

Rob and the Hoodies

A worksheet to accompany
Vienna's English Theatre's 2024/2025 touring production
by Helena Hirsch

Warm-Up

- Looking at the title, what is the play all about, do you think? Choose one of the options below and say why you think so. Then go around the classroom and ask at least three colleagues. Do you all agree?
 - a music/pop group where the band leader's name is *Rob* and the band is called *Hoodies*
 - a gangster called *Rob* and his gang
 - a modern-day version of the legend of Robin Hood
 - a PC/PS/smartphone adventure game
- In which town does the play take place?
 - Look at a map of Britain, find the town and mark/highlight it on the map.
 - Have you ever heard about this town before? If yes, what do you know about it?
 - Find more information about this town (search the internet, e.g. Wikipedia, or the town's website) and put together a nice colourful poster presentation (e.g. pictures of the main sights, interesting facts, tourist information, names of famous people, etc.)
- What do you know about the characters in the play?

The main character's full name is

His friends are called and

The girl's name is

KJ is of the

..... is the drama teacher.

- Rob* is the short for Do you know anyone with that name? If yes, who?
 - Is *Robin/Robyn* a male or a female first name, or both? Use your dictionary or check the internet. Are there other related names (English, German, or other languages)?
 - People often use short forms of names (or pet names) for family members and friends. Which of the following pet names are often used for people called *Robert*? Circle them.

Robo – Bob – Bert(ie) – Bobby – Robby/Robbie
 - Can you think of any stars or VIPs (e.g. actors, singers, sportsmen) who are also called *Robert/Robin*? Make a list and compare with a partner.
 - A *robin* is also an animal. Which? Have you ever seen one? Find a photo/picture in your Biology book or on the internet.

e. Do you know what the verb 'to rob' means?

If someone robs another person, or a bank, he/she is called a

5. Do you know the story of Robin Hood? Look at the options below and tick all that apply:

- ☐ I've read a book in German
- ☐ I've seen the Walt Disney animated film (in German? In English?)
- ☐ I've seen another film version (say which!)
- ☐ I've never heard of the story before

Work-Out

Scene 1 - Introductions

1. What is the school in Nottingham called?
2. Who are the *Hoodies*? Why are they called 'Hoodies'?
 - a. Do *you* like wearing hoodies? What colour is your favourite hoodie? What's printed on it? Describe it to a partner. Then find out what your partner's favourite hoodie looks like.
3. What do the Hoodies like to do? Underline or highlight all words/phrases in the text. Then compare with a partner or in small groups.
 - a. The Hoodies think bullying other kids and stealing their money/mobile phones is *funny*. Do *you* agree? Say why/why not. With a partner or in small groups, discuss this issue and compare with other pairs/groups. Alternatively, make it a class discussion.
4. With a partner, describe what is Rob wearing and have a look at the questions below:
 - a. Do you have school uniforms in your school? If yes, what do they look like?
 - b. In which countries do school children have to wear uniforms?
 - c. What is the reason for school uniforms, do you think? Find some information online.
 - d. Imagine your school were to introduce school uniforms. What, do *you* think, should they look like? Describe '*your*' school uniform (style, colours, etc.) and/or draw sketches. Compare with other pairs and/or put your sketches up in the classroom.
 - e. Would you like to wear a school uniform? Think about it and say why/why not.
5. ****Vocab fun**** What is Rob doing when the Hoodies start bothering him? Can you explain why Hoodie 3 thinks that Rob is '*as nutty as a fruitcake*'? Check in a dictionary or online!
6. **True or False?** Read through the text, then circle the correct letter next to the sentence below. If you choose **F**, say why you think so (or refer to the text).

The Hoodies think Rob is crazy because he is talking to himself.	T	F
Rob and the Hoodies are acting in the school play.	T	F
The school play is called ' <i>Robin Hood</i> ' by William Shakespeare.	T	F
In the story, Robin Hood falls in love with Maid Marian.	T	F
The Hoodies make fun of Rob wearing green tights.	T	F
It's time for Rob to go to his football training.	T	F
The Hoodies take away Rob's mobile phone and packed lunch.	T	F
Rob's lunch is an egg and tomato sandwich, and some juice.	T	F

7. Do you like the Hoodies? Choose three adjectives from the list below which – for *you* – best describe their characters. Compare with a partner and say why you think so:

cool – tough – over-confident – unfair – nasty – funny – provocative – criminal – bad – stupid – unpleasant – dishonest – lazy – or?

8. Hoodie 3 tells Rob that acting is for losers. What do you think? Do you agree? Why/why not? Think of examples (e.g. famous actors/actresses), then talk to a partner and/or discuss in class.

9. ****Vocab fun**** Look at the dialogue at the end of scene 1. Can you figure out the *pun* (=word play)?

A ship ties up in a port -> *to tie up* =

Hoodie 3 flicks Rob's tie up -> Rob's tie up (in his face)

A ship anchors down -> *to anchor down* =

Hoodie 2 steps on Rob's toe = Hoodie 3's foot down (on Rob's toe)

9. Roleplay: Work in pairs. One of you is a reporter working for a youth channel. The other is JK, the leader of the Hoodies. For a brand-new report on street gangs, you're interviewing JK. The interview is live-streamed on the channel. Try and find out **who** the Hoodies are, **what** they are doing, **why** they are doing it and what they are doing with all the things they are taking away from their victims. Also ask him for his/their plans for the future.

Scene 2 – At School

- Who are Will Parlett and John Little? With a partner or in small groups, describe them and make drawings. Then compare your sketches with other pairs/groups. What is similar/different? Say why.
- Why is Rob late for his class? Do you like the way Miss Sherreff handles the situation? Say why/why not.
 - Have *you* ever been late for class? Why were you late (e.g. bus/train was late, you overslept, etc.)? How did your teacher react? Talk to a partner about it.
- Who is the author of this year's school play? When do rehearsals start?
- Can you imagine writing a play for a school production? Say why/why not.
 - Apart from homework or essays in school, have you ever written a longer text (e.g. song lyrics, a poem, diary entries, blog posts, etc.)? If yes, which? How often?
 - How, do you think, does an author feel when his work is watched/read/heard by many people and large audiences? Talk to a partner and/or discuss in class.
- What is in the trunk? As you work through the text, underline or highlight any costumes, objects and stage props, which are left over from other productions. You can also make a list as you go along!
- Right or wrong? Tick the respective boxes below. If *no*, say why/what is right.

Robin Hood stole from the rich to give to the poor.	☐ yes	☐ no
The famous English hero lived in the forest and wore red clothes.	☐ yes	☐ no
Russell Crowe is an Australian actor.	☐ yes	☐ no
The story is set in the medieval period.	☐ yes	☐ no
In the Crusades Christian knights fought to win back the Holy Land.	☐ yes	☐ no
King Richard the Lionheart didn't go on the Crusades.	☐ yes	☐ no
Robin Hood ruled the country unfairly.	☐ yes	☐ no

7. What do we know about Robin Hood so far? Make a list and keep adding to it as you read along!
8. The *Story of Robin Hood* in films. Go back to p. 2. Which option(s) did you tick? Now choose (at least) two of the following tasks:
 - a. In the 'big budget' (i.e. very expensive) production from 2010, Russell Crowe plays the leading role. Search the internet and find information about the film, including film stills (i.e. pictures of actors and scenes) and the soundtrack. If possible, print out pictures and create your personal poster presentation.
 - b. Do you like Russell Crowe? Do some internet research and put together a short bio- and filmography of the Australian actor.
 - c. Do you think the film(s) is/are telling the story as it really happened? Why/why not? Discuss in class.
 - d. Have you seen any other film(s) on the story of Robin Hood? If yes, which?
 - e. In Walt Disney's famous *animated* Robin Hood film, the characters of Robin and Maid Marian are animals. Do you know which? If not, check on the internet.
9. ****Vocab fun**** John calls Will a *durr brain*. What is that? Look it up in your dictionary or online. Is there a similar expression in German?
10. Find out more about *King Richard the Lionheart* (check your History textbook and/or look for information online, e.g in Wikipedia). Then pick out (at least) two tasks that interest you from the list below.
 - a. What were the Crusades? How many were there? Who fought against whom? What was the reason? Put together a fact sheet with relevant names, times and places.
 - b. King Richard the First (*the Lionheart*) is also connected to Austria. He was kept prisoner in Dürnstein Castle and his minstrel Blondel was looking for him. Ask Google or Wikipedia and find out when this took place, who was involved and what exactly happened. Put together a poster presentation or write a blog post for the school blog/website. Alternatively, how about a class project with the help of you German, English and History (and Geography) teachers?
 - c. Have you ever been to Dürnstein Castle? Where is it? What does it look like now? First, find information (screenshots, pictures) online. With a partner or in small groups, use the material you collected and put together a powerpoint presentation or a brochure on this area of Austria and its history. If possible, publish it on the school website or put it on Instagram/other social media channels – don't forget to talk to your teacher(s) before putting it online anywhere!
11. Don't forget to add any new information Robin Hood to your list (see task 7, above)
12. Roleplay: Have a look at the story of King Richard the Lionheart imprisoned at Dürnstein Castle. In groups (or as a mini-project) produce a script for a short play to perform in class. Don't forget Blondel's role! Act out your script, using stage props and costumes. Make the sketch as funny and full of action as possible!

Scene 3 – The First Rehearsal

1. Time for the first rehearsal. Who or what is Rob waiting for? What is he doing while he's waiting? Complete the statements below:

He puts on a

..... comes out of the horn as he blows it.

The string of his bow

2. Who is the first person to audition for a part in the play? Which role would he like? Why?
3. What reason does Rob give for playing Robin Hood himself? If *you* were John, would you accept this?
4. How does John feel about accepting the role of the *evil* Sheriff of Nottingham? Work with a partner. What kind of person is he, do you think? Agree on one description/word from the list below. Say why.

good-natured – easy-going – fun-loving – a good friend – nice – pleasant - adventurous

5. Will Parlett is the next person to show up. Look at the text, then answer the questions below:
 - a. Which part is he dressed for? What is he wearing?
 - b. What is the relationship between John and Will?
 - c. Why does John want him to change clothes?
 - d. Who does Will look like, according to John?
 - e. Which costume is he changing into?
 - f. Who is Friar Tuck?
6. Which other costumes does John find in the trunk? Which film/series is the light saber and the quote '*Can you feel the force, Luke*' from? Name at least two other characters in this film/series.

.....

7. When Marianne arrives, Rob automatically assumes that, being a girl, she is playing Maid Marian. However, which part would Marianne like to play? How does she explain this? Talk to a partner. Do you agree with Marianne or not? Say why.
8. Read through the text (p. 12-13), then mark the statements below **T** (true), **F** (false) or **NT** (not in the text):

Marianne tells the boys that times change and so can legends.	
Will's sister Hilda is going to play Maid Marian.	
One of the Hoodies gets the part of Little John.	
Marianne would like Maid Marian to be in a fight.	
Rob is disappointed because she doesn't want any kissing.	
9. Did the Christian knights win back the Holy Land and Jerusalem? Who was the emperor there? What was he famous for? What did he do when King Richard was ill? With a partner, look at the text on p. 13 and write a short paragraph on what happened in Jerusalem and who was allowed to worship there. Compare with other pairs.
10. Look at the following text and circle the correct answers. Then compare with some colleagues. Did you all get it right?

When Richard the Lionheart / Robin came back from the Crusades, the Sheriff of Nottingham / Earl of Huntingdon made him an outlaw. He lived with other outlaws in Nottingham / a forest. They were called happy guys / merry men and robbed rich people who passed through the Forest, and King Richard / Robin gave it to poor people to make their lives easier.
11. Who caught King Richard on his way back from the Crusades and imprisoned him? Refer to task 10.b on p. 4. With a partner, answer the following questions.

- a. Who was Blondel and what did he do?
- b. What did the English have to do to get their king released?
- c. What happened with the ransom money?
- d. Which town was it?

12. Marianne is not too happy about having to play a girl's part, i.e. Maid Marian. What is she supposed to do in the play? Tick the right answer:
- a. sit there and read a book
 - b. sit there and write a letter in Latin
 - c. sit there and embroider
 - d. sit there and make face creams from herbs

13. Do you agree that having babies and doing needlework was really all women did in medieval times?

- a. In pairs or small groups, look at the list of tasks below. Highlight or underline all those tasks/jobs that can be carried out by both, men and women:

Women of lower status worked as maids for noble and rich people.

They cooked and cleaned and/or watched the children.

Most women could make dresses/shirts and made wool (spinning) to knit warm clothes.

Farmers's wives also worked in the fields and looked after the animals.

They had to be able to hunt and fish when their husbands were away at war.

Some medieval women even went to fight wars and led their men/knights in battle.

Knights' wives were responsible for the running of the castle (look up the word '*chatelaine*').

Noble women were ladies-in-waiting to the queen at court.

Many ladies were able to read and write, and taught the children.

Often women were healers and knew a lot about herbs and medicine.

Those who couldn't find husbands became nuns and went to live in a convent.

If a knight was killed, his wife had to look after the children, the castle, the servants, all the farmers living there, and the lands.

- b. '*One Day in my life as a medieval woman*'. Put yourself in the place of a medieval girl/woman. Choose one option from the list above and think about what a usual day in her life would have looked like. First make some notes. Then write a short text about it. This could be a *letter to a friend*, a *blog post*, or a *diary entry*.
- c. '*One Day in the life of a medieval woman*'. Make notes, using as many of the activities listed above that would describe her 'day'. Write down her experiences in a short text. This could be, for instance, an *interview*, a *report*, or an *article*.

14. In Rob's play, what is the Sheriff of Nottingham planning to do?

.....

.....

.....

15. Who plays which role? Match the roles with the names of the characters.

Rob	the merry men
John	Friar Tuck
Marianne	Maid Marian
Will	a tree
the audience	Robin Hood
	the Sheriff of Nottingham
	a guard



16. Marianne thinks that Rob's play needs some changes. Is Rob happy about this? How do you know?

17. ****Vocab fun**** The word *wicked* can have more than one meaning. Look them up in your dictionary or online. What is Will saying? Think of at least three German words/phrases that have the same meaning.

18. Roleplay: In groups of four, act out the scene the four characters were rehearsing in front of the class. First decide who is playing which role. Can your team do better than the characters in the play? Make sure there's lots of action and fun!
19. >>Checkpoint<<: *Robin Hood* - do you remember the story? In the following paragraph, some nouns/ names (persons, places) are missing. Can you fill them in **without looking at the text**?

....., the Earl of, has joined his king,
 the First, in the to fight emperor
 and win back from the
 Muslims. While the king is fighting in the , the evil
 , one of the people he has given power to,
 is treating the people unfairly. When Robin comes back from the war, he discovers that the evil
 has taken his home and land and made him an
 Robin joins a group of other outlaws called and lives
 with them in Forest near
 He and his friends rob to help Robin falls
 in love with beautiful On his way home from the war, the
 king travels through , is caught by
 the Fifth, and imprisoned at
 His Minstrel is looking for him all over
 When the finally pay the , Richard returns
 to Robin is knighted and marries

Scene 4 – Trouble with the Hoodies

- Where is this scene taking place? What does the area look like?
- What is the real reason Rob wants to play Robin Hood? Choose one of the options below. Say why.
 - ... because he is the author of the play
 - ... because he lives on King John estate
 - ... because he wants to be a hero
- How does Rob feel about the area he lives in? What worries him most there? Why, do you think?
- According to the Hoodies, what does the estate look like? Do you know any large housing estates (in your area) which look similar?
 - If no: Look through newspapers and/or magazines and cut out articles/photographs of such large estates.

- b. If yes: Where are they? Who lives there? What are the main problems? Is there a lot of vandalism? Why?
5. What does Rob do to earn some money? Why does he have a job?
- because he wants to buy himself nice clothes and PC games
 - because he has to help his mum with the rent
 - because the Hoodies want £ 50 from him every month
 - because he is bored at school and likes to work
6. What happens next? Put the following sentences in order, numbering them from 1-13.
- Rob doesn't get paid until the end of the month.
- Marianne invites Rob for a cup of tea and cake to discuss changes to the play.
- Rob wants to play Robin Hood because he wants to be tough and brave.
- Marianne thinks that girls should also be doing adventurous, heroic things in stories.
- The Hoodies want Rob to give them money to leave him alone.
- Marianne tells Rob that it's brave to stand up on a stage in front of the whole school.
- Rob hasn't had a chance to think about changes to the play because he was working.
- Hoodie 1 threatens Rob with KJ, the leader of the Hoodies.
- Marianne thinks there is more to life for girls than make-up and fashion and babies.
- Hoodie 1 pulls Hoodie 2 away from Marianne and whispers in his ear.
- Rob likes acting because he feels he can get away from what he really is.
- Rob has got a Saturday job in a supermarket.
- Marianne tells the Hoodies to leave Rob alone.
7. ****Vocab fun**** Marianne tells Rob that '*there's more to life for girls than babies and embroidery*'. He replies: '*fair enough*' (p. 20). What is he saying? Check your dictionary or online. Then write two sentences using that phrase. Compare with some colleagues.

Scene 5 – The Second Rehearsal

1. John is not at all happy with his *Sheriff of Nottingham* costume. Why, do you think? With a partner or in small groups, discuss what this 'funny-looking medieval costume' might look like, and make a list of the items (i.e. hat, shoes, tunic, and so on).
- If you are good at drawing, draw a sketch, using different colours.
 - If you have no idea what medieval people wore, look in your History textbooks or check the internet.
2. True or false? Read through the text, then circle the correct letter next to the sentence below.
- | | | |
|---|----------|----------|
| Will and John have suggestions for changes to the play. | T | F |
| They think that plays are really interesting and funny. | T | F |
| Young people like to see exciting films like <i>Game of Thrones</i> . | T | F |
| The boys would like to add some special effects to the play. | T | F |
| Rob thinks this is a brilliant idea. | T | F |
| Marianne has also written some new scenes for the play. | T | F |

She hasn't made any changes to the first scene.	T	F
In her version she stabs John (= Sheriff) in the chest.	T	F
In Will's version the guard turns out to be one of the merry men.	T	F
In John's version the Sheriff is the 'good guy'.	T	F
Rob isn't happy about the changes but he's not angry.	T	F
They arrange to meet later in the Bow and Arrow Youth Club.	T	F
Marianne works in the Youth Club every day.	T	F

3. Do you agree with Will and John that plays are boring? Say why/why not?

- Talk to a partner or have a discussion forum in class.
- Alternatively, write your thoughts on a piece of paper/cardboard and 'post' it (i.e. put it up) on a board/on the wall.
- Turn your *postings* into a *classroom blog*. Make sure that your *blog entries* are clear and to the point (if you're not sure how to write a blog in English, ask your teacher for help).
- Blogging can be great fun – perhaps use nicks (nicknames) to make it more authentic.
- With your smartphones, tablets or PCs, set this activity up as a real *online forum/blog* or a *Facebook group*, or on *Instagram*.

4. Which special effects (e.g. in films or video games) do you like? Tick the boxes below. Use the dotted line to add some more (which *you* think are really cool), then compare with your colleagues:

real blood	☐ yes	☐ no
explosions	☐ yes	☐ no
aliens	☐ yes	☐ no
dinosaurs	☐ yes	☐ no
slow-motion fights	☐ yes	☐ no
the undead	☐ yes	☐ no
witchcraft/magic	☐ yes	☐ no
robots	☐ yes	☐ no
crazy/dangerous stunts	☐ yes	☐ no

.....

5. How do you feel about the way Marianne presents her 'new version' of the play (i.e. just handing out scripts and wanting to do her version first)? Talk to a partner. Could she have done this in a different way? How? How would *you* have done it?

6. Which changes has Marianne made to the first scene? Compare the versions in the T-diagram below:

Rob's version	Marianne's version
<i>the Sheriff walks up and down, describes his plan and wants to kiss Maid Marian's hand</i>	<i>the Sheriff walks up and down, describes his plan and wants to kiss Maid Marian's hand</i>

7. Do you really think a prick/stab with a needle needs a huge bandage? Marianne says she hardly touched him, but John is making a big fuss. Talk to colleagues and find out what they think.
8. What does Marianne suggest Robin should do until Maid Marian meets him in the forest?
 - a. he should hunt a rabbit and make a stew for all of them
 - b. he should wait for her (and do a bit of embroidering 😊)
 - c. he should get a marriage license
 - d. he should write a play
9. Will has also thought of a different version. Look briefly at the text, then answer the questions below:

Who is the hero in his story?

What does the guard do?

Who is the guard really?

What is Maid Marian's role?
10. Rob is very angry and doesn't even want to hear John's version. All we know is that the Sheriff turns out to be the hero. In pairs or small groups, try to come up with a funny script for John's first scene. It needn't be long, but think of the stage props and costumes, and make it really funny and full of action.
11. How do you feel about Rob's reaction to their suggestions? Choose one of the statements and say why!
 - a. ... he should be grateful for any suggestions to improve his play
 - b. ... he's quite right to quit; after all, it's his play
 - c. ... there's no need to be so touchy about a few changes
 - d. ... it's OK to be upset but he should talk to them about it before giving up
12. Imagine you have written a play (a song text, a poem, a blog post, etc.) and your friends are suggesting a lot of changes because they think their own ideas are better. How would you feel? Choose one of the options below and complete the sentence(s). Compare with your colleagues.
 - a. I would be sad because
 - b. I would be angry because
 - c. I would tell them
 - d. I wouldn't mind because
13. Marianne realises that making all those changes to Rob's play was not right and suggests that they should talk to him. Why can't she just text or Whatsapp him?
14. Where is she working/helping out this evening?
15. Why, do you think, is the Youth Club called '*Bow and Arrow*'? Exchange ideas with your colleagues.
16. Roleplay: In groups of four, choose one of the tasks below and get ready for acting it out.
 - a. Act out the scene as suggested by Marianne. Prepare a short script beforehand, use all stage props, and also ensure that the colleague who plays John makes a big fuss about his hand!
 - b. Take Will's idea for scene 1 and put lots of action into it (e.g. a sword fight between the guard and the Sheriff). When Marian thanks the guard, she is very emotional and romantic!
 - c. Act out the script of John's version that you have produced earlier.

Scene 6 – The Bow and Arrow Youth Club

1. What can young people do at the *Bow and Arrow Youth Club*? With a partner, make a list of possible activities. Then compare your list with other pairs.
2. How do you feel about the Hoodies throwing stones and breaking the windows of the club? Discuss this issue in small groups. Do you think this is fair? Why/why not? What, do you think, can be done about it?
3. When John apologizes for making changes to his play, Rob tells them he has changed his mind about Robin Hood being a hero. Why is that? What do *you* think? Have a look at the dialogue between Rob, John and Will (p. 26 ff). What is different now? Complete the diagram.

<i>before</i>	<i>now</i>
<i>Robin steals from the rich - he is a hero</i> <i>He gives the money/goods to the poor</i>	<i>Stealing is not what heroes do</i> <i>How do we know he does?</i>

4. Rob compares Robin Hood and his merry men to the Hoodies (*'just a gang of thieves'*). Do you agree with this? Talk to a partner or in small groups. Say why/why not?
5. Evil or a hero? Why is it always important to know the real, true story? Discuss in class and give examples.
6. What does Rob think about the Hoodies and their reasons for bullying, stealing and vandalizing?
.....
.....
7. Does anyone, no matter who he/she is, *deserve* to be bullied or robbed? Look up the word in your dictionary or online. Then discuss the issue in class. Explain how you feel about it.
8. What do *you* think the story of Robin Hood is all about? Talk in small groups and say why you think so:
 - a. ... stealing, bullying, vandalism, etc.
 - b. ... the traditional roles of men and women
 - c. ... the weak standing up to the strong
 - d. ... heroes or evil people
 - e. ... or
9. Which of the following statements do *you* agree with? Explain why. Talk to a partner or discuss in class.
 - a. If the weak try to stand up to the strong they just lose.
 - b. If the weak want to stand up to the strong they have to work together.
10. Marianne wants them to take part in the darts contest in the main hall. Why? Circle the right answer:
 - a.... because it's fun
 - b.... because the first prize is 50 pounds
 - c. ... because she knows Rob is a good player

11. Do you play/have you ever played darts? What are the rules? Are you good at it? Talk to a partner.

12. What happens when they play darts? Have a look at the text (p. 27–28) and decide if the following sentences below are true or false? Tick 'yes' for true, 'no' for false!

The boys like playing darts and are very good players.	☐ yes	☐ no
John's dart gets stuck in the dartboard.	☐ yes	☐ no
Marianne tells Rob to aim for the middle of the board.	☐ yes	☐ no
Rob's second dart splits the first one in half.	☐ yes	☐ no
Marianne wins the competition and gives the £ 50 to Rob.	☐ yes	☐ no
Rob wants share the money with John and Will.	☐ yes	☐ no
Marianne explains hat the weak have to stick together.	☐ yes	☐ no

13. Why does Rob want to share the money with the others? How do you feel about this? If you were Rob, would you have offered to share? Talk to a partner or in small groups and say why/why not.

14. Can you remember what kind of contest Robin Hood (in the story) won? If you need help, look on p. 14 of your playscript.

..... = shooting with a and

a. Do some internet research and find out what shooting with a bow and arrow was used for since the classical period (Greeks, Romans), until the 19th century:

..... and

b. Archery is also an Olympic sports event. Check Google and find out which country won most of the medals in the 2024 Olympics in Paris?

c. In your dictionary or online, look at the words 'bow' and 'arch'. How are they different?

d. Many big cities have *triumphal arches* (Triumphbogen'), e.g. *Marble Arch* (London) and the *Arc de Triomphe de l'Étoile* (Paris). Google them, have a look at some pictures, and find out what these monuments look like, what they were built for, and how old they are.

15. Marianne thinks it's brave of Rob to stand up to the Hoodies. To stop them from bullying Rob any longer, she has come up with a brilliant plan. Write a short paragraph, using the words below:

smartphone – costumes – message – voice – Hilda – nine o'clock – £ 50 – bus station

Use each word only once! Do not change the order they are in! If you need help, look at p. 29 in the text.

16. The boys are not quite sure what Marianne intends to do. Do *you* know/can *you* guess what her plan is? Exchange ideas with a partner or in a small group.

17. ****Vocab fun**** Check the following words/phrases in your dictionary or online and find out their meaning. With a partner, complete the sentences below:

If you *slurp* your drink, you

To *cheer* someone *on* means

If you *show* someone *where to get off*, you

'*I don't get it*' means I

18. Roleplay: In pairs, act out the short scene when Marianne explains to Rob how/where to throw a dart. Mime it in slow motion and imitate the movements (focusing on the Bullseye, sizing up the distance).

Scene 7 – The Bus Station

1. The sentences below are all mixed up! Can you put them back into the right order?

Rob is told to wait out of sight but feels a bit silly to hide.	1
Marianne is going to pretend to be Will's sister Hilda.	2
John and Will are going to wear costumes so the Hoodies won't recognize them.	3
Marianne has explained her plan to them but Will still doesn't understand it.	4
Will is worried that the Hoodies will beat them all up.	5
Marianne is going to carry her bag with the money in a way KJ can see it.	6
If something goes wrong Rob can go and get help.	7
KJ is going to try and take the £ 50 away from her.	8
She puts on a wig and pulls a funny face.	9
They are going to give KJ a big surprise.	10

2. Why is Marianne walking up and down nervously, looking weak, do you think? What is she trying to communicate? Why?
3. Work with a partner. Describe what KJ looks like and note down a few keywords. If you are good at drawing, draw a sketch of him. Make sure your description is quite detailed, i.e. style of clothes, colours, typical fashion labels, accessories, ways of moving, talking, etc.). Compare your description with other pairs/the class, and put up your different drawings on the classroom wall.
4. When KJ grabs Marianne's arm and twists it, Will and John join them (p. 31). They are in their costumes, playing their roles as if they were acting out the play. Which role is John playing and how does he talk? What is Will's role and what does he say?
5. Did you expect John would appear as Sheriff of Nottingham, and Will as Friar Tuck, the monk? Which of the statements below do you agree with? Talk to some of your colleagues and say why.
- a. I think the costumes and the way they speak are really funny.
 - b. I agree with KJ: a couple of idiots dressed in Halloween costumes.
 - c. I think KJ was so surprised to see them dressed up that Marianne took him by surprise.
6. Read through the text (p. 31-32), then look at the following statements. Are they true (**T**) or false (**F**)?
- | | | |
|--|-----------------------------------|-----------------------------------|
| Marianne hits KJ over the head with her bag. | ☐ T | ☐ F |
| She takes Rob's mobile from his hand. | ☐ T | ☐ F |
| KJ recognizes her and promises to leave her friends alone. | ☐ T | ☐ F |
| Will sits on KJ because there is no chair to sit on. | ☐ T | ☐ F |
| Marianne is National Junior Karate Champion. | ☐ T | ☐ F |
7. First Marianne tells Will to sit on KJ, then she speaks to John (p. 30). He answers '*yes, my lady*'. Is this formal or informal? Do you know who is usually addressed as '*my lady*'? If not, check the internet and find one or two examples.
8. KJ is afraid of Marianne because she is
9. Will tells KJ that he and John are 'Marianne Maiden's merry men'! Do you like the way this sounds? Say why.

10. Try and describe yourself (or your best friend) using at least two words (names, nouns, adjectives, adverbs) which start with the same letter, e.g. '*totally terrible tennisplayer*' or '*great groovy girlfriend*'. Then talk to at least three of your colleagues and compare your alliterations¹.
11. ****Vocab fun**** Marianne tells KJ: '*Don't wear it out*'. What is she saying to him? Look the phrase up in your dictionary or online. Write down one or two sentences using this phrase.
12. Roleplay: Choose one of the following short scenes and act it out. First, write down keywords or a script (characteristics of the person, see below). Use your own words rather than the ones in the text! Then slip into your role. Your audience should believe you really are the character you're playing. Try to present the part really authentically, i.e. be as funny/pathetic/courageous/authentic as possible.
 - a. Marianne: doesn't like to play weak (Marian) and scared ('Hilda') characters turns out to be a clever, strong, athletic 'heroine'
 - b. John: is the class joker, playful and cheeky, making fun of his friend Will plays the evil Sheriff, then appears as brave, chivalrous medieval knight
 - c. Will: is good-natured, easy, likes his food/sweets, is a bit slow on the uptake plays the monk who likes a good fight, even speaks a few words of Latin

Scene 8 – The School Hall

1. Time for the school performance! Miss Sherreff introduces the four teens and announces the beginning of the play. How does Rob surprise the audience?
2. Do you think it's surprising that there is no play and there are no costumes? What are Rob, John, Will and Marianne performing instead?
3. Look at their final lines and highlight/underline all references to the play's main themes. Use different colours for positive and negative statements.

Cool-Down

1. Did you like the play? Why/why not?
2. Is there a scene you thought was particularly funny/sad/upsetting? If so, which?
3. Did you like the characters? Which character did you like best?
4. Was there any character you didn't like at all? Say who/why.
5. Did you expect the play to end the way it does? Why? Why not?
6. Would you like to suggest a different ending for the play?

.....

.....

.....

7. Have the characters changed in the course of the play? Say why you think so and how they have changed.

¹ *Alliteration* = several words close together beginning with the same letter. Used to create special effects in a text, e.g. *jolly jumping jellybeans*.

8. Did you act out any of the roleplays suggested in this worksheet?

If yes, which one? Did you enjoy it? Was it fun?

If no, why not? Don't you like roleplaying? Was there not enough time?

9. Did you find the language in the play easy or difficult to understand? Mark it on the scale below:

1	2	3	4	5	6
---	---	---	---	---	---

1 = very easy, didn't need any help

2 = easy, and the footnotes helped

3 = I understood most of it but not every word/sentence

4 = I understood what the play is about but needed to ask quite often

5 = I needed a lot of help from my teacher/colleagues

6 = too difficult – I didn't understand much and wasn't really interested



King Richard the Lionheart

<https://www.facebook.com/History-Lives-of-the-British-Royals-122845112442353/> #HLoFBR

Teacher's Notes

Vocabulary

To give your students some language support, the worksheet '**I can talk about ... plays and acting**' (p. 17) provides frequently used words and phrases which will come in useful (tasks in the worksheet, speaking tasks, roleplay).

Robin Hood

*Robin Hood is a **heroic outlaw** in English folklore. A highly skilled archer and swordsman, he is known for "robbing from the rich and giving to the poor", assisted by ... fellow outlaws known as his "**Merry Men**". Traditionally in films, Robin and many of his men are depicted wearing Lincoln **green clothes**. ... Robin Hood became a **popular folk figure** starting in **medieval times** continuing through **modern literature, films, and TV**. ... he was often later portrayed as an **aristocrat** wrongfully dispossessed of his lands and **made into an outlaw by an unscrupulous sheriff**. In modern versions of the legend, Robin Hood is said to have taken up residence in the verdant **Sherwood Forest** in the **county of Nottinghamshire**.* From: Wikipedia

- Google/Wikipedia searches on facts and data on the historical **Robin Hood** (Robin of Loxley, Earl of Huntington, commoner or aristocrat, archer and swordsman, Crusades, connection to King Richard the Lionheart, etc.) and the hero of folk tales.
- Google/Wikipedia searches on **Nottingham** (Sherwood Forest, Statue of Robin Hood, etc.)
- Google/Wikipedia searches on **King Richard First the Lionheart**, his mission on the Crusades, imprisonment in Austria, general political situation in the Middle Ages
- Google/Wikipedia searches on the **Middle Ages**, i.e. history, culture, personalities, literature/heroic tales and legends
- Google/Wikipedia searches on **Austrian History** at the time of Archduke Leopold the Fifth and **Dürnstein** castle, history of **Wiener Neustadt**, the Minstrel **Blondel**, etc.

Due to the historical background of the story and the connection to Austria, this play lends itself nicely to a CLIL/English Across the Curriculum project (English/German/History/Geography/Drama).

Some of the tasks in the worksheet include mini-projects, research projects and poster presentations.

King Richard the Lionheart

[History & Lives of the British Royals](#) – a Facebook group providing historic information on important dates for English royalty ('On a day like today' ...). Entries for King Richard: born September 8th, 1157; July 6th, 1189; July 20th, 1189; February 4th, 1194; died February 6th, 1199.

Films

There are numerous film versions of the tale of Robin Hood, starting back in the early 20ies of the last century until the most recent movie starring Russell Crowe. Here are the most well-known films (from Wikipedia):

- 1922: Robin Hood, a film starring Douglas Fairbanks
- **1938: The Adventures of Robin Hood, starring Errol Flynn**
- 1953: Robin Hood a television series on BBC One, the first representation of Robin Hood on television
- 1955–1960: The Adventures of Robin Hood, a long-running British series starring Richard Greene
- 1964: Robin and the 7 Hoods, a musical film set in 1930s gangster Chicago, with Frank Sinatra
- **1973: Walt Disney's Robin Hood, famous animated version (Robin Hood and Maid Marian as foxes)**
- 1975: The Legend of Robin Hood, a six-episode BBC miniseries
- 1981: Time Bandits contains a Robin Hood episode with John Cleese appearing as Robin Hood
- 1984–1986: Robin of Sherwood, a fantasy-style British television series
- 1989–1994: Maid Marian and her Merry Men, a British children's TV show (Marian as the dynamic leader)
- **1991: Robin Hood: Prince of Thieves, starring Kevin Costner and Sean Connery**
- 1996: Robin of Locksley, made for TV (modern teenage Robin)
- 2007: Robin Hood: Quest for the King. Animated Robin Hood tale
- **2010: Robin Hood, directed by Ridley Scott.** Robin Hood is to be presented as Robin Longstride, taking over Robert of Locksley's identity. The movie shows why Robin Hood became an outlaw. **Russell Crowe** plays the character.
- 2015: Robin Hood, das Schlitzohr vom Sherwood, Kinderserie auf KiKA 2015
- 2018: Robin Hood, directed by Otto Bathurst. American action-adventure film. Modern retelling of the legend, starring Taron Egerton.
- 2024: Robin and the Hoods, directed by Phil Hawkins. Sky Cinema family comedy film.

THE WORDS YOU NEED I can talk about PLAYS AND ACTING

Here is a list of **words related to plays and acting** which you will come across as you read the text.

Use the empty spaces on the right to make notes or **add your own personal sample sentences**

(these will help you remember the words). You can add more words on the back of the page!

actor, actress	Schauspieler, -in	
performance to perform	Aufführung aufführen, spielen	
to appear	auftreten, mitspielen	
opening speech	Ansage, Auftrittsrede	
to pretend	spielen, so tun als ob	
to slip into the role	in die Rolle schlüpfen	
to mime, to act do some acting to put on a different voice	darstellen spiele etwas vor die Stimme verstellen	
audience audience participation audience interaction	Zuschauer, Publikum Zuschauer in die Handlung einbeziehen	
stage to enter to exit to stand up on a stage (to be) on stage (to be) offstage	Bühne auftreten abtreten sich auf die Bühne stellen auf der Bühne hinter den Kulissen	
to come in	vorkommen, auftreten	
set behind the set at the edge of the set (stage) props (behind the) scenery	Kulissen, Bühnenbild hinter den Kulissen am Bühnenrand Requisiten hinter dem Bühnenbild	
audition to audition to give out parts	Vorsprechen, -singen vorsprechen, -singen Rollen verteilen	
script to learn the lines my lines stage directions	Text(heft) den Text lernen mein Text Regieanweisungen	
costume to change costumes wig	Kostüm, Verkleidung Kostüme wechseln Perücke	
to rehearse rehearsal dress rehearsal	proben Probe Generalprobe	