

# Robin Hood and his Merry Men



## Historical context

The story of Robin Hood is a legend. It is probably based on a real person who lived in England in the 12th century and around whom lots of imaginary stories have developed. The story of Robin Hood is set during the time when King Richard 1st was away fighting in the Middle East and his brother, Prince John, ruled England. At that time, England was governed by the king and a small group of wealthy lords who owned most of the land. Many people were very poor – they worked for the lords as farmers and had little freedom of their own. While Prince John ruled England, they were particularly badly treated and exploited. Robin Hood, who came from a wealthy family near the town of Nottingham, did not like what was happening. He spoke out against the unfairness of the tax system, and became a champion of the poor. In particular, he became an enemy of the Sheriff of Nottingham (the man in charge of the area where Robin Hood lived). He hid in nearby Sherwood Forest to escape from the Sheriff. He robbed the rich and gave the money back to the poor. Many men joined him in his fight against injustice.

## The story

Robin's father, Sir Robert of Locksley, was imprisoned by the Sheriff of Nottingham because he could not pay his taxes. Robin saw that this was happening everywhere. He wanted King Richard to return and rule the country fairly again. Prince John and the Sheriff knew that Robin did not like what they were doing. The Sheriff sent his men to arrest Robin on the day of his wedding to Marian. Robin managed to escape with his friend, Will Scarlet.

They went to live in Sherwood Forest. A lot of other men joined him and became his Merry Men. Will Scarlet captured a 'boy' walking through the forest and took 'him' to Robin Hood. The 'boy' turned out to be Marian, who had come to join the Merry Men. She told Robin that the Sheriff had allowed one of his men, Guy of Gisborn, to move into his old house, Locksley Hall, and that Guy wanted to marry her.

Robin sent Will Scarlet and Much, the miller's son, to see what they could discover. Will was captured. He was sent to Nottingham to be hanged the next day. Robin dressed up as the hangman and rescued Will.

One day in the forest, Robin saw a little boat on the river. A fat friar, a holy man, rowed people in the boat across the river. The man, Friar Tuck, told Robin that he had had to leave the abbey where he lived because he had spoken out against the Sheriff. Robin invited him to join his Merry Men and be their cook. Friar Tuck married Robin to Marian.

On another day, Robin discovered that the Sheriff's men had robbed a friend of all his money. The Sheriff was taking it back to Nottingham. Robin set a trap for them, and took back the money the Sheriff had stolen.

A few weeks later, Robin met a tall man on a narrow wooden bridge. There was only room for one man to pass. Robin asked the stranger to make way for him. The stranger refused and they fought each other with long wooden sticks. The stranger, Little John, knocked Robin into the water. Robin invited him to join his Merry Men. He needed good, strong fighters like Little John.

On another occasion, Robin heard that the Sheriff was holding a shooting competition. The winner's prize was a silver arrow. With his hood pulled over his eyes so he would not be recognised, Robin won the competition. When the Sheriff presented him with his prize, he was most surprised to see who the winner was. Robin escaped before the Sheriff could capture him.

Later, Robin dressed up as a butcher and went to the Sheriff's house. He tricked the Sheriff into coming into Sherwood Forest, where he robbed him and sent him home without his money.

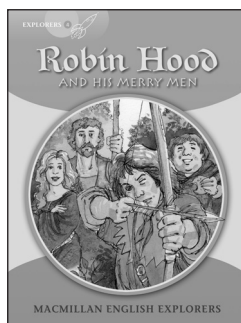
However, things did not always go well for Robin and his men. One day, Will Scarlet and two other men were killed by the Sheriff's men and Little John was captured. Robin fought and killed Guy of Gisborn, tricked the Sheriff and freed Little John. The Sheriff was just about to kill Robin when a knight dressed all in black rode up and told him to stop. The Sheriff put his sword away and left. When the Black Knight took off his helmet, Robin saw it was King Richard! As Guy of Gisborn was dead, the king gave Robin back Locksley Hall.

One night, the Sheriff tried to climb up a rope into Robin's house, but Robin heard him. He cut the rope. The Sheriff fell and was killed. Robin knew that the Sheriff's men would come to punish him, so he sent Marian to stay with her sister. Robin rode off and joined a ship as a sailor. The ship was chased by pirates. Robin fired his arrows and killed many of the pirates. The ship's captain gave Robin half of the pirate's gold.

Meanwhile, Marian's greedy sister told Marian that Robin was dead so that she could share Robin's money. Robin came to collect Marian but Marian was out walking. Marian's sister tried to poison Robin. Fortunately Robin realised what she was trying to do. When Marian returned, she was amazed and overjoyed to see Robin. They left immediately and returned to the safety of Sherwood Forest.

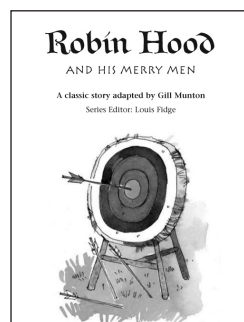
## Introducing the book

### The cover



- Hold up the cover. Read the book's title to and with the class. Explain that Robin Hood is a person's name and that 'merry' means happy. Explain that the story is a legend.
- Talk briefly about the picture. Draw attention to Robin Hood's bow and arrow and ask *What do you think the story is going to be about? Where do you think the story is set?*

### The title page



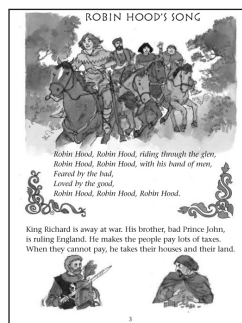
- Ask the children to turn to the title page. Hold up your own book and point to the picture. Explain that this is a target and that it is used for practising shooting arrows from a bow. (Tell the class to look back at the cover to see Robin Hood about to shoot an arrow from his bow.) Point out that the target consists of a number of different rings. Ask *Was the person who shot this arrow at the target a good shot? How do you know?* (a good shot because it is in the 'inner', the centre ring).
- Ask *Who adapted the story?*

## The contents page

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- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book. Explain that the story is divided into chapters.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Explain that Will Scarlet and Marian are people's names. Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 58) and some facts about life in the days of Robin Hood (beginning on page 60).
- Ask questions about each chapter title to stimulate the children's interest, for example:  
Chapter 1: *Who do they think the baby is?*  
Chapter 2: *What is a wedding? How could you have only half a wedding?*  
In which chapter is there a fight?  
In which chapter does Robin become a sailor?

## Robin Hood's song (Page 3)



- By way of introduction to the story, look together at the words of the song and listen to it on the audio cassette/CD.
- Read the note about King Richard and Prince John to and with the class. Point out how they are both dressed. Ask *Why do you think Prince John is called bad?* If necessary, explain what taxes are.

## Characters in the story

- Page 1 of the Workbook introduces some of the good and bad characters children will meet during the story and gives some brief information about each. This may be read together at this point to introduce the characters. As children read the story, ask them to fill in the page number on which the character is first met.




You can play the story on the audio cassette/CD at any time you choose.

# Chapter 1

## A baby in the forest

Pages 4 to 7

CHAPTER 1  
A baby in the forest



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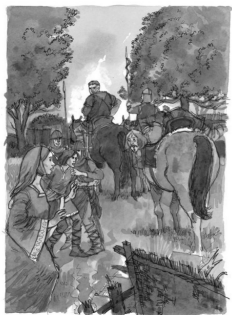
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Sir Robert of Locksley and his wife Joanna lived in Sherwood Forest with their baby, Robin. They were hiding from Joanna's father. He did not like Sir Robert, and had threatened to kill him. So after their wedding, they left Sir Robert's home at Locksley Hall, near Nottingham, and went to live in the forest. Robin was born there, on a bed of green leaves. One day, as Joanna sat under a tree with her baby in her arms, a hooded man on a white horse came crashing through the forest. Sir Robert picked up his sword. 'So this is where you are hiding!' said the man. He jumped down from his horse. 'Father!' said Joanna. She held Robin tightly in her arms. 'And this is baby Robin, him?' said Joanna's father. 'The baby who will be Sir Robin of Locksley one day?' Well, well! He's a handsome boy. He has your black eyes. 'What do you want?' asked Sir Robert. 'When you took my daughter away from me, I wanted to punish you,' said Joanna's father. 'But that was two years ago. I think I am a better man now. And Robin is my first grandson. I want to forgive you – and I want us to be friends. What do you say?' Joanna laughed, and put Robin in her father's arms. 'I say – that is what we want, too, Father!' she said. Sir Robert put down his sword and shook hands with Joanna's father. Then Sir Robert, his wife and little Robin left the forest, and went back to live at Locksley Hall.

When Robin was ten, he heard his father talking about the Sheriff of Nottingham. 'The Sheriff always wants more taxes, Joanna! We have no money, but we must pay. The Sheriff is the best of friends with Prince John – and Prince John thinks he is the King!'

Robin was fifteen on the day the Sheriff's men came and took his father away. 'My name is Sir Guy of Gisborne,' said one of the men. 'I am here to do the Sheriff's work. You did not pay all your taxes, Sir Robert, so now you must go to prison!' Sir Guy's men tied Sir Robert's hands and feet together, and threw him on a horse. Then they galloped away. Robin and his mother never saw Sir Robert again. But they often thought of him.

One day, when they were eating their dinner, Robin said, 'The people in Sherwood Forest are hungry, Mother. Prince John says they cannot kill the deer, but the people have no money and there is no other food. I am going to help those people, Mother.'



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### Passive vocabulary

crashing galloped sheriff taxes

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Ask *What is a forest?*
- Tell the children to look at the picture on page 4. Ask *Where are the man, woman and their baby?* Discuss the way the man and woman are dressed. Ask *How can we tell it is not in the present day?* Do the man and woman look happy? What is the baby lying on? Is it in a cot? Do you think the baby is a boy or a girl?
- Tell the children to look at the picture on page 7. Ask *What do you think is happening?* Draw attention to the man who is tied up and has been thrown on a horse's back. Ask *Why is he tied up? Who tied him up? Who is he? Where is he going?* Point out the soldiers (or knights) on horseback and on foot. Discuss with the children how they are dressed, pointing out their metal coats of 'chain mail' (made from circles of metal joined together to make a strong, protective coat); their helmets, and their weapons and shields. Ask *Do the men look frightening? Do they look powerful? Why do you think some soldiers are on horses? Who do you think the boy and woman in the front of the picture are? Do you think the prisoner on the horse is related to them? Why do you think the soldier is holding the boy? How does the woman look?*

### Active vocabulary

beard	contains the 'hidden' word ear
daughter	the 'gh' are silent letters and are not pronounced
forest	a two-syllable word: fo-rest
forgive	a two-syllable word: for-give
handsome	a compound word: hand + some = handsome
hungry	the 'y' is pronounced 'ee'
prison	contains the 'hidden' words is and son
sword	the 'w' is a silent letter and is not pronounced
threaten	the 'eat' is pronounced 'et' in this word
wedding	note the 'dd' in the middle

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

### During reading

- Explain that the word *Sir* in front of someone's name means he is an important person. You will also need to explain who the Sheriff of Nottingham and Prince John were (see the notes on Historical context on page 1) and that many nobles liked to hunt animals such as deer in the forests, but poor people were not allowed to kill these animals for food.
- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
  - Read the chapter again and encourage the class to read it with you.
  - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
  - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activities on page 3 of their Workbook.

- 1 *Who lived in Sherwood Forest?*
- 2 *Why were they hiding in the forest?*
- 3 *What was the name of their baby?*
- 4 *Where was Joanna sitting when her father rode into the Forest?*
- 5 *What did he say about the baby?*
- 6 *Why did Joanna's father want to punish Sir Robert two years before?*
- 7 *What did he want to do now?*
- 8 *Where did Joanna put Robin?*
- 9 *Sir Robert put down his \_\_\_\_\_ and \_\_\_\_\_ hands with Joanna's father.*
- 10 *Where did Sir Robert, Joanna and Robin then go to live?*
- 11 *How old was Robin when he heard his father talking about the Sheriff of Nottingham?*
- 12 *What did the Sheriff always want?*
- 13 *Did Joanna's father have lots of money?*
- 14 *How old was Robin when the Sheriff's men came to take his father away?*
- 15 *What did Sir Guy of Gisborn say to Joanna's father?*
- 16 *What did the men do to Joanna's father?*
- 17 *Did Robin and his mother ever see Sir Robert again?*
- 18 *What problem did the people in Sherwood Forest have?*
- 19 *Robin said he wanted to \_\_\_\_\_ the people in Sherwood Forest.*

- This chapter covers at least 15 years, from the time Robin was a baby until after his father was taken away by the Sheriff's men. Check that children understand this. Point out that the chapter is broken into smaller sections by the inclusion of pictures of arrows.
- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read each one aloud, and draw attention to how your tone of voice changes.
- Ask the children to find and read aloud any words containing 'ee', 'ea', 'oo', 'or', 'ar'.
- Ask children to find and read any words containing a double consonant (for example, *wedding*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why do you think Joanna's father did not like Sir Robert?*
- 2 *Do you think Sir Robert and Joanna wanted to leave their home and live in Sherwood Forest?*
- 3 *Why do you think they went to live in the Forest?*

- 4 *How do you think Joanna felt when she saw a man on his horse come crashing through the Forest towards her?*
- 5 *Why do you think Joanna held Robin tightly in her arms when she saw her father?*
- 6 *Do you think she was pleased to see her father?*
- 7 *How can you tell Joanna's father liked the baby?*
- 8 *What do you think made Joanna's father change his mind about Sir Robert?*
- 9 *Why did he want to forgive him?*
- 10 *How can you tell Joanna was pleased that her father wanted to forgive them?*
- 11 *How can you tell Sir Robert was pleased that Joanna's father wanted to forgive them?*
- 12 *Do you think they were happy to return to Locksley Hall?*
- 13 *How do you know the Sheriff was a greedy man?*
- 14 *How can you tell that the Sheriff was a powerful man?*
- 15 *Do you think it was fair to take Sir Robert away and put him in prison?*
- 16 *How do you think Robin and his mother felt when the men took Sir Robert away?*
- 17 *What animals lived in the Forest?*
- 18 *Why did the people in the Forest want to kill the deer?*
- 19 *How can you tell Robin felt sorry for the people in Sherwood Forest?*
- 20 *Do you think Robin agreed with Prince John's order that people could not kill the deer in the Forest?*

- Discuss why governments need taxes. What are they used for?

- Talk about the importance of forgiveness.  
Ask *How hard is it to forgive people who have hurt you in some way? Do you think it is best to forgive? Is it a sign of weakness or strength?*
- Ask the children to name as many powerful people as they can. Discuss why they are powerful and what sort of power they have.
- Ask children to suggest some of the problems there might be if they lived in a forest.
- Ask children how the soldiers in the pictures protected themselves: what they wore, weapons they carried, shields, etc.
- Ask the children how they think Robin will be able to help the people in the forest.
- Write some words from the chapter on the board, with lines replacing the vowels, for example f\_r\_st (*forest*). Ask the children to supply the missing vowels.
- Play a rhyming game. Write these words from the chapter on the board: *wife, live, bed, tree, day, boy, now, ten, king* and *took*.  
Brainstorm as a class, and write on the board, as many words that rhyme with each word as possible (for example, *wife: knife/life*).
- Elicit from the class anything they know about deer.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 2

## Half a wedding

Pages 8 to 11

### Passive vocabulary

*abbot*            *against the law*        *beat*  
*flour*             *lost in thought*        *miller*  
*recognise*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Discuss what *wedding* means and ask the class what they think the title can possibly mean.
- Tell the children to look at the picture on page 9. Ask *Who do you think the man and woman in the picture are? Do they look friendly? Who is the boy? What do you think the three are talking about? Do you think they care about each other? What are they wearing? (The man is wearing a tunic and leggings.) Do the clothes look comfortable? What are the other people in the picture doing? (Remind children of the title.) Who doesn't look happy? Do they look friendly? Talk about the hall in which the scene takes place, with its high walls and ceilings, wooden beams on the ceilings and long thin windows.*
- Tell the children to look at the picture on page 11. Ask *What is happening? Who is fighting? Why do you think they are fighting? Do they both have swords? What do you think the other people feel about the fight?*

CHAPTER 2  
**Half a wedding**

Five years later, Prince John and the Sheriff of Nottingham were eating dinner together.

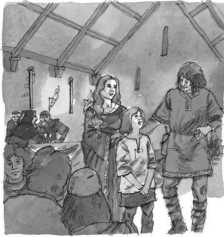
"Married? Robin of Locksley is getting married?" said Prince John. He smacked his black beard, lost in thought. "That young man is as bad as his father. He hunts deer, and tells people not to pay my taxes!"

"He thinks he is getting married," said the Sheriff of Nottingham. He ate another mouthful of meat. "But instead, he is going to prison! This is a good time to capture him. The wedding is tomorrow, but the wedding dinner is tonight at Locksley Hall. Let's go to the dinner. We can wear the clothes of forest people so that no one recognises us. Let's see what we can find out!"

That night, Prince John and the Sheriff of Nottingham went to Locksley Hall. They ate a good dinner, but they watched and listened, too.

They saw Robin and his bride, Marian, with their families and friends. They were happy and laughing. And they heard a boy, no more than twelve years old, telling Robin his story.

"My name is Much - I am the miller's son. Ten of the Sheriff's men came to our mill with swords! My father was working in the mill. They didn't give him a chance - they told him that his flour was too expensive, and then they threw a burning branch and set fire to the mill ..."



Robin smiled at Marian. She looked beautiful in the morning light that came in through the long windows.

"I love you with all my heart," he said.

The abbot opened his mouth to say the words that would make them man and wife.

But then the big wooden door crashed open, and a man walked in. He held a long, sharp sword above his head.

"Stop!" he shouted. "I am here to do the work of the Sheriff of Nottingham. This wedding cannot continue!"

The abbot said, "You are Sir Guy of Gisborne, I think. This wedding is not against the law of the land. Why do you come here with your sword in your hand, and say that it cannot continue?"

"This man is Robin of Locksley!" cried Sir Guy. "He hunts the deer in the forest, and makes trouble for the Sheriff and our good Prince John. I am going to take him to Nottingham, where he will be punished!"

"Sir Guy," said Robin. "You have come here with a sword. As you can see, it is my wedding day - so I do not have one! But I am happy to fight you!"

And he ran towards Sir Guy with his fists raised.


The fight did not last long. Sir Guy and his men could not beat Robin and his friends, and they soon ran away.

When the fight was over, Robin said, "Marian - your father will look after you until we can be together again."

Then he spoke to his best friend, Will Scarlet.

"Come, Will! We'll hide in Sherwood forest, where we will make trouble for the Sheriff - and lots of it!"

Robin and Will Scarlet jumped on their horses and galloped off towards the forest.



### Active vocabulary

<i>branch</i>	contains the 'hidden' word <i>ran</i>
<i>capture</i>	the 'ture' is pronounced 'cher'
<i>expensive</i>	contains the 'hidden' word <i>pen</i>
<i>fist</i>	change the 'f' to 'm', 'l' to make two more words
<i>heart</i>	the 'ear' is pronounced as 'ar' (hart)
<i>prince</i>	the 'c' is a soft 'c' and sounds like 's'
<i>spies</i>	the singular of this word is <i>spy</i> ; note how its plural has changed
<i>through</i>	the 'ough' is pronounced as 'ew' like <i>threw</i>
<i>tomorrow</i>	be careful of the spelling: one 'm' but two 'r's.
<i>trouble</i>	the 'roub' is pronounced as 'rub'



- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### During reading

- Explain that King Richard, the real king of England, is away fighting a war. His brother, Prince John, is in charge while he is away.
- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

- 1 *Who were eating dinner together?*
- 2 *Why did Prince John say that Robin is as bad as his father?*
- 3 *Why didn't anyone recognise the Prince and the Sheriff when they went to the wedding dinner at Locksley Hall?*
- 4 *Why did they go there?*
- 5 *Who else was at the wedding dinner?*
- 6 *Who was Robin going to marry?*
- 7 *Who was Much?*
- 8 *What did he tell Robin?*
- 9 *What did Robin and Marian promise Much?*
- 10 *Did Robin want King Richard to come home?*
- 11 *Did Robin want Prince John to stay in charge?*
- 12 *Prince John and the Sheriff wanted Robin of Locksley to \_\_\_\_\_.*
- 13 *How did Marian look in the morning light?*

- 14 *What was the man holding when he crashed through the wooden door?*
- 15 *Did the man come to stop the wedding or to enjoy it?*
- 16 *What did he shout?*
- 17 *What did the abbot say to the man?*
- 18 *What was Sir Guy taking Robin to Nottingham to be punished for?*
- 19 *Did Robin have a sword?*
- 20 *Was Robin happy to fight Sir Guy?*
- 21 *Did the fight last long?*
- 22 *Who won?*
- 23 *Who ran away?*
- 24 *Who did Robin say would look after Marian?*
- 25 *Who was Will Scarlet?*
- 26 *Where did Robin and Will go?*

- Find examples of people speaking in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.
- Ask the children to find words with two syllables, such as *eating*, *Robin*, *later*. Read the words aloud, tapping out or clapping the syllables as you read.
- Ask the children to find and read aloud any words containing a double consonant (for example, *Sheriff*, *Nottingham*). Ask them whether the double consonant is at the end or in the middle of each word.
- Ask the children to find and read aloud any verbs which end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense).

- Ask the children to identify some adjectives in the text and to say which noun each adjective describes, for example *He stroked his black beard*, where *black* describes the beard.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell it was a surprise when Prince John heard that Robin was getting married?*
- 2 *Why do you think the Sheriff said that Robin's wedding would be a good time to capture him?*
- 3 *How can you tell most people at the dinner were happy?*
- 4 *How do you know the soldiers killed Much's father?*
- 5 *Why did the Prince and the Sheriff want to kill Robin?*
- 6 *How can you tell Robin loved Marian a lot?*
- 7 *What time of day was Robin and Marian's wedding?*
- 8 *How do you think Robin and Marian felt when the man with the sword crashed through the door?*
- 9 *How can you tell the abbot is not happy with Sir Guy?*


- 10 *Do you think it was right for Sir Guy to interrupt Robin and Marian's wedding?*
- 11 *How can you tell Robin is angry with Sir Guy?*
- 12 *How can you tell Robin's friends helped fight the soldiers?*
- 13 *Why do you think Robin sent Marian to her father's house?*
- 14 *Why do you think Robin ran away to the Forest? Was he frightened of the Sheriff?*

- Ask the children what they think of what Sir Guy and his soldiers did.
- Ask children to talk about their experiences of weddings.
- Discuss the food the children would like to eat at a special dinner.
- Much's father milled grain. He was a miller. Ask children to make these verbs into nouns describing people's jobs by adding the suffix 'er': *build, teach, sing, paint, farm*.
- What is flour made from? How is it milled? Brainstorm as many uses of flour as possible.
- When we change a verb ending in consonant + 'y' into the past tense, we change the 'y' to 'i' and add 'ed', for example *marry – married*. Ask children to change the verbs *carry, copy, study, reply, cry, fry* and *spy* into the past tense and use them in sentences of their own.
- When we change a singular noun ending in consonant + 'y' into the plural, we change the 'y' to 'i' and add 'es', for example *family – families*. Ask children to change these nouns into the plural: *spy, baby, lady, lorry, party, city*.
- Discuss some of the possible dangers of weapons like swords and sharp knives.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*


# Chapter 3 The Merry Men

Pages 12 to 15

CHAPTER 3  
The Merry Men




Robin was making arrows with his knife. He sang a song as he worked.  
Robin: What do you think of this?  
Robin stopped singing and put down his knife. He looked up. Will Scarlet was sitting on a log, smiling at him. Will was sewing some clothes with a needle and thread. He held up a green jacket with a hood.  
"Do you like it? I could make one for you," he said.  
"Keep sewing, Will, and make jackets for us all!" said Robin. "We must all wear green clothes. Then no one can see us in the forest. We will all look the same, and we will be called ... the Merry Men! I will be called Robin Hood!"



That night, Robin and the Merry Men sat round the fire together.  
"I have a plan," said Robin. "We will take money from rich people, and give it to poor people. We will not take all their money – we will only take half. And we will try not to hurt anyone. The best place to take the money is in the forest. Many people ride through it on their way to Nottingham. We will stop them, give them a good dinner in our camp – and then we will ask them to pay for it!"  
The Merry Men laughed. It was going to be fun in the forest!

The Sheriff of Nottingham soon heard about the Merry Men. He was worried – more men joined Robin every day. Many others who lived in the forest were Robin's friends. One day, Will Scarlet and Much were fishing in the river when they saw smoke rising above the trees.  
"They're fighting us with fire!" Will cried. "Let's go and tell Robin."  
They took their fish, and started to walk back to the camp.  
"Stop! Who goes there?"  
Will looked up in surprise. A boy in a blue jacket and a red hood stood on the path. He held a long sword.  
"Has the Sheriff sent you?" asked Will. "You are just a boy! I will not be your prisoner – you will be mine!"  
He grabbed the boy and tied his hands behind his back. When they arrived at the camp, Will pushed the boy towards Robin.  
"This boy is from the Sheriff of Nottingham," he told Robin. "He wanted to take us prisoner."  
The boy looked at Robin and pulled down his hood. Long golden hair fell onto his shoulders and down his back.  
"Marian!" cried Robin. "We all thought you were a boy!"  
"I've come to join the Merry Men!" said Marian.  
"I'm so happy to see you!" Robin cried. "But living in the forest is dangerous."  
"I want to be with you all," said Marian. "And there's another thing – I think my father wants me to marry Sir Guy of Gisborne, because he's rich."



"I will never let you marry that man!" cried Robin. "Do you have any news of my home, Locksley Hall?"  
"The news is bad, Robin," said Marian. "People say that Sir Guy lives there now!"  
"Sir Guy of Gisborne lives in my house?" gasped Robin.  
"Will – take Much to Locksley, and find out if this is true!"

**needle** the 'le' at the end is quite common, as in *little, table, middle, trouble, apple*

**smoke** many words begin with 'sm', such as *small, smile, smell, smash*

## Passive vocabulary

*gaped prisoner sewing*

## Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think this chapter is going to be about?* (Tell the children to look back at the title on the cover of the book.)
- Tell the children to look at the picture on page 12. Ask *Who are the two men who are sitting? Where are they? What are they sitting on? What is Robin doing?* (He is making an arrow.) *What is Will Scarlet doing?* (He is sewing.) *What is he making?* (a green jacket with a hood) *Is the fire only to keep them warm? What do you think they are cooking?*
- Tell the children to look at the picture on page 13. Ask *How many men can you see around the fire with Robin? What are they wearing? What weapons can you see? What do you think the men are talking about? Where are they? How can you tell?*

## Active vocabulary

**arrow** notice the 'rr' in this word

**dangerous** the 'g' is a soft 'g' and sounds like 'j'

**fishing** practise adding the suffix 'ing' to these words: *cook, talk, sing, build*

**half** the 'l' is silent – we pronounce the word as 'harf'

**hood** change the 'h' to 'g' and 'w' to make some more words

**jacket** the consonant digraph 'ck' is pronounced as one sound

**knife** the 'k' is silent and not pronounced in this word (as in *knee* and *know*)

**money** change the 'm' to 'h' for something sweet

- Tell the children to look at the picture on page 15. Ask *Who is in the middle of the picture? Why do you think she is dressed like a boy? Why do you think there is some rope on the ground just near her? Who is standing behind her? Why do you think Will Scarlet looks surprised? How does Robin look?* Draw attention to the animal horn in Robin's belt. Ask *What do you think the horn is for?* (It is a signal for his men to come.) Point out the hood at the back of Robin's tunic, from which he gets his name – Robin Hood. Explain that Marian has just pulled her hood down so the men can now see her face and hair properly.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

- 1 *What was Robin using to make arrows?*
- 2 *What was Will doing?*
- 3 *Describe the jacket he made.*
- 4 *Why did Robin tell Will to make them all green jackets?*

- 5 *What name did Robin give his men?*
- 6 *What was Robin's plan?*
- 7 *Did the Merry Men think Robin's plan was a good one?*
- 8 *Why was the Sheriff of Nottingham worried?*
- 9 *Who were fishing in the river one day?*
- 10 *What did they see?*
- 11 *Who told Will and Much to stop?*
- 12 *Where was the boy standing?*
- 13 *How was he dressed?*
- 14 *What was he holding?*
- 15 *What did Will do to the boy?*
- 16 *Where did Will and Much take the boy?*
- 17 *What did the boy do when he saw Robin?*
- 18 *Who was the 'boy'?*
- 19 *Was Robin happy to see Marian?*
- 20 *Why did Marian's father want her to marry Sir Guy?*
- 21 *Was Robin happy for Marian to marry Sir Guy?*
- 22 *Who did Marian say lived in Robin's home, Locksley Hall?*
- 23 *Who did Robin send to Locksley Hall to find out if it was true?*

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.
- There are several examples in Chapter 3 of compound sentences which are joined using the conjunction *and*. Find and read aloud some of these sentences and discuss how they consist of two short sentences joined by the conjunction *and*, for example *Robin stopped singing. He put down his knife. become Robin stopped singing and put down his knife.*

- Find examples of regular past tenses in the text, such as *pulled, kicked, knocked*. Discuss how they are made by adding 'ed' to the end of the verb: *pull + ed = pulled*. Now find some irregular past tenses in the text, for example *sang, sat, said*, point out that these do not end with 'ed', and talk about how the spelling has changed in the past tense.
- Find 'time marker' words or phrases in the text and discuss how they indicate the passing of time in the story, for example *that night, one day*.
- Ask the children to find and read any words of more than six letters and decide how many syllables each word contains. Ask them to tap out the syllables as they read the words (for example, jack-et, pri-son-er).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Is making arrows dangerous work?*
- 2 *How can you tell Robin was happy as he made his arrows?*
- 3 *Do you think Will was clever with his hands?*
- 4 *Why was it a good idea for all the men to wear green clothes?*
- 5 *Do you like the name 'the Merry Men'?*

- 6 *Some people called Robin Hood a thief. Do you think this is true?*
- 7 *Why do you think lots of people wanted to join Robin's Merry Men?*
- 8 *Why do you think Will said, 'They're fighting us with fire!'?*
- 9 *How can you tell that Will and Much had a successful day's fishing?*
- 10 *Do you think Will was brave or foolish to grab the boy when the boy was holding a sword?*
- 11 *Why do you think Will did not recognise Marian?*
- 12 *Why did Robin tell Marian that living in the forest was dangerous?*
- 13 *What do you think of Marian's father wanting her to marry Sir Guy?*
- 14 *How can you tell Robin was shocked when he heard Sir Guy was living in his house?*

- Write the word *thread* on the board and ask *What small word is 'hiding' inside it?* (read) Write the words *sewing, arrow, knife, forest, called, money, heard, friend, started, sword, prisoner* and *find* on the board. Ask the children to find any smaller words 'hiding' inside each longer word.
- Ask the children to share their experiences of making something from wood or sewing.
- The Merry Men in the story wore green clothes so they couldn't be seen in the forest. Discuss ways in which different animals camouflage themselves so they are hard to see.

- Write the words *knife*, *half* and *sword* on the board and say them clearly. Point out that each word contains a silent letter which is not pronounced. Write these words on the board: \_\_now, \_\_nee, \_\_night; ta\_\_k, wa\_\_k, ca\_\_m; \_\_rist, \_\_rite, \_\_rap, ans\_\_er. Ask the children to complete each with 'k', 'l' or 'w' and read the words they have made.
- Write the words *hood* and *food* on the board and say them. Point out that the sound of the 'oo' is short in *hood* and long in *food*. Write the words *thread* and *eat* on the board. Point out that the sound of the 'ea' is short in *head* and long in *eat*. Explain that the same letter patterns are not always pronounced the same.
- You could say Robin was stealing from the rich. Discuss if stealing can ever be right.
- Ask the children to find the prepositions *on*, *round*, *through*, *in*, *above*, *behind* in the text and read the sentences that contain them. Discuss their meanings. Check that the children know the meaning of each by using them in sentences of their own.
- Robin was very kind to poor people. Ask the class to suggest ways in which they can show kindness to others such as their friends, their parents, teachers and old people.
- Robin made people welcome in his group of Merry Men. Discuss how the children could make a new child welcome in your class.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 4

## A brave rescue

Pages 16 to 19

CHAPTER 4  
**A brave rescue**

**M**uch took a deep breath. "We did as you said, Robin. We went to Locksley Hall. But when we were in the garden, Will told me to stay outside and hide in the bushes. He didn't want me to be in danger."

"Will climbed into the Hall through a window. I waited in the bushes for a long time, but he didn't come out. Then suddenly, the door opened and Sir Guy pushed Will out. Will's hands were tied behind his back."


"Sir Guy started to shout at Will. He said, 'I know who you are! You're a friend of Robin Hood, and he sent you here to spy on me! Well, I'll tell you what I do with spies – I hang them! I'm taking you to the prison in Nottingham. And at midday tomorrow – you will hang!'"

"And then Sir Guy's men took Will away! There was nothing I could do to help him, Robin ..."

Much started to cry.

"But you have helped him," said Robin. "You have found out where he is. And now I must go and rescue him!"

The next morning, Robin put on a long cloak over his green clothes, and set off for Nottingham. First, he went to the hangman's house.



"The Sheriff has sent me," he said, when the hangman opened the door. "Will you let me in?"

The hangman yawned and rubbed his eyes.

"Are you tired?" Robin asked. "Then my men will make you happy. The Sheriff says that there will be no hangings today. You can have a holiday! Now – go back to bed!"

As he walked to the town square, Robin laughed at the way he had fooled the hangman.

But he stopped laughing when he saw his friend Will Scarlet. Will stood on a scaffold with a rope around his neck. The Sheriff was there. He was talking to Sir Guy of Gisborne. A crowd of town people stood and watched.

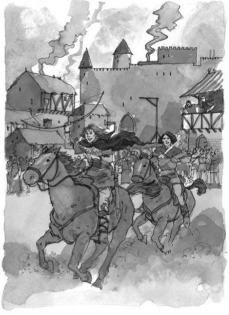
Robin quickly pulled his hood down over his face and walked up to the Sheriff.

"I think you are waiting for the hangman, sir," he said. "I have come to tell you that he is not well, and I am here to do his work. Is this Will Scarlet? Let's hang him now!"

Robin climbed up onto the scaffold and said something to Will. As he did so, he untied the ropes round Will's hands and neck, and pulled a sword from beneath his cloak. He handed it to Will. Then he pulled out his bow and arrow, and turned to face the Sheriff.

"I, Robin Hood, am the 'hangman'!" Robin cried, and he shot an arrow into the air above the Sheriff's head. "I am not here to hang Will Scarlet – I am here to rescue him!"

The Sheriff's mouth opened in surprise. As quick as a flash, Robin and Will jumped on two horses and galloped away from the town square. Soon they were safe in Sherwood Forest.



<i>tired</i>	arrange the letters another way and you can spell <i>tried</i>
<i>yawn</i>	the 'aw' is pronounced like 'or'

**Passive vocabulary**

<i>as quick as a flash</i>	<i>fooled</i>
<i>hang</i>	<i>scaffold</i>

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 17. Ask *Why do think Much is hiding behind a bush? How can you tell Will is a prisoner? (His hands are tied behind his back.) Who are the men who have taken him prisoner? What did Robin ask Will and Much to do at the end of Chapter 3? What do you think the building behind them is? What is it made of? (stone) What is the door like?*
- Tell the children to look at the picture on page 19. Ask *Where are they? Is it a big town? What is the big building? (a castle) What is it like? What other buildings can you see? Who are the men on horses? Why do you think they are galloping? (Remind the children of the title of the chapter.) Point out the gallows by the castle wall and explain that this was one way criminals were punished at this time. Ask Who was going to hang? How do you think Robin managed to rescue Will and not be caught himself?*

### Active vocabulary

<i>brave</i>	change the 'br' to 'c', 's', and 'w' to make some other words
<i>bushes</i>	rhymes with <i>pushes</i>
<i>cloak</i>	the 'oa' is a common long vowel phoneme, as in <i>coat, road, soap</i>
<i>holiday</i>	a three-syllable word: hol-i-day; tap out the syllables as you say it
<i>nothing</i>	this literally means 'no thing' but is pronounced 'nuthing'
<i>rescue</i>	other words ending with 'ue' are: <i>blue, true, glue</i>
<i>square</i>	rhymes with <i>care</i>
<i>surprise</i>	the 's' at the end is pronounced like a 'z'

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

- 1 *At Locksley Hall, who told Much to hide in the bushes?*
- 2 *How did Will get into the Hall?*
- 3 *Did he soon come out again?*
- 4 *Who opened the door and pushed Will out?*
- 5 *Where were Will's hands?*
- 6 *Where did Sir Guy say he was going to take Will?*
- 7 *What did Sir Guy call Will?*
- 8 *What did Sir Guy say he would do at midday the next day in Nottingham?*
- 9 *What did Robin wear over his green clothes the next morning?*
- 10 *Where did he go first?*
- 11 *What did Robin tell the hangman?*
- 12 *Where was Will standing when Robin saw him?*
- 13 *Who was talking to Sir Guy?*
- 14 *Were lots of people watching?*
- 15 *What did Robin do with his hood?*

- 16 *What did Robin tell the Sheriff?*
- 17 *What did Robin do to the ropes around Will?*
- 18 *What did he give Will?*
- 19 *What did Robin shoot above the Sheriff's head?*
- 20 *How did Will and Robin get away from the square?*

- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them.
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *took*, *deep*, *breath*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why do you think Much took a deep breath?*
- 2 *Do you think it was lucky that Will told Much to wait outside behind some bushes?*
- 3 *Why do you think Much was so upset?*



- 4 *Why do you think Robin put a long cloak over his green clothes?*
- 5 *How can you tell the hangman is tired?*
- 6 *What do you think of the trick Robin played on the hangman?*
- 7 *How do you think Will felt when he was on the scaffold?*
- 8 *Why did Robin pull his hood down over his face?*
- 9 *Who did the Sheriff think that Robin was?*
- 10 *What do you think Robin said to Will on the scaffold?*
- 11 *Why do you think the Sheriff was so surprised?*
- 12 *Where do you think the two horses came from that Robin and Will jumped on?*

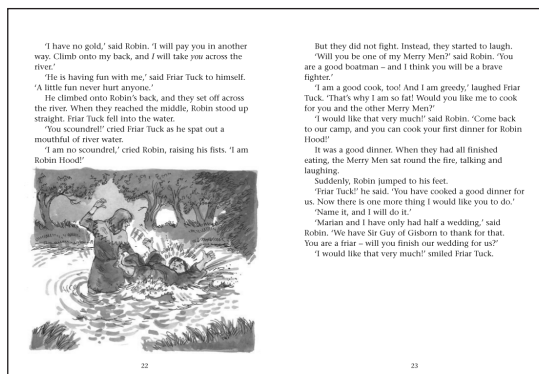
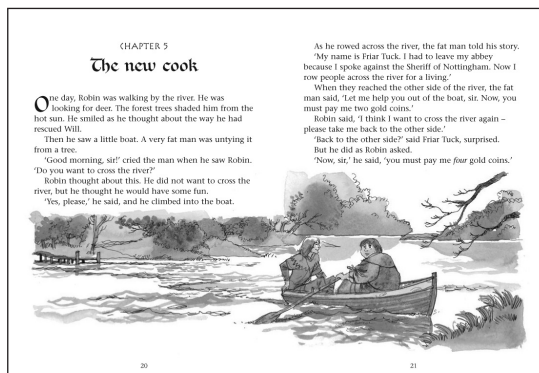
- Play the opposites game. Write the following words from the story on the board: *outside, long, opened, pushed, shout, friend, midday, morning, happy, laughed, stopped, quickly*. Divide the class into two teams. Explain that you will read out some words and they must decide what the opposite of each word is. Say each word in turn, allow a short time for the teams to discuss their answer, then select one person from each team to give you their team's answer. Award a point for each correct answer. The team with most points wins.
- Write the word *sir* on the board, say it and underline the 'ir'. Write these words on the board: b\_ \_d, f\_ \_st, sh\_ \_t, sk\_ \_t, th\_ \_sty. Ask the children to complete each with 'ir' and read the words they have made. Now write the word *surprise* on the board, say it and underline the 'ur'. Write these words on the board: h\_ \_t, t\_ \_n, b\_ \_n, n\_ \_se, p\_ \_se, Sat\_ \_day, Th\_ \_sday. Ask the children to complete each with 'ur' and read the words they have made. Point out that the 'ir' and 'ur' sound the same.

- Write the word *hangman* on the board and show how it is made of two separate words, *hang* and *man*. Write the first word of some other compound words and ask children to suggest the second words to complete them, for example *foot (ball, step), hair (brush), sun (shine, light), sea (side, shore, shell), bath (room), book (case, shop), rain (fall, drop)*.
- Play a word-changing game. Write the word *stay* on the board and ask the children to read it. Rub out the 'st', replace it with 'd', 'l', 'm', 'p', 'w', 'aw' and 'holid' and ask the class to read the new words you have made. Do the same with the word *hall*, changing the 'h' to 'b', 'c', 'f', 'm', 't' and 'w'.
- Discuss whether it is right to punish people if they do things wrong.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 5

## The new cook

Pages 20 to 23



*suddenly* a three-syllable word: sud-den-ly; tap out the syllables as you say it

*thought* the irregular past tense of *think*

**Passive vocabulary**

*abbey*      *camp*      *scoundrel*

*spat*      *untying*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on pages 20 and 21. Ask *Where is Robin? Who is rowing the boat? What does he look like? How is he dressed differently from Robin? (He is a friar, a holy man, so wears the 'uniform' of a friar.) Why do you think the man is rowing Robin across a river? What is he using to row the boat? (oars) Does it look hot work? What is the boat made of? Point out the wooden jetty on the far side of the river and ask What's it for? (It's where people get on the boat.) Is the river wide or narrow?*
- Tell the children to look at the picture on page 22. Ask *Why do you think Robin is in the river? How does Robin look? What has happened to the man? Does he look surprised? What do you think has happened to the boat? How can you tell the water in the river is not very deep?*

### Active vocabulary

<i>climb</i>	the 'b' is silent and not pronounced (as in <i>comb</i> and <i>lamb</i> )
<i>cross</i>	notice the 'ss' at the end (as in <i>grass</i> , <i>mess</i> and <i>kiss</i> )
<i>greedy</i>	change the 'dy' to 'n' to make a colour
<i>laugh</i>	note the difference in the pronunciation of 'augh' in <i>laugh</i> and <i>daughter</i>
<i>middle</i>	there's a double 'd' in the middle of <i>middle</i> !
<i>row</i>	rhymes with <i>grow</i> not <i>now</i>
<i>shade</i>	change the 'sh' to 'm' and see what word you have 'made'!
<i>straight</i>	the 'gh' is silent – we pronounce the word as 'strait'

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### During reading

- Explain that a friar is a holy man who lives in an abbey (a special church).
- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

- 1 *Where was Robin walking?*
- 2 *What was he looking for?*
- 3 *Was it a hot day?*
- 4 *Who did Robin see with a boat?*
- 5 *What did the fat man ask Robin?*
- 6 *Did Robin really want to cross the river?*
- 7 *When did the fat man tell Robin his story?*
- 8 *Why did he leave his abbey?*
- 9 *How much did the fat man ask Robin for rowing him across the river?*
- 10 *What did Robin ask the man to do next?*
- 11 *How did Robin say he would pay the man?*
- 12 *How did Robin carry the man across the river?*
- 13 *What happened when they got to the middle of the river?*
- 14 *The fat man was angry but he and Robin did not \_\_\_\_\_.*

15 *Robin asked him to be one of his \_\_\_\_\_.*

16 *Friar Tuck said he was a good boatman. Is this true?*

17 *After Friar Tuck cooked a dinner for Robin and his men, what did Robin ask him to do?*

- Ask the children to find examples of commas being used in the middle of sentences in the text, for example *One day, Robin was walking by the river*. Read these sentences aloud and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them.
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Find examples of regular past tenses in the text, for example *smiled, climbed*. Discuss how they are made by adding 'ed' to the end of the verb. Now find some irregular past tenses in the text, for example *saw, thought*, and talk about how the spelling of these has changed in the past tense.
- Ask the children to find and read any two-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, riv-er).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

## After reading

### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why do you think Robin was walking by the river to look for deer?*
- 2 *How can you tell it was a sunny day?*
- 3 *What time of day was it? How do you know?*
- 4 *Why do you think Robin thought 'he would have some fun' with the man?*
- 5 *Do you think the fat man liked rowing people across the river for a living?*
- 6 *Why do you think Friar Tuck was surprised when Robin asked him to row him back again?*
- 7 *Why do you think the friar agreed to climb on Robin's back and let Robin carry him across the river?*
- 8 *Do you think Robin dropped the friar into the water on purpose?*
- 9 *Why do you think the two men laughed?*
- 10 *How can you tell Friar Tuck liked food very much?*
- 11 *How can you tell he was a good cook?*
- 12 *What did Robin mean when he said that 'Marian and I have only had half a wedding'?*

- Write the words *row* (long 'ow' sound) and *now* (short 'ow' sound) on the board and ask children to read them. Point out the difference in pronunciation of the 'ow' sound in the two words. Write these words on the board: l\_\_\_, h\_\_\_, gr\_\_\_, sh\_\_\_, c\_\_\_, arr\_\_\_, cr\_\_\_d, yell\_\_\_, all\_\_\_. Ask the children to complete each with 'ow' and decide whether the 'ow' sound is long or short.


- A boat can float because it's made of wood. Experiment with a bowl of water and a range of objects made from different materials (for example, a pencil, an eraser) to find out which things float and which things sink.
- Ask the children what they like to do for fun.
- Play a word-changing game, starting with *fun*. Tell the children to change a letter to make a new word, as many times as possible, for example *fun, bun, bin, bit, bat, cat, fat*, etc.
- Friar Tuck ate a lot of food and became very fat. Discuss which foods are healthy and good for you, and which foods you should not eat too much of.
- Write these pairs of homophones on the board: *sun/son, deer/dear, no/know, blue/blew, stair/stare*. Ask the children to explain the difference between the two words in each pair and use them in sentences of their own.
- Write the word *middle* on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into two syllables: mid-dle. Point out how a word with a double consonant in the middle is split up. Write the words *wedding, dinner, abbey, little* on the board, and ask the class to decide how they can be split into two syllables (*wed-ding, din-ner, ab-bey, lit-tle*).
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 6

## A clever trap

Pages 24 to 27

CHAPTER 6  
**A clever trap**



Robin heard a horse gallop up and stop outside his tent. Robin! Robin Hood! It's your old friend, Sir Richard of Light!

Robin came out of his tent.

"Richard! It's good to see you," he said. "Come in, and tell me your news."

Sir Richard of Light jumped off his horse, and followed Robin into the tent.

"Your luck has just made some bread. Would you like some?" asked Robin.

"Yes, please," said Sir Richard. "I have not eaten today. I have no money for food. The Sheriff has taken it all. His men are taking my money to Nottingham right now."

Robin looked at his friend.

"Don't worry. I will get your money back for you," he told him. "But we must hurry!"

Robin blew on his horn, to call the Merry Men.

"Now listen," said Robin. "The Sheriff's men are riding through the forest with Sir Richard's money! But I have a plan. First, I want you all to dig a big hole, a little way from the path. Cover it with branches and leaves, and then go and hide in the trees."

"What are you going to do, Robin?" one of them asked.

"I am going to take my bow and arrow, and go to hunt deer," he replied.

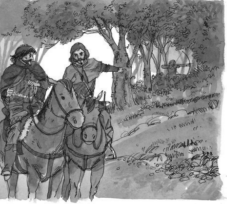
The Merry Men were surprised by this, but they did not ask any more questions. They went to dig the hole.

Robin waited under a tree with his bow and arrow. He pretended to hunt deer, but he was listening for the sound of horses.

Soon he heard horses' hooves on the path. Then he heard a voice.

"Sheriff! Look at that man with the bow and arrow. I think it's Robin Hood!"

"That scoundrel! He's hunting deer – right under my nose! Ha! But he hasn't seen us. This is my chance to make him my prisoner!"



The Sheriff turned his horse away from the path, and his men followed. They all galloped towards Robin. They shouted and waved their swords.

Then they reached the trap! One after another, the horses stumbled and fell through the branches and leaves that covered the hole. The men fell off their horses and tumbled in, too. Some of the horses jumped out, and galloped away.

Robin laughed, and blew his horn. The Merry Men ran from their hiding places and crowded round the trap.

The Sheriff and his men lay at the bottom of the hole. Robin and his Merry Men jumped in and took their swords away.

Then the Sheriff's horse jumped out of the hole, and Robin heard the jingle of coins in its saddlebags. He untied the saddlebags, and waved goodbye to the Sheriff as he carried them off into the forest.

Back at the camp, Robin opened the fat saddlebags and tipped out the gold coins.

"Look at this!" he cried. "Sir Richard's money is all here – and there is more!" Robin smiled. "That will be our pay, for all our hard work!"

### Passive vocabulary

blew his horn      jingle      saddlebags  
stumbled      tumbled

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *Who do you think makes a trap? Who is the trap for?*
- Tell the children to look at the picture on page 24. Ask *Who has just arrived? (a man on a horse) Does he look like a friend or an enemy? Why do you think he has come? What do you think the men are talking about? Draw attention to the bows in the picture. Ask How are the bows made? How are arrows made?*
- Tell the children to look at the picture on page 26. Ask *Which man is the Sheriff of Nottingham? (the one on the left) Who is the other horseman? Are the horses galloping or are they standing still? What is Robin doing? Who, or what, do you think Robin is aiming at with his bow and arrow?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

bottom	change 'om' to 'le' for a container
bow	rhymes (and goes) with arrow
coin	change the 'c' to 'j' to make another word
follow	rhymes with bow (see above)
hurry	rhymes with worry
news	take 's' off the end to make another word
path	change the 'p' to 'b' to make another common word
pretend	this word has 'end' at the end!
trap	many words begin with 'tr', such as try, trick, trouble, tree
worry	rhymes with hurry

### During reading

- Remind children that hunting deer in the forest was against the law. The deer could only be hunted by the king and his lords.
- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

- 1 What did Robin hear outside his tent?
- 2 Who was it?
- 3 What did Robin give Sir Richard to eat?
- 4 Why did Sir Richard say he had no money?
- 5 How did Robin call the Merry Men?
- 6 What did Robin tell his men to do?
- 7 What did Robin say he was going to do?
- 8 Where did Robin wait?
- 9 What did he pretend to do?
- 10 What was he listening for?
- 11 What did the Sheriff do when he saw Robin Hood?
- 12 What happened when they reached the trap?
- 13 When did Robin's men run from their hiding places?
- 14 What did Robin and his men do when they jumped into the hole?
- 15 When did Robin hear the jingle of coins in the horse's saddlebags?
- 16 What did Robin do to the saddlebags?

- Find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.
- Ask the children to find and read aloud any words containing 'ch', 'sh', 'th' or 'wh'.
- Point out any prepositions used in the chapter, for example *Robin waited under a tree*. Check that the children know the meaning of these by using them in sentences of their own.
- Ask the children to find a word on page 27 that rhymes with: *burned (turned), bath (path), tumbled (stumbled), bell (fell), flew (blew), faces (places), cook (shook), cold (gold)*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 How did Robin know there was a horse outside his tent?
- 2 Do you think Sir Richard was pleased when Robin gave him some bread?
- 3 Why do you think Robin used a horn to call his men?
- 4 Why do you think Robin told his men to cover the hole with branches and leaves?

- 5 *Was Robin really hunting deer?*
- 6 *How did he know someone was coming?*
- 7 *Do you think Robin was silly to let the Sheriff see him?*
- 8 *Why didn't the Sheriff see the hole?*
- 9 *How can you tell the hole was quite deep?*
- 10 *Why do you think some of the horses jumped out and galloped away?*
- 11 *Why do you think the Sheriff's men didn't jump out of the hole?*
- 12 *Why do you think Robin only took back the money and didn't hurt the Sheriff?*
- 13 *Do you think the Sheriff would have been so kind to Robin Hood?*


- Find out if any of the children have ever been on a horse. Ask the children to look back at the pictures and identify and name different parts of the horse, the saddle (for sitting on), and the reins (for holding and controlling the horse).
  - Write the word *hoof* on the board and ask children to read it. Then write the plural form, *hooves*. Ask the children to identify the rule. Now write the words *leaf*, *shelf*, *thief*, *loaf*, *half* on the board. Ask the children to read them and change them into plurals using the same rule.
  - Play a word-taking game. Tell the children *Take the word 'one' from 'money'. What word are you left with? ('my')*. Now do the same with: *in* from *Robin (rob)*; *out* from *outside (side)*; *so* from *some (me)*; *day* from *today (to)*.
- Robin heard the jingle of coins in the horse's saddlebags. Play one of these games:
    - the 'Do you know this sound?' game A. If possible, record some everyday sounds such as a car, a mobile phone, children talking. Play them to the class and ask them to identify each.
    - the 'Do you know this sound?' game B. Ask the children to shut their eyes while you make different sounds, such as closing a book, shutting the door, writing on the board, tapping your desk. Ask the class to identify each sound.
    - the 'How many sounds can you hear?' game. Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
    - the 'What noise do they make?' game. Name different animals and ask children to say what sound each one makes.
  - Ask *Has anyone ever played any tricks or practical jokes on someone? What was the trick / joke? What happened? Was the other person amused or angry?*
  - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
  - Ask *What do you think will happen next in the story?*

# Chapter 7

## A fight on a bridge

Pages 28 to 31

CHAPTER 7  
**A fight on a bridge**



A few weeks later, Robin was walking beside the river, with his bow under his arm, when he came to a bridge. He knew there were deer on the other side of the river, and he started to cross.

But there was another man on the bridge – a tall man with wide shoulders. He was coming the other way, and there was not room for them to pass each other.

Robin waved and called out to the man.

“Good morning! I want to cross the bridge – will you go back to the other bank, please? When I have crossed, it will be your turn.”

But the man did not move.

“No, I will not,” he said. “Why must you cross first?”

“Because I am Robin Hood!” cried Robin. He fitted an arrow to his bow and pointed it at the man.

“Wait!” said the man. “You have a bow and arrow, but I have only a stick. If we are going to fight, it must be a fair fight!”

“Very well,” said Robin. He found a long stick, and put down his bow and arrow.

“My name is John Little,” said the man. “And I can beat you in a fight, any day!”


He raised his arm, and brought his stick down on Robin’s back with a thump.

“You scoundrel!” cried Robin. “I will show you who is the better fighter!”

This made John Little angry, and he pushed Robin in the chest. Robin stumbled and fell into the river.

“Splish!”

Robin was completely soaked. He stood up and stared at John Little. John Little stared back at Robin. Then the two men started to laugh.



John Little held out his hand to Robin, and helped him out of the river.

“Your clothes will soon dry,” he said. “The sun is hot today.”

Robin tipped the water out of his horn. Then he blew it, to call his Merry Men.

When they arrived, Robin said, “This man pushed me into the river!”

He smiled.

“Then I will do the same thing to him!” cried Will Scarlet, raising his fists.

“No,” said Robin. “I don’t want such a strong man to be my enemy. I want him to be my friend! John Little, will you be one of my Merry Men? You can show us how to fight!”

“I have heard that the Sheriff of Nottingham is your enemy,” said John Little. “And he is mine, too! Yes, I will join the Merry Men!”

“Good!” laughed Robin. “But first I want to change your name. Because you are so tall and wide, I will call you – Little John!”

Everyone laughed. Then Robin and his men led their new friend back to the camp.

**stumble** the ‘le’ at the end is quite common, as in *little, table, middle, trouble, needle*

**wide** rhymes with *hide* and *cried*

### Passive vocabulary

*raised*      *thump*

### Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 29. Ask *Where is Robin? What is he standing on? (a wooden bridge over a river) Is the bridge wide or narrow? Is the other man taller or shorter than Robin? What are they both holding? (a long wooden stick) What do you think they are trying to do? Where are Robin’s bow and sword?*
- Tell the children to look at the picture on page 30. Ask *Where is Robin now? What do you think happened to him? How does the man on the bridge look? Does Robin look angry? What do you think they are saying?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

<b>angry</b>	change the ‘a’ to ‘hu’ to make another word
<b>bridge</b>	the ‘g’ is a soft ‘g’ and sounds like ‘j’
<b>chest</b>	think of as many words as possible that begin with ‘ch’
<b>enemy</b>	the ‘my’ at the end sounds like ‘me’
<b>fair</b>	change the ‘f’ to ‘ch’ for something you can sit on
<b>horn</b>	rhymes with <i>corn</i> and <i>born</i>
<b>shoulders</b>	the ‘u’ is not pronounced– we pronounce the word as ‘sholders’
<b>soaked</b>	the ‘oa’ is a common long vowel phoneme, as in <i>cloak, coat, road, soap</i>



### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

- 1 Robin was walking beside the \_\_\_\_\_ and he came to a \_\_\_\_\_.
- 2 Why did Robin want to cross the bridge?
- 3 Describe the other man on the bridge.
- 4 Was there room to pass each other on the bridge?
- 5 What did Robin ask the other man?
- 6 What did Robin do when the man did not let him cross the bridge?
- 7 Robin had a \_\_\_\_\_ and \_\_\_\_\_. The other man only had a \_\_\_\_\_.
- 8 What was the man's name?
- 9 The man hit Robin's \_\_\_\_\_ with his stick.
- 10 What made Robin fall into the water?
- 11 Was Robin angry with John Little?
- 12 What did Robin do after he tipped water out of his horn?
- 13 John Little was not a good fighter. Is this true?
- 14 What did Robin ask John Little?
- 15 What did Robin change John Little's name to? Why?

- Ask the children to find a word or words on page 28 that means the same as: *big (tall)*, *shouted (called out)*, *lifted up (raised)*.

- Draw attention to the way the words *you* on page 28 and *Splash!* on page 29 are written (they are in italics). Re-read the sentences and explain that it means we should emphasise them when reading them.
- Ask children to find as many adjectives as possible in the text and say who or what they describe.
- Ask the children to find and read aloud any words containing 'ck' or 'st'.
- Ask the class to find any verbs using *will* to show the future tense, for example *I will show you who is the better fighter*. Read each sentence and explain how it shows the intention to do something in the future.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 How do you know that Robin was going hunting?
- 2 How do you know the bridge was narrow?
- 3 Do you think Robin asked the man politely to go back across the bridge?
- 4 Do you think a bow and arrow are better than a stick for fighting with?
- 5 How do you know John Little thought he was a better fighter than Robin?

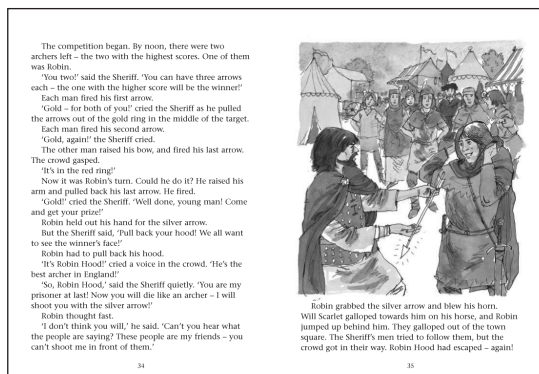
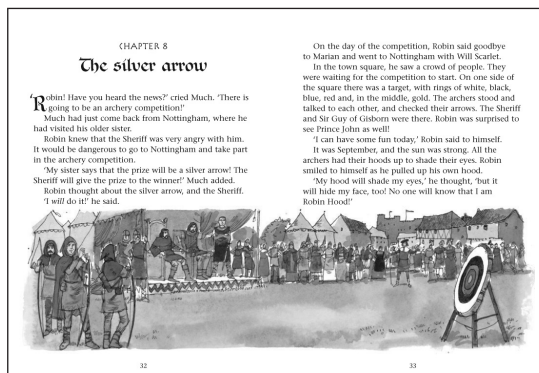
- 6 *Why do you think John Little got angry?*
- 7 *Do you think John Little pushed Robin into the water with his hand or his stick?*
- 8 *Do you think Robin was surprised when John won the fight?*
- 9 *Why do you think John helped Robin out of the water?*
- 10 *What did John say would dry Robin's clothes?*
- 11 *Why do you think Will Scarlet wanted to push John into the water?*
- 12 *Why do you think Robin wanted John Little to be one of his Merry Men?*
- 13 *Do you think 'Little John' was a good name for John Little?*

- Write the word *cry* on the board and the past tense *cried*. Ask children to explain the difference in spelling. Now write the verbs *try*, *fry*, *reply*, *multiply* on the board. Ask children to spell the past tense of each and make up sentences using them.
  - Discuss why it is important to be polite. Ask children to give some examples.
  - Discuss why it is important to take turns when playing a game.
  - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
  - Ask *What do you think will happen next in the story?*
- Write the words *tall*, *wide*, *morning*, *first*, *long*, *dry*, *laugh*, *hot*, *sun*, *pushed*, *strong*, *enemy* on the board and ask the class what the opposite of each word is.
  - The names Robin Hood and Little John have special meanings. Ask the children if they know the meaning of their names.
  - Robin was smaller than Little John. Write some words from the text on the board. How many smaller words can the children make from each word? They can only use each letter in the longer word once. For example, from *morning* it is possible to make *ring*, *or*, *grin*, *grim*.
  - Some pairs of words go together, for example *bow* and *arrow*. Ask children to supply a suitable word to go with each of these: cup and \_\_\_\_; horse and \_\_\_\_; salt and \_\_\_\_; knife and \_\_\_\_; chicken and \_\_\_\_; paint and \_\_\_\_.

# Chapter 8

## The silver arrow

Pages 32 to 35



*silver* another word that ends with 'er'

*target* another two-syllable word: tar-get; tap out the syllables as you say it

**Passive vocabulary**

*archery* *fired an arrow* *gasped*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on pages 32 and 33. Ask *What is happening?* (There is going to be a shooting competition - point out the target with the rings on it and the competitors standing with their bows on the left.) *Which men are taking part in the competition? Which one is Robin Hood? Why do you think he has his hood up? Who do you think the two important men sitting on the stage are?* (Prince John and the Sheriff of Nottingham. The man standing is Sir Guy of Gisborn.) *How can you tell they are important?* (They have special chairs and soldiers guarding them.) *Where is the competition taking place?* Discuss all the things the children can see in the background.

### Active vocabulary

**archer** ask children what the following 'er' words mean: *builder, waiter, climber*

**behind** a two-syllable word: be-hind; tap out the syllables as you say it

**competition** the 'tion' at the end is pronounced 'shun'

**crowd** rhymes with *loud*

**people** pronounced 'peeple'

**prize** there are not many words in English that contain 'z'

**score** change the 'c' to 'n' and make a new word

**shoot** think of some other 'sh' words

- Tell the children to look at the picture on page 35. Ask *What is the Sheriff holding in his hands? What do you think the prize was for winning the competition? Who do you think won the competition? Why is the Sheriff looking so surprised? How does he recognise Robin Hood? Do you think the Sheriff will capture Robin?* Discuss the people standing in the background, watching. Ask the children to describe them.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

- 1 *Who told Robin about the archery competition?*
- 2 *What was the prize?*
- 3 *Who did Robin go to Nottingham with?*
- 4 *Where was there a crowd of people?*
- 5 *What were they waiting for?*
- 6 *Describe the target.*
- 7 *What important people were there?*
- 8 *Why did the archers have their hoods up?*
- 9 *How many archers were left in the competition at noon?*

- 10 *How many arrows did each of the two men have to see who could get the highest score?*
- 11 *How many arrows did Robin get in the gold ring?*
- 12 *What did the Sheriff tell Robin to do when he gave him his prize?*
- 13 *What did the Sheriff say he would do to Robin?*
- 14 *What happened when Robin blew his horn?*

- Ask the children to find examples of exclamation marks in this chapter. Read the sentences in which they appear. Talk about their purpose and the effect they have on the way you read these sentences.
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *square*, *arrow*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How did Much know about the archery competition?*
- 2 *Why do you think Robin decided to take part in the competition?*

- 3 *Why did Robin leave Marian behind?*
- 4 *Do you think the crowd in the square were excited? Why?*
- 5 *Why do you think the rings on the target were different colours?*
- 6 *Why was Robin glad that the sun was shining brightly?*
- 7 *Why do you think Robin was such a good archer?*
- 8 *How can you tell many of the people of Nottingham liked Robin?*
- 9 *Do you think Robin planned his escape before he entered the competition?*
- 10 *How do you think the Sheriff felt when Robin escaped?*


- Ask the children if they think Robin was brave or foolish to go into Nottingham. Was he lucky to escape or was it his quick thinking that kept him alive?
  - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
  - Ask *What do you think will happen next in the story?*
- Write the word *square* on the board and say it. Write these words on the board: \_\_\_eak, \_\_\_ash, \_\_\_eeze. Ask children to complete each with 'squ', read the words, and explain their meanings.
  - Have a class competition. Draw a target on the floor of the playground. Have the children stand behind a line a distance from the target. Ask them to throw something towards the target, such as a rubber ring or a shoe. The person who gets nearest the centre of the target is the winner.
  - Write these words from the chapter on the board: t\_\_get, \_\_cher, p\_\_t, st\_\_t. Ask the children to complete each with 'ar', read the words they have made, and use them in sentences of their own. Now write the words *gasped*, *last*, *fast* on the board and say them. Elicit that the 'a' in these words also sounds like 'ar'.
  - Ask *Have you ever won a prize for anything?* Encourage those who have to talk about their successes.

# Chapter 9

## Robin the butcher

Pages 36 to 39

CHAPTER 9  
Robin the butcher



The next day, Robin was sitting on a log in the forest. He could not forget the archery competition. He had seen Prince John pretending to be King! But where was the real King? Where was King Richard? Was he still at war, after all this time? When was he coming back? Robin had to find out...

Suddenly, he heard the sound of a horse. He jumped up from the log.

'Stop! Who goes there?' he cried.

A horse and cart came to a stop on the path in front of him.

'You must be Robin Hood!' cried the terrified man on the cart. 'Everyone in Sherwood Forest is afraid of you! Please let me go. I am just a poor butcher. I go from town to town to sell my meat. Look in my cart, and you will see that what I say is true.'

Robin looked in the cart. Meat!

'I will not hurt you,' he said to the man, 'and I will not take your money. But please do one thing for me.'

'Anything!'

'Will you lend me your horse and cart, and your meat, and your red cloak?' 'want to be a butcher?'

The man looked surprised, but he said, 'I will lend you my cart – but when can I have it back?'


'In two days' time,' said Robin. 'And I will give you any money I earn. Now, please stay here until I come back. My wife Marian will look after you.'

Robin drove the cart into Nottingham and stopped in the crowded town square.

'Best meat!' he cried. 'Come and buy my best meat, ladies!'

Then he saw the lady he was looking for – the Sheriff's wife. He smiled as he showed her a big piece of beef.

'I will buy it,' she said, 'and I will cook it for dinner tonight! Will you come and eat with us? I want my husband to meet the new butcher!'



That night, Robin sat at the Sheriff's table. He ate beef and listened to the lords and ladies.

'... and they say that the war is almost over, so King Richard will soon be back,' said one of the lords.

'Oh, no, I don't think so,' said the Sheriff. 'Prince John says that King Richard is dead. His brother, Prince John, will be our new king!'

'Not everyone thinks King Richard is dead,' said one lady.

'You are a fool! Prince John is our king now!' cried the Sheriff. He turned to Robin. 'Now tell me, butcher – where does this beef come from? It is the best we have had in this house.'

'My cows live in Sherwood Forest, sir,' said Robin. 'If you like, you can meet me there in the morning and I will show them to you. But you must come alone – cows are afraid of crowds of people.'

The next day, Robin waited in the trees for the Sheriff. He was still wearing the butcher's red cloak. When the Sheriff came, Robin said, 'Good morning, Sheriff. I will blow my horn, and the cows will come to me.'

Robin threw off his red cloak and blew his horn – but it was Merry Men, not cows, who came to him! Robin and his men took the Sheriff's money, and sent him back to Nottingham.

### Passive vocabulary

alone	beef	cart
earn	lend	pretend

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 36. Ask *Who is Robin talking to? What do you think is in the man's cart? (Remind them of the title of the chapter.) What do you think they are talking about? Where is the man going with his horse and cart? How do you know? What are the horse and cart like?*
- Tell the children to look at the picture on page 38. Ask *What is the setting for the picture? How can you tell it is in Nottingham? What is Robin doing? What is he wearing? Do you recognise the cloak? (Refer the class to the previous picture.) What do you think Robin and the woman are talking about? Where do you think the real butcher is? Where do you think the horse is?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

<b>butcher</b>	the 'but' at the beginning rhymes with <i>put</i>
<b>dead</b>	change the 'd' to 'h' and 'br' to make some new words
<b>husband</b>	the 's' sounds like 'z'
<b>lady</b>	the plural of <i>lady</i> is <i>ladies</i> – note the changes
<b>morning</b>	'ing' is a common word ending
<b>night</b>	change the 'n' to 't', 'f', 'l', 'm', 'r' to make some new words
<b>real</b>	rhymes with <i>meal</i>
<b>terrified</b>	note the 'rr' in the middle
<b>war</b>	the 'ar' sounds like 'or' in this word
<b>wife</b>	the plural of <i>wife</i> is <i>wives</i> – note the changes

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 Where was Robin sitting?
- 2 What was he thinking about?
- 3 What made him jump up from the log?
- 4 What was coming along the path?
- 5 Who was driving the cart?
- 6 Was he afraid of Robin?
- 7 What did the man have in his cart?
- 8 What did Robin ask the man?
- 9 How long did Robin want the cart for?
- 10 Where did Robin drive the cart to?
- 11 Where did he stop?
- 12 What did he show the Sheriff's wife?
- 13 Did she buy the meat?
- 14 Why did she invite Robin to dinner?
- 15 Who did the Sheriff say would be the new king?
- 16 Did the Sheriff like the beef?
- 17 Where did Robin say his cows were?
- 18 Why did the Sheriff go to Sherwood Forest the next day?
- 19 Why did Robin say he would blow his horn?
- 20 What happened when he did blow his horn?

- Explain that the opening paragraph describes Robin's thoughts as he sits, thinking to himself. His thoughts are interrupted when the cart comes along. The ellipsis (...) at the end of the paragraph indicates this.
- Ask the class to find a word on page 39 that rhymes with: *fight (night)*, *moon (soon)*, *head (dead)*, *sing (king)*, *pool (fool)*, *mouse (house)*, *slow (show)*, *soak (cloak)*.
- Ask the children to identify some common nouns in the chapter. Now ask them to find some proper nouns, such as *King*, *Robin*, and elicit that each begins with a capital letter because it is the particular name of a person, place or event.
- Ask the class to find and read any words ending with double consonants (for example, *will*, *off*, *all*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Do you think Robin liked Prince John or King Richard best?
- 2 Why do you think Robin stopped the horse and cart?
- 3 How can you tell the man is frightened of Robin?
- 4 What did the man think Robin was going to do to him?

- 5 *Why do you think the man was surprised when Robin asked to borrow his cart?*
- 6 *What did Robin pretend to be when he stopped in Nottingham?*
- 7 *Why do you think Robin was looking for the Sheriff's wife?*
- 8 *Do you think Robin was good at selling meat?*
- 9 *How can you tell the Sheriff wanted Prince John to be king?*
- 10 *How did Robin trick the Sheriff and make him come to the forest alone?*
- 11 *How do you think the Sheriff felt when he discovered the butcher was really Robin Hood?*

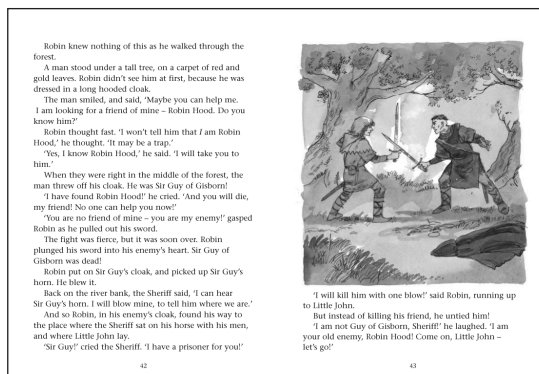
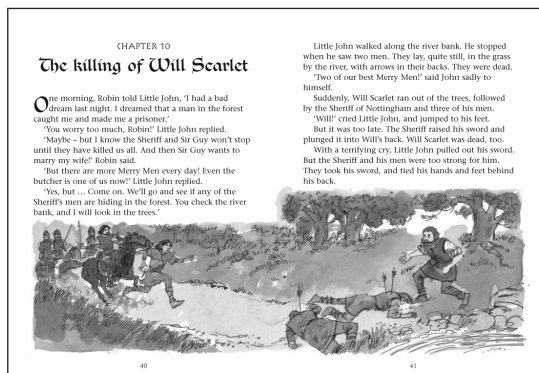
- Write this word on the board: bu\_ \_ \_ er. Ask the children which three letters are missing. Now write these words on the board: wa\_ \_ \_ , ma\_ \_ \_ , scra\_ \_ \_ , ki\_ \_ \_ en, ca\_ \_ \_ , swi\_ \_ \_ . Ask the children to complete each with 'tch', read the words they have made, and explain their meanings.
- The 'u' in *butcher* makes a short sound. Write b\_ll, p\_ll, p\_t, b\_sh, p\_sh on the board. Ask children to complete the words with 'u', read them and use them in sentences of their own.
- Ask the children to name as many types of meat as possible.
- Ask children to say what each of these people does: butcher, baker, tailor, sailor, builder, teacher, mechanic, librarian.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*



# Chapter 10

## The killing of Will Scarlet

Pages 40 to 43



### Passive vocabulary

*plunged*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *What do you think the chapter is going to be about? Who do you think will kill Will?*
- Tell the children to look at the picture on pages 40 and 41. Ask *Who is standing on the right? (Little John) How does he look – worried? frightened? ready to run? How have the two men near him been killed? Who do you think killed them? Who is being chased on the left? (Will Scarlet) Who is chasing him? (The Sheriff of Nottingham and his men) Do you think they will catch him?* Discuss the fact that he is on foot and they are on horseback: *Who will be the fastest?*
- Tell the children to look at the picture on page 43. Ask *Who are fighting? (Robin and Sir Guy of Gisborne) What are they fighting with? Are they alone? Who do you think will win?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

<b>bank</b>	change the 'b' to 'th' to make a new word
<b>carpet</b>	a compound word: <i>car</i> + <i>pet</i> = <i>carpet</i>
<b>clothes</b>	think of some other 'cl' words
<b>dream</b>	think of some other 'dr' words
<b>fierce</b>	the 'c' is a soft 'c' and sounds like 's'
<b>gasped</b>	this word begins with 'gas'!
<b>marry</b>	rhymes with <i>carry</i>
<b>raised</b>	the 's' is pronounced like 'z'
<b>replied</b>	the past tense of reply – note how the ending has changed
<b>strong</b>	some other 'str' words are: <i>street</i> , <i>string</i> , <i>straight</i>

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activities on page 21 of their Workbook.

- 1 *What was Robin's bad dream?*
- 2 *Why did Robin and Little John go into the forest?*
- 3 *Who checked the river bank?*
- 4 *Who looked in the trees?*
- 5 *Little John saw two men. They were \_\_\_\_\_.*
- 6 *Who suddenly ran out of the trees?*
- 7 *Who was following Will?*
- 8 *How did the Sheriff kill Will Scarlet?*
- 9 *Did Little John beat the Sheriff and his men?*
- 10 *Why didn't Robin see the man under the tall tree at first?*
- 11 *What did the man ask Robin?*
- 12 *Did the man recognise Robin?*
- 13 *What did Robin tell the man?*
- 14 *What did the man do when they were in the middle of the forest?*
- 15 *Who won the sword fight – Robin or Sir Guy?*
- 16 *What did Robin do after he killed Sir Guy?*
- 17 *How did Robin know where to find the Sheriff and his men?*
- 18 *Who did the Sheriff think Robin was?*
- 19 *What did Robin do to Little John?*

- Ask the children to find and read a number of words. Ask them to tap out the syllables as they read the words (for example, Not-ting-ham, no-thing).
- Ask the children to look through the chapter and find and read any words with two vowels together (for example, *dream*, *caught*).
- Read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *What things was Robin worrying about?*
- 2 *How did Little John know the two men were dead?*
- 3 *Why was he so sad?*
- 4 *Where do you think the Sheriff and his men found Will Scarlet?*
- 5 *Did the Sheriff give Will Scarlet a chance? Was it a fair fight? What does this tell us about the Sheriff?*
- 6 *Do you think Little John was brave to try and fight the Sheriff and his men?*
- 7 *What else could he have done?*

- 8 Why do you think Sir Guy was on his own in the forest?
- 9 Why didn't Robin tell Sir Guy who he was?
- 10 Why do you think Sir Guy threw his cloak off when they were in the middle of the forest?
- 11 How do you know that the fight between Robin and Sir Guy wasn't a long fight?
- 12 Why do you think Robin put on Sir Guy's clothes and blew his horn?
- 13 Why do you think the Sheriff thought Robin was Sir Guy?
- 14 Do you think Robin's plan to rescue Little John was a good plan?
- 15 How do you think Robin felt when he discovered his good friend Will Scarlet was dead?

- Write c\_ \_ght on the board and ask the children to fill in the missing vowel sound. Now write these words on the board: d\_ \_ghter, exh\_ \_sted, \_ \_thor; \_ \_tum; s\_ \_cer; n\_ \_ghty. Ask children to complete each word with 'au', read the words they have made, and explain their meanings.
- Ask *Has anyone ever had any bad dreams?*
- Write the word *plunged* on the board and say it. Point out that the 'g' sounds like 'j'. We call this a soft 'g'. Write these words on the board: \_entle, en\_ine, ima\_ine, ma\_ic, emer\_ency, stran\_e, chan\_e. Ask the children to complete each with 'g' and read the words they have made.
- Write the word *fierce* on the board and say it. Point out that the 'c' sounds like 's'. We call this a soft 'c'. Explain that when 'c' is followed by 'e', 'i' or 'y', it sounds like 's'. Now write these words on the board: *city, centre, icy, cinema, dance, difference, fence*. Ask the children to read them.
- Have a class competition. See how many words the children can think of that end with 'old' (for example *cold, gold, told, sold, bold, fold, hold*) and 'and' (for example *band, hand, land, sand, grand*).
- Write the word *untied* on the board. Point out that it begins with the prefix 'un'. Discuss how adding the prefix 'un' to a word makes it mean the opposite (for example, *tied – untied*). Give other examples, such as *well, fair, pack, cover, do, wrap*.
- Robin and Little John went to look for the Sheriff. Play a looking game. Send two children out of the room and hide a small object somewhere in the classroom. Invite the two children in and see which of them can find the hidden object first.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 11

## The Black Knight

Pages 44 to 47

CHAPTER 11  
**The Black Knight**

**F** Robin ran, he blew his horn. Merry Men ran up and fired arrows at the Sheriff and his men. Robin and Little John fought with their swords. They fought hard, but soon, three Merry Men were dead, and Robin was face to face with the Sheriff. The Sheriff raised his sword ...

"Stop! Let that man go free!" cried a voice.

The Sheriff turned in his saddle. Behind him, Robin saw an enormous black horse. It stamped its feet and snorted like a fierce dragon. On its back sat a tall knight. He was dressed from head to foot in black armour. He wore a black cloak, and he had an enormous black sword and a black helmet.

"I am the Sheriff of Nottingham, and this man is my prisoner!" cried the Sheriff. "Who are you?"

"You can call me the Black Knight. And do as I say, or you will be sorry!"

Something in the Black Knight's voice made the Sheriff turn his horse and ride away. His men followed him. Robin and his Merry Men were safe.

"How can I thank you, sir?" said Robin. "Will you come back to my camp and eat dinner with us?"

"I will, Robin!" replied the knight.

"You know my name! But I don't know yours – will you tell it to me?"

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The man took off his black helmet. 'I'm sorry, Robin. As you can see, I am ... King Richard of England!'



Back at the camp, the King said, "You are a good man, Robin. It is safe for you to go back to Locksley Hall now. Sir Guy is dead, and it is my wish that you leave your home back. I must go back to war."

45

The King had rescued Robin – but now that the King was away at war again, Robin knew that the Sheriff would not leave him alone for long. He kept watch night and day at Locksley Hall, with the help of Little John.

One night, as they sat at dinner, Marian said, "This is good meat, Robin. We're lucky – the King said you can hunt as many deer as you like."

"Yes," said Robin. "But we are unlucky, too – the Sheriff still wants to kill me! And I have another enemy who is even more powerful – Prince John!"

"That's true," said Marian sadly. "The King pardoned Prince John – but I have heard that he is making trouble again."

"He is," said Robin. "Prince John says that the King is dead – and that he will rule England himself. And he says that now Sir Guy is dead, he will marry you – when he has killed me!"

"That night, as he lay in bed, Robin heard a scraping sound on the wall of Locksley Hall. He went to find Little John. Together, they climbed onto the roof and looked down.

"It's the Sheriff!" whispered Robin. "He's climbing up a rope to the window of my bedroom!"

Little John was angry. "He wants to attack you while you are asleep in bed!"

"Shh!" said Robin. "He must not hear us. I will let him climb just a little higher ..."

The Sheriff's boots scraped the wall again as he reached for the window.

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Robin took his sword – and cut through the rope. With a terrible cry, the Sheriff fell to the ground – and lay still. "Marian!" called Robin. He ran back to the bedroom. "The Sheriff is dead! I have killed him! But our troubles are not over yet – Prince John will soon find out what I have done. He will kill me – and then he will come for you! We must leave Locksley Hall tonight! Go to your sister's house, and wait for me there!"

47

*voice* the 'c' is a soft 'c' and sounds like 's'

*whispered* think of some other 'wh' words

### Passive vocabulary

*lay still*     *scraping*     *snorted*  
*stamped*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 22 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 11. Ask *Who do you think the title refers to?*
- Tell the children to look at the picture on page 45. Ask *Who do you think the knight on the horse is? How is he dressed? Why do you think he is holding his sword in one hand? What is Robin doing? Is the knight a friend or an enemy?* Briefly discuss how kneeling in front of someone very important is a sign of respect and shows we acknowledge their power.
- Tell the children to look at the picture on page 47. Ask *Where do you think Robin and Little John are? How can you tell they are high up? Who is the man climbing the wall? Why do you think he was climbing up? What has Robin done to the rope? What do you think will happen to the Sheriff?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

*armour* the 'our' is pronounced 'er'

*attack* note the 'tt'

*dragon* contains the 'hidden' words *drag, rag, on, ago*

*enormous* the 'ous' is pronounced 'us'

*knight* the 'k' is silent and is not pronounced

*powerful* note that *powerful* means 'full of power' and that the 'ful' has only one 'l'

*safe* used as an adjective in the text, but it can also be a noun (a place where money and valuable things are kept)

*terrible* change the 'te' to 'ho' and make another word

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 23 of their Workbook.

- 1 *Merry Men fired \_\_\_\_\_ at the Sheriff and his men.*
- 2 *Soon, \_\_\_\_\_ Merry Men were dead.*
- 3 *Why didn't the Sheriff kill Robin with his sword?*
- 4 *Describe the knight and his horse.*
- 5 *What made the Sheriff turn his horse and ride away?*
- 6 *Where did Robin invite the knight to come?*
- 7 *Who was the Black Knight really?*
- 8 *What did King Richard say to Robin when they got back to the camp?*
- 9 *Did King Richard go back to war?*
- 10 *Why did Robin keep watch day and night at Locksley Hall?*
- 11 *Robin said that the Sheriff still wanted to \_\_\_\_\_ him and marry \_\_\_\_\_.*
- 12 *What did Robin hear that night?*
- 13 *Who was climbing up a rope to Robin's bedroom window?*
- 14 *What was he going to do?*
- 15 *Where did Robin and Little John go so that they could see the Sheriff?*
- 16 *What did Robin do to the rope?*
- 17 *What happened to the Sheriff?*

18 *Why did Robin tell Marian that they must leave Locksley Hall?*

19 *Where did Robin tell Marian to go?*

- Point out the use of ellipsis (...) for dramatic effect at the end of the first paragraph of the chapter.
- Ask the children to find all the pronouns in the text and say who or what each pronoun refers to.
- Ask the children to find these nouns in the text: *men, sheriff, knight, king, prince, sister*. For each noun, ask the children whether it is masculine (male) or feminine (female).
- Ask the class to try and find a word beginning with each letter of the alphabet.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell the Sheriff had more men than Robin in the fight?*
- 2 *Why was it not possible to see the black knight's face?*
- 3 *How can you tell the Sheriff was afraid of the Black Knight?*
- 4 *How do you think Robin felt when he found out the Black Knight was King Richard?*

- 5 How do you think Robin felt about leaving Sherwood Forest and his Merry Men and returning to Locksley Hall, his home?
- 6 Do you think Robin was sorry that King Richard had to go back to war again?
- 7 Who was left in charge of the country?
- 8 Why did Robin think something strange was happening that night?
- 9 What did the Sheriff hope to do?
- 10 Do you think it was a good idea to cut the rope?
- 11 Why was Robin worried when he killed the Sheriff?
- 12 Why do you think Robin sent Marian to her sister's house?
- 13 Where do you think Robin was going?

- Robin heard a scraping sound at night. Play one of the sound games detailed in the notes for Chapter 6 on page 23.
- Ask the children if they have ever woken up at night and heard strange sounds!
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*


- Ask the children to tell the class about times when they have had a big surprise. What happened?
- The Black Knight's horse snorted 'like a dragon'. *Like a dragon* is a simile, when one thing is compared to another. Ask children to invent some other similes about the sun, beginning each sentence: *The sun is like ...*
- King Richard was a very powerful man. Ask *What would you change if you were a king? What wishes would you grant?*
- Write the word *cry* on the board and say it. Ask *What sound does the 'y' make?* ('igh') Write the word *marry* on the board and say it. Ask *What sound does the 'y' make in this word?* ('ee') Now write these words on the board: *my, lady, by, baby, try, cry, only, lorry, sky, sunny.* Ask the children to read the words and decide whether the 'y' sounds like 'igh' or 'ee'.

# Chapter 12

## Robin the sailor

Pages 48 to 50

CHAPTER 12  
**Robin the sailor**



When Marian had gone, Robin saddled his best horse. He rode east for three days. On the third day he saw the sea in the distance. He galloped towards it. He came to a small village of about twenty little houses. Fishermen sat outside the houses and mended their nets. Robin jumped off his horse and unsaddled it. He patted its nose and then sent it off into the woods – if Prince John was following him, the horse must not show his enemy where he was. Robin walked up to one of the fishermen. 'Can you help me, sir?' he said. 'I am a fisherman, like you. But a scoundrel attacked me in the harbour, and took all my money! I have nowhere to sleep tonight!' The man put down his net, and looked Robin up and down. 'There are scoundrels in our little harbour, and all good men fear them,' he said. 'Very well – come in, and I will ask my wife to make you something to eat.' In the morning, the fisherman and his wife were talking to a sea captain. 'Soldiers on horseback are galloping all over the village!' said the captain. 'I don't know who they are looking for, but they are Prince John's men, all right. I don't like the look of them. I'm setting sail tonight.' 'Do you need another fisherman on your boat?' asked Robin. 'I am strong, and a good sailor.' 'Then I will take you on,' said the man. 'Come with me.'

The men on the boat soon found out that Robin was not a good sailor. 'He doesn't even know how to put up a sail!' laughed one, as he watched Robin pull at the ropes. But Robin learned quickly. And on the third day, the sailors were pleased that he was on the boat. 'Pick up your oars! Row, as fast as you can! We're being followed by a pirate ship!' cried the captain. Robin didn't pick up an oar – he picked up his bow and arrow. He saw that the pirate ship was moving through the water very fast. Its captain stood at the front of the ship with his sword in his hand. Robin fired an arrow into his bow, and raised it to his shoulder. He fired the arrow – and the pirate captain fell into the sea. Robin fired more arrows, and the other pirates soon followed their captain. The men from Robin's boat jumped onto the pirate ship and searched it. The captain cried out, 'Gold! Lots of gold!' He jingled some coins in his hand. 'Half of it is for you, Robin! You may not be a good sailor, but you're the best archer I've ever seen!'

<i>soldier</i>	pronounced 'soljer'
<i>village</i>	change the 'vill' to 'c', 'p', 'r', 'st' to make some more words

**Passive vocabulary**

<i>attacked</i>	<i>patted</i>	<i>saddled</i>
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### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 24 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 12. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 48. Ask *What is the setting for the picture? Is Robin still in the forest? What are the boats like? How are they different from the boat Friar Tuck used in Chapter 5? What are the men near the boats doing? (They are mending their fishing nets.) What do you think Robin is saying to the men? What else can you see in the picture?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

<i>captain</i>	this word starts with <i>cap</i>
<i>distance</i>	'nce' is quite a common ending, as in <i>prince, dance, fence</i>
<i>east</i>	add 'f' to the beginning to make another word ( <i>feast</i> )
<i>fisherman</i>	note that the plural is <i>fishermen</i>
<i>harbour</i>	the 'our' is pronounced 'er'
<i>pirate</i>	contains the 'hidden' words <i>rate, rat, at, ate</i>
<i>sailor</i>	other 'or' words which are names of jobs are: <i>tailor, doctor, author, professor</i>
<i>search</i>	the 'ear' is pronounced 'er'

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 25 of their Workbook.

- 1 *In which direction did Robin ride?*
- 2 *What did he see on the third day?*
- 3 *How many houses were there in the village?*
- 4 *What were the fishermen doing?*
- 5 *Why did Robin send his horse off into the woods?*
- 6 *What did Robin tell one of the fishermen?*
- 7 *What did the fisherman reply?*
- 8 *Who were the fisherman and his wife talking to in the morning?*
- 9 *What did the captain say he had seen?*
- 10 *What did Robin ask the captain?*
- 11 *Robin was a good sailor. Is this true?*
- 12 *On the third day a \_\_\_\_\_ ship followed them.*
- 13 *The pirate ship was very \_\_\_\_\_.*
- 14 *Who did Robin kill with his first arrow?*
- 15 *What did the fishermen find on the pirate ship?*
- 16 *The captain gave Robin \_\_\_\_\_ of the gold.*

- Find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.
- Ask the class to find a word on page 49 that rhymes with: *feast (east), tea (sea), hose (nose), keep (sleep), town (down), knife (wife), wrong (strong)*.

- Ask the children to find a word on page 50 that means the opposite of: *women (men), bad (good), push (pull), slowly (quickly), back (front), worst (best)*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think it was a good idea for Robin to send his horse into the woods?*
- 2 *Why do you think Robin told the men that a scoundrel had robbed him?*
- 3 *How do you know that there were some bad men in the village?*
- 4 *Why do you think the fisherman and his wife let Robin sleep in their house?*
- 5 *Who do you think Prince John's men were looking for?*
- 6 *Why did Robin tell the captain he was a good sailor?*
- 7 *Did Robin soon please the other fishermen?*
- 8 *How do you know that the pirate ship was faster than the fishing boat?*
- 9 *How do you know the pirates on the ship wanted to harm the fishermen?*
- 10 *Why do you think the captain gave Robin half the gold?*

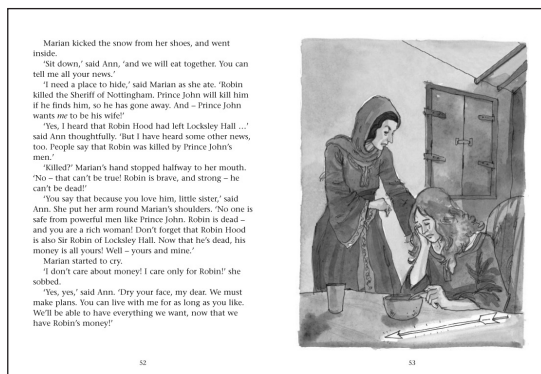
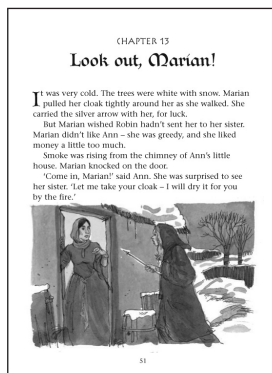


- Write these pairs of homophones on the board: *sea/see, nose/knows, sail/sale, right/write, through/threw*. Ask the children to explain the difference between the two words in each pair and use them in sentences of their own.
- In this chapter, Robin saddled his horse. When he arrived at the harbour he unsaddled it. Point out that we make the opposite by adding the prefix 'un'. Write these words on the board: *safe, true, helpful, tie, dress*. Ask the children to read the words and say what each means. Now add the prefix 'un' to each and discuss the difference in meaning.
- Write these words on the board: *harb\_ \_ \_ , arm\_ \_ \_ , flav\_ \_ \_ , neighb\_ \_ \_* and say them. Ask children to complete each with 'our', read the words they have made, and use them in sentences of their own. Point out that the sound of 'our' is like the 'or' in *sailor*.
- Write the word *front* on the board and ask the children to read it. Ask them what sound the 'o' makes. (It is like the 'u' in *fun*.) Now write these words on the board: *l\_ ve, m\_ ney, \_ ne, n\_ thing, m\_ nth, s\_ n, w\_ nderful*. Ask the children to complete each with 'o' and read the words they have made.
- Have a competition. How many words can the children suggest that rhyme with *gold*?
- Ask the children to name as many different fish as possible.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

## Chapter 13

# Look out, Marian!

Pages 51 to 53



### Passive vocabulary

No new vocabulary

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 26 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 12. Ask *What do you think is going to happen to Marian?*
- Tell the children to look at the picture on page 51. Ask *Whose house is Marian at? How does Marian look? Why do you think she is carrying the silver arrow? Can you remember where it came from? What does Marian's sister look like? Does she look surprised to see Marian? What do you think they are saying to each other?*
- Tell the children to look at the picture on page 53. Ask *Why do you think Marian is crying? What is her sister doing? What do you think she is saying?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

**chimney** some other 'ey' words are: *money, valley, trolley*

**hide** change the 'h' to 'w' to make another word

**kicked** the 'ed' sounds like 't' – we pronounce the word as 'kickt'

**place** rhymes with *face*

**rich** think of some other words ending with 'ch'

**sobbed** note that when we write the past tense of *sob* we double the 'b'

**together** some other words beginning with 'to' are: *today, tomorrow, tonight*

**woman** note the plural: *women*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 27 of their Workbook.

- 1 *What was the weather like when Marian walked to her sister's house?*
- 2 *Why was she carrying the silver arrow?*
- 3 *What was Marian's sister's name?*
- 4 *Why didn't Marian like Ann very much?*
- 5 *What was coming out of the chimney of the house?*
- 6 *Was Marian's cloak wet or dry?*
- 7 *What news did Marian tell Ann?*
- 8 *Ann told Marian that Robin was \_\_\_\_\_.*
- 9 *She said, 'Robin is dead, and you are a \_\_\_\_\_ (poor, rich) woman.'*
- 10 *What did Marian care about most – money or Robin?*
- 11 *Ann told Marian, 'We'll be able to have \_\_\_\_\_ we want, now that we have Robin's \_\_\_\_\_!'*

- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- There are several examples in Chapter 13 of compound sentences. Ask children to find and read some of these sentences and identify the two shorter sentences within each longer sentence and the conjunction that is used to join each pair of shorter sentences, for example *Marian kicked the snow off her shoes* (sentence 1) *and* (conjunction) *(she) went inside* (sentence 2). Point out that the pronoun *she* is implicit in sentence 2.
- Ask the children to find and read aloud any words containing 'ow' or 'ou'.

- Ask the children to find and read any two-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, tight-ly).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell it was very cold?*
- 2 *How could Marian tell someone was in the house, before she knocked at the door?*
- 3 *How do you think Marian's cloak got wet?*
- 4 *Why did Marian kick the snow from her shoes before she went in?*
- 5 *Why do you think Marian said she needed a place to hide?*
- 6 *How can you tell that Marian was shocked when Ann told her Robin was dead?*
- 7 *Do you think Ann really believed Robin was dead?*
- 8 *How can you tell that Ann was more interested in Robin's money than in her sister?*
- 9 *Do you think Ann was a nice person?*


- Prince John was a powerful man. Explain that the suffix 'ful' means 'full of'. Write these words on the board: *use, care, hope, pain, help, colour*. Add 'ful' to each word. Ask the children to use the 'ful' words in oral sentences to show that they know their meanings.
- Marian carried the silver arrow for luck. Do the children have any 'lucky charms' like this'?
- Write the word *at* on the board and read it aloud. Now add 'e' and read the new word, *ate*. Point out how the 'magic e' changes the sound of the short vowel 'a' and gives it a long sound. Write the following 'magic e' words from the chapter on the board and ask the class to read them: *hide, white, like, surprise, fire, inside, wife, safe, true, mine, make*.
- Ask children to discuss the statement: 'Love is more important than money.'
- Robin is Marian's husband. Ann is her sister. Ask the children to name as many different family relations as possible (for example *mother, uncle, niece*) and say whether each is masculine or feminine.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 14

## Back to the forest

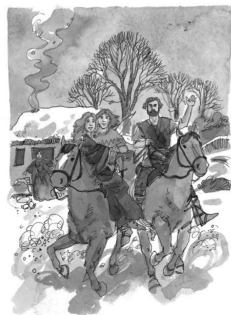
Pages 54 to 57

CHAPTER 14  
Back to the forest



A few days later, Robin rode back from the coast and went to Ann's house.  
"Ann! Are you there?" he called.  
"Robin? Robin Hood?" cried Ann. She sounded angry.  
"Yes, Ann, this is Robin. Is Marian here? Can I come in?"  
"Marian is walking in the forest," said Ann. "She will be back later. Come in. Let me give you something to drink while you wait for her."  
She went to get the drink, and Robin sat down by the fire.  
"Here you are!" said Ann. She put a drink in his hand. "Drink it all – it will warm you up!"  
But Robin did not drink it. Although Ann spoke kindly, there was a cruel glint in her eye, and he did not trust her. Perhaps she had put poison in the drink, so that he would die and she could have Marian all to herself!  
"Now, tell me what happened after you left Locksley Hall," said Ann.  
"I went to sea in a fishing boat!" said Robin. "And there were some pirates ... and some gold ... and the captain put me back on land ... and now I have come back for Marian!"  
He sniffed the drink. It smelled bad. Now he knew that it had been poisoned! He blew his horn to call Little John.  
The door opened, and Robin saw his wife.  
"Robin?" cried Marian. "I was walking in the forest and I heard your horn! You're back!" She sat down next to him. "But you look worried! What is it, my love?"  
The door opened again.

"Robin!" cried Little John. "I've come to help you – tell me what has happened!"  
"This woman ... Ann ... my wife's sister ... she was trying to poison me, Little John! She wanted me out of the way so that Marian could come and live with her!"  
Little John frowned. "And I suppose she wanted your money as well as your wife?"  
Shocked, Robin looked at Ann. "You are a wicked woman," he said. He took the poisoned drink and threw it at Ann. "Here, you can have this back, but you cannot have my wife – and you cannot have my money! Come, Marian! Come, Little John! Let us go back to Sherwood Forest, where we belong!"  
He flung the door open, and the three of them ran out of the house. The two men jumped onto their horses, and Robin lifted Marian up and sat her on the saddle in front of him.  
Robin Hood, and his wife Marian, and his friend Little John, were soon on their way back to the forest. They were on their way home.



<i>trust</i>	change the first 't' to 'c' to make another word
<i>wicked</i>	pronounced 'wick-id'

Passive vocabulary  
*glint*      *shocked*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 28 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 14. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 54. Ask *Where has Robin come from? Why do you think he has gone to Ann's house? Does Ann look happy to see Robin? Why do you think this is? What do you think Ann and Robin are saying?*
- Tell the children to look at the picture on page 57. Ask *Who is on the horse with Robin? Do you think Marian looks happy? Why do you think this is? Do you think Robin looks happy? Why do you think this is? Do you think Ann looks happy? Why not? Who is with Robin and Marian? (Little John) Where do you think they are going? How can you tell the horses are galloping?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### Active vocabulary

<i>coast</i>	change the 'c' to 't' to make another word
<i>cruel</i>	a two-syllable word: cru-el; tap out the syllables as you say it
<i>frown</i>	change the 'f' to 'c' to make something a king or queen wears
<i>kindly</i>	note how the adjective <i>kind</i> has been made into an adverb by adding 'ly'
<i>poison</i>	the 'oi' is pronounced 'oy'
<i>saddle</i>	note the 'dd' in the middle
<i>smelled</i>	<i>smell</i> and <i>sniff</i> (see below) have similar meanings
<i>sniffed</i>	

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 29 of their Workbook.

- 1 *When did Robin ride to Ann's house?*
- 2 *When Ann saw Robin she was \_\_\_\_\_ (happy, angry).*
- 3 *Where was Marian?*
- 4 *Did Ann tell Robin to go away?*
- 5 *Ann gave Robin something to \_\_\_\_\_ (eat, drink).*
- 6 *Did Robin drink anything?*
- 7 *Did Robin trust Ann?*
- 8 *When Robin sniffed the drink, how did it smell?*
- 9 *What did Ann put in his drink?*
- 10 *Why did Robin blow his horn?*
- 11 *Who came in the door first – Little John or Marian?*
- 12 *What did Robin tell Little John?*
- 13 *What did Robin do with his drink?*
- 14 *Where did Robin, Marian and Little John go?*

- Ask the children to find examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them.
- Point out the use of ellipsis (...) on page 55 to indicate a pause between the words.

- Read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *coast*, *house*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *What do you think Robin was thinking as he rode back from the coast?*
- 2 *Why do you think Ann was angry when Robin knocked on her door?*
- 3 *Do you think it was warm or cold in Ann's house?*
- 4 *Why didn't Robin trust Ann?*
- 5 *How could Robin tell his drink had poison in it?*
- 6 *Why do you think Robin blew his horn to call Little John?*
- 7 *How do you think Robin felt when he saw Marian?*
- 8 *How do you think Marian felt when she saw Robin?*
- 9 *Why did Robin call Ann a wicked woman?*

10 Why do you think Robin didn't punish Ann?

11 The last sentence says 'They were on their way home.' Which do you think Robin really thought of as 'home' – Locksley Hall or Sherwood Forest?

- Discuss the difference in meaning between 'house' and 'home'.
- Write the word *poison* on the board, say it and underline the 'oi' in it. Write these words on the board: n\_\_se, c\_\_n, v\_\_ce, p\_\_nt, j\_\_n. Ask the children to complete each word with 'oi' and read the words they have made. Now write the word *boy* on the board, say it and underline the 'oy' in it. Write these words on the board: enj\_\_ , t\_\_ , destr\_\_ , ann\_\_ . Ask the children to complete each word with 'oy' and read the words they have made. Point out that the 'oi' and 'oy' sound the same but 'oi' usually comes within a word and 'oy' usually comes at the end of a word.
- Play the word-changing game again. Write the word *back* on the board and ask the children to read it. Rub out the 'b', replace it with 'p', 'r', 's' and 'sm' and ask the class to read the new words you have made. Continue the game with other suitable words from the text: *went, drink, bad, way*.
- Ask *Do you think it is right to punish people if they do wrong things?*
- Discuss briefly how people show their feelings by their facial expressions. Ask the children to show their feelings with their faces and make themselves look: happy, sad, bored, worried, upset, tired, surprised, angry, etc.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

# Ten Tall Oaktrees

## Pages 58 and 59

### Before reading

- Explain that much of the story of Robin Hood takes place in Sherwood Forest, which was full of trees. This poem is about a small wood of ten trees and what happens to them over the years.
- Read the title. Tell the children to look at the pictures that accompany the poem. Look down the column on page 58 first and then down the column on page 59. Elicit that there are ten trees to begin with, but in each picture there is one less. Ask *Why do you think this is? Are there any clues in the pictures?*

### During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

#### Vocabulary notes

<i>barrel</i>	a wooden container for liquid
<i>beamed</i>	smiled
<i>by-pass</i>	a road that goes round the outside of a large town
<i>charcoal</i>	a substance made from burnt wood – used for fuel on barbeques or for drawing with

<i>claimed</i>	stated that something is true, even though there is no definite proof
<i>council</i>	the people in charge of the town
<i>furnace</i>	a big oven
<i>gangway</i>	something people shout when they want others to get out of their way
<i>heaven</i>	the sky
<i>in vain</i>	unsuccessfully
<i>merchant</i>	someone who sells things
<i>progress</i>	the process of developing or improving
<i>skyline</i>	the shapes made by trees, mountains, buildings, etc. when you see them against the sky
<i>spreading</i>	stretching

- Ask the class to read the poem together.
- Ask groups or individuals to read a verse of the poem each.

### After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the name of the poet, the number of verses, the words that rhyme, the pattern of the rhyming words (every second and fourth line).
- This could lead on to a wider environmental discussion about de-forestation, disappearing rainforests, etc.

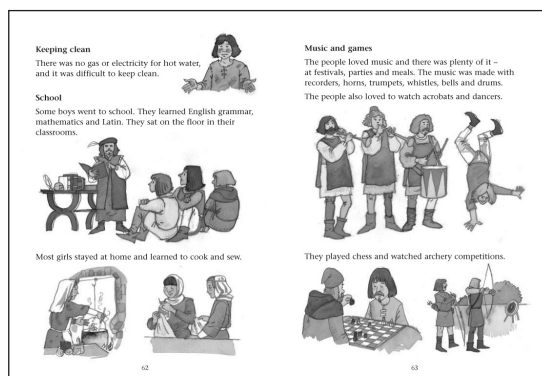


## Life in the days of Robin Hood

Pages 60 to 63

### After reading

- Discuss how life is different today.
- Ask *Would you prefer to live in the days of Robin Hood or now? Why?*



### Before reading

- Discuss what facts the children have learned about life in the time of Robin Hood, including the way people dressed, the houses they lived in and what they ate.

### During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

## After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it appropriate. There are written after-reading activities (a Book Review and Character Profiles) on pages 30 and 31 of the Workbook.

### Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Do you think she wrote well? Did she use exciting words?* (See the activity on page 30 of the Workbook.)

### Characters

- Check that children have completed page 1 of the Workbook about the important characters found in the story.
- Ask the children about the main story characters: *What did you think of Robin Hood? Was he right to rob the rich? How did he treat the poor people? What did you think of the Sheriff of Nottingham? What sort of person was he?* (See the activity on page 31 of the Workbook.)

### Plot

- Encourage the class to re-tell the basic story, in their own words.

### Settings

- Ask *Where did the story take place?* Go through the book with the class and ask them to identify the setting each of the story settings.

### Moral issues

- Use any of these themes from the story as a basis for a class discussion:
  - *Fairness:* Was it fair that the Sheriff made people pay so much tax? Was it fair that Robin had to leave his home and live in the forest?
  - *Sacrifice:* Robin gave up a lot to live in the forest and fight injustice. Was he right to do so?
  - *Persistence and courage:* Robin faced many dangers – but he never gave up, and nor did Marian.
  - *Greed:* Prince John, the Sheriff of Nottingham and Sir Guy of Gisborn took advantage while King Richard was away fighting a war. Was this right?
  - *Kindness:* There were many examples of kindness in the story, such as Robin helping the poor.

### Vocabulary

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of all the words.

## Follow-up ideas

**Drama** The story lends itself well to dramatisation: each chapter is a self-contained mini-adventure in its own right. Also, most chapters involve quite a number of people, which is ideal for involving all the children in the class. Give individuals a role to play, then ask them to mime their character's actions as you read the story, or play the audio cassette/CD. You can help the class make and paint simple props, and sound effects could be suggested. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

**Art** 1. Some chapters are set in Sherwood Forest, while others are set in the town of Nottingham. Divide the class into three groups. Ask two groups to paint large background pictures, one of the forest and the other of the town. Tell the children to refer to the pictures in the book to make them authentic. Ask the third group to draw or paint pictures of characters and actions that take place in either the forest or Nottingham, but not to draw the background. When they have finished, ask them to cut out their pictures and stick them on the appropriate background.

2. Draw and paint life-size pictures of some of the characters from the story. Draw round the outlines of children on large sheets of paper to make the figures the correct size and in proportion. Then assign a group of children to each outline to draw and colour the details. Make sure the costumes and clothes of the period are clear.

**Celebration** During the story there were lots of feasts and celebrations. The story doesn't say so, but it is reasonable to expect that there was a big celebration to welcome Robin, Marian and Little John back to Sherwood Forest at the end of the story. Why not have your own party to celebrate finishing the book?

**Writing** Ask the children to imagine that Robin had even more adventures that are not included in the book. Brainstorm some possible things that could have happened. Ask the children to write another chapter with their own adventure story.

**Danger** In the story, Robin faced many dangers. Ask the children to recount any dangerous situations they have experienced.

**Horses** Horses feature a lot in the story. Ask the class to do some research. Ask them to find out the names of the parts of a horse, the tack (saddle, reins, etc.) put on them, the names of different types of horse, what they eat, how to look after them, etc. Draw a big picture of a horse with its tack. Ask the children to label the various parts of the horse and its tack.

**Weapons** Ask the class to do some research and see what they can find out about the types of weapons mentioned in the story.

## Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Robin Hood and his Merry Men*. Active vocabulary items are shown in *italic print*.

- abbey** a large church with other buildings for living in
- abbot** the man in charge of an abbey
- against the law** not allowed by the law
- alone** no one else is with you
- angry** very annoyed
- archer** someone who shoots arrows with a bow
- archery** the sport of shooting arrows from a bow
- armour** metal clothing that soldiers in the past wore to protect them
- arrow** a weapon: a thin straight stick with a point at one end and feathers at the other
- as quick as a flash** very quickly
- attack** to use violence against someone
- bank** the side of a river
- beard** hair that is grown on a man's chin and cheeks
- beat** to defeat someone in a fight, game or competition
- beef** the meat from a cow
- behind** at the back
- blew his horn** made a noise with his horn by blowing into it
- bottom** opposite of top
- bow** a weapon made of curved wood, for shooting arrows
- branch** one of the parts of a tree that grows out of the trunk
- brave** able to deal with danger without being frightened
- bridge** something built to go over a river
- bushes** small trees with lots of branches
- butcher** someone who cuts up and sells meat
- camp** a temporary shelter where people live
- captain** the person who is in charge of a ship
- capture** to catch a person and stop them from escaping
- carpet** a thick, soft cover on the floor
- cart** a vehicle with four wheels for carrying things
- chest** the upper front part of the body
- chimney** where smoke comes out of a roof
- climb** to use your hands and feet to get up or into something
- cloak** a long coat without sleeves that fastens round the neck
- clothes** things you wear
- coast** the land by the edge of the sea
- coin** a flat round piece of metal used as money
- competition** an event in which people try to beat others to win a prize
- crashing** making a loud noise by moving too fast and hitting things as you move
- cross** angry (adjective); to go from one side to the other (verb)
- crowd** lots of people in one place at the same time
- cruel** very unkind
- dangerous** likely to cause harm
- daughter** a parent's female (girl) child
- dead** not living
- distance** far away; the amount of space between two things
- dragon** a large animal that breathes out fire
- dream** imaginary events you see when you are asleep
- earn** to receive money in exchange for work
- east** the direction in which the sun rises
- enemy** someone who is not your friend and who tries to harm you
- enormous** huge
- expensive** costs a lot of money
- fair** reasonable and right
- fierce** very strong or severe
- fired an arrow** shot an arrow from a bow
- fisherman** someone who fishes
- fishing** catching fish
- fist** the hand when the fingers are closed

	tightly		armour
<b>flour</b>	a white or brown powder made from grain, used for making bread	<b>lady</b>	a woman
<b>follow</b>	to go after someone	<b>laugh</b>	to make a sound with your voice that shows you think something is funny
<b>fooled</b>	tricked someone	<b>lay still</b>	did not move
<b>forest</b>	land that is covered with lots of trees	<b>lend</b>	to give something to someone for a short time, and expect them to return it to you
<b>forgive</b>	to stop being angry with someone who has done something wrong to you	<b>lost in thought</b>	thinking hard about something and not noticing things happening around you
<b>frown</b>	to look worried or annoyed	<b>marry</b>	to become someone's husband or wife
<b>gallop</b>	(of horses) to run very fast	<b>middle</b>	the centre
<b>gasp</b>	to breathe in suddenly because you are surprised or shocked or in pain	<b>miller</b>	a person who makes flour at a mill
<b>glint</b>	brightness that expresses strong emotion	<b>money</b>	you use this to pay for things
<b>greedy</b>	wanting more food or money	<b>morning</b>	the part of the day when the sun rises until midday
<b>half</b>	one of two equal parts	<b>needle</b>	a sharp metal tool used for sewing
<b>handsome</b>	(of men) good-looking	<b>news</b>	information about things that have happened recently
<b>hang</b>	to kill someone by putting a rope around their neck and making them fall	<b>night</b>	the time of day when it is dark
<b>harbour</b>	an area of water next to the land, where ships can stop	<b>nothing</b>	not anything
<b>heart</b>	the part of the body in your chest that pumps blood; the centre of a person's feelings	<b>path</b>	a way, like a small road, from one place to another
<b>hide</b>	to go somewhere where others cannot find you	<b>patted</b>	tapped lightly several times with a flat hand
<b>holiday</b>	time when you do not have to work or study	<b>people</b>	a number of persons
<b>hood</b>	the part of a jacket or coat that covers your head	<b>pirate</b>	someone who steals things from ships while they are at sea
<b>horn</b>	a simple musical instrument that you blow in to make a sound	<b>place</b>	somewhere
<b>hungry</b>	the feeling you have when you need food	<b>plunged</b>	pushed something quickly or violently into something else
<b>hurry</b>	to do something or move somewhere quickly	<b>poison</b>	something that can kill someone if they eat or drink it
<b>husband</b>	the man that a woman is married to	<b>powerful</b>	very strong, influential
<b>jacket</b>	a short coat	<b>pretend</b>	to behave in a way that makes
<b>jingle</b>	the sound of coins bumping together	<b>someone</b>	believe something is true when it is not
<b>kicked</b>	moved the leg and foot with quick, forceful movements	<b>prince</b>	the son of a king and queen
<b>kindly</b>	in a kind and friendly manner	<b>prison</b>	a place where people are kept as a
<b>knife</b>	a sharp tool for cutting things with	<b>punishment</b>	if they do something wrong
<b>knight</b>	an important soldier who wore	<b>prisoner</b>	a person who is kept in prison for doing something wrong
		<b>prize</b>	a reward for winning a competition raised lifted
		<b>real</b>	not false

- recognise** to know someone or something because you have seen, heard or met them before
- replied** answered
- rescue** to save someone from danger
- rich** having a lot of money
- row** to use oars to move a boat through water
- saddle** a leather seat you put on a horse's back
- saddlebags** bags attached to a saddle
- saddled** put a saddle on a horse
- safe** not likely to be hurt or harmed
- sailor** someone who works on a boat or a ship
- scaffold** people stand on this when they are to be hanged
- score** the number of points you get in a game or competition
- scoundrel** an old-fashioned word for someone who is not pleasant
- scraping** as if someone was pulling a sharp object over a hard surface
- search** to look carefully for someone or something that is lost
- sewing** making something, for example clothes, using a needle and thread
- shade** to stop the sunlight coming through
- sheriff** the most important person in a particular area
- shocked** very surprised or upset by something
- shoot** to fire an arrow to try and hit something or someone
- shoulders** the two parts of the body between the neck and the top of the arms
- silver** a valuable metal
- smell** to experience the smell of something through your nose
- smoke** a grey, black or white cloud that comes from a fire
- sniff** to make a noise through your nose when you smell something
- snorted** breathed air noisily out of the nose
- soaked** made very wet
- sobbed** cried noisily
- soldier** someone who is in an army
- spat** forced liquid from your mouth (past tense of 'to spit')
- spies** people who try to find out other people's secrets
- square** a shape with four equal sides; an open place in a town centre
- stamped** lifted and then put a foot down hard on the ground
- straight** without a bend or a curve, directly strong powerful
- stumble** to trip and nearly fall
- suddenly** quickly and without warning
- surprise** something you are not expecting
- sword** a metal weapon with a handle and a sharp blade
- target** something you have to aim at and hit in a game
- taxes** money you have to pay to the government
- terrible** very bad
- terrified** very frightened
- thought** considered something (past tense of 'think')
- threaten** to tell someone you will hurt them if they don't do what you want them to do
- through** from one side or end to the other
- thump** a hard hit
- tired** needing to rest or sleep
- together** with each other
- tomorrow** the day after today
- trap** a trick to try and catch or deceive someone
- trouble** problems or difficulties
- trust** to believe someone is honest and sincere tumbled fell suddenly
- tumbled** fell suddenly
- untying** undoing knots in string or rope village a very small town
- voice** the sound someone makes when they speak
- war** fighting between two or more countries
- wedding** the ceremony when two people get married

**whisper** to speak very quietly

**wicked** cruel and unkind

**wide** a large distance from one side to the other

**wife** the woman a man is married to

**woman** an adult female person

**worry** to feel nervous and upset about something

**yawn** to open your mouth wide and take a big breath because you are tired



Name \_\_\_\_\_ Date \_\_\_\_\_  
Book Title \_\_\_\_\_ Chapter \_\_\_\_\_

Word	Meaning

