

robin hood: teacher's notes

This workpack is designed to give teachers ideas and materials that will prepare students before they watch the show. Instructions and teachers' notes for each activity and follow-up ideas are given at the beginning of the pack and photocopiable material on separate pages at the end. Teachers can select activities depending on class level, size and time available. In most cases one photocopy per pair or group is enough.

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Activity 1: Reading/Writing Robin Hood

1. Tell students the topic of the class is Robin Hood. Before giving them any handouts, put them in small groups to brainstorm as many things as they can that are related to Robin Hood. Tell them to think about any stories they've read or films they've seen. Give them a couple of minutes, then write their ideas on the board.
2. Give students the first activity. Tell them to cover the longer text and just look at the statements in exercise 1. Students decide (individually or in pairs) which statements are true and which are false, then they check by reading the text.
3. Students match the words and write complete sentences in the box.
Key: Robin Hood lives in Sherwood Forest.
He loves Marian.
He has friends called Little John and Friar Tuck.
He takes from the rich and gives to the poor.
He doesn't like the Sheriff of Nottingham.
Friar Tuck likes eating and playing tricks.
Marian is Robin's girlfriend.

Activity 2: Vocabulary Wordsearch

1. Give students a copy of the wordsearch and check they understand that words can go in any direction – up, down, backwards, forwards and

diagonally. The wordsearch is printed twice on one page to save paper when photocopying.

Key:

V	G	O	D	T	D	O	O	H	N	I	B	O	R	O
Z	F	F	I	R	E	H	S	L	X	K	S	H	I	U
H	H	E	B	D	O	B	Z	F	F	R	M	Y	U	T
F	K	Z	X	C	E	Q	T	D	B	P	L	Z	L	S
M	W	O	R	R	A	K	E	A	Z	M	T	T	V	E
C	R	E	P	L	X	A	L	K	X	I	K	R	E	R
J	V	E	O	F	R	G	T	N	H	E	M	O	H	O
T	G	O	O	Y	D	O	S	Z	M	T	S	G	B	F
J	A	R	R	H	J	V	A	D	L	O	G	G	Y	A
F	R	I	A	R	T	U	C	K	X	W	V	D	S	B
K	Q	C	J	M	I	K	C	M	J	G	L	B	E	B
T	P	H	A	N	A	I	R	A	M	D	I	A	M	N
C	D	G	E	Y	X	L	Q	W	K	A	U	N	H	I
Y	J	D	O	D	Z	E	C	J	C	H	R	J	M	I
U	Q	W	E	B	Z	X	X	E	N	M	W	C	W	E

Activity 3: Reading/Vocabulary/Roleplay Surviving in Sherwood Forest

1. Before handing out the photocopy, ask students to imagine what they think life would be like if they lived in Sherwood Forest like Robin Hood's men. Ask them what they would eat, what they would wear, where they would sleep, what difficulties and dangers there might be, etc.
2. Hand out the photocopy and tell students to read and complete the text with the words in the box below. Ask them to do this in pairs.

Key: 1. Sherwood Forest 2. trees 3. vegetables 4. animals 5. arrows 6./7. hats/boots 8. games 9. songs 10. stories

3. Now in the same pairs, they should divide into As and Bs to do the interview. When they've done the interview once, ask them to swap roles and ask student A to try to answer the questions without looking back at the information if possible.
4. As a whole-class feedback you could ask students to turn over the photocopy so they don't look at the information. Ask them the same questions again to see how much they remember.

Activity 4a/4b: Reading/Writing Daily life in a medieval town

1. This is a reading comprehension exercise but made more interesting and fun by the fact that the information is displayed around the room and students have a time limit to go round in pairs and find as many answers as possible in that time.
2. Put a few copies of worksheet 4b up around the classroom. If your classroom has enough space, cut the sheets into three sections and put the sections up in different parts of the room. That way, students have to move around the room to find all the answers.

3. Give each pair of students one copy of the questions and tell them to read through them to check understanding. Then set a time limit of say five minutes and tell them to find as many answers as possible in that time.
4. Go through the answers and ask students what they found most surprising or interesting.

Activity 5: Reading/Drawing/Speaking

The adventures of Robin Hood

1. This is a drawing and story-telling activity. First students should read the story and check they understand everything. Then they should draw eight pictures to show the eight scenes described.
2. When they've finished drawing, they should get into pairs and re-tell the story.
3. To save time in class, the drawing part of this activity could be set for homework and the re-telling of the story done in pairs in the next class.

Activity 6a/6b: Speaking/Listening/Drawing

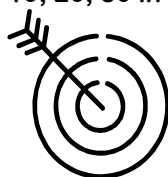
Picture dictation

1. This is a picture dictation activity. Pre-teach some useful expressions for describing position and put them on the board.
eg: in the middle of the picture
in the foreground/background
on the left/right of the picture
in front of/behind
in the left/right hand corner
2. Now divide students into As and Bs. Ask student A to describe their picture in as much detail as possible. Student B should draw what he hears being described. Make sure neither student shows the other their picture. If student B doesn't understand something, they have to ask questions to be sure.
3. Remind them also to dictate the words at the bottom of the pictures. When they've finished, they can compare the original and student B's version. They then change roles for the second picture.

Activity 7: Game

Quiz

1. A game that always works well in class is a quiz where the teacher draws a large target on the board (like the one below used in archery) and students have to throw an object (usually a paper aeroplane) at it from an agreed distance to score points.
2. Draw a large target with three rings like this one on the board. Put the numbers 10, 20, 30 in each ring with the number 30 in the middle.



3. Divide the students into teams and tell each team they need to make a paper aeroplane. Then ask each team a question in turn. When a team answers correctly, one of the students from that team has the right to throw the paper plane at the target. They score 10, 20 or 30 points depending on what part of the target they hit. Put a marker on the floor so that all teams throw from the same distance and allow a second chance if the first attempt misses the target completely! Keep a running total of each team's points on the board.
4. The quiz questions could be anything from questions related to what the students have studied in class to general knowledge trivia to things related to what they've learnt about Robin Hood. You could use the comprehension questions from this workpack (eg. from Activities 3 and 4) to see how much students can remember about Robin Hood, or you could even get students to make up their own questions on this or any other topic you choose.

Activity 8: Speaking/Writing

Follow-up activities

1. After students have seen the show, you could set some questions to be discussed in class and/or set as a writing homework.
2. Select any of the following and put them up on the board:

Did you enjoy the show? Why/Why not?

What character(s) did you like best? Why?

Did you learn any new vocabulary? What words?

Choose one character and describe him/her.

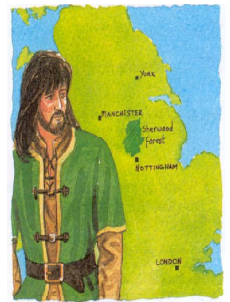
Write a paragraph for homework describing the show and at least one of the characters.

robin hood: photocopiable material

Activity 1: Reading/Writing Robin Hood

1. What do you know about Robin Hood?
In pairs, look at these sentences and say if you think they are true or false.
 - a. Robin Hood lives in a castle.
 - b. He lives in Spain.
 - c. He is a bad man.
 - d. He wears green clothes.
 - e. He is very rich.
2. Now read the text and check your answers.

Robin Hood lives in a forest in England. The name of the forest is Sherwood Forest. He lives there with his friends. His best friends are Little John and Friar Tuck. Friar Tuck loves eating and playing tricks on people. Robin is in love with Marian. She's very beautiful. Robin and his friends have an enemy - the Sheriff of Nottingham. He's a bad man because he tries to make the poor poorer and the rich richer. Everybody in the town likes Robin because he takes money from the rich people to give to the poor people.



3. Match the people to the words to make sentences about Robin Hood and his friends.

Robin Hood	lives	eating and playing tricks
	loves	the Sheriff of Nottingham
	has	in Sherwood Forest
Friar Tuck	gives	Marian
	takes	friends called Little John and Friar Tuck
Marian	likes	from the rich
	doesn't like	Robin's girlfriend
	is	to the poor

4. Now write as many complete sentences as you can.

Robin Hood lives in _____

**Activity 2: Vocabulary
Wordsearch**

**How many words can you find in the square?
They can go up, down, backwards, forwards and diagonally.**



- Robin Hood
- Friar Tuck
- Marian
- arrow
- castle
- sheriff
- gold
- rich
- poor
- taxes
- forest

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Activity 3: Reading/Vocabulary/Roleplay
Surviving in Sherwood Forest

1. Imagine what your life would be like if you lived with Robin Hood in Sherwood Forest.

This is Will Scarlet. Look at what he says and complete the sentences with words from the box below.



I'm Will Scarlet – one of Robin Hood's men. I live in 1).....

Life in the forest isn't easy! We sleep on the ground under the 2)..... and we spend most of our time looking for food. We eat fruit and 3)..... and we hunt 4)....., like the King's deer!

The Sherriff of Nottingham is our enemy. We use bows and 5)..... to fight against him and his men.

All Robin's men and women wear green clothes so that people know who we are. We even wear green 6)..... and 7).....

When we're not hunting, fighting or robbing the rich to give to the poor, we play 8)....., sing 9)..... and tell 10)..... around the fire.

songs	vegetables	arrows	hats
games	Sherwood Forest		boots
trees	animals	stories	

2. Now in pairs ask and answer the questions about living in Sherwood Forest.

Student A: You are the interviewer. Ask the questions.

Student B: You are Will Scarlet. Answer the questions.

When you finish you can swap roles.

1. Where do you live?
2. What do you eat?
3. Where do you sleep?
4. What do you do during the day?
5. What clothes do you wear?
6. What do you use to hunt and fight with?
7. What do you do in your free time?

Activity 4a: Reading/Writing

Daily life in a medieval town

1. Answer these questions about life in Nottingham in medieval times. The information you need is on the classroom walls.

In pairs, try to find the answers to all the questions as quickly as possible.

1. What was the population of Nottingham in the year 1300?
2. What could you buy at the markets?
3. Why were the big towns on rivers and near the sea?
4. What animals could you see in the streets?
5. Why were the streets usually dirty?
6. What time did the shops open and close?
7. What time did people eat their first meal?
8. Why was fire a big problem?
9. Why were bells important?
10. What age were children when they started work?

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Nottingham town

In the year 1300, Nottingham was a big town with a population of 3000 people. It was an important centre for buying and selling. There were two markets selling mainly leather, wool, clothes and pottery.

Travel

Most people travelled by foot or on horses. Travelling by road was dangerous – remember Robin Hood and his men were always ready to rob any rich people who passed by! That's why most expensive things were transported by water. Big towns grew up on rivers and near the sea.

The streets

The streets were generally very dirty – there were no toilets and people threw dirty water out of windows directly onto the street! There were animals in the streets, especially pigs because people needed them for food but had no space to keep them in their houses.

The town day

The day in a medieval town started at 4 or 5 o'clock in the morning and finished at 8 or 9 o'clock in the evening. Shops opened at 6 o'clock in the morning and most closed at 3 o'clock in the afternoon. People ate their first meal at 9 or 10 o'clock.

Fire and bells

The houses were very close together and made of wood, and there was not much water available, so fire was a big problem. Most people didn't have clocks or watches, so they listened to the bells ringing to know what time it was. Bells also rang if there was a fire or the city was being attacked.

Children

Most children started work at the age of 12 or 13. At that age, many children went to live in rich people's homes as servants or they worked as apprentices, often sleeping on the floor of shops and workshops. Children from richer families continued their education until they were 18 or more.

Activity 5: Reading/Drawing/Speaking
The adventures of Robin Hood

1. Read the story of one of the adventures of Robin Hood. In the boxes, draw a picture to show what's happening in the story.
2. Then cover the words and tell the story to your partner by looking at the pictures.

1.	2.
3.	4.
5.	6.
7.	8.

1. Robin Hood lives in the forest with his men. During the day they rob the rich and give to the poor.
2. At night, they sit around the fire and sing songs and tell stories.
3. The Sheriff of Nottingham lives in a castle in Nottingham. He plans to catch Robin.
4. He organises a competition to find the best archer. The prize will be money and a golden arrow.
5. Robin enters the competition and wins. He's the best archer in Nottingham!
6. But the Sheriff catches Robin and takes him to the dungeons of the castle.
7. Robin's friends rescue him from the castle and take him back to the forest.
8. Robin is reunited with Marian and they get married.

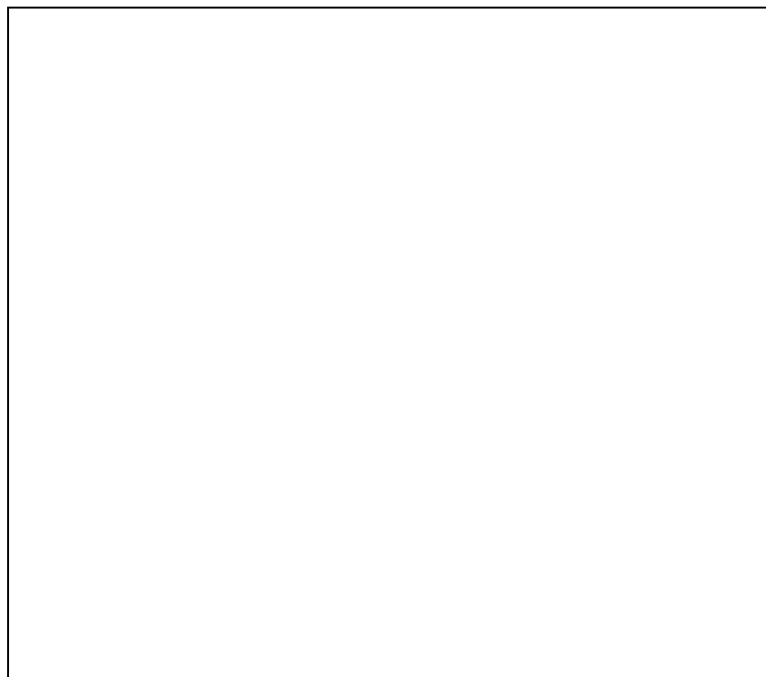
Activity 6a: Speaking/Listening/Drawing
Picture dictation

Student A

1. Describe what you can see in this picture. Your partner must draw it.
Don't show your picture to your partner until you've finished!
Don't forget to dictate the sentence too!



2. Now Student B will describe a picture. Draw it in this box:



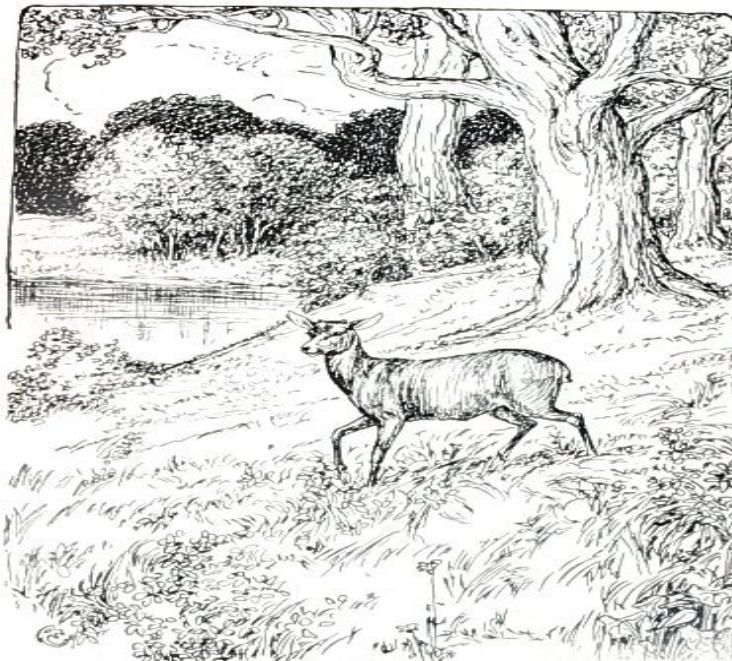
Activity 6b: Speaking/Listening/Drawing
Picture dictation

Student B

1. Your partner will describe a picture to you. Draw it in this box.
Don't show your picture to your partner until you've finished!



2. Now describe what you can see in this picture. Your partner must draw it.
Don't forget to dictate the sentence too!



A YOUNG DEER WAS MAKING ITS WAY TOWARD THE BANK OF THE RIVER