride
My back they **stride**,
More swift than wind away I go
O'er hedge and lands,
Through pools and ponds,
I hurry laughing ho, ho, ho!
When lads and lasses merry be,
With **possets** and with **junkets** fine;
Unseen of all the company,
I eat their cakes and sip their wine!
And, to **make sport**,
I puff and snort:
And out the candles I do blow;
The maids I kiss
They shriek-Who's this?
I answer nought but ho, ho, ho!
Yet now and then the maids to please,
At midnight I card up their wool;
And while they sleep ant take their ease,

With wheel to threads their flax I pull.

I grind at mill

Their **malt** up still;

I dress their hemp; I spin their tow;

If any wake,

And would me take,

I wend me laughing ho, ho, ho!

.....

From hag-bred Merlin's time, have I

Thus nightly revelled to and fro;

And for my pranks men call me by

The name of Robin Good-fellow.

Fiends, Ghosts and **sprites**,

Who haunt the nights,

The hags and goblins do me know;

And **beldames** old

My feats have told,

So fare you well and ho, ho, ho!

Here are the meanings of the words in bold:

1. **to descry** – to catch sight of
2. **hag** – witch
3. **to wag** – to stir, to move
4. **ware** (abbr.) = beware! – look out!
5. **goblin** – an evil spirit in the form of an ugly-looking man
6. **I their feats will spy** = I will spy their feats – I will see their tricks
7. **all in the nick** – just in time
8. **to stride** – to swing oneself on horse, to get on horseback
9. **posset** – hot drink made of milk and wine
10. **junket** – sweetened curds (made of milk)
11. **to make sport** – just for fun
12. **malt** – a liquid from gran, that had been soaked in water, which is used to make beer

13. **from hag-bred Merlin's time** - From ancient times when the British Isles were all swamps (hag – a firm place in the swamp)
14. **fiend** – devil
15. **sprite** – elf, fairy
16. **beldames** – old ladies

Lesson 1

Chapter 1

Robin of Locksley

I. Listening

Listen to the CD and decide whether the statements below are true or false:

1. Robin Hood was born in the small town of Locksley in Nottinghamshire.
2. Robin's father was a rich person.
3. Robin Hood was 16 years old.
4. He went to the archery contest to win money to marry Marian and support his father so that he was not poor anymore.

I. Comprehension questions

1. Where was Robin Hood born?
2. What was his family like?
3. Where was one of the biggest archery contests held?
4. What was the prize for the winner?
5. Why did Robin Hood want to win the prize?
6. Did his father want him to go?

I. Topics for discussion

1. What were the possible dangers of going to the archery contest for Robin?
2. What is/are your hobby/hobbies?
3. Have you ever shot arrows in the target?

If yes, what is the result?

4. Do you always listen to your parents' advice?

Why/ why not?

IV. Vocabulary Exercises

1. **Match the words in column A with their opposites in column B**

A

B

1. poor

a. low

- | | |
|-------------|------------|
| 2. dirty | b. ugly |
| 3. high | c. rich |
| 4. hard | d. central |
| 5. handsome | e. easy |
| 6. local | f. clean |

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

2. **Fill in the gaps with the words from the box.**

archers	contest	compete
knight	crowns	paces

- The King needed ... for his army.
- If I go to Nottingham, I may win one hundred golden...
- ‘But your father was a ...,’ said Robin. ‘He owned land in Huntingdon and around Locksley.’
- Robin was old enough to enter the ... and hit a target at five hundred
- Archers came from all over England to ... in the contest.

3. **Fill in the gaps with the correct preposition: of, in (2), to, over.**

- Where were the first Olympic Games held ...?
- Have you ever been ... Greece?
- Yes, that was ... twelve years ago.
- What is your bag made ...?
- Have you ever fallen ... love?

4. **Make up sentences with the words from the list.**

knight	archer	longbow	prize	the rich
target	Golden crowns	farmer	the poor	handsome

Lesson 2

Chapter 2

How Robin Hood Became an Outlaw

1. Listening

Listen to the CD and choose the correct item.

1. Sherwood was a very large and ... forest.

a) dark b) green c) old

2. After a while, Robin came to a

a) clearing b) forest c) town

3. The men looked ... when they heard Robin.

a) down b) up c) at

4. The largest of the ... jumped up then fell to the ground.

a) oaks b) foresters c) deer

5. 'I will give ... golden crowns to the man, who brings me Robin Hood,' the Sheriff said to his men.

a) one hundred b) two thousand c) one thousand

2. Comprehension questions

1. What was the weather like when Robin set off for Nottingham?

2. What is another name for 'a forest guard'?

3. What clothes did forest guards wear?

4. Why did the foresters get angry with Robin?

5. Who shot an arrow into Robin's back? Why?

6. Why did Robin have to disappear into the forest?

7. What was the punishment for killing a deer at that time?

3. Topics for discussion

1. What do you think is going to happen next in the story?

2. Have you ever been in a dark forest alone? What was it like?

3. How do you understand the word **leader**?

4. Have you ever been punished for anything? When and why?

4. Vocabulary Exercises

Choose the correct item.

1. The forest is so dark and wild, there is no ... in it.
a) space b) place c) clearing
2. 'Pour me some ..., please,' said the old forester to his son.
a) juice b) ale c) drink
3. 'Can you ... and shoot that target?' the major says to the soldier.
a) hit b) aim c) jump
4. Bright red blood ran down the man's ... body.
a) dead b) sleepy c) fat
5. As punishment, your fingers and ears will be ... off.
a) shaken b) turned c) cut

Match the words in column A and column B to form phrases.F

A	B
1. set off	a) along the road
2. walk	b) of the group
3. the leader	c) the contest
4. enter	d) an arrow
5. shoot	e) on foot

Fill in the gaps with the correct preposition.

After, in, through, onto, around

1. While you are away, I'll look ... your pets.
2. 'Are you going to compete ... the contest?' the teacher asked her pupils.
3. 'Write your composition and don't turn ..., ' says Mr. White.
4. The sun shone ... the leaves and branches ... the road.

5. Activities

Find in chapter 2 English equivalents to the following Russian phrases:

1. молодой и сильный;
2. огромный мясной пирог;
3. лесничие Шерифа;
4. предводитель группы;
5. другая кружка эля;
6. около 5 сотен шагов;
7. слишком много эля и пирога;
8. один из королевских оленей;
9. выпустить стрелу из лука;
10. ярко красная кровь на темно-зеленом костюме лесничего.

Make up a short story using the following words:

pie bow murderer chest

ale string forester aim

Lesson 3

Chapter 3

The Outlaws of Sherwood Forest

1. Pre-questions

Listen to the CD and correct the mistakes.

1. Robin thought to himself, 'I wish I had followed a different road through the forest.'
2. Will Stutely was a thin man with grey eyes.
3. 'I used to shave hair of Norman knights,' said the barber.
4. The Sheriff's men wanted the reward of one hundred golden crowns for Robin Hood, caught dead or killed.
5. The clearing was neither warm nor dark - it was a place of light and air.
6. Robin put the whistle to his lips and blew it hard.

2. Comprehension questions

1. Why was Robin an outlaw and couldn't return home?
2. What kind of man was Will Stutely?
3. Was it easy for the outlaws to hide in Sherwood Forest?
4. How many outlaws were there in the forest?
5. What was the place like where the outlaws hid from the Sheriff's men?
6. What was Robin Hood's hunting horn made of?
7. What did Robin Hood search Sherwood Forest for?

3. Topics for discussion

1. Would you like to be in Robin's shoes, searching for a safe place to live in the forest?
2. Would you live in the forest alone if you were given a chance?
3. Are you clever, brave, and strong enough to be a leader?

4. Vocabulary exercises

1. Circle the correct item.

1. Now he would have to hide/seek in the forest and live like an animal.
 2. They had come here to escape/give punishment.
 3. It was not easy to rob/steal the rich to help the poor.
 4. ‘We will not fight/find them at the same time,’ he said to his neighbor.
 5. He put his hand inside/outside and pulled out a horn.
 6. Suddenly the trees and bushes all bent down/up as if they were under a great wind.
2. Fill in the gaps with the correct preposition.

For, away, out, through, outside

1. Criminals always live... the law.
 2. If they are wanted, the police look... them.
 3. To deceive the police the criminals had to go... in small groups.
 4. They usually keep running... from the police.
 5. The group of criminals was running... the forest when the soldiers caught them.
3. Use the word in given capitals at the end of each line to form a word that fits in the space in the same line.
1. In... weeks, it will be autumn and the leaves of the forest **FEW**
will turn brown and fall.
 2. Run more... please! **SLOW**
 3. Which is the... mountain in the world? **HIGH**
 4. I feel very... when I stay in the countryside. **PEACE**
 5. He’s already learnt... than five hundred words. **MANY**

Activity

Find in chapter 3 English equivalents to the following sentences:

1. Но что сделано, то сделано.
2. Вскоре много других людей присоединилось к ним.
3. Там было много оленей для охоты, и в реках водилась рыба.
4. Насчитывалось более 50 разбойников теперь и их количество увеличивалось каждую неделю.
5. Поляна была сухой и солнечной - это было место света и воздуха.
6. Робин приложил рог к губам и с силой дунул в него.

Rewrite Robin Hood’s speech (p.18) using Reported speech.

Lesson 4

Chapter 4

Little John

1. Pre-questions.

1. Listen to the CD and fill in the gaps with the correct word.

The next day, Robin went alone to the 1)... of Sherwood Forest. He walked along the 2)... until he came to a river. 3)... of wood crossed the river, like 4).... Only one man could 5)... across this branch at a time.

A stranger was coming along the path from the 6)... direction. The stranger and Robin stood at 7)... end of the bridge. Both men carried 8).... The stranger was very tall and very 9).... He was the biggest man that Robin had 10)... seen.

2. Comprehension questions.

1. What did the men make in the clearing?
2. Who did Robin Hood meet at the bridge?
3. Why were the two men ready to fight?
4. Who won and why?
5. How did Robin Hood prove John Little that he was a very good archer?
6. Did Little John finally join Robin Hood and his men?

3. Topics for discussion.

1. Who is Little John? Guess what is going to happen in this chapter?
2. Have you ever made friends after arguing or even fighting?
3. How can you describe a true friend? What qualities must he/she have?

4. Vocabulary exercises.

1. Replace the words in bold with their opposites changing the sentences when needed.

Easy, better, carefully, loudly, either...or, both, forwards, full.

1. It was **difficult** to solve the problem.
2. According to the weathermen's forecast the weather is going to be **worse** than it was at the beginning of the week.

3. If you drive **carelessly**, you'll have an accident on the road.
4. **Neither** he **nor** she knew about our arrival.
5. **Neither** of my parents wanted me to leave school.
6. 'The baby is sleeping. Don't shout, please,' she said **quietly**.
7. I don't know what the opposite word of **backwards** is.
8. You can't drink if the jug is **empty**.

2. Fill in the gaps with the correct word form from the list.

Broad, ox, common, feast, branch, narrow.

1. ... people never have a lot of money.
2. It was ... daylight and the sun was shining brightly.
3. The male cow is called an/a
4. The pilgrims had a great ... to thank the local people for their rescue.
5. There are a lot of ... paths in the forest.
6. Two ... were thick enough to make good bows.

2. Fill in the gaps with the correct prepositions:

At, to, on, into, around, for.

1. He smiled ... Robin as he spoke.
2. They came ... the river and stood ... the two men.
3. Robin fell ... the water and the stranger laughed.
4. After many minutes of fighting, the stranger hit Robin hard ... the side of his head.
5. The Sheriff of Nottingham is looking ... him.

2. Read the passage and guess the meaning of the words in bold.

At the beginning of **the growing season**, the farmers have **to repair** the low earth walls around the fields. Then they have **to prepare the soil** so that it is thick and muddy. After this, they must **sow the seeds** in special beds and then, later, plant the **seedlings in rows** in the soil. It takes about four months for the rice **to become ripe**.

A few weeks before **harvesting**, they have **to remove** the water from the fields.

Finally, the farmers **harvest the rice**, cutting it with a knife.

5. Activities

1. Write down the conversation between Robin Hood and John Little using Reported speech.
2. Make up a crossword using as many new words as you've already learned in this story.

Lesson 5

Chapter 5

Will Stutely the Barber

1. Pre-questions.

Listen to the CD and put the following events in the correct order.

1. A group of women walked behind him. One of the women carried a small child.
2. Will Stutely started to shave the men's heads, but it was a strange task.
3. Normans preferred to be shaved by Norman barbers. They didn't trust every barber with a sharp razor!
4. But the Sheriff of Nottingham was not stupid.
5. 'We will surprise them all,' said another knight. 'We'll catch and kill these outlaws of Sherwood Forest!'

1.... 2. ... 3. ... 4. ... 5.

2. Comprehension questions.

1. What were people who collected taxes called?
2. Who helped the Abbot of Doncaster guard the money as he travelled?
3. What did the Sheriff plan to do with Robin Hood and his men?
4. What was Robin Hood's plan?
5. Who was sent out to look for the Abbot and his men?
6. Could Will Stutely understand French?
7. What did Will Stutely tell Robin when he returned to Sherwood Forest?

3. Topics for discussion.

1. Why do you think it is good to speak foreign languages?
2. Have you ever been abroad? If yes, did you speak any foreign languages?
3. What was the reaction of native people when you asked them something in English?

Vocabulary Exercises.

1. Fill in the crossword below.

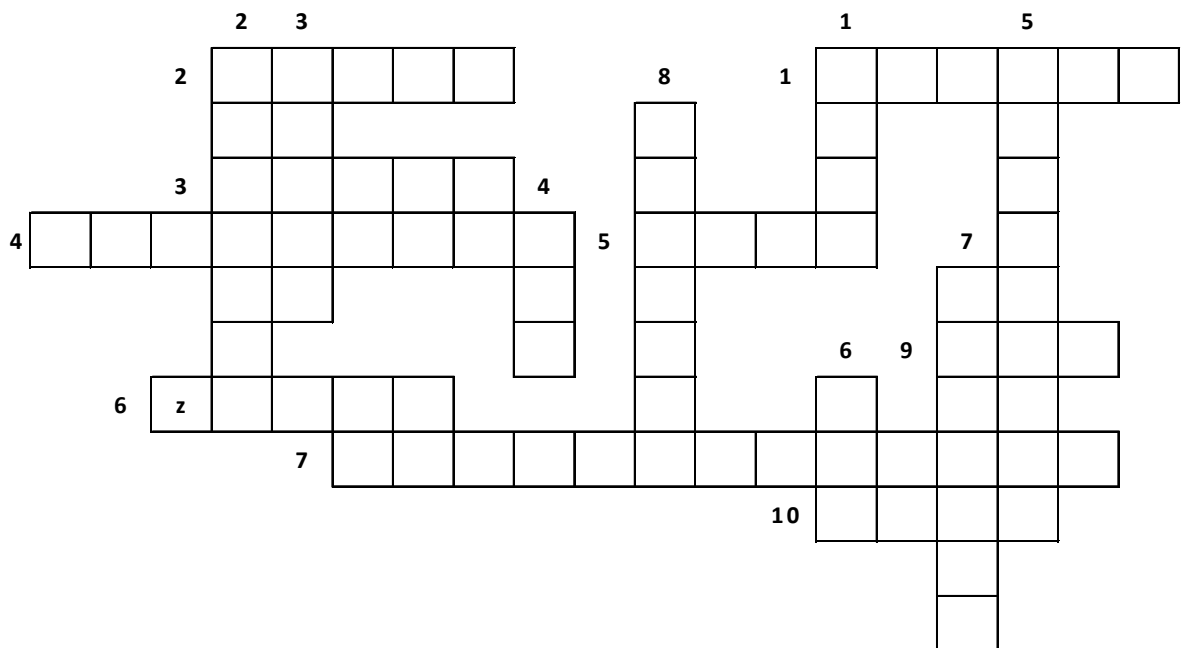
Across:

1. A person who lives in a mill and crushes grain into flour with help of water.
2. The tool used by a barber to shave men's hair.

3. A man in charge of monks in an abbey.
4. Someone whose job is to collect something from people.
5. A part of the body.
6. An African animal that is similar to a horse.
7. A criminal, especially one who moves from place to place.
8. The Past Simple of the verb 'to whip'.
9. A large tree that can live for a very long time.
10. To come together in order to spend time.

Down:

1. A man who lives in a religious community away from other people.
2. To suddenly understand.
3. A large church with buildings connected to it for monks to live in.
4. An animal like a large mouse with a long tail.
5. I speak the English ... fluently.
6. To point a gun or another object at something you want to hit.
7. To try to win a competition.



Revision I

I. Turn the following sentences into Reported speech.

1. 'Father, I must go to Nottingham,' Robin said.
2. 'You have seen little of the world and I pray that you return safely,' replied his father.
3. 'Where are you going, boy?' one of the foresters called.
4. 'Can you shoot one of those deer over there?' he asked.
5. 'You will be punished for this,' the leader shouted at Robin.
6. 'Let me pass!' Robin cried.
7. 'How did this happen?' the Sheriff said to his men.
8. 'Give me your hand and give me good exercise today,' the man said to Robin.
9. 'Do you see that young tree?' he asked.
10. 'Well, I love neither the Sheriff, nor the men who collect taxes from the common people,' Little John said

II. Rearrange the letters to make up the proper words.

1. w l u o a t 6. n c o w r
2. n c m o m o 7. p t e e o m c
3. r e e d 8. i g n a e l c r
4. h c r e r a 9. z e a r i l e
5. t k g i n h 10. t o b a b

III. Make up nouns from the following adjectives. Use the dictionary to check yourself.

1. active – 6. rich –
2. natural – 7. wild –
3. dark – 8. clear –
4. new – 9. careful –
5. poor – 10. difficult –

IV. Choose the correct item.

1. What are you cooking? It ... very nice!
a) is smelling b) smells c) smelt
2. John ... very hard at the moment.
a) worked b) has worked c) is working
3. '... I help you carry those bags?' 'Yes, please.'
a) shall b) will c) do
5. I ... a new bike last week.
a) bought b) have bought c) will buy

6. They ... in England for twenty years.

a) are living b) live c) have lived

7. I ... Elvis Presley in 1965.

a) have seen b) saw c) am seeing

8. We always ... fish on Fridays.

a) are going to eat b) eat c) ate

9. - Why have you got those flowers?

- Because I ... my aunt in hospital.

a) will visit b) am going to visit c) visit

10. The children played ... in the garden.

a) happy b) happier c) happily

11. The bigger the car, the ... it is.

a) fast b) fastest c) faster

V. Make up questions to the underlined words.

1. He has seen that film three times.

2. We drove slowly through the heavy traffic.

1. I wrote a book last year.

Revision III

Test A

1. Listen and fill in the gaps. You will hear it twice.

Everybody has (1) ... of Robin Hood, England's favorite (2) His (3) ... have been retold down the generations, from medieval (4) ... to Hollywood blockbusters.

Robin Hood and his (5) ... Men lived in (6) ... Forest, near the town of (7) They stole from the (8) ... and gave to the (9) They helped those in (10) ... and helped themselves to the (11) ... deer. They (12) ...arrows through willow twigs at one hundred yards and (13) ... adventure when life got too quiet.

Most of the main (14) ... mentioned in various versions of Robin Hood (15) ... to the this day. It's still (16) ... to visit Sherwood Forest and see the (17) ...under which Robin Hood and his Merry Men (18) ... have feasted and to walk through the gates of Nottingham (19) The oak is surrounded now by a (20) ..., Nottingham Castle – by a modern (21) ..., but they live on just the (22) ...does.

2. Answer the following questions.

1. Who were the main characters of the book?
2. How old was Robin Hood when he first went to the archery contest?
3. Did he return home and bring money to his father at the end of the story?
4. Who was waiting for his return, not married but still Robin's love?
5. Who stopped the Sheriff of Nottingham from collecting taxes and also stopped the barons and bishops from taking land that did not belong to them?
6. What country did England become for a time?

3. Put the following sentences from the story in the correct order in which they happened.

1. 'You are the biggest man I have ever seen,' Robin said.
2. 'Move the targets back to three hundred and sixty paces!' the Sheriff shouted.
3. 'Let's stay in the forest and prepare for winter. I'm sure that the Sheriff will not trouble us again until spring time,' Robin said.
4. 'Where are you going, good miller?' Robin called out.
5. 'Father, I must go to Nottingham,' Robin said.

1. ... 2. ... 3. ... 4. ... 5. ...

4. Convert the sentences from task C into the Reported Speech.

5. There is one mistake in each sentence. Cross it out and put the correct word in the space provided.

1. Robin Hood was born in a small city of Locksley in Nottinghamshire.
2. At this time, the Queen needed archers for the army.
3. 'He has killed one of the King's rabbits!' cried one of the foresters.
4. The people of Locksley knew that there was only one young girl who could shoot a deer at three hundred paces.
5. It was easy for the foresters to hide in Sherwood Forest.
6. Robin put the balloon to his lips and blew it hard.

6. Choose the correct item.

1. The knights pulled out their ... and one of them blew a hunting horn.
1. Knives b. spears c. swords
2. Robin and his men traveled back to their ... in the middle of the forest.
1. Camp b. clearing c. inn
3. The special prize will be an arrow made from
1. Silver b. gold c. iron
4. That evening the Sheriff ate a great meal with his favorite
1. Family b. servants c. knights
5. Robin was trying hard to ... himself.
1. Behave b. defend c. protect
6. His head was covered with a dark ... and he carried a bow and arrow in his hand.
1. Cap b. cloth c. hood

7. For each word in column A you have to find a synonym and antonym from columns B and C respectively.

A B C

1. Arrive carry agreement
2. Attack undressed depart
3. Bare raid relief
4. Bear hurt drop
5. Pain appear defend
6. Quarrel disagreement clothed

1. _____, _____, _____
2. _____, _____, _____
3. _____, _____, _____
4. _____, _____, _____
5. _____, _____, _____

Пояснительная записка.

Процесс обучения иностранному языку носит деятельностный характер, максимально приближаясь к естественной деятельности человека, что выражается во внешней и внутренней (умственной) активности учащихся в ходе овладения ими знаниями, навыками и умениями. Активное отношение ученика к полученной информации завершается её осмыслением, переработкой на основе собственных взглядов, интересов, замыслов и планов. Такую информацию мы получаем в процессе чтения, как на родном, так и на иностранном языках. Поэтому очень важно не только научить ребёнка грамотно читать и правильно понимать прочитанное на иностранном языке, но и заложить ту искру, которая будет поддерживать и развивать в нём дальнейший интерес к чтению.

Особенно актуальной эта задача становится теперь, когда приоритетные компьютерные технологии с их не только позитивными, но и негативными для ещё неокрепшего детского и подросткового возраста моментами, так стремительно поглощают практически всё свободное время ученика, не оставляя времени на общение, не говоря уже о чтении.

Баллада о Робине Гуде (адаптированный текст Stephen Colbourn, уровень pre-intermediate, издательство Макмиллан) выбрана с учётом возрастных особенностей учащихся 7-х классов гимназии. Книга повествует о легендарных героях средневековья, которые боролись за справедливость, отстаивая тем самым своё право на лучшую жизнь и помогая бедным и слабым. Созданная народом Англии и бережно сохранённая и донесённая до наших дней, книга не потеряла своей актуальности и теперь, и служит хорошим примером для современных детей, помогая им правильно понять, что такое добро и зло, настоящая дружба и добрые отношения между людьми.

Разработанная к данной книге рабочая тетрадь с упражнениями, помогает детям наиболее полно и эффективно развить навыки и умения чтения на иностранном языке, а также хорошо усвоить лексико-грамматический материал, представленный в книге, активизировать навыки работы со словарём, и, что особенно важно, развить смежные речевые умения и языковые навыки, такие как, умения аудирования, говорения и письма.

Рабочая тетрадь содержит 15 основных глав, соответственно разработанных к каждой главе книги, вводную главу, 3-и обзорных главы после 5,10 и 15 уроков, а также два теста на контроль усвоения лексико-грамматического материала с элементами требований ЕГЭ.

В разработанном пособии целенаправленно изложена система упражнений для всех трёх этапов работы с текстом: дотекстовым, текстовым и послетекстовым.

Вводная глава (Introductory lesson) определяет и формирует речевую задачу для первого прочтения, создаёт необходимый уровень мотивации у учащихся, формирует и развивает языковую догадку, а элемент новизны - знакомство с английским эпосом - средневековой балладой, придаёт процессу обучения колорит новых впечатлений.

Текстовые задания и упражнения представлены в основных 15-ти главах рабочей тетради. При составлении упражнений большое внимание было уделено не только лексико-грамматической стороне языка но и развитию навыков антиципации - языковой догадки. Например, детям предлагается догадаться о значении слова или слов по контексту, какой из предложенных переводов, или, какая дефиниция слова наиболее точно отражает его значение в данном контексте; как будут развиваться события в следующей части текста.

В упражнениях к обзорным главам уделялось внимание повторению и закреплению наиболее трудных для усвоения и понимания языковых явлений: видовременным формам глаголов, предлогам, словообразованию, фразовым глаголам и косвенной речи. В одном из обзорных уроков предлагается ответить на вопросы анкеты, в которой учащиеся узнают, какими качествами должен обладать настоящий друг.

Послетекстовый этап представлен в заданиях продуктивного типа: кратко изложить содержание текста, написать записку или письмо от лица героя. В заданиях творческого типа - детям предлагается сложить и даже спеть собственную балладу (серьёзную или шуточную) с опорой на предложенный в пособии современный вариант американской баллады 'Cat's in the Cradle' (Harry Chapin).

Пособие завершают два теста, в случае успешного выполнения которых, учащиеся смогут увидеть свой прогресс в обучении чтению на иностранном языке и повысить уровень мотивации как к изучению предмета в целом, так и к чтению на иностранном языке. А в случае неудачи при выполнении теста, что тоже важно, более серьёзно отнестись к выполнению домашних заданий, при дальнейшем развитии навыков самостоятельной работы, для получения наиболее успешных результатов, так необходимых для сдачи ЕГЭ.

Учитывая принципы активности и комплексной мотивации, объединяющие познавательные потребности, интересы, увлечения и способности каждого ученика, а также стремление познать самого себя и самоутвердиться, можно с помощью данного пособия стимулировать и формировать все необходимые умения извлекать полезную информацию из предложенного текста для решения конкретной речевой задачи – в чём и заключается цель обучения чтению.

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Широкова М.Э., учитель английского языка, ГБОУ Гимназия №1573
Фрагмент из рабочей тетради к книге для чтения «Робин Гуд» (pre-intermediate), серия Macmillan Readers
издательства «Макмиллан». Материал публикуется в авторской редакции.

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