

# Rob and the Hoodies

A worksheet to accompany  
Vienna's English Theatre's 2016/2017 touring production  
by Helena Hirsch

## Warm-Up

*Before reading the play or watching the performance*

1. 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. a music/pop group where the band leader's name is *Rob* and the band call themselves *Hoodies*
  - b. a gangster called *Rob* and his gang
  - c. a modern day version of the legend of Robin Hood
  - d. a PC/PS/smartphone adventure game

*Looking at the cast (list of characters) and the stage directions (pp. 5, 6)*

2. 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.)

3. 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.

4. *Rob* is the short for ..... . Do you know anyone with that name? If yes, who?

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

- Now look at the quote from Wikipedia at the beginning of your text booklet (the introduction) or at p. 12 of this worksheet ('Cool-down'). Do you like this word game (i.e. *Robin – Rob – robbing the rich*)?
- Is *Robin/Robyn* a male or a female name, or both? Use your dictionary or check the internet. Are there other related names (English or German or other languages)?
- A *robin* is also an animal. Which? Have you ever seen one? Is there perhaps a picture in your Biology book? If not, find a photo/picture on the internet.

## Scene 1 - Introductions

1. Who are the *Hoodies*? Why are they called 'Hoodies'?
  - Do you like wearing hoodies? What colour is your favourite hoodie? What's printed on it? Describe it to a partner. Find out what your partner's favourite hoodie looks like.
2. What do they do? Underline or highlight all words/phrases in the text. Compare with a partner.
3. Describe what is Rob wearing, then have a look at the questions below:
  - Do you have school uniforms in your school? If yes, what do they look like?
  - In which countries do school children have to wear uniforms?
  - What is the reason of school uniforms, do you think? Talk to a partner or discuss in small groups/in class.
  - Have you come across school uniforms in your English textbook? Perhaps you can find even more information about them on the internet?
  - Imagine your school were to introduce school uniforms. What should they look like? Describe 'your' school uniform (style, colours, etc.) and/or draw sketches.
4. What is Rob doing when the Hoodies start bothering him? Why, do you think?
5. True or false? Read through the text, then circle the correct letter next to the sentence below.

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
They all pretend to be fish.	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
Rob is going to wear green tights and clothes.	T	F
Rob has to go to football training.	T	F
Robin Hood robbed the rich to give to the poor.	T	F
The Hoodies take away Rob's mobile phone and packed lunch.	T	F
Rob's lunch consists of an egg and tomato sandwich and juice.	T	F
The Hoodies are also going into their classrooms.	T	F

6. 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 .....*?

7. Hoodie 3 tells Rob that acting is for losers. What do you think? Do you agree? Why/why not? Think of examples, then talk to a partner and/or discuss in class.
8. Roleplay
  - a. You are a reporter working for a youth channel, presenting a brand-new documentary on street gangs. You're interviewing JK, the leader of the Hoodies - live. Try and find out from him *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

1. Who are Will Parlett and John Little? With a partner or in small groups, describe them and make a drawing. Then compare with other pairs/groups – what is similar, what is different? Explain why.
2. Why is Rob late for his class? How does Miss Sherreff handle the situation? Have you ever been late for class? How did your teacher react? Talk to a partner. Do you agree? Why/Why not?
3. Who is the author of this year's school play? When do rehearsals start?
4. Can you imagine writing a play which is then staged as a school production? Why/why not?
  - Apart from school essays, have you ever written a text (i.e. song lyrics, a poem, etc.)?
  - How, do you think, does an author feel when his work is seen/read/heard by lots of people? Talk to a partner and/or discuss in class.
5. What's in the trunk? As you work through the text, underline or highlight any costumes, objects, etc. which are in the trunk of stage props. Make a list as you go along!
6. Right or wrong? Tick the respective boxes below.

The famous folk hero lives in the forest and wears red.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Russell Crowe is an Australian actor.	<input type="checkbox"/> yes	<input type="checkbox"/> no
The story is set in the medieval period.	<input type="checkbox"/> yes	<input type="checkbox"/> no
In the Crusades wars were fought to win back the Holy Land.	<input type="checkbox"/> yes	<input type="checkbox"/> no
King Richard the Lionheart didn't go on the Crusades.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Robin Hood ruled the country unfairly.	<input type="checkbox"/> yes	<input type="checkbox"/> no

7. What do we know about Robin Hood so far? Make a list and keep adding to it as you read along!
8. Have you seen the Robin Hood film starring Russell Crowe?
  - Search the internet and find information about the film, film stills (i.e. pictures of actors and scenes) and the soundtrack.
  - Do you like Russell Crowe? Put together a short bio- and filmography of the actor.
  - Have you seen any other film(s) on the story of Robin Hood? If yes, which?
  - Do you think the film(s) is/are telling the story as it really happened? Why/why not?
  - In Walt Disney's famous animated Robin Hood film, the characters of Robin and Maid Marian are represented by animals. Do you know/try and find out which animals?
9. Find out more about King Richard the Lionheart (check your History textbook and look e.g. in Wikipedia).
  - Put together a poster presentation with information on historical facts and data.
  - Also look for more information about the Crusades. How many were there? When?
  - What is the connection to Austria, Dürnstein Castle and Blondel, the Minstrel? (If you need help with this task, ask your history teacher, and/or 'google' the three items to find interesting websites!)
  - Have you ever been to Dürnstein Castle? Where is it? What does it look like now?
  - What is the story/legend connected with King Richard?
10. Roleplay
  - a. Have a look at the story of King Richard the Lionheart being a prisoner 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! If at all possible, use stage props and costumes. Make the sketch as funny and full of action as possible!

### Scene 3 – The First Rehearsal

1. Where is the rehearsal taking place?
2. Who or what is Rob waiting for? What is he doing while he's waiting?
3. Who is the first person to audition for a part in the play? Which role would he like? Why?
4. Which reason does Rob give for playing Robin Hood himself? If *you* were John, would you accept this?
5. 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 from the list below. Say why you think so.

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

6. Will Parlett is the next character to show up. Look at the text, then answer the questions below:
  - Which part is he dressed for, and how?
  - What is the relationship between John and Will?
  - Why does John want him to change clothes?
  - Who or what is the Jolly Green Giant? (Tip: try Google!)
  - Which costume is he changing into?
  - Who is Friar Tuck?
7. Which part would Marianne like to play? Why? Discuss with a partner. Either choose one of the statements below or add your own idea(s). Do you agree? Why/why not?

- women can do the same things than men
- legends change as times change
- modern heroes can be male or female
- .....

8. Read through the text, then mark the statements below **T** (true), **F** (false) or **NT** (not in the text):

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. ....

They all know the story of Robin Hood quite well. ....

9. What was emperor Saladin famous for? What did he do when King Richard was ill?
10. Earlier on you were asked to do some research on King Richard the Lionheart. What did you find out? Answer the following questions:
  - a. Why and how was King Richard imprisoned in Austria?
  - b. Who was Blondel and what did he do?
  - c. What did the English have to do to get their king released?
  - d. What happened with the ransom money?

11. 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 Marian.

11. 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

12. Is having babies and doing needlework really all women did in medieval times? Underline/highlight all statements you think are true. Say why you think so and find examples in the internet.

- They also had to cook and clean.
- Some medieval women even went to fight wars and led their men/knights in battle.
- Those who couldn't find husbands became nuns and went to live in a convent.
- Women were responsible for the running of the castle (look up the word 'chatelaine')
- Often women were healers and knew a lot about herbs and medicine.
- They had to be able to hunt and fish when their husbands were away at war.
- If a knight was killed, his wife had to look after the children, the castle, the farmers living there, and the lands.

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

.....

.....

.....

14. Who plays which role? Match the roles with the names of the actors:

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

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

16. Roleplay

- a. Time permitting, act out the scene the 4 characters were rehearsing, either in groups of four or in front of the class. Can you do better than they? Make sure there's lots of action and fun!

### Scene 4 – Trouble with the Hoodies

1. Where is this scene taking place? What does the place look like?
2. How does Rob feel about the estate? What worries him most? Why?
3. 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 estates.
  - If yes: Where are they? Who lives there? What are the main problems? Is there a lot of vandalism? Why?
4. What does Rob do to earn some money? Why does he have a ..... job?
  - a. because he wants to buy himself nice clothes and PC games
  - b. because he has to help his mum with the rent
  - c. because the Hoodies want £ 50 from him every month
  - d. because he is bored at school and likes to work
5. 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.

## 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 lots of 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>The Matrix</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

5. Do you agree with Will and John that plays are boring? 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*.

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

real blood	<input type="checkbox"/> yes	<input type="checkbox"/> no
explosions	<input type="checkbox"/> yes	<input type="checkbox"/> no
aliens	<input type="checkbox"/> yes	<input type="checkbox"/> no
dinosaurs	<input type="checkbox"/> yes	<input type="checkbox"/> no
slow-motion fights	<input type="checkbox"/> yes	<input type="checkbox"/> no
the undead	<input type="checkbox"/> yes	<input type="checkbox"/> no
witchcraft/magic	<input type="checkbox"/> yes	<input type="checkbox"/> no

- robots  yes  no
- crazy/dangerous stunts  yes  no

.....

.....

7. 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?
8. Which changes has Marianne made to the first scene? Compare the versions in the T-diagram below:

<b><i>Rob's version</i></b>	<b><i>Marianne's version</i></b>
<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>

9. 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 would do.
10. What does Marianne suggest Robin should do until Maid Marian meets him in the forest? a , b, c or d?
- 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

11. 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? .....

12. 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.

13. How do you feel about Rob's reaction to their suggestions? Choose one of the statements and say why!

- he should be grateful for any suggestions to improve his play
- he's quite right to quit; after all, it's his play
- no need to be so touchy about a few changes
- it's OK to be upset but he should talk to them about it before giving up

14. Marianne thinks that making all those changes to Rob's play was quite mean and that they should talk to him. Where is she working/helping out this evening? Why can't she text or what's app him?

15. Roleplay

- a. Act out the scene as suggested by Marianne. Prepare a short script beforehand, use all stage props and 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?
- 2. How do you feel about the Hoodies throwing stones and breaking the windows of the club? Do you think this is fair? Why/why not?
- 3. When John apologizes for messing with his play, Rob tells them he's changed his mind about Robin Hood being a hero. Why is that? What do *you* think? If you are not sure, go to task 4.
- 4. Have a look at the short dialogue between Rob and John. 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>Stealing is not what heroes do</i>
<i>He gives the money/goods to the poor</i>	<i>How do we know he does?</i>

5. Rob compares Robin Hood and his Merry Men to the Hoodies (*'just a gang of thieves'*). Do you agree with this? Why/why not?

6. What does he think about the Hoodies and their reasons for bullying, stealing and vandalizing?

.....

.....

7. What do *you* think the story is all about? Stealing? The weak standing up to the strong? Or what? Discuss.

8. Which of the following statements do *you* agree with? Explain why. Talk to a partner or discuss in class.
- If the weak try to stand up to the strong they just lose.
  - If the weak want to stand up to the strong they have to work together.
9. Marianne wants them to take part in the darts contest in the main hall. Why, do you think?
10. Have a look at the text - what happens when they play darts? Are the sentences below true or false? Tick 'yes' for true, 'no' for false!

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| The boys like playing darts and are very good players.   | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| John's dart gets stuck in the darts board.               | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Marianne tells Rob to aim for the middle of the board.   | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Rob's second dart splits the first on in half.           | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Marianne wins the competition and gives the £ 50 to Rob. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Rob wants share the money with John and Will.            | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Marianne explains that the weak have to stick together.  | <input type="checkbox"/> yes | <input type="checkbox"/> no |

11. Do you play/have you ever played darts? What are the rules? Are you good at it? Talk to a partner.
12. 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 .....

13. Marianne thinks it's brave of Rob to stand up to the Hoodies. To stop them from bullying Rob any more, however, 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 and do not change the order they are in!

14. The boys are not quite sure what Marianne wants to do. Do *you* know/can *you* guess what her plan is?

### Scene 7 – The Bus Station

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

3. Work with a partner. Describe what KJ looks like and jot 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 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, playing their parts as if they were acting out the play. Complete the grid below:

	<i><b>Marianne</b></i>	<i><b>John</b></i>	<i><b>Will</b></i>
<i><b>role</b></i>	.....	.....	.....
<i><b>language</b></i>	.....	.....	.....
<i><b>costume</b></i>	.....	.....	.....

5. Do you like the scene? John as medieval knight and Will as monk? Was it to be expected? Which of the statements below do you agree with? 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. Something like that was bound to happen.
  - d. It's clever how the past and the present/the school play and the actual play merge.

6. Read through the text, then look at the following statements. Are they true (T) or false (F)?

Marianne hits KJ over the head with her bag.	<input type="checkbox"/> T	<input type="checkbox"/> F
She takes Rob's mobile from his hand.	<input type="checkbox"/> T	<input type="checkbox"/> F
KJ recognizes her and promises to leave her friends alone.	<input type="checkbox"/> T	<input type="checkbox"/> F
Will sits on KJ because there is no chair to sit on.	<input type="checkbox"/> T	<input type="checkbox"/> F
Marianne is National Junior Karate Champion.	<input type="checkbox"/> T	<input type="checkbox"/> F

7. Why, do you think, does Marianne not want Rob to find out that she is National Junior Karate Champion?
8. 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.
9. Will tells KJ that he and John are 'Marianne Maiden's merry men'! Do you like the way this sounds?
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 'Groovy Girlfriend'.

1. Roleplay

- a. Choose one of the following short sequences and act it out. Don't worry if you don't get the words right (why not use your own words?) but try to act the part really authentically, i.e. be as funny/pathetic/authentic as possible. It doesn't matter if you're over-acting a bit.
  - Marianne: doesn't like to play weak (Marian) and scared ('Hilda') characters turns out to be a clever, strong, athletic 'heroine'
  - 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
  - Will: is good-natured, easy, likes his food, is not too quick on the uptake plays the monk who likes a good fight, even speaks Latin

## Scene 8 – The School Hall

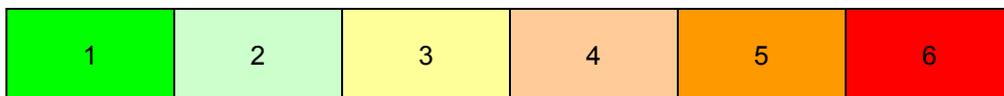
1. At the evening of the school performance, Miss Sherreff introduces the four teens and announces the beginning of the play. How does Rob surprise the audience?
2. There is no play and there are no costumes. What are Rob, John, Will and Marianne performing?
3. Look at their final lines and highlight/underline 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.
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 = 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

**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

# Teaching notes

## Suggestions for Mini-Projects and Internet Research

### Vocabulary

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

### Robin Hood

- 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.

### 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

On 12 May 2010 the action film by Ridley Scott opened the 63<sup>rd</sup> Cannes Film Festival. On this occasion an article appeared in the 'Kurier' (Sunday edition), describing how the presentation of the story changed from a romantic, heroic tale via Walt Disney's animation to a tough, combat-based action film (including some pictures). If you are interested, the Reader Service should be able to retrieve the article for you.

## 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	SchauspielerIn	
performance to perform	Aufführung aufführen, spielen	
to appear	auftreten, mitspielen	
opening speech	Ansage, Auftrittsrede	
to pretend	spielen, so tun als ob	
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	