

# ROBIN, PRINCESS OF THE HOODS



jumpingducks



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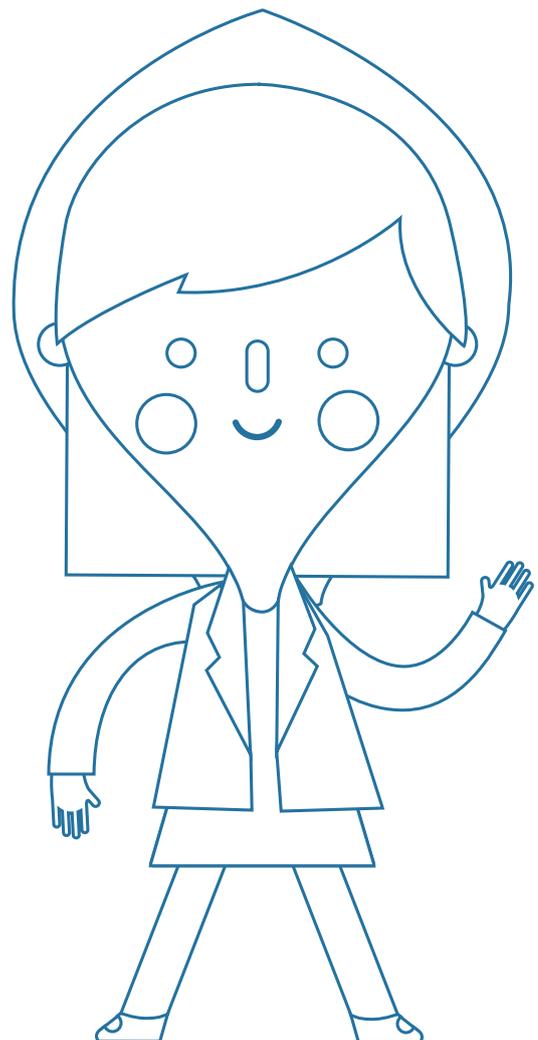
TEACHER'S NOTES



# BASICS OF THE PLAY

## FLASHCARDS: CHARACTERS OF THE PLAY

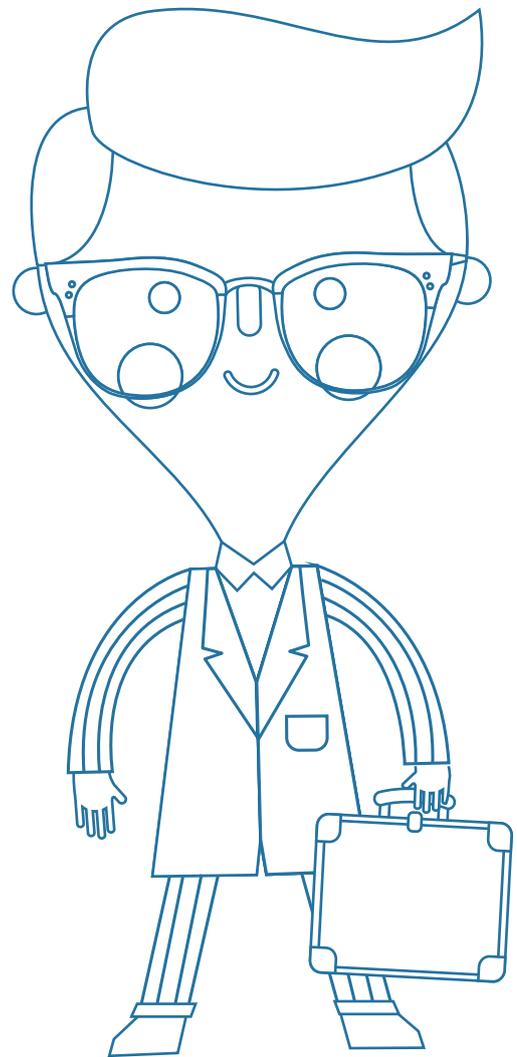
ROBIN



# BASICS OF THE PLAY

## FLASHCARDS: CHARACTERS OF THE PLAY

### MARCEL GARRETT



# BASICS OF THE PLAY

## FLASHCARDS: CHARACTERS OF THE PLAY

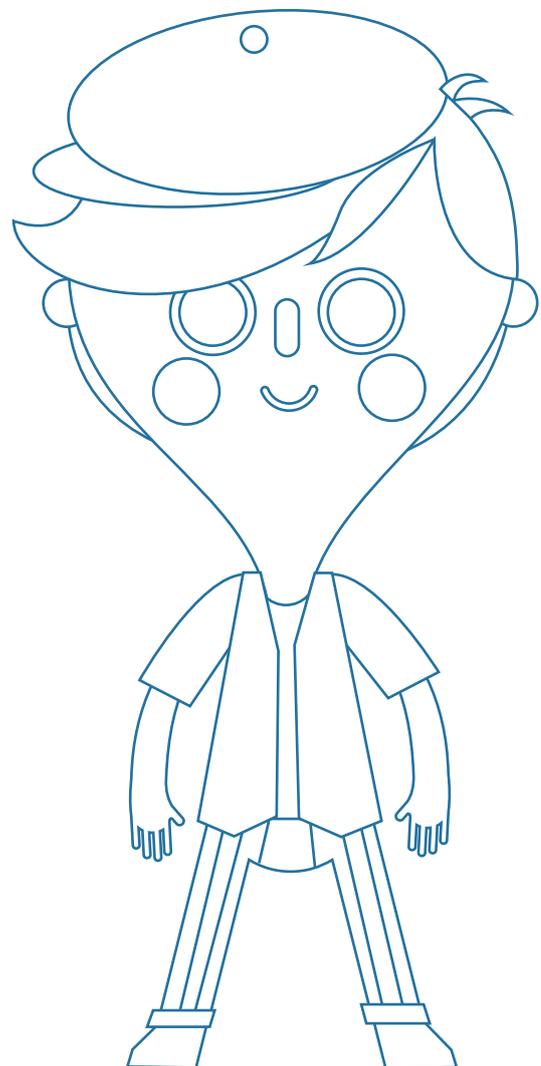
### KATE GARRETT



# BASICS OF THE PLAY

## FLASHCARDS: CHARACTERS OF THE PLAY

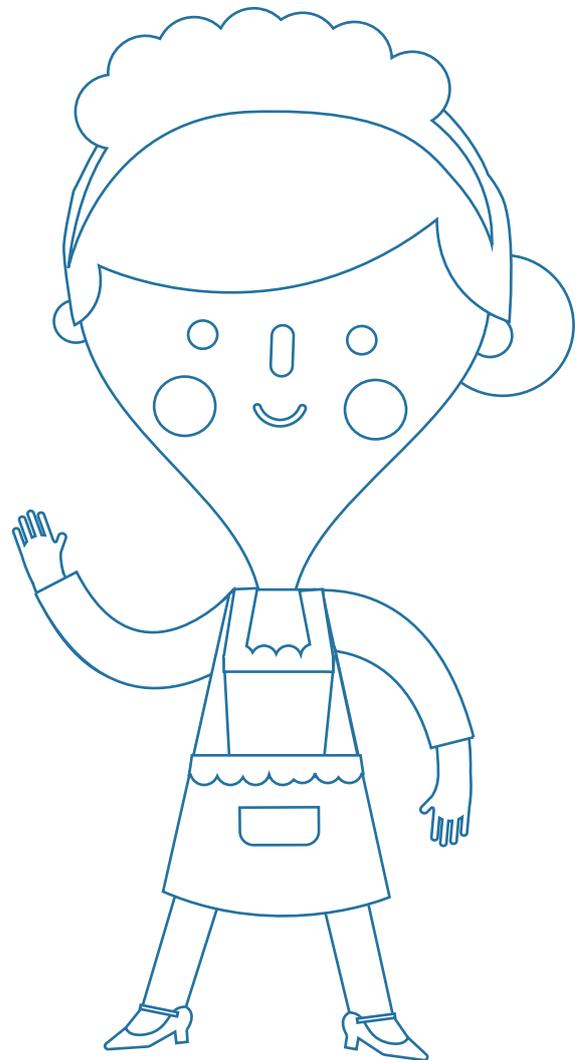
TIM



# BASICS OF THE PLAY

## FLASHCARDS: CHARACTERS OF THE PLAY

### BETSY, THE MAID



# BASICS OF THE PLAY

## 1 THE PLOT

Robin is a rich girl who lives with her parents, the Garretts. They work in the textile industry, and their company makes a lot of money. One day she meets Tim Stewart. He is from a poor part of Nottingham, The Hoods. From him, Robin learns about bad things which are happening in her own city, like pollution in the air and water.

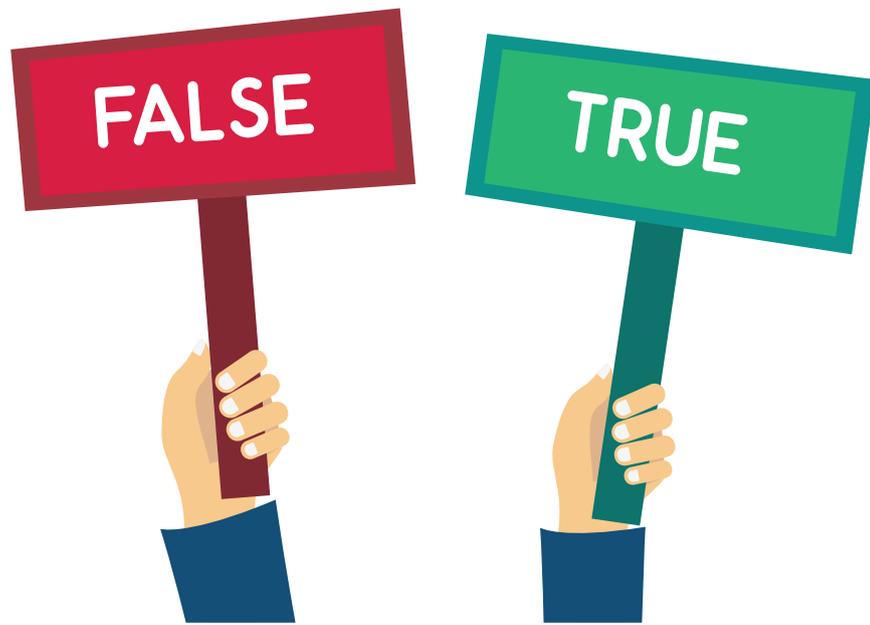
What will Robin do when she discovers her parents are the cause of all this? Can Betsy, a nice woman who works in the Garretts' house, help her?

In this updated version of the classic story, our protagonist faces her enemies with courage, and helps the poor people in The Hoods to preserve their precious drinking water. We will talk about industry and the environment, about ethical and responsible consumption and about the value of friends and fighting against injustice.

## ACTIVITY 1

Read the text above and decide if the statements are True or False.

1. Robin is a middle-class girl.
2. The Garretts own a company in the metal industry.
3. Robin discovers that her parents' factory has something to do with the contamination of her city.
4. Tim lives in a nice area of Nottingham.
5. Betsy is Robin's sister.



# BASICS OF THE PLAY

## 2 THE CHARACTERS

### ACTIVITY 2

Match the characters with the descriptions.



**MR. GARRETT**

She is very egocentric and selfish, believing the clothing industry is the most important thing in the world.



**TIM**

She is a very brave and intelligent girl who fights against injustice. She wants to help the environment.



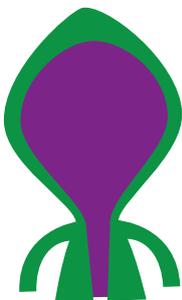
**MRS. GARRETT**

She is a person with a very big heart, who cares a lot about other people and wants everybody to live happily.



**BETSY**

He is determined to do whatever it takes to succeed in business, even if it requires destroying the natural environment of the city.



**ROBIN**

He is very brave but a little bit impulsive. He lives in a poor area of Nottingham.

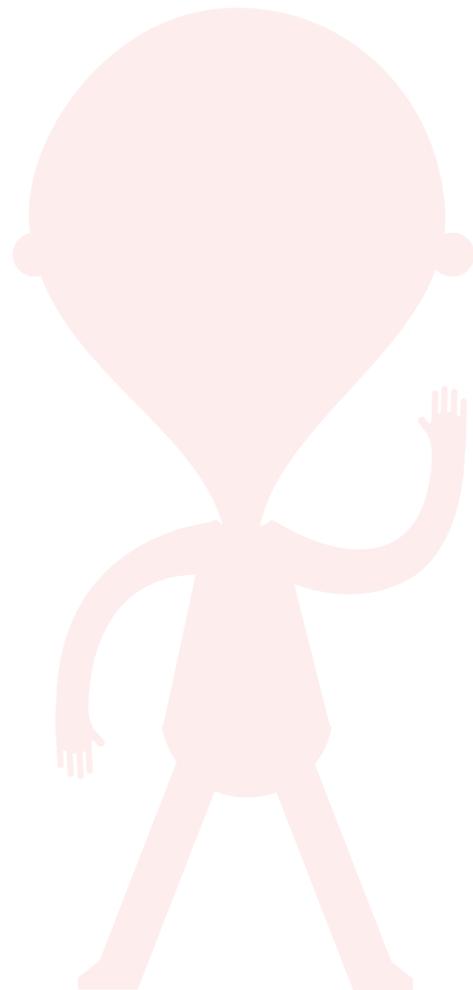
### ACTIVITY 2+

Using the same structure, now try describing yourself or a classmate!

## ACTIVITY 3

## BASICS OF THE PLAY

Following the descriptions, and using your creativity, draw two of the characters from the play... Remember clothing and facial expressions can say a lot!



# ACTIVITY 4

## BASICS OF THE PLAY

Robin has always imagined her hometown in a way that turns out to be a little different from reality: Complete the following crossword with positive and negative things about the city and get the name of Robin's home.

1	F								
	2	F							
		3	T						
4	F								
	5	B							
		6	N						
		7	G						
		8	H						
	9	P							
	10	S							

Robin lives in

.....

1. People you like and have fun with.
2. They can be different colours and shapes, found in the forest and fields.
3. Cars, buses and motorbikes when they are moving through the city.
4. A place where you produce things, for example clothes.
5. You can use it instead of a car to be more environmentally friendly.
6. Everything in the world which is not made by people, e.g. plants, trees, animals and the weather.
7. It is the surname of Robin's family.
8. Something you give to the people you love (using your arms).
9. A place where you can go to play in the middle of the city.
10. Lots of it in the air makes breathing difficult.

### ACTIVITY 4+

With the person next to you, choose the three most important things you value about your city/town/village and explain why. Afterwards, each pair should explain why they made their selection and share the three with the whole group.

- The three things we chose are...
- We think it's very important to the place we live because...
- I agree with [Name]. I also think [Thing] is very important / or / I disagree, I don't think it is relevant because [Opinion].

# KEEP LEARNING

## 4 THE WORLD (COUNTRIES AND TRANSPORT)

### ACTIVITY 5

Robin's parents are travelling the world, getting inspiration for their new collection. Read the following text:



#### THE GARRETTS TRAVEL THE WORLD

Mr. and Mrs. Garrett are very busy travelling the world. We're following their route. First, from Nottingham they travel to London! They see Big Ben and do a little shopping in Harrods and are ready to go travelling.

They take a boat to France, where Paris, the city of love, can be found; they visit the Eiffel Tower and take a tour of The Champs-Élysées: beautiful!

Next, they leave for Italy, taking a plane to Rome, where they visit the Coliseum. They also go to Milan, a great capital of fashion, and attend Milan Fashion Week. They plan to leave Milan by plane again but, oh no, BIG DRAMA, there is a problem with the plane and they have to take a bus instead. It's hard but finally they arrive in Spain, where they visit Madrid and the Prado Museum before finally travelling to Barcelona, where they visit the Sagrada Familia: amazing!

Next they travel to the United States of America, and of course they visit the capital of fashion...NEW YORK! Apart from all the fashion, they also see the Statue of Liberty. What a fantastic trip!

That's all for now; we will give you all the news about their future tours around the world!

### ACTIVITY 5+

Quiz time! Answer the teacher's questions about the capitals and main attractions of each country. Remember to use the full structure!

(City) is the capital of (Country). / The capital of (Country) is (Capital). In (City) you can see (Main attraction). / (Main attraction) can be seen in (City).

# ACTIVITY 6

## KEEP LEARNING

Now, connect each country with the cities and draw the main attraction that you can visit in each of them.



BIG BEN



COLISEUM



EIFFEL TOWER



THE AVENUE DES CHAMPS-ÉLYSÉES



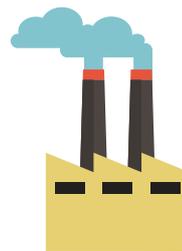
SAGRADA FAMILIA



THE STATUE OF LIBERTY



FASHION WEEK



THE GARRETT'S FACTORY



PRADO MUSEUM

## ACTIVITY 7

## KEEP LEARNING

Imagine you are a reporter for a very famous magazine who has got the chance to interview the Garretts. Write down some questions about their trips. Try hard to be original and creative and you may get a chance to ask them personally!



### Question 1:

Which of the cities you visited did you like the most?  
And why?

### Question 2:

### Question 3:

### Question 4:

### Question 5:

### Question 6:

## ACTIVITY 7+

Role Play: Get into pairs and interview a classmate pretending to be Mr. or Mrs. Garrett, then switch roles.

**REMEMBER:** Role-playing includes acting! So: facial expressions, body language, intonation... The way you speak is as important as what you are saying!



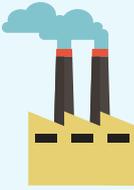
# ACTIVITY 8

## KEEP LEARNING

Cut-out memory game.

UNITED KINGDOM	ITALY	FRANCE	SPAIN	UNITED STATES OF AMERICA
----------------	-------	--------	-------	--------------------------

ROME	LONDON	NEW YORK	PARIS
MADRID	MILAN	NOTTINGHAM	BARCELONA

BIG BEN 	COLISEUM 	EIFFEL TOWER 	THE STATUE OF LIBERTY 	THE AVENUE DES CHAMPS-ÉLYSÉES 
SAGRADA FAMILIA 	FASHION WEEK 	THE GARRETT'S FACTORY 	PRADO MUSEUM 	

# ACTIVITY 8+

Try practising the following structures out loud while playing.

### Example:

- I've got the United Kingdom, London is a city in the United Kingdom. It's a pair!
- I've got France, London is not a city in France. It's not a pair!
- I've got London, I can see Big Ben in London. It's a pair!
- I've got London, I can't see the Eiffel Tower in London. It's not a pair...

# KEEP LEARNING

## 5 THE CLOTHES

We are at the Garretts' fashion show! Their new collection is a big surprise.

The first model is wearing a casual outfit: a very original red and black hat, and a green skirt. It's incredible! The second model is wearing a leopard-print skirt and a green hat; animal print is still a trend this autumn and it's an amazing combination. Finally, the third model is wearing a black cape, which is so trendy these days, with a pink hat and bag. It's a fantastic outfit for a night on the town!



The Garrett company continues to amaze us with their beautiful outfits, combining everyday clothes with their particular style of fashion. We can't wait to see what they do next.

Until next time, stay elegant and beautiful!

## ACTIVITY 9

Read the text which talks about the latest fashion event held by the Garretts. Now, answer the following questions:

1. How many models are wearing a hat?
2. Which piece of clothing has an animal print?
3. Which model is wearing red?
4. How many models are wearing green?
5. Which model is wearing an evening outfit?

Combine the words to make phrases to match the pictures.



BLUE

RED

GREEN

BLACK

YELLOW

PINK

LEOPARD-  
PRINT

HAT

T-SHIRT

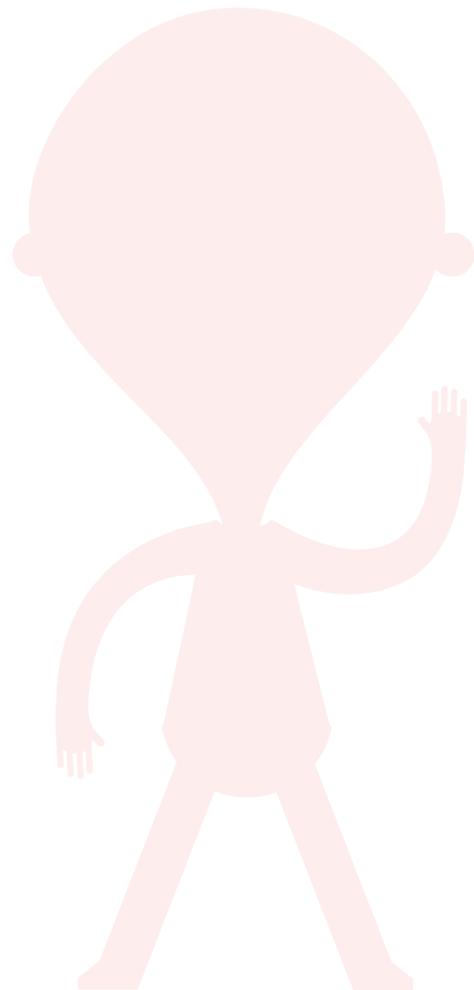
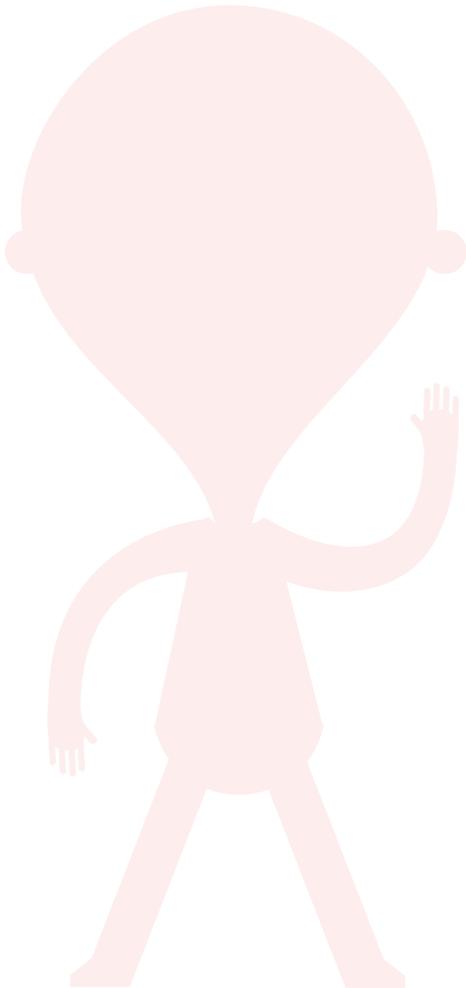
DRESS

CAPE

BAG

SKIRT

Imagine you have been invited to the Garretts' catwalk event. Draw a different outfit for each of the models and specify each piece of clothing or accessory by its name and colour.





# KEEP LEARNING

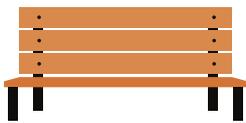
## 6 AROUND THE CITY

### ACTIVITY 14

Find the words in the wordsearch.



TRAFFIC LIGHT



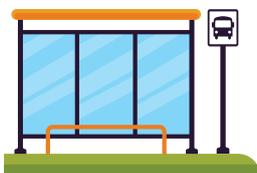
BENCH



TREE



FENCE



BUS STOP



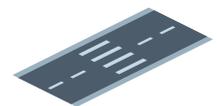
STREET LIGHT



BUSH



BRIDGE



ZEBRA CROSSING

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

# THE BIG CHALLENGE

## 7 NEWSPAPER

### ACTIVITY 15

Read the following article regarding Garrett company's impact on the environment. Then, answer the questions according to the information given in the text.



#### THE GARRETTS: IN THE SPOTLIGHT

Mr. and Mrs. Garrett are very famous for building one of the biggest clothing companies in history. But is it good for Nottingham? Recent reports show that the level of pollution near the Garretts' factory has doubled in the last year. The smoke and waste produced by the factory are now too much for the neighbourhood. People are having more and more symptoms of illness: stomach ache, vomiting, coughing and more. Some are starting to move to other areas of Nottingham because they say, "It is almost impossible to breathe." Also, the natural environment around this area is losing its animals, and the vegetation is dying too... What is the problem? Is it in the air? In the water? And what are the Garretts going to do about it?

1. What are the two elements produced by the factory that are bad for the environment?
2. Which of these symptoms are mentioned: stomach problems, breathing problems, skin problems?
3. What action are some people taking because of the pollution?
4. What is happening in the countryside around the area?



9 THE MAIN ISSUE: POLLUTION

ACTIVITY 17

In our daily life there are lots of things around us that are bad for the environment. Label the following words depending whether you consider them to be good or bad for us; then, think of three more things for each column.



PLASTIC

NATURE

INDUSTRY

PARKS

BIKES

PUBLIC TRANSPORT

CARS

WASTE

CANS

RECYCLING

BATTERIES

WATER



1 .....

2 .....

3 .....

1 .....

2 .....

3 .....

ACTIVITY 18

Based on the vocabulary above, think of some things that you do correctly in your daily life and some others that could be improved. Mark them with the corresponding sign  or .

1

2

3

10 THE MAIN ISSUE: WATER



ACTIVITY 19

Let's talk about water. As a group, talk about how many times during a regular day we use water and in what situations. You can write the summary of the brainstorm in the box.



ACTIVITY 20

In the play we can see several situations in which the use of contaminated water brings really bad consequences. Pick some situations (from the play or from your daily life) and write and draw how they develop differently depending on the presence of clean water or contaminated water.

<div style="text-align: center; margin-bottom: 10px;"> </div> <p>THE FLOWERS ARE WATERED WITH CLEAN WATER AND THEY GROW WITH NICE COLORS.</p> <div style="text-align: center;"> </div>	<div style="text-align: center; margin-bottom: 10px;"> </div> <p>SOMEBODY WATERS THE FLOWERS WITH DIRTY WATER AND THEY DIE.</p> <div style="text-align: center;"> </div>
<div style="text-align: center; margin-bottom: 10px;"> </div>	<div style="text-align: center; margin-bottom: 10px;"> </div>
<div style="text-align: center; margin-bottom: 10px;"> </div>	<div style="text-align: center; margin-bottom: 10px;"> </div>

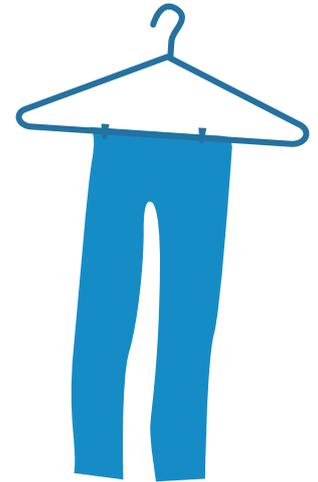
11 THE FINAL DISCUSSION

A large rectangular area defined by a dotted line, intended for a final discussion.

# SONG 1



## WE DON'T CARE



If you want to be handsome, buy  
expensive \_\_\_\_\_  
But you have to be sure to buy them  
in our \_\_\_\_\_.  
If you want to be pretty, if you want  
to succeed!  
Come to Garrett & Garrett and it's  
guaranteed

We are the best  
We love our job  
And we travel all around the  
\_\_\_\_\_

We are the best  
We're rich you know  
But we always want more

We are the best  
We love our job  
And we travel all around the world

We are the best  
We're rich you know  
But we always want more

There is some \_\_\_\_\_  
And we don't care  
The river goes \_\_\_\_\_  
And we don't care  
They say global warming  
And we don't care  
If we can't see it  
Who cares?

Environmental \_\_\_\_\_  
Wildlife extinction  
Everybody cares  
But we...  
We don't care

We are the best  
We love our job  
And we travel all around the  
\_\_\_\_\_

We are the best  
We're rich you know  
But we always want more

We are the best  
We love our job  
And we travel all around the world

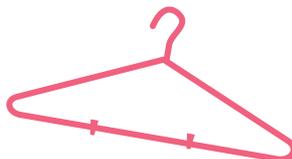
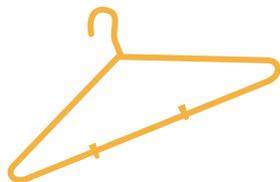
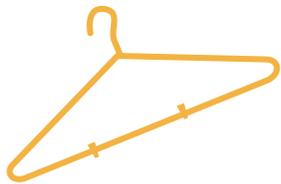
We are the best  
We're rich you know  
But we always want \_\_\_\_\_

Brown, grey, violet  
Cyan, pink, \_\_\_\_\_

Purple, yellow, lovely red  
That is what we care about

We are the best  
We love our job  
And we travel all around the world

We are the best  
We're rich you know  
But we always want  
\_\_\_\_\_





## FINDING THE TRUTH

There is something wrong  
They are hiding something  
from me  
I don't understand  
But i want to know the truth

Somebody outside  
Is angry at us  
I don't know why  
I don't know why

Finding the truth  
Is all that I want  
Let's go outside  
And discover what's wrong

Finding the truth  
Is all that i want  
Let's go outside  
Don't wait too long  
Don't wait too long

Come on Robin  
You can do it  
Let's be brave  
And go for it

Come on Robin  
You have to do it  
Look for some clues  
You will find the truth

Finding the truth  
Is all that I want  
Let's go outside  
And discover what's  
wrong

Finding the truth  
Is all that I want  
Let's go outside  
Don't wait too long  
Don't wait too long

*But why did somebody  
throw a stone at our  
window? There are many  
possibilities but only one  
is right. Let's think of some  
possibilities hmmm...*

Somebody was playing  
And something went wrong  
Or maybe they are angry  
Because we are rich  
Did we do something bad  
Did they do something bad  
I don't know  
I don't know

Finding the truth  
Is all that I want  
Let's go outside  
And discover what's wrong

Finding the truth  
Is all that I want  
Let's go outside  
Don't wait too long

Finding the truth  
Is all that I want  
Let's go outside  
And discover what's wrong

Finding the truth  
Is all that I want  
Let's go outside  
Don't wait too long  
Don't wait too long

Finding the truth  
Is all that i want

WHY?





FOR EVERY ACTION,  
THERE IS A REACTION

*Robin, trust me. There is an action and  
then, a reaction*

For every action, there is a reaction  
For every action, there is a reaction  
*Trust me*

*For example:*

If I don't help everybody,  
If I am not a good friend,  
If I don't make people happy  
Then bad things will happen to me.

*But,*

I can help everybody,  
I can be a good friend,  
I can make people happy  
And then good things will happen to me

*Are you following me?*

For every action, there is a reaction  
For every action, there is a reaction  
*Now you know my philosophy!*

I can share all my feelings,  
I can learn who you are,  
I can trust you if you ask me  
And then good things will happen to me  
Good things will happen to me

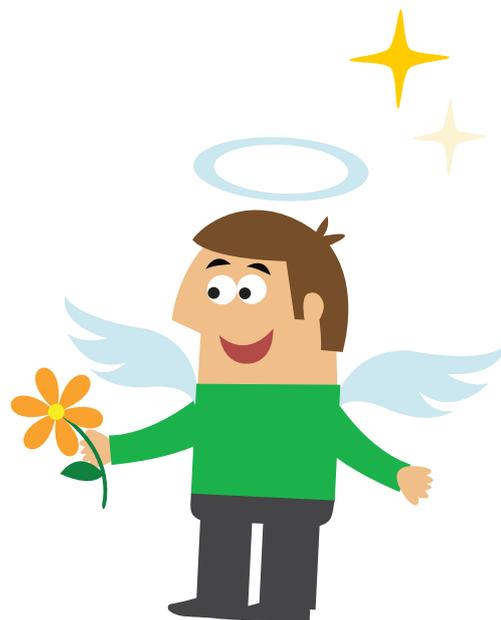
*Let's do it again!*

For every action, there is a reaction  
For every action, there is a reaction

I can help you to discover,  
What is going on right here  
And if you think the song is over  
Raise your hands and sing with me...

For every action, there is a reaction  
For every action, there is a reaction  
For every action, there is a reaction  
For every action...  
And now! All together! And louder!

There is a reaction!





## ACTIVITY

Classify the different things you can do according to the song to make good or bad things happen.

GOOD THINGS WILL HAPPEN TO ME IF..

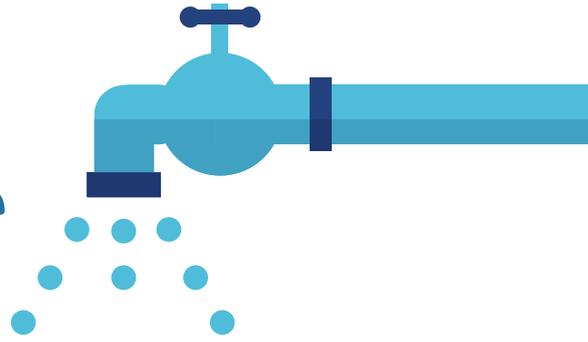


BAD THINGS WILL HAPPEN TO ME IF..





## WATER MATTERS



It seems like a silly thing to ask  
Because of course water matters  
It seems like everybody knows  
But sometimes we forget to pay attention  
To water

We are made of water  
We drink water the whole day  
We cry salt drops of water  
We look up when it rains

We cook everything with water  
We brush our teeth every day  
With water, clean water  
So yes, it matters

*And if i forget to think about it, there are  
lots of things to remind me of that.  
But I always love to sing this song.  
It always works... so*

Water matters  
That's the thing  
Water matters  
It's my routine  
Water matters  
It's easy to see  
But if i forget  
I begin to sing

Water matters  
That's the thing  
Water matters  
It's my routine  
Water matters  
It's easy to see  
But if I forget  
I begin to sing

*I love that song! You will love it too!  
I'm sure!*

Without water  
We cannot stay healthy  
Without water  
We cannot grow food  
Without water  
The oceans will disappear

So water becomes everything

Water matters  
That's the thing  
Water matters  
It's my routine  
Water matters  
It's easy to see  
But if I forget  
I begin to sing

Water matters  
That's the thing  
Water matters  
It's my routine  
Water matters  
It's easy to see  
But if I forget  
I begin to sing





🎵 IT'S NEVER TOO LATE 🎵



It's never too late to understand  
It's never too late to change  
Take care of our world and  
the world will shine.

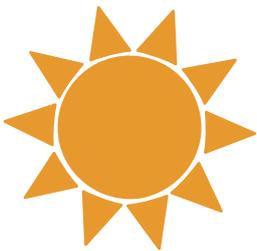
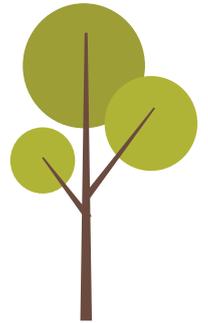
Yeah yeah yeah  
It's never too late  
Yeah yeah yeah  
It's great to learn  
Yeah yeah yeah  
It's never too late  
Yeah yeah yeah  
It's great to learn  
Uo oh oh oh oh  
Sing with me and trust me  
Uo oh oh oh oh  
Sing with me my friend!

The water you drink  
The trees you climb  
The air you breathe  
The grass where you run  
Take care of our world and  
the world will shine.

Yeah yeah yeah  
It's never too late  
Yeah yeah yeah  
It's great to learn  
Yeah yeah yeah  
It's never too late  
Yeah yeah yeah  
It's great to learn

*And now one more time  
but everybody! All together!*

Yeah yeah yeah  
It's never too late  
Yeah yeah yeah  
It's great to learn  
Yeah yeah yeah  
It's never too late  
Yeah yeah yeah  
It's great to learn  
Uo oh oh oh oh  
Sing with me and trust me  
Uo oh oh oh oh  
Sing with me my friend!





## ACTIVITY

Draw the following elements which appear in the song, according to how they would look if we took care of our world and how they would look if we didn't.

	THE WATER YOU DRINK	
	THE TREES YOU CLIMB	
	THE AIR YOU BREATHE	
	THE GRASS WHERE YOU RUN	

# TEACHER'S NOTES



# THE SONGS IN THE STORY

## SONGS WITH EXTENDED SYNOPSIS

### SONG 1 WE DON'T CARE

#### BASICS OF THE PLAY

The play starts with this song. Robin's parents, the Garretts, explain that they do not care about the environment at all, they only care about their business and wealth.

### SONG 2 FINDING THE TRUTH

#### KEEP LEARNING

Somebody throws a stone at the Garretts' window. Why? Robin needs to go and find out.

### SONG 3 FOR EVERY ACTION, THERE IS A REACTION

#### KEEP LEARNING

Robin meets Tim and he explains to her how doing one thing or another gets different results. They need to take action: the water is contaminated; people are having to leave the city of Nottingham. Robin joins his cause but Tim tells her that those responsible for all the problems are her parents, the Garretts. She can't believe it and he proves it to her.

### SONG 4 WATER MATTERS

#### KEEP LEARNING

Robin shows her parents how contaminated water affects everything, even their comfortable life. She drinks contaminated water by mistake and gets sick. With explanations from Betsy, Robin and Tim, the Garretts realise they have to change the way they do things.

### SONG 5 IT'S NEVER TOO LATE

#### HIT OF THE PLAY!

This song is the most important one of the play. All the characters will sing it at the end of the play as a finale, with the message: 'It's never too late to start taking care of the environment.'

# BASICS OF THE PLAY: Teacher's Notes

The BASICS OF THE PLAY section is the main component that students should be familiar with in order to understand the setting and action more easily.

## 1 THE PLOT: ACTIVITY 1



**Skills**

Reading comprehension



**Duration**

20-30 mins



**Difficulty**

Medium-Low



**Objective**

To familiarise students with the plot of the play.



**Steps**

1. Students read the text individually highlighting any unknown words.
2. Go through new vocabulary with the whole group.
3. Students complete the questions in pairs.
4. Correct together in a class discussion.



**Answers**

1. False – She's a rich girl
2. False – They own a textile business
3. True
4. False – He lives in the poor area: "The Hoods"
5. False – She works for the Garretts

## 2 THE CHARACTERS: ACTIVITY 2



**Skills**

Reading comprehension



**Duration**

10-20 mins



**Difficulty**

Low



**Objective**

To familiarise students with the characters of the play.



**Steps**

1. Explain the activity.
2. Develop individually.
3. Correction: First in pairs and afterwards with the whole class.



**Answers**

1. Mrs. Garrett
2. Robin
3. Betsy
4. Mr. Garrett
5. Tom

# BASICS OF THE PLAY: Teacher's Notes

## ACTIVITY 2+

 Skills	Speaking (plus optional writing and reading)
 Duration	10-20 mins
 Difficulty	Medium-High
 Objective	To use the structure given in the classroom context
 Steps	<ol style="list-style-type: none"><li>1. In pairs, students describe themselves or a classmate using the character descriptions to help them.</li><li>2. Individually or in pairs, students write a description of one of their classmates.</li><li>3. Collect them and choose a student to read each one to the group.</li><li>4. Play 'Guess Who': students guess who each description is about.</li></ol>

## ACTIVITY 3

 Skills	Reading comprehension and artistic competence
 Duration	10 min
 Difficulty	Low
 Objective	To work on the description of the characters, while engaging in art as a way to demonstrate understanding.
 Steps	<ol style="list-style-type: none"><li>1. Explain the activity and allow students to develop their creativity.</li><li>2. Guide them through the process of creating a character based on the description and making it match with the information provided.</li></ol>

## 3 THE PLACE: ACTIVITY 4

 Skills	Reading comprehension, writing
 Duration	15 min
 Difficulty	Medium
 Objective	To introduce some key vocabulary from the play.
 Steps	<ol style="list-style-type: none"><li>1. Explain the activity and pair up students so they can try working on the exercise autonomously.</li><li>2. Correct as a group.</li></ol>
 Answers	FRIENDS, FLOWERS, TRAFFIC, FACTORY, BIKE, NATURE GARRETT, HUG, PARK, SMOKE Robin lives in Nottingham.

# BASICS OF THE PLAY: Teacher's Notes

## ACTIVITY 4+



**Skills**

Speaking



**Duration**

15 min



**Difficulty**

Medium-High



**Objective**

To discuss the most important elements in the creation of a nice living environment.

To develop the ability to debate and make decisions through a class discussion.



**Steps**

1. Students in pairs/small groups decide which are the three most important things they value about their town/city.
2. Each group/pair shares their ideas with the class.
3. After every group has spoken, the whole group decides on the top 3 (or top 5) things they value most. The idea is to discuss until they come to an agreement.

# KEEP LEARNING: Teacher's Notes

In this section you will find information and activities about the main concepts and blocks of vocabulary that will appear during the play. Working through them in class will help students understand the plot and will allow them to participate and enjoy the whole experience of "Robin, Princess of the Hoods".

## 4 THE WORLD: COUNTRIES AND TRANSPORT ACTIVITY 5

 Skills	Reading comprehension
 Duration	10-15 mins
 Difficulty	Medium-Low
 Objective	To familiarise students with some of the countries and cities that will appear in the play.
 Steps	<ol style="list-style-type: none"><li>1. Students read the text individually, highlighting any unknown words.</li><li>2. Go through new vocabulary with the whole group.</li></ol>

## ACTIVITY 5+

 Skills	Speaking
 Duration	15 mins
 Difficulty	Medium
 Objective	To check comprehension and knowledge of capitals, cities and the main attractions in each.
 Steps	<ol style="list-style-type: none"><li>1. Teacher introduces this activity as a "Quiz Time!" game.</li><li>2. Divide the class into small groups.</li><li>3. Call out a city/country/main attraction and encourage students to reply with the whole sentence. Quiz can be done at speed (the first group raising their hand gets to answer) or by turns (and wrong answers can lead to the following group getting the chance to answer properly).</li><li>4. Optionally think of a small prize for the winner to engage participation and motivation.</li></ol>

# KEEP LEARNING: Teacher's Notes

## ACTIVITY 6



Skills

Reading comprehension



Duration

10 mins



Difficulty

Medium-Low



Objective

To check knowledge acquisition regarding the countries and cities that will appear in the play as well as the main attractions that can be visited in each of them.



Steps

1. Explain the activity and let students have a shot on their own.
2. Correct as a whole group.
3. Optionally, teachers can look up images of the main attractions mentioned so students can see what they look like to provide a more accurate picture.



Answers

- United Kingdom - Nottingham - Garretts' factory
- United Kingdom - London- Big Ben
- France - Paris - Eiffel Tower
- France - Paris -Avenue des Champs-Élysées
- Italy - Rome - Coliseum
- Italy - Milan - Milan Fashion Week
- Spain - Madrid - Prado Museum
- Spain - Barcelona - Sagrada Familia
- United States of America - New York City - Statue of Liberty

## ACTIVITY 7



Skills

Writing



Duration

15 mins



Difficulty

Medium-High



Objective

To engage students in the skill of writing while reviewing some of the content already practised.



Steps

1. Explain the activity and provide some examples as a whole group so students have a clear picture of how the task is supposed to look.
2. Provide some time to work autonomously.
3. Review the questions by getting students to volunteer and read some of their ideas out loud.
4. The teacher can select five of these questions (the most creative and original) and write them down so the students can ask them to the characters once they come to perform!

# KEEP LEARNING: Teacher's Notes

## ACTIVITY 7+

 Skills	Comprehension and speaking
 Duration	15 mins
 Difficulty	Low
 Objective	To review vocabulary while testing the memory. To practise a certain oral structure.
 Steps	<ol style="list-style-type: none"><li>1. Teacher can decide if he/she wants to play with country-city, country-main attraction, city-main attraction or with the three packs of content at the same time.</li><li>2. Teacher introduces the sentences:<ul style="list-style-type: none"><li>• I've got London. I can see Big Ben in London. It's a pair!</li><li>• I've got London. I can't see the Eiffel Tower in London. It's not a pair...</li></ul></li><li>3. Students play in small groups, teacher walks around and checks that the speaking structure is being used properly.</li></ol>

## 5 THE CLOTHES: ACTIVITY 8

 Skills	Speaking
 Duration	20 mins
 Difficulty	High
 Objective	To practise oral ability as well as the capacity for role play (acting like somebody else)
 Steps	<ol style="list-style-type: none"><li>1. Explain the activity, allow the students to pair themselves so they will be working with someone they feel comfortable with.</li><li>2. Emphasise the importance of acting freely and trying hard to act like the characters they are trying to imitate.</li><li>3. Teacher can walk around providing feedback and engaging the students into getting enthusiastic about the task.</li></ol>

# KEEP LEARNING: Teacher's Notes

## ACTIVITY 9

	<b>Skills</b>	Reading comprehension
	<b>Duration</b>	20 mins
	<b>Difficulty</b>	Medium-High
	<b>Objective</b>	To familiarise students with vocabulary related to clothes and colours.
	<b>Steps</b>	<ol style="list-style-type: none"><li>1. Read the text as a whole group.</li><li>2. Give some time for students to work on the task individually or in pairs.</li><li>3. Check everything together, ensuring any mistake is understood.</li></ol>
	<b>Answers</b>	<ol style="list-style-type: none"><li>1. Three</li><li>2. The second model's skirt</li><li>3. The first model</li><li>4. Two</li><li>5. The third model</li></ol>

## ACTIVITY 10

	<b>Skills</b>	Comprehension
	<b>Duration</b>	10 mins
	<b>Difficulty</b>	Medium-Low
	<b>Objective</b>	To familiarise students with vocabulary related to clothes and colours.
	<b>Steps</b>	<ol style="list-style-type: none"><li>1. Explain the activity.</li><li>2. Allow students to work in pairs and self-correct.</li><li>3. Double-check with the whole class.</li></ol>

## ACTIVITY 11

	<b>Skills</b>	Comprehension and creativity
	<b>Duration</b>	15-20 mins
	<b>Difficulty</b>	Medium-Low
	<b>Objective</b>	To review vocabulary related to clothes and colours while developing creativity and art.
	<b>Steps</b>	<ol style="list-style-type: none"><li>1. Explain the activity.</li><li>2. Allow students time to decide what to draw.</li><li>3. Walk around the classroom helping with vocabulary.</li></ol>

# KEEP LEARNING: Teacher's Notes

## 6 AROUND THE CITY: ACTIVITY 12



Skills

Content acquisition



Duration

15-20 mins



Difficulty

Medium-Low



Objective

To introduce students to a few content words that they might not know.



Steps

1. Explain the activity.
2. Get students to discover the different words they are going to use.
3. Engage in a conversation about how familiar they are with the new vocabulary.



Answers

Words:

- Straight ahead
- Turn right
- Turn left
- Stop

## ACTIVITY 13



Skills

Comprehension and writing



Duration

15-20 mins



Difficulty

Medium-High



Objective

To work on the content words to provide directions.



Steps

1. Introduce the different content words (Straight ahead, turn left, turn right, stop) with physical illustration.
2. Explain the activity, show the students tips to make it easier (for example: turn the paper so that they are always facing forwards; this makes it clearer to see which way to turn)
3. Allow students to work in pairs and complete the task autonomously. Correct the exercise.



Answers

Order of the maze:

1. Straight Ahead
2. Turn left
3. Straight ahead Turn left
4. Straight ahead Turn right
5. Straight ahead Turn right
6. Straight ahead Turn left
7. Straight ahead

# KEEP LEARNING: Teacher's Notes

## ACTIVITY 13+

 Skills	Comprehension and physical activity
 Duration	30 mins
 Difficulty	Medium
 Objective	To review vocabulary for giving directions while moving around and playing a game.
 Steps	<ol style="list-style-type: none"><li>1. Put the students in pairs</li><li>2. Blindfold one member of each pair</li><li>3. The one that can see has to guide his/her partner to:<ol style="list-style-type: none"><li>a) a certain place following a certain path</li><li>b) an object located in the middle of the field</li></ol></li><li>4. Pairs then switch roles.</li></ol>

## ACTIVITY 14

 Skills	Reading and content acquisition
 Duration	20 mins
 Difficulty	Medium-Low
 Objective	To introduce students to some new vocabulary related to things found on the streets.
 Steps	<ol style="list-style-type: none"><li>1. Allow students to work individually on the task.</li><li>2. Correct as a whole group.</li></ol>

# THE BIG CHALLENGE: Teacher's Notes

In this section you will find information and extra activities to work on either before or after the play. These activities are aimed at working on further content in English as well as activating critical thinking about some of the concepts shown in the play, regarding values and important ideas about today's society.

## 7 NEWSPAPER: ACTIVITY 15

 Skills	Reading comprehension
 Duration	20 mins
 Difficulty	Medium-High
 Objective	To work on reading comprehension related to the play and the topic of pollution.
 Steps	<ol style="list-style-type: none"><li>1. Give some time for the students to read the text individually highlighting any unknown words.</li><li>2. Go through every query as a group and ensure everybody has understood the text.</li><li>3. Students can work on the questions individually or in pairs.</li><li>4. Correct with the class.</li></ol>
 Answers	<ol style="list-style-type: none"><li>1. Smoke and waste</li><li>2. Stomach and breathing problems are mentioned</li><li>3. Moving to other parts of Nottingham</li><li>4. Animals and plants are dying</li></ol>

## 8 SOCIAL MEDIA: ACTIVITY 16

 Skills	Writing and creativity
 Duration	20-25 mins
 Difficulty	Medium-High
 Objective	Use social media forms as a more engaging way to create and communicate content.
 Steps	<ol style="list-style-type: none"><li>1. Introduce the topic of social media and the importance of its role in today's society.</li><li>2. Explain the importance of social media in communication.</li><li>3. Allow them to discuss in small groups and collaboratively or individually create a project for an environmentally friendly campaign, including the following parts:<ul style="list-style-type: none"><li>• Logo</li><li>• Campaign slogan</li><li>• Action plan to improve the quality of life of the people in Nottingham.</li></ul></li></ol>

# THE BIG CHALLENGE: Teacher's Notes

## ACTIVITY 16+

 Skills	Speaking
 Duration	15 mins
 Difficulty	Medium-High
 Objective	To engage students to orally present a creation of their own and defend it in front of their classmates.
 Steps	<ol style="list-style-type: none"><li>1. Introduce the activity as a competition to become the main organisation that is going to fight against Garretts' contamination of the city. They need to convince the audience and the jury that their plan of action is the best one.</li><li>2. Have a little jury listen to the presentations.</li><li>3. Students in groups present their website and the jury decides a winner!</li></ol>

## 9 THE MAIN ISSUE: POLLUTION: ACTIVITY 17

 Skills	Content acquisition
 Duration	15-20 mins
 Difficulty	Medium
 Objective	To familiarise students with vocabulary related to the environment and the causes of pollution.
 Steps	<ol style="list-style-type: none"><li>1. Make sure every student knows the meaning of all the words</li><li>2. As a group go through each of them and decide cooperatively to which group they belong. If a debate arises, make sure the students develop their opinion and try to find a common idea.</li></ol>
 Answers	<ul style="list-style-type: none"><li> Nature, parks, bikes, public transport, recycling and water.</li><li> Plastic, industry, cars, waste, cans and batteries.</li></ul>

## ACTIVITY 18

 Skills	Writing
 Duration	20 mins
 Difficulty	Medium-High
 Objective	To engage students to write about their own experience of being environmentally friendly. To allow them to critically reflect on their daily life.
 Steps	<ol style="list-style-type: none"><li>1. Give some time for the students to think and work on the task autonomously.</li><li>2. Allow volunteers to share the things they do.</li></ol>

# THE BIG CHALLENGE: Teacher's Notes

## 10 THE MAIN ISSUE: WATER: ACTIVITY 19

 Skills	Speaking and writing
 Duration	15 mins
 Difficulty	Medium
 Objective	To introduce the topic of water, its waste and contamination, and the role it has in our daily life.
 Steps	<ol style="list-style-type: none"><li>1. Introduce the topic by asking students to think of situations in which they use water in their daily lives. Encourage them to think of less obvious ideas, e.g. 'The football field where I play is made of grass and needs water'.</li><li>2. Write down some of the ideas that appear for the following activity.</li></ol>

## ACTIVITY 20

 Skills	Writing and comprehension
 Duration	20-25 mins
 Difficulty	Medium-High
 Objective	To further develop the topic of water by thinking of its importance in day-to-day situations.
 Steps	<ol style="list-style-type: none"><li>1. Explain the activity by looking at the example: We need to think of something that requires water to live/function/ be in proper conditions and then write about it and make a drawing of how it would look with proper watering conditions and without them.</li><li>2. Students can work on it individually while sharing ideas with the classmates sitting close to them. The teacher can encourage them to try to be original.</li><li>3. Allow volunteers to share their ideas.</li></ol>

# SONGS: Teacher's Notes

## SONG 1: FILL IN THE GAPS



Skills

Listening



Duration

15-20 mins



Difficulty

Medium



Objective

To develop listening comprehension while learning a new song.



Steps

1. Read the text together so that students can get the overall idea of what the song is about.
2. Play the song once to listen to it.
3. Play the song one or two more times so students can try to guess the words.
4. Correct the words and the spelling all together.



Answers

- Clothes
- Shops
- World
- River
- Pollution
- Brown
- Degradation
- World
- Green
- More

## SONG 2: FINDING THE TRUTH



Skills

Reading and listening comprehension



Duration

15-20 mins



Difficulty

Medium-High



Objective

To work on the content of the song.



Steps

1. Listen to the song once or twice.
2. Read the lyrics and ensure everybody understands the ideas and the difficult words.
3. Sing along

# SONGS: Teacher's Notes

## SONG 3: CLASSIFY THE IDEAS



Skills

Reading and listening comprehension



Duration

25 mins



Difficulty

Medium-High



Objective

To work on the content of the song.



Steps

To be able to classify ideas according to the meaning.

1. Listen to the song once or twice.
2. Read the lyrics and ensure everybody understands the ideas and the difficult words.
3. Give some time to work on the task individually or in pairs.
4. Correct all together.



Answers

Good things will happen to me if...

- I help everybody,
- I am a good friend.
- I make people happy.
- I share all my feelings
- I trust you.
- I help you to discover what is going on right here.

Bad things will happen to me if...

- I don't help everybody.
- I am not a good friend.
- I don't make people happy.

## SONG 4: WATER MATTERS



Skills

Reading and listening comprehension



Duration

15-20 mins



Difficulty

Medium-High



Objective

To work on the content of the song.



Steps

1. Listen to the song once or twice.
2. Read the lyrics and ensure everybody understands the ideas and the difficult words.
3. Sing along

# SONGS: Teacher's Notes

## SONG 5: OPPOSITES



Skills

Reading and listening comprehension



Duration

30 mins



Difficulty

Medium



Objective

To work on the content of the song.



Steps

To be able to create opposites according to a situation given.

1. Listen to the song once or twice.
2. Read the lyrics and ensure everybody understands the ideas and the difficult words.
3. Give some time to work on the task individually or in pairs.
4. Correct all together.

Answers

### **The water you drink:**

Clean water (maybe with some fish)

vs

Brown and dirty water

### **The trees you climb:**

Big green trees with flowers or fruits

vs

Dead forest with leafless trees

### **The air you breathe:**

Land with fresh air

vs

Industrial city with lots of smoke

### **The grass where you run:**

Nice grass with green trees and flowers

vs

Land with no nature and dark grey soil

