

## ROBINHOOD AND LITTLE JOHN

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To get familiar with the genre (play) and identify the plot
- To recognise the humour in the tale
- To recognise the spirit of fair play in the characters
- To note the positive attitude adapted



### Pre-reading

This section focusses on *assessment for learning*. Students are introduced to the characters in the story of Robin Hood and his Merry men while they listen and do the matching exercise.

This will prepare them for the text they are about to read and help them get familiar with the characters.

## READING

Students read to comprehend, analyse and identify plot details and character traits.

Let students take up roles of the characters and read the text in turns. Pause at relevant points to explain / check comprehension.

Ask students:

*Who are the characters? Who is Robin Hood? What does he do? Why? Who are the Merry Men? Why does he fight with Little John? Is the fight fair? What would you do in Robin's situation? Would you move and give way or force the other man to move? Do you think Robin Hood is proud? Considering that the other man is huge, is Robin Hood being brave or foolish in accepting the challenge? Why does Little John let Robin cross the bridge anyway? What do you think was more important for Robin Hood, equality or victory? Pick out lines from the play that demonstrates this? Why doesn't anyone give Little John work? What is Robin's deal with him?*

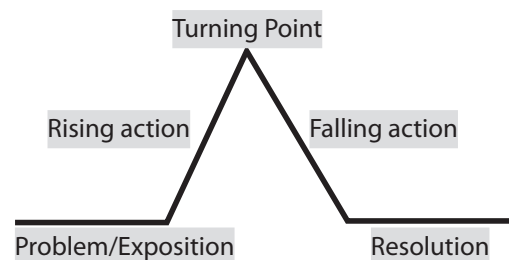
*What are the qualities of each of these characters? How does the story end? Do you agree with the fact that even arguments must be fair? What is the setting of the play?*

*Pick out clues that reveal the characters of: Robin Hood, Little John, the Merry men. Identify all the emotions that each of these characters experienced and state why they felt that way: a) Robin Hood b) Little John c) the Merry men*

*How does the story end?*

### Post-reading

Tell students to identify the following aspects of the plot diagram:



*Note:* Allow students to work out the answers in their groups, before guiding them with the answers.

**Problem/Exposition** (*The play takes place in a forest*): Little John blocks his way on a bridge that Robin Hood is trying to cross.

**Rising Action:** Robin Hood decides to teach him a lesson.

**Turning Point (Climax):** They decide to fight fair and Robin makes a staff for himself.

**Falling Action:** Robin loses the fight and falls in the water.

**Conclusion:** Robin calls for his Merry men and makes Little John a member of his team.

GRAMMAR	Functions of adverbs
<p>Explain that there are five types of adverbs – <i>manner, time, place, frequency, degree</i>. Write these terms on the board.</p> <p>Explain that it is possible to identify the type of adverb by asking the questions: <i>How? When? Where? How often? or To what extent?</i></p> <p>Write the question words next to the relevant adverb type.</p> <p>Example: <i>She ran</i>.</p> <p>Ask students:</p> <ul style="list-style-type: none"><li><i>How did she run?</i> (slowly/quickly, etc.): Adverb of Manner</li><li><i>Where did she run?</i> (home/in the park): Adverb of Place</li><li><i>When did she run?</i> (yesterday, etc.): Adverb of Time</li><li><i>How often did she run?</i> (often/rarely, etc.): Adverb of Frequency</li><li><i>To what extent did she run?</i> (very quickly/rather slowly, etc.): Adverb of Degree</li></ul>	

VOCABULARY	Phrasal verbs
<p><i>Activity</i></p> <p><i>Preparation:</i> Prior to class, write down phrasal verbs, that can be enacted, on pieces of paper.</p> <p>A few examples: <i>Blow up, bring up</i> (raise children), <i>call off, fill out, give away, give back, hand in, find out, hang up, point out, put away, set up, look up to, come over, show off, wake up, grow up,</i></p> <p><i>Procedure:</i> Select a student to pull one of the phrasal verbs out of a box / bag. Alternatively, you may write the phrasal verb on a paper and hand over to the student. Ask the student to mime the phrasal verb. The other students guess what the phrasal verb is.</p> <p>Alternatively, this can be played group-wise and scores can be awarded for the correct answers.</p> <p>Explain the concept with the input given in the Reader.</p>	

## LISTENING

## Post-listening

Tell students that they will be listening to a speech made by a Nature Club member and they will have to mark the given statements as True or False.

Allow them to read through the questions before listening to the audio.

Play the audio and let students do the task.

Play the recording a second time so that students complete their work / check their answers.

## SPEAKING

## Picture-talk

### Group discussion

Tell students that they are going to participate in a discussion.

Four essential skills for effective discussions are: (Write these skills on the board)

1. Asking questions
2. Recognising and using non-verbal cues
3. Using active listening skills

Tell students that they are going to practise these skills during their discussion.

Lead students on to a discussion by asking them what they see in the first picture. (Allow them to name the animals, say where they are, are they happy, why are they happy and so on.)

Let them look at the second picture. Ask them what they see here and what has happened to the animals. (Encourage them to ask questions and respond to the questions. Draw out answers from the shy students also.)

Now ask them to suggest ways in which they can protect the forests.



## WRITING

## Notice

This focusses on *assessment as learning*. Students learn how to format a notice and understand the details that go into writing a notice. This will prompt them to look for details in the notices that are put up in their school notice boards and understand the importance of *place, date and time*.

Explain:

A **notice** is a formal means of communication, to announce or present information to a specific group of people. Notices are usually meant to be pinned up on a display board or distributed to people in schools, colleges, offices or in public places. Notices issued by the government appear in newspapers.

Name of the organisation/ person/  
team issuing the notice

NOTICE

Content including the date, place, time

Writing a *Notice*

For any type of notice, the following points should be followed:

The notice should be given an appropriate heading

Mention the date, time, place, what the notice is about, people who should participate (who the notice is for), how to apply (who to contact)

The 4 W's and 1 H should be followed:

- a. What (What the notice is about)
- b. When (date)
- c. Where (Venue/ where it is taking place)
- d. Who (Who should apply / who are the participants)
- e. How (How to apply/ who to contact)

Include any other details given in the question in the body section of the notice.

Keep the sentences short but grammatically correct. Be precise and clear.

Write only the important points needed for the reader to perform the given activity.

*Activity:* Divide the class into groups of 4. Let them create an A 4 size notice for the given question in their book.

## STUDENTS' BOOK ANSWER KEY

### Robin Hood and Little John

#### Pre-reading

1. b      2. a      3. d      4. c

#### Comprehension

- A.**
1. Robin Hood went out to look for something exciting in the forest as it was getting very dull for him. He set out, walked through the forest and mounted a narrow, wooden bridge.
  2. A giant man called Little John blocked Robin Hood's way.
  3. Robin Hood and Little John fought because they had an argument over crossing the wooden bridge over the brook. Little John had blocked Robin Hood's path and this led to their argument and fight.
  4. At the end of the fight, Robin Hood fell into the brook with a great splash.

5. The Merry Men, on hearing that Little John had not allowed Robin Hood to cross the stream and made him tumble into the stream, shouted together and said that he should be thrown into the stream too.
  6. Robin Hood asked Little John to join his band of Merry Men. All of them had plenty to eat and drink and they equally shared whatever they earned. He also told him that the work which they did was to right the wrong. Their work involved a lot of fighting and their life was hard, but their life offered a lot of adventure.
- B.**
1.
    - a. The speaker is Robin Hood. He is speaking to Little John.
    - b. He says this when Little John blocked his way and did not let him cross the bridge over the brook.
    - c. After this, Robin lifts his bow to attack Little John.
  2.
    - a. The speaker is Little John. He is speaking to Robin Hood.
    - b. Little John says these words when Robin Hood asks him where he works.
    - c. After this, Robin Hood invites Little John to meet his Merry Men. Later, he invites him to join his Merry Men and be a part of his group.
- C.**
1. Yes, I think Robin Hood was a fair man. In the story, we see that Robin did not hurt Little John with his bow and arrow. In order to fight with Little John in a fair way, he cut a staff for himself and fought with that as Little John only had a staff.
  2. Little John was as big as a giant. The people were afraid of him. Hence, he did not get any work.
  3. Yes, Robin Hood made the right decision by including Little John in his band of Merry Men because he was a very skilled man. Moreover, Little John promised to serve Robin with all his heart and be loyal to him throughout.

### Grammar

- A.**
2. You will find an ATM nearby. adverb of place
  3. The phone has not been working since yesterday. adverb of time
  4. The cats are playing outside. adverb of place
  5. Mario is never on time. adverb of frequency
  6. It was very cold in Nainital. adverb of degree
- B.**
2. Radhika normally (sleeps) with her sister.
  3. The computer is working really (slowly) today.
  4. Nisha's handwriting is extremely (beautiful).
  5. Sneha (ran) quickly towards her mother.
  6. Mangoes were once widely (grown) in our orchard.

### Vocabulary

- A.**
- |             |              |             |           |             |
|-------------|--------------|-------------|-----------|-------------|
| 2. take off | 3. get along | 4. carry on | 5. own up | 6. let down |
|-------------|--------------|-------------|-----------|-------------|
- B.**
- |          |         |            |             |            |
|----------|---------|------------|-------------|------------|
| 2. brave | 3. dull | 4. skilled | 5. fighting | 6. pleased |
|----------|---------|------------|-------------|------------|

**Listening**

1. False      2. True      3. False      4. False      5. True

**Speaking**

*Free Response*

**Writing**

*Free Response*

**Dictionary Work**

2, 6, 5, 1, 4

**ANSWER KEY TO WORKSHEET 12**

- A.** 1. often      2. Yesterday      3. daily      4. downstairs      5. softly

- B.** 1. I have asked them to sit quietly. Adverb: quietly. Verb: sit  
2. Samantha plays the guitar very loudly. Adverb: loudly. Verb: plays.  
3. The baby is really small. Adverb: really. Adjective: small.  
4. I worked yesterday till 3 p.m. Adverb: yesterday. Verb: worked.  
5. Pooja ran quickly in the rain. Adverb: quickly. Verb: ran.

- C.** 1. falling apart      2. go through      3. look out  
4. asked around      5. calm down      6. end up

**D.** *Free Response.*

**E.** *Free Response.*

## QUESTION BANK

### Robin Hood and Little John

#### A. Answer in brief.

1. Who was Robin Hood and what did he do?

**Ans:** Robin Hood was an outlaw who lived in a forest in England. He robbed the rich and gave to the poor and was loved by the common people.

#### B. Answer in detail.

1. Describe the fight between Robin Hood and Little John.

**Ans:** The fight between Robin Hood and Little John was a fair one. Since Little John did not have a bow and arrow, they decided to use a staff and agreed that whoever fell off the bridge would lose. The two men met in the middle of the bridge, they were well matched, and fought earnestly, blow for blow. But John finally beat Robin and the outlaw fell into the stream.

#### C. Choose the right statement.

- a. Little John was the leader of his band of Merry Men.
- b. Robin Hood and Little John fought with bows and arrows.
- c. Robin Hood let Little John join his group.

**Ans:** c

#### D. Read the lines and answer the questions.

1. *"I hope you know how to swim."*

- a. Who is the speaker? Who is he speaking to?
- b. What does this statement tell you about Little John?
- c. Did Robin Hood need to swim?

**Ans:** a. The speaker is Little John and he is speaking to Robin Hood.

b. It tells us that Little John was confident of winning.

c. Yes, he had to swim as Little John pushed him off the bridge and he fell into the stream.

2. *"No one has been able to do what you have done today. You're a brave and strong man."*

- a. Who is the speaker? Who is he speaking to?
- b. What was no one able to do?
- c. What kind of a man was Little John, according to Robin Hood?

**Ans:** a. The speaker is Robin Hood and he is speaking to Little John.

b. No one was able to defeat Robin Hood in a fight.

c. Little John was a brave and strong man, according to Robin Hood.

#### E. Answer in brief. (Think and answer)

1. Was Robin Hood a good man or a thief? Why?

**Ans:** Robin Hood was a good man. Though he robbed the rich and gave to the poor, no one considered him a thief and he was loved by the common people.

2. What did Robin Hood mean when he said, 'The work we do is 'to right the wrong?'

**Ans:** He meant that if someone was cruel to anyone or if a man robbed the poor, he had to deal with Robin Hood and his Merry Men by fighting.

3. How do you know that Robin Hood accepted his defeat gracefully?

**Ans:** He said that no one had been able to do what Little John had done that day. He added that John was a brave and strong man and he must be respected.