



# Robin Hood



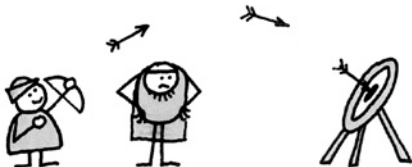
## 1a) The Story of Robin Hood

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) \_\_\_\_\_.

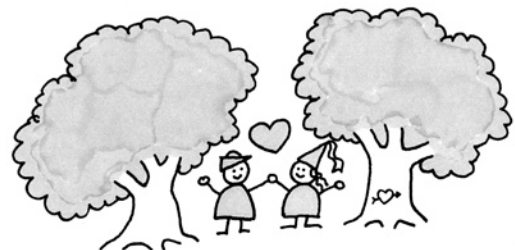
Everyday he goes out collecting taxes from all the people. He collects  
house-tax if you (3) \_\_\_\_\_ a house. He collects horse-tax if  
you have a horse. He collects children-tax and even dog-tax! He takes  
money from everybody! The people are very (4) \_\_\_\_\_. They are very unhappy. There is 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!





# Robin Hood

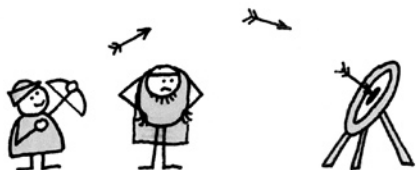
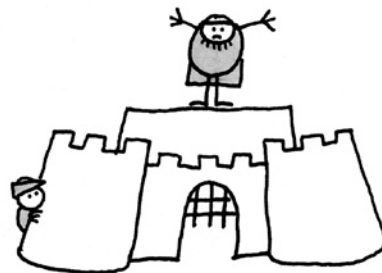


## 1b) The Story of Robin Hood

*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) \_\_\_\_\_.

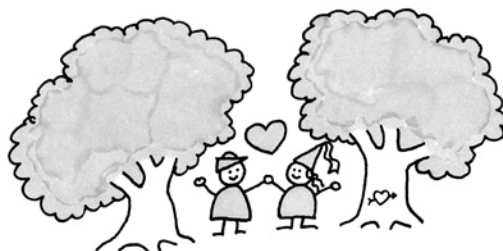
Everyday he goes out collecting taxes from all the people. He collects  
house-tax if you (3) \_\_\_\_\_ a house. He collects horse-tax if  
you have a horse. He collects children-tax and even dog-tax! He takes  
money from everybody! The people are very (4) \_\_\_\_\_. They are very unhappy. There is 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!





# Robin Hood



## 1a-b) The Story of Robin Hood

### 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](http://www.ipaproductions.com).



# Robin Hood

## 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.

Blank speech bubbles for drawing and writing about a friend.



# Robin Hood

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## 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.



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# Robin Hood

## 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. Lady Marion   |
| 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*
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....





# Robin Hood

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## 3) Verbs

### 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)



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# Robin Hood



## 4a) Robin Hood Songs

*Here are three songs from Robin Hood. Listen and sing along!*



### 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 (hey!)  
I'm Robin Hood (hey!)



### Robin Hood's Song

Robin Hood  
I live in the wood  
I take from the bad and I give to the good  
  
Robin Hood  
I live in the wood  
I take from the bad and I give to the good  
  
Robin Hood  
I live in the wood  
I take from the bad and I give to the good  
  
Robin Hood!



### Money is my World

Money! Oh, Money!  
Money is my world.  
Money! It's lovely.  
Money is my world.  
  
Ohhhh  
Without it what would I do?  
So I want more money.  
Oh, money!  
  
I want more money.  
I want your money!  
Money is my world!







# Robin Hood



## 4b) Robin Hood Songs

*Listen to the song and then fill in the gaps. Check your answers then sing along!*

### Money is my World

Money! Oh, Money!  
Money is my \_\_\_\_\_.  
Money! It's lovely.  
Money is my \_\_\_\_\_.

Ohhhh

Without it what \_\_\_\_\_ I do?

So I want more money.  
Oh, money!

I want more money.  
I want \_\_\_\_\_ money!  
Money is \_\_\_\_\_ world!





# Robin Hood



## 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 (hey!)  
I'm Robin Hood (hey!)





# Robin Hood



## 4 a-c) Robin Hood Songs

### 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.



This activity is designed to be used in conjunction with a performance of IPA Production's *Robin Hood*.  
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# Robin Hood

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## 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.



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# Robin Hood

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## 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.



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# Robin Hood

## 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.



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# Robin Hood

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## 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, i, k p



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# Robin Hood

## 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?

	T	F
1. Robin Hood takes money from the poor and gives it to the rich. ....	<input type="checkbox"/>	<input type="checkbox"/>
2. The Sheriff of Nottingham is a good person and gives money to UNICEF. ....	<input type="checkbox"/>	<input type="checkbox"/>
3. Robin Hood lives in a big castle. ....	<input type="checkbox"/>	<input type="checkbox"/>
4. The Sheriff of Nottingham lives in a small house in London. ....	<input type="checkbox"/>	<input type="checkbox"/>
5. Robin Hood loves Lady Marion. ....	<input type="checkbox"/>	<input type="checkbox"/>
6. The Sheriff of Nottingham has a photograph of Lady Marion. ....	<input type="checkbox"/>	<input type="checkbox"/>
7. Lady Marion doesn't love Robin Hood. ....	<input type="checkbox"/>	<input type="checkbox"/>
8. The Sheriff of Nottingham is jealous of Robin Hood. ....	<input type="checkbox"/>	<input type="checkbox"/>
9. A witch tells the Sheriff of Nottingham to organize an archery competition. ....	<input type="checkbox"/>	<input type="checkbox"/>
10. Robin Hood puts Lady Marion in prison. ....	<input type="checkbox"/>	<input type="checkbox"/>
11. The Sheriff of Nottingham rescues Lady Marion from Robin Hood. ....	<input type="checkbox"/>	<input type="checkbox"/>
12. The story has a happy ending. ....	<input type="checkbox"/>	<input type="checkbox"/>





# Robin Hood

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



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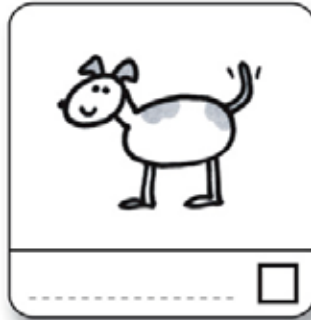
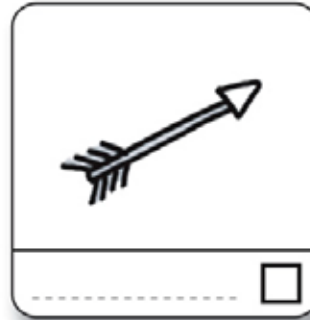
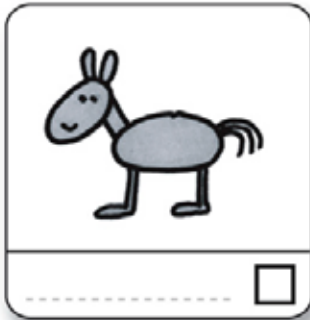
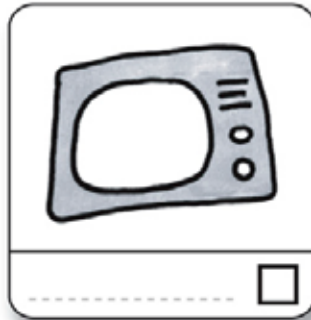
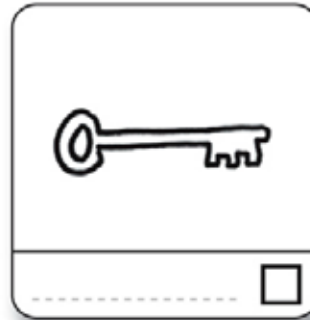
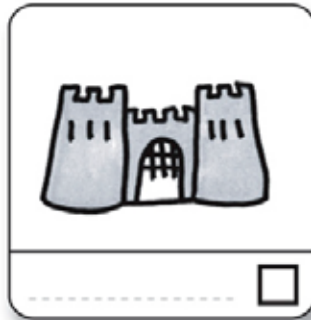
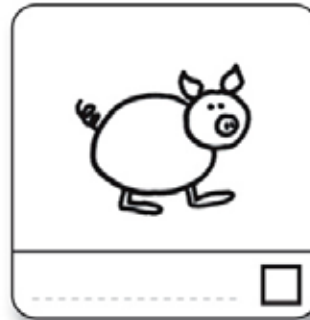


# Robin Hood



## 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.

☐☐☐☐☐☐☐☐☐☐☐☐



# Robin Hood



## 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



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# Robin Hood

## 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





# Robin Hood

## 9) Wordsearch

### Teaching notes

#### Time

15 minutes

#### Level

Easy

#### Skills Focus

Vocabulary

#### Aim

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

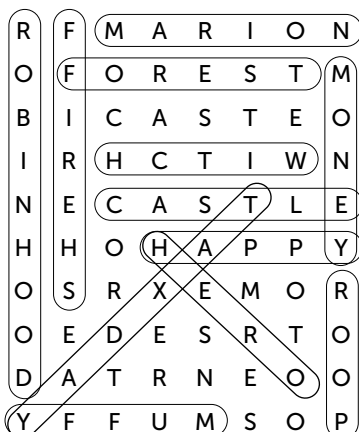
#### Instructions

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



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# Robin Hood

## 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)

Sheriff's \_\_\_\_\_ is to put Robin Hood in prison (9)

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)







# Robin Hood

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## 10) Clueword

### 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. Objective
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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# Robin Hood



## 11) Tax Day

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?

Nottingham: What taxes? What taxes? Let me see. 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.

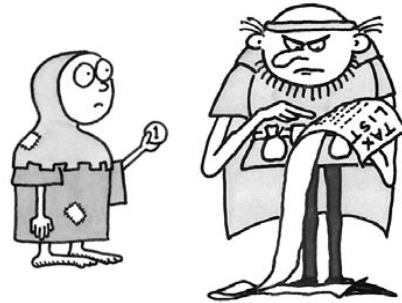
Nottingham: \_\_\_\_\_ gold piece. Lovely. Now do you have a \_\_\_\_\_?

Peasant: Me? \_\_\_\_\_? No.

Nottingham: Hmmm... \_\_\_\_\_?

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.





# Robin Hood



## 11) Tax Day

### 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 practise.

#### 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](http://www.ipaproductions.com).



# Robin Hood

## 12) Sentence Building

Cut out the words. How many sentences can you make?

What is the longest sentence you can make?



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





# Robin Hood

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## 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.



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# Robin Hood

## 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....





# Robin Hood

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## 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.



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# Robin Hood

## 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.



have	in a house	have	the poor	have	have
have	at a picture	have	in a flat	live	a castle
live	people	live	in the mirror	live	live
live	Lady Marion	help	in a castle	help	a telephone
help	help	help	for gold	help	in a mirror
look	a pig	look	in a flat	look	someone
look	look	look	a sword	live	a telephone
have	on a farm	look	Lady Marion	have	live
help	at a picture	help	a house	look	in a palace
help	look	live	at a photo	help	a telephone





# Robin Hood

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## 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*.  
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# Robin Hood



## One-Lesson Activity Sheet

*If you only have time for one lesson before the show to prepare your children, here is a one-lesson activity sheet.*

### The Story of Robin Hood

*Read and listen to the story of Robin Hood.*



The Sheriff of Nottingham is a tax collector. He lives in a big castle in the middle of England. He is very rich and very bad. Every day he goes out collecting taxes from all the people. He collects house tax if you have 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 poor. They are very

unhappy. There is only one person who can rescue them — Robin Hood.

Robin Hood steals 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 girl called Lady Marion. But she 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 his money. He wants Robin Hood to stop visiting Lady Marion. The Sheriff has an idea. He organizes

an archery competition so that he can catch Robin Hood and put him in prison. But Robin Hood is very clever. He goes to the competition but escapes with all the Sheriff's money! The Sheriff is very, very angry. He has another idea. He takes Lady Marion and puts her in prison. Now Robin Hood cannot visit her.

But Robin Hood is a hero. He is not afraid of the Sheriff. He goes to Nottingham Castle with his sword and fights the evil Sheriff. He rescues Lady Marion, marries her and they all live happily ever after.

### 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 to the good

I'm Robin Hood! (audience: Robin Hood!)  
Robin Hood! (audience: Robin Hood!)

### Verbs

*Match the verbs on the top with the words on the bottom.*

Example: **count** → money

**have catch count escape give live look pay see steal**

in the forest from the rich at a picture a film money from  
prison taxes a castle a criminal to the poor

### Do you have...?

*Work with a friend. One of you is the Sheriff of Nottingham and the other is a peasant. Use the following words.*

dog brother house pig castle teacher horse bucket  
forest girl/boyfriend key sword target telephone sister

Do you have...?

Yes, I do.

No, I don't.



This activity is designed to be used in conjunction with a performance of IPA Production's *Robin Hood*.  
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# Robin Hood



## 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



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# Robin Hood

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## Vocabulary

### Adjectives

bad  
beautiful  
dangerous  
dark  
empty  
gold  
good  
happy  
horrible  
little  
nice  
pink  
poor  
rich  
sad  
silver  
small  
ugly

### Possesives

my (mine)  
you (yours)  
his (his)  
her (hers)

### Verbs

am/are/is  
catch  
count  
get  
give  
have/has  
help  
hide  
kidnap  
kill  
know  
live  
look  
love  
marry  
pay  
see  
steal  
stop  
take  
touch

### Characters

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

### Other useful words

archery  
bag  
bucket  
bullseye  
children  
competition  
cough /kof/ (n/v)  
crystal ball  
dog  
face  
forest  
girlfriend  
good morning  
horse  
house  
key  
magic  
money  
pig  
prison  
question  
robber  
song  
sword  
taxes  
telephone

### Questions

Do you have...?  
Do you like...?  
What's your name...?  
Where...?  
When...?  
Who...?  
Why...?

