1a) The Story of Robin Hood

Read the story and fill in the spaces using the words in the box. There is one word extra that you don’t need! Then listen to the story to see if your answers are correct.

bad * castle * catch * clever * girl * goes
has * have * his * money * poor * steals * sword

The Sheriff of Nottingham is a tax collector. He lives in a big (1) __________ in the middle of England. He is very rich and very (2) __________.

Everyday he goes out collecting taxes from all the people. He collects house-tax if you (3) __________ a house. He collects horse-tax if you have a horse. He collects children-tax and even dog-tax! He takes money from everybody! The people are very (4) __________. They are very unhappy. There is only one person who can rescue them: Robin Hood.

Robin Hood (5) __________ the tax money from the Sheriff and returns it to the poor. The people are happy again. But Robin Hood is not happy.

He is in love with a beautiful (6) __________ called Lady Marion. But Lady Marion lives in Nottingham Castle and the Sheriff is also in love with her.

The Sheriff doesn’t like Robin Hood. He wants Robin Hood to stop taking (7) __________ money. He wants Robin Hood to stop visiting Lady Marion. The Sheriff has an idea. He organises an archery competition so that he can (8) __________ Robin Hood and put him in prison.
But Robin Hood is very (9) __________. He goes to the competition but escapes with all the Sheriff’s money! The Sheriff is very, very angry. He (10) __________ another idea. He takes Lady Marion and puts her in prison. Now Robin Hood cannot visit her anymore. But Robin Hood is a hero. He is not afraid of the Sheriff. He (11) __________ to Nottingham Castle with his (12) __________ and fights the evil Sheriff. He rescues Lady Marion, marries her and they all live happily ever after!
1b) The Story of Robin Hood

Read the story and fill in the gaps. There is one word extra that you don’t need!
Now listen to the story to see if you are correct!

The Sheriff of Nottingham is a tax collector. He lives in a big (1) __________ in the middle of England. He is very rich and very (2) __________.

Everyday he goes out collecting taxes from all the people. He collects house-tax if you (3) __________ a house. He collects horse-tax if you have a horse. He collects children-tax and even dog-tax! He takes money from everybody! The people are very (4) __________. They are very unhappy. There is only one person who can rescue them: Robin Hood.

Robin Hood (5) __________ the tax money from the Sheriff and returns it to the poor. The people are happy again. But Robin Hood is not happy.

He is in love with a beautiful (6) __________ called Lady Marion. But Lady Marion lives in Nottingham Castle and the Sheriff is also in love with her.

The Sheriff doesn’t like Robin Hood. He wants Robin Hood to stop taking (7) __________ money. He wants Robin Hood to stop visiting Lady Marion. The Sheriff has an idea.

He organises an archery competition so that he can (8) __________ Robin Hood and put him in prison.

But Robin Hood is very (9) __________. He goes to the competition but escapes with all the Sheriff’s money!

The Sheriff is very, very angry. He (10) __________ another idea. He takes Lady Marion and puts her in prison. Now Robin Hood cannot visit her anymore. But Robin Hood is a hero. He is not afraid of the Sheriff.

He (11) __________ to Nottingham Castle with his (12) __________ and fights the evil Sheriff.
He rescues Lady Marion, marries her and they all live happily ever after!
Teaching notes

Time
20–30 minutes

Level
Medium

Skills Focus
Vocabulary, reading, writing.

Aim
To familiarise the students with the story of Robin Hood and the vocabulary used in the story.

Instructions
Ask the students what they know about the legend of Robin Hood. Give the students the worksheet and ask them, individually or in pairs, to fill in the gaps with the correct words from the box above. Then listen to the story of Robin Hood to see if they guessed correctly.

Alternative activity
For students of a higher level, cover the words in the box and get them to guess what the missing words could be. Then listen to see if they are correct.

Answer key
Brief history of the legend of Robin Hood
The story is set in the town of Nottingham, England. Robin Hood lived in Sherwood Forest with his gang of merry men, most famously Little John and Friar Tuck. It is set in the time of King John (13th century). Robin Hood was famous for stealing from the rich to give money to the poor. His enemy was the Sheriff of Nottingham, who was infamous for making the poor people pay many taxes. Robin Hood’s love interest was Lady Marion who the sheriff also loved. Robin Hood was often depicted wearing green clothes and a red feather in his hat.

1. castle 7. his
2. bad 8. catch
3. have 9. clever
4. poor 10. has
5. steals 11. goes
6. girl 12. sword

This activity is designed to be used in conjunction with a performance of IPA Production’s Robin Hood. For more information, visit www.ipaproductions.com.
2) Introducing a friend

Read about the Sheriff of Nottingham. Below, draw a picture of yourself and a friend, then write about your friend.

His name is the Sheriff of Nottingham.

He’s got a lot of money.

He loves lady Marion.

He likes gold.

He lives in a magnificent castle.

Robin Hood takes his money and gives it to the poor.

He collects taxes.

He doesn’t like dogs.
2) Introducing a friend

**Teaching notes**

**Time**
20–30 minutes

**Level**
Medium

**Skills Focus**
Speaking, writing.

**Aim**
To practice the third person singular, using the student’s own personal information.

**Instructions**
Ask the students to choose a classmate to write about. Using the example of the sheriff, the students should write eight sentences about their friend. When they have finished they should introduce their classmate to the rest of the class. Encourage the students to use different verbs and a mixture of positives and negatives.

**Alternative activity**
For students of a higher level, the activity should be done orally. Each student should ask their partner questions to discover the answers, and then introduce their partner to the class.

This activity is designed to be used in conjunction with a performance of IPA Production’s Robin Hood. For more information, visit www.ipaproductions.com.
3) Verbs

Match the verbs on the left to the words on the right.

1. have             A. in the forest
2. catch            B. from the rich
3. count            C. at a picture
4. escape           D. a film
5. give             E. from prison
6. live             F. taxes
7. look             G. a castle
8. pay              H. a criminal
9. see              I. money
10. steal           J. poor

Now write sentences using phrases with the characters from the story.

1. The Sheriff counts his money. —Robin Hood
Teaching notes

Time
20 minutes

Level
Difficult

Skills Focus
Verb – noun collocation. Third person singular.

Aim
To familiarise the students with the verb – noun collocations used in the play, e.g. count – money. Also to use the third person singular, e.g. The sheriff counts money.

Instructions
The students should match the verbs in column A with the prepositions and nouns in column B. The students then use these phrases in a sentence involving a character from the play thereby using the third person singular. e.g. The Sheriff has a castle.

Extended activity
For students of a higher level, ask them to write the verbs in column A in their past simple form, e.g. have – (had). Then write the sentences below in the past simple.

Answer key
1. Have (had) – a castle (The Sheriff of Nottingham)
2. Catch (caught) – a criminal (The Sheriff of Nottingham)
3. Count (counted) – money (The Sheriff of Nottingham)
4. Escape (escaped) – from prison (Robin Hood)
5. Give (gave) – to the poor (Robin Hood)
6. Live (lived) - in the forest (Robin Hood)
7. Look (looked) – at a picture (Sheriff, Robin Hood)
8. Pay (paid) – taxes (The poor people)
9. See (saw) – Lady Marion(The Sheriff / Robin Hood)
10. Steal (stole) – from the rich (Robin Hood)
4a) Robin Hood Songs

Here are three songs from Robin Hood. Listen and learn them.

Robin Hood

Robin Hood, Robin Hood, my name’s Robin Hood,
Robin Hood, Robin Hood, I live in the wood.
I take from the bad, I give to the good.
Robin Hood, Robin Hood, Robin Hood.

The Sheriff of Nottingham

The Sheriff of Nottingham,
Is a very bad man,
He takes all the gold,
From the poor and old,
But I take from the bad,
And give it to the good,
I’m Robin Hood! (audience: Robin Hood!)
Robin Hood! (audience: Robin Hood!)

Money, Money, Money
(The Sheriff’s song)

Money, money, money
Very funny, in a rich man’s world
Money, money, money
Always sunny, in a rich man’s world

Ah-ha ha-ha-ha, all the things I can do
Because I have a lot of money,
It’s a rich man’s, It’s a rich man’s,
It’s a rich man’s world!
4b) Robin Hood Songs

Listen to the songs, fill in the gaps and then learn them.
Sing along with your classmates!

Robin Hood

Robin Hood, Robin Hood, _____ name’s Robin Hood.
Robin Hood, Robin Hood, I ________ in the wood.
I ________ from the bad, I ________ to the good.
Robin Hood, Robin Hood, Robin Hood.

Money, Money, Money

Money, money, money.
Very __________
In a __________ man’s world.

Money, money, money.
Always __________
In a __________ man’s world.

Ah-ha ha- ha-ha,
All the things I can __________
Because I ________ a lot of money,
It’s a __________ man’s, It’s a __________ man’s,
It’s a __________ man’s world!
4c) Robin Hood Songs

Answer the questions to find the missing words from the song.

Then listen to the song. Were you right?
Sing along with your classmates.

1. Male - not a woman (3)
2. Very expensive metal (4)
3. Not young (3)
4. The opposite of give (4)
5. Not bad (4)

The Sheriff of Nottingham

The Sheriff of Nottingham,
Is a very bad __ ____,
He takes all the __________,
From the poor and ________.
But I ________ from the bad,
And give it to the _________.
I'm Robin Hood!
(audience: Robin Hood!)
Robin Hood!
(audience: Robin Hood!)
Teaching notes

Time
30–40 minutes

Level
Easy/Medium

Skills Focus
Vocabulary, listening, singing.

Aim
To familiarise the students with the songs of Robin Hood and the vocabulary used in them. We find that the show experience is really enhanced by being able to sing along with the songs during the show.

Instructions
Ask the students to sing along with songs to familiarize themselves with the songs (Song sheet 4A).
Use the gap-fills of the song (Song sheets 4B and 4C) for higher level students.

Alternative activity
Get the students to learn the words for homework. Then on the next class give them the gap-fill (worksheets 4B/4C) and ask them to fill in the missing words. Listen to see if they are correct.
5) The Picture Book of Robin Hood

Can you draw? Draw the pictures of the story.

The Sheriff of Nottingham lives in a big castle.

The Sheriff collects taxes from the poor people.

Robin Hood takes money from the rich Sheriff and returns it to the poor people.

Robin Hood is in love with Lady Marion.

The Sheriff of Nottingham also loves Lady Marion and thinks of a plan to kill Robin Hood.

The Sheriff of Nottingham challenges Robin Hood to an archery competition.

The Sheriff puts Lady Marion in prison.

Robin rescues Marion and they live happily ever after.

This activity is designed to be used in conjunction with a performance of IPA Production’s Robin Hood. For more information, visit www.ipaproductions.com.
Robin Hood

5) The Picture Book of Robin Hood

Teaching notes

Time
20–30 minutes

Level
Easy

Skills Focus
Vocabulary, reading, speaking, and drawing.

Aim
To familiarise the students with the story of Robin Hood and the vocabulary used in the story.

Instructions
Ask the students to imagine what Robin Hood, The Sheriff, and Lady Marion look like. Discuss with the groups what they think the characters might look like. Give the students the worksheet and ask them to draw the pictures that match the scene being described in each box.

Alternative activity
Ask the students to imagine that they are The Sheriff of Nottingham and design a WANTED poster for Robin Hood. Ask them to add some text saying how much the reward money is, what his crimes are and what will happen to him when he is caught. This could work well as a homework activity.
6) Who Says That?

Read the sentences and match them with the right people.
Each person says four sentences.

a) My favourite colour is green.
b) I have a lot of money.
c) I am very beautiful.
d) I like spiders and bats!
e) I love Robin Hood.
f) I have a dog.
g) I live in my magnificent castle.
h) I live in the forest.
i) My favourite colour is black.
j) I don’t like Robin Hood.
k) I am very old.
l) My favourite colour is pink.
m) I give money to the poor.
n) I like flowers.
o) My favourite colour is royal blue.
p) I have a black cat.
6) Who Says That?

Teaching notes

**Time**
10–20 minutes

**Level**
Medium

**Skills Focus**
Vocabulary, reading. Possibly speaking.

**Aim**
To familiarise the students with the characters.

**Instructions**
Match the phrases to the characters. The students can work individually or in pairs.

**Alternative activity**
Split the group into four groups; Robin Hoods, Lady Marions, Sheriffs and Witches. Get them to present the sentences orally in the style of the character who says them (you may want to invent one or two more phrases for each group).

**Answer key**
Robin Hood: a, f, h, m
Sheriff: b, g, j, o
Lady Marion: c, e, l, n
Witch: d, h, k, p
### 7) True or False?

Before the show: Do you think the following sentences are true (T) or false (F)?

Look at your answers after you see the show. How many did you get right?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Robin Hood takes money from the poor and gives it to the rich.</td>
<td>T</td>
</tr>
<tr>
<td>2. The Sheriff of Nottingham is a good person and gives money to UNICEF.</td>
<td>T</td>
</tr>
<tr>
<td>3. Robin Hood lives in a big castle.</td>
<td>T</td>
</tr>
<tr>
<td>4. The Sheriff of Nottingham lives in a small house in London.</td>
<td>T</td>
</tr>
<tr>
<td>5. Robin Hood loves Lady Marion.</td>
<td>T</td>
</tr>
<tr>
<td>6. The Sheriff of Nottingham has a photograph of Lady Marion.</td>
<td>T</td>
</tr>
<tr>
<td>7. Lady Marion doesn’t love Robin Hood.</td>
<td>T</td>
</tr>
<tr>
<td>8. The Sheriff of Nottingham is jealous of Robin Hood.</td>
<td>T</td>
</tr>
<tr>
<td>9. A witch tells the Sheriff of Nottingham to organize an archery competition.</td>
<td>T</td>
</tr>
<tr>
<td>10. Robin Hood puts Lady Marion in prison.</td>
<td>T</td>
</tr>
<tr>
<td>11. The Sheriff of Nottingham rescues Lady Marion from Robin Hood.</td>
<td>T</td>
</tr>
<tr>
<td>12. The story has a happy ending.</td>
<td>T</td>
</tr>
</tbody>
</table>
7. True or False?

Teaching notes

Time
20 minutes

Level
Medium

Skills Focus
Speaking, writing.

Aim
To promote interest and discussion before the students see the show.

Instructions
Ask the student to, individually or in pairs, mark the answers that they think are true or false. Then ask students as a group to discuss their answers with each other. After seeing the show, re-check to see if they were correct.

Post-show activity
Ask the students to think of five more true or false questions. Then each group should pass their sentences to another group to answer.

Answer key
1. T
2. F
3. F
4. F
5. T
6. T
7. F
8. T
9. T
10. T
11. F
12. T
8) Do You Have?

Look at the pictures and write the names underneath. Now listen to the Sheriff of Nottingham talking to a peasant. Put a tick (✓) if he has each thing and a cross (X) if he doesn’t.
8) Do You Have?

Teaching notes

Time
20–30 minutes

Level
Medium

Skills Focus
Listening. Question forms. Positives and Negatives.

Aim
To practise question forms in the present simple.

Instructions
For lower level students write the names of the words underneath the pictures before listening to the recording. Make sure that all students are familiar with the vocabulary. For higher level students take away the vocabulary and listen to the recording first. Next, allow students to write one object in each box. After listening a second time, allow the students to check the vocabulary together. Finally, allow the students to draw the objects they have written in each box.

Extended activity
Ask students, either in class or for homework, to prepare 10 sentences saying things they do and don’t have. They take turns to read their sentences to the class who note down what the student does and doesn’t have. e.g. I have a dog but I don’t have a cat.
If you would like to practise the 3rd person singular, the student could describe the possessions of a family member.

Answer key
House – YES
Telephone – NO
Bucket – NO
Book – NO
Dog – YES
Arrow – NO
Horse – NO
Television – NO
Key – NO
Sword – NO
Castle – NO
Pig – NO
This activity is designed to be used in conjunction with a performance of IPA Production’s Robin Hood. For more information, visit www.ipaproductions.com.

9) Wordsearch

Find the words.

R F M A R I O N
O F O R E S T M
B I C A S T E O
I R H C T I W N
N E C A S T L E
H H O H A P P Y
O S R X E M O R
O E D E S R T O
D A T R N E O O
Y F F U M S O P

Castle
Forest
Happy
Hero
Marion
Money
Muffy
Poor
Robin Hood
Sheriff
Tax day
Witch
Teaching notes

Time
15 minutes

Level
Easy

Skills Focus
Vocabulary

Aim
To familiarise the students with the vocabulary of Robin Hood.

Instructions
Present the vocabulary on the board before the students do the word search and discuss the meaning of the words. The wordsearch is a fun way to start or end a lesson.

Alternative activity
Students could choose 6-10 more words from the vocabulary list and make their own wordsearch and swap them between classmates.

Answer key

```
  R       F M A R I O N
  O       F O R E S T M
  B       I C A S T E O
  I       R H C T I W N
  N       E C A S T L E
  H       H O H A P P Y
  O       S R X E M O R
  O       E D E S R T O
  D A T R N E O O
  Y F F U M S O P
```
10) Clueword

Answer the questions on the left and use the first letter of each answer to find out where the story takes place.

How often the Sheriff gives money to the poor. (5)  □□□□□

The Sheriff lives in the castle, but Robin lives _____ the forest. (7)  □□□□□□□

The Sheriff’s favourite day of the week is _____ day. (3)  □□□

The opposite of give. (4)  □□□□

Robin and Marion feel like this. (2, 4)  □□ □□□□□

At this moment. (3)  □□□

The Sheriff doesn’t have silver. He only has _____. (4)  □□□□

Robin Hood wears a green one on his head. (3)  □□□

The Sheriff organizes an _____ competition to try to catch Robin Hood. (7)  □□□□□□□

The name of Robin’s dog. (5)  □□□□□
**Teaching notes**

**Time**
15 minutes

**Level**
Medium

**Skills Focus**
Vocabulary

**Aim**
To familiarise the students with the vocabulary of *Robin Hood*.

**Instructions**
Ask the students to work in pairs or small groups to find the words on the right hand side. They should then be able to work out the answer to where the story takes place.

**Alternative activity**
Ask Students to choose a character from the play and write clues for words that begin with each letter of the character. Use the clueword as a guide.

**Answer key**
1. Never
2. Outside
3. Tax
4. Take
5. In love
6. Now
7. Gold
8. Hat
9. Archery
10. Muffy

The story takes place in NOTTINGHAM

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This activity is designed to be used in conjunction with a performance of IPA Production’s *Robin Hood*. For more information, visit www.ipaproductions.com.
Listen to the conversation between the Sheriff of Nottingham and a peasant. 
Fill in the missing words. Then practice the text with a friend.

(There is a knock at the door)

Nottingham: Come in!
Peasant: Good morning Sheriff. I am here to pay my taxes.
Nottingham: To pay your taxes! Good, good. What taxes do you want to pay?
Peasant: What taxes do I have to pay?
A ______. Do you have a ______.
Peasant: Yes.
Nottingham: Well, you have to pay your ______ tax.
Peasant: And how much is ______ tax?
Nottingham: ______ gold piece
Peasant: ______ gold piece! It's a very small ______.
Nottingham: It doesn't matter. You have a ______. ______ - tax is ______ gold piece.
Peasant: ______ gold piece.
Nottingham: ______ gold piece. Lovely. Now do you have a ______?
Peasant: Me? ______? No.
Nottingham: Hmmmm... ______.
Peasant: No!
Nottingham: No? We're not doing very well are we? What about a ______?
   Do you have a ______?

Peasant: Errr... (_____ rings) Hello?... I don't know. I don't know. I don't know.
Nottingham: Who was that?
Peasant: I don't know!
Nottingham: That is a ______! ______ tax is ______ gold pieces!
Peasant: Here: ______. ______ gold pieces.
Nottingham: Lovely! (a ______ barks) What was that?
Peasant: I'm sorry I have a cold.
Nottingham: Do you have a ______?
Peasant: A ______.
Nottingham: Yes a ______. Do you have a ______?
Peasant: A ______. No, I don't have a ______.
   No, no ______. Definitely not.
Nottingham: Then what's that?
Peasant: Oh, that ______.
Nottingham: Name?
Peasant: Nigel.
Nottingham: Nigel the ______?
Peasant: No, my name's Nigel. That's Muffy.
Nottingham: Muffy the ______?
Peasant: That's right.
Nottingham: A ______ is ______ gold pieces!
Peasant: ______ gold pieces! Here, that's it.
   That's all my money. I have no more money.
Nottingham: Thank you. Goodbye.
Peasant: Could I have my ______, please?
   I have paid my ______ tax.
Nottingham: Very well. Here you are.
Peasant: Thank you very much. Goodbye.
Teaching notes

Time
20–30 minutes

Level
Medium

Skills Focus
Listening and vocabulary.

Aim
To familiarise the students with a scene in Robin Hood and the vocabulary used in it.

Instructions
Let the students read through the scene. Then, with a partner, the students discuss what they think the missing words are. The whole group can then discuss what they think the missing words could be. Discuss why certain words would be impossible. Now listen to the recording and allow the students to write what they hear. Let them listen a second time to check their answers and then present the correct answers on the board. The scene could be played a third time for listening practice.

Alternative activity
Ask Students to choose a character from the play and write clues for words that begin with each letter of the character. Use the clueword as a guide.

Answer key
1. house 11. One 21. two 31. dog
2. house 12. one 22. telephone 32. dog
3. house 13. girlfriend 23. two 33. dog
4. house 14. girlfriend 24. dog 34. dog
5. one 15. children 25. dog 35. three
6. one 16. children 26. dog 36. three
7. house 17. telephone 27. dog 37. dog
8. house 18. telephone 28. dog 38. dog
9. house 19. telephone 29. dog
10. One 20. telephone 30. dog

This activity is designed to be used in conjunction with a performance of IPA Production's Robin Hood. For more information, visit www.ipaproductions.com.
### Sentence Building

Cut out the words. How many sentences can you make?
What is the longest sentence you can make?

<table>
<thead>
<tr>
<th>Robin hood</th>
<th>The Sheriff</th>
<th>Lady Marion</th>
<th>Muffy</th>
<th>The Peasant</th>
</tr>
</thead>
<tbody>
<tr>
<td>forest</td>
<td>dog</td>
<td>money</td>
<td>castle</td>
<td>archery</td>
</tr>
<tr>
<td>competition</td>
<td>witch</td>
<td>sword</td>
<td>prison</td>
<td>telephone</td>
</tr>
<tr>
<td>girlfriend</td>
<td>picture</td>
<td>gold</td>
<td>tax</td>
<td>day</td>
</tr>
<tr>
<td>their</td>
<td>to</td>
<td>is</td>
<td>has</td>
<td>are</td>
</tr>
<tr>
<td>he</td>
<td>she</td>
<td>it</td>
<td>they</td>
<td>have</td>
</tr>
<tr>
<td>isn't</td>
<td>are</td>
<td>aren't</td>
<td>her</td>
<td>him</td>
</tr>
<tr>
<td>his</td>
<td>her</td>
<td>like</td>
<td>a</td>
<td>the steals</td>
</tr>
<tr>
<td>like</td>
<td>help</td>
<td>do</td>
<td>live</td>
<td>lives</td>
</tr>
<tr>
<td>love</td>
<td>loves</td>
<td>stops</td>
<td>takes</td>
<td>see</td>
</tr>
<tr>
<td>little</td>
<td>good</td>
<td>bad</td>
<td>horrible</td>
<td>rich</td>
</tr>
<tr>
<td>poor</td>
<td>beautiful</td>
<td>ugly</td>
<td>small</td>
<td>big</td>
</tr>
<tr>
<td>want</td>
<td>wants</td>
<td>feather</td>
<td>red</td>
<td>green</td>
</tr>
<tr>
<td>black</td>
<td>nose</td>
<td>pig</td>
<td>house</td>
<td>children</td>
</tr>
<tr>
<td>there</td>
<td>a</td>
<td>the</td>
<td>is</td>
<td>has</td>
</tr>
</tbody>
</table>

This activity is designed to be used in conjunction with a performance of IPA Production’s Robin Hood. For more information, visit www.ipaproductions.com.
12) Sentence Building

Teaching notes

**Time**
30–40 minutes

**Level**
Difficult

**Skills Focus**
Sentence building.

**Aim**
To build phrases using noun–verb collocations found in *Robin Hood*.

**Instructions**
Cut out the words and mix them up. Put students in groups of 3–4 and give each group a set of words. Make one person the writer for the group who notes down the sentences the group make. Give the groups 15–20 minutes to make as many sentences as possible with the words they have. No word may be repeated in the same sentence. When the time has run out the students can present their sentences either orally or written on the board. Allow the students to participate in correcting one another.

**Alternative activity**
This activity can be turned into a competition with students given presenting sentences on the board. If the sentence is correct the team receive 10 points but if it is incorrect another team can win 5 points for correcting the sentence well.
13) Robin Hood’s Diary

Here is a page from Robin Hood’s Diary last year. Read it. Then, using it as an example, write a page of his diary for this year. Say where you are, what you are doing and why. Write about the people you know. Describe what is happening at the moment and what you are going to do next.

Saturday, 16th August.

Dear diary,

I am very worried about the town of Nottingham. Something very bad is happening. A new sheriff has arrived in Nottingham and I think he is a very bad man. He makes the poor people pay taxes on everything. If you have a house you must pay house tax. If you have a pig you must pay pig tax. There is even a tax on children! The poor people are becoming poorer and the rich people are becoming richer. Someone has to stop him before it is too late.

There is also some good news! Today I met a beautiful girl in Sherwood Forest. Her name is Marion and I think she likes me too! She is very kind and funny as well as being very pretty. I think I’m falling in love with her. I can’t wait to see her again.

Tonight I have organized a meeting with some friends who also think the sheriff is a bad man. We will decide how to stop him and his wicked taxes - even if it means becoming a criminal and stealing the money back for the poor people! Someone must help the poor people of Nottingham....
13) Robin Hood’s Diary

Teaching notes

Time
45 minutes

Level
Difficult

Skills Focus
Creative writing.

Aim
To encourage the students to write a diary entry based on Robin Hood’s diary.

Instructions
Allow students to read the diary entry underlining any words they don’t understand. Next, discuss any problem words with all of the class. Ask students what might be happening now to Robin Hood and what has changed since the diary entry. Then ask students to write the diary entry. With preparation in class this is a good homework writing activity.

Alternative activity
Alternatively, students could choose to write a diary entry for one of the other characters in the play – Lady Marion, the Sheriff, the Witch even Muffy! Encourage them to be as imaginative as possible.
14) Robin Hood Dominoes

Cut out the dominoes and use them to play. There must be a correct verb–noun collocation to play a domino, e.g. have a house or live in a castle.

<table>
<thead>
<tr>
<th>have</th>
<th>in a house</th>
<th>have</th>
<th>the poor</th>
<th>have</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>at a picture</td>
<td>have</td>
<td>in a flat</td>
<td>live</td>
<td>a castle</td>
</tr>
<tr>
<td>live</td>
<td>people</td>
<td>live</td>
<td>in the mirror</td>
<td>live</td>
<td>live</td>
</tr>
<tr>
<td>live</td>
<td>Lady Marion</td>
<td>help</td>
<td>in a castle</td>
<td>help</td>
<td>a telephone</td>
</tr>
<tr>
<td>help</td>
<td>help</td>
<td>help</td>
<td>for gold</td>
<td>help</td>
<td>in a mirror</td>
</tr>
<tr>
<td>look</td>
<td>a pig</td>
<td>look</td>
<td>in a flat</td>
<td>look</td>
<td>someone</td>
</tr>
<tr>
<td>look</td>
<td>look</td>
<td>look</td>
<td>a sword</td>
<td>live</td>
<td>a telephone</td>
</tr>
<tr>
<td>have</td>
<td>on a farm</td>
<td>look</td>
<td>Lady Marion</td>
<td>have</td>
<td>live</td>
</tr>
<tr>
<td>help</td>
<td>at a picture</td>
<td>help</td>
<td>a house</td>
<td>look</td>
<td>in a palace</td>
</tr>
<tr>
<td>help</td>
<td>look</td>
<td>live</td>
<td>at a photo</td>
<td>help</td>
<td>a telephone</td>
</tr>
</tbody>
</table>
14) Robin Hood Dominoes

Teaching notes

Time
30–40 minutes

Level
Difficult

Skills Focus
Vocabulary. Speaking.

Aim
To practise verb-noun collocations found in Robin Hood in a fun activity.

Instructions
Cut out the dominoes and use them to play like normal dominoes. The difference is that the students must match a verb with a noun or noun and preposition to make a phrase. For lower level students present the complete phrases on the board before playing.

Alternative activity
Dominoes can be made to test any vocabulary or grammar point e.g. past simple dominoes (buy/bought, play/played, antonyms dominoes (big/small), or plurals (potato/es, sock/s, man/men)

Answer key
Have ... a pig, a house, a sword, a castle, a telephone
Live ... in a house, on a farm, in a castle, in a flat, in a palace
Help ... people, Lady Marion, someone, the poor.
Look ... at a picture, at a photo, in the mirror, for gold
This activity is designed to be used in conjunction with a performance of IPA Production’s Robin Hood. For more information, visit www.ipaproductions.com.
One-Lesson Activity Sheet

Teaching notes

Time
50–60 minutes

Level
Medium

Skills Focus
Vocabulary. Listening, reading, and speaking.

Aim
To familiarise the students with the story, songs and vocabulary of Robin Hood before seeing the show.

Instructions
The one lesson activity sheet is designed for teachers who only have time to prepare with one class before the show. We find that children who understand the development of the story and are familiar with some, or all, of the songs enjoy the shows even more! So we recommend that you begin with reading and discussing the synopsis of the show. Then move on to listening to the songs – allow the students to follow the text on song sheets. If there is time ask them to sing along! Next, move on to the verb and noun collocation activity, which can be done either written or orally. Finally, ask the students to get in pairs and do the question and answer oral activity together. Each pair can present a question and answer to the rest of the class.

Post-show activity
If you have more time after the show, go back and do any of the materials in the earlier activities.

Answer key

Verbs
have – a castle
catch – a criminal
count – money
escape – from prison
give – to the poor
live – in the forest
look – at a picture
pay – taxes
see – a film
steal – from the rich
### Vocabulary

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
<th>Other useful words</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>am/are/is</td>
<td>archery</td>
<td>Do you have...?</td>
</tr>
<tr>
<td>beautiful</td>
<td>catch</td>
<td>bag</td>
<td>Do you like...?</td>
</tr>
<tr>
<td>dangerous</td>
<td>count</td>
<td>bucket</td>
<td>What’s your name...?</td>
</tr>
<tr>
<td>dark</td>
<td>get</td>
<td>bullseye</td>
<td>Where...?</td>
</tr>
<tr>
<td>empty</td>
<td>give</td>
<td>children</td>
<td>When...?</td>
</tr>
<tr>
<td>gold</td>
<td>have/has</td>
<td>competition</td>
<td>Who...?</td>
</tr>
<tr>
<td>good</td>
<td>help</td>
<td>cough /kɒf/ (n/v)</td>
<td>Why...?</td>
</tr>
<tr>
<td>happy</td>
<td>hide</td>
<td>crystal ball</td>
<td></td>
</tr>
<tr>
<td>horrible</td>
<td>kidnap</td>
<td>dog</td>
<td></td>
</tr>
<tr>
<td>little</td>
<td>kill</td>
<td>face</td>
<td></td>
</tr>
<tr>
<td>nice</td>
<td>know</td>
<td>forest</td>
<td></td>
</tr>
<tr>
<td>pink</td>
<td>live</td>
<td>girlfriend</td>
<td></td>
</tr>
<tr>
<td>poor</td>
<td>look</td>
<td>good morning</td>
<td></td>
</tr>
<tr>
<td>rich</td>
<td>love</td>
<td>horse</td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td>marry</td>
<td>house</td>
<td></td>
</tr>
<tr>
<td>silver</td>
<td>pay</td>
<td>key</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td>see</td>
<td>magic</td>
<td></td>
</tr>
<tr>
<td>ugly</td>
<td>steal</td>
<td>money</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stop</td>
<td>pig</td>
<td></td>
</tr>
<tr>
<td></td>
<td>take</td>
<td>prison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>touch</td>
<td>question</td>
<td></td>
</tr>
<tr>
<td>Possessives</td>
<td></td>
<td>robber</td>
<td></td>
</tr>
<tr>
<td>my (mine)</td>
<td></td>
<td>song</td>
<td></td>
</tr>
<tr>
<td>you (yours)</td>
<td></td>
<td>sword</td>
<td></td>
</tr>
<tr>
<td>his (his)</td>
<td></td>
<td>taxes</td>
<td></td>
</tr>
<tr>
<td>her (hers)</td>
<td></td>
<td>telephone</td>
<td></td>
</tr>
</tbody>
</table>

Characters

Lady Marion
Muffy the dog
A peasant
Robin Hood
The Sheriff of Nottingham
A wicked witch

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