

The Silver Arrow and the Slaves – Extra

Level 2

This level is suitable for students who have been learning English for at least two years and up to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN/TEAM magazines.

SYNOPSIS

After an explosion at the Sheriff's mine, the miners go on strike. The Sheriff buys slaves to replace them but the slaves fall into the hands of Robin Hood. Robin makes plans to destroy the mine. Meanwhile Gisborne takes Marian to Nottingham Fair. The Sheriff hopes to lure Robin there with an archery competition, the winner of which will get a silver arrow. Rowan, whose father was killed by Gisborne, decides to kill Marian, the woman Gisborne loves, not knowing that Robin also loves her and that she has been helping the miners. At the mine, Little John falls into a deep hole and is rescued by a young slave, Djaq, who later joins the outlaws in the forest. Robin fights the Sheriff's men before setting fire to the mine. He then goes to the castle to save Marian and win the silver arrow, which he gives to the miners.

THE BACK STORY

This TV series had its first season in 2006 and its second in 2007. Each season had 13 episodes. The series is the latest of many television interpretations of the Robin Hood legend, and has been extremely popular with both the older and younger viewing public. The first TV Robin Hood was Richard Greene in the 1950s, and it was followed by other series in the 70s and 80s. Today's Robin is much cooler than his predecessors and the whole series is a successful combination of humour, adventure and romance.

Themes include Marian's ambivalent feelings for Robin, Robin's distaste for killing after the traumas of the Crusades, and the defence of the innocent poor against the abuses of a corrupt local government.

Robin has also been the inspiration for numerous film interpretations. The first was a silent movie made in 1908. Some of the films have been epic adventures, such as the 1938 Errol Flynn film, and others, like the 1993 film *Men in Tights*, have been comedies. Disney produced a hugely successful animated version in 1973, and perhaps one of the most famous Robin Hood films of all was Kevin Costner's *Robin Hood: Prince of Thieves* in 1991.

MEDIA LINKS

DVD: The series *Robin Hood* is available on 1- and 2-disc DVDs and on Blu-ray format. The story of 'The Silver Arrow and the Slaves' is from the episode entitled 'Turk Flu'.

CD: A recording of 'The Silver Arrow and the Slaves' is available to accompany the Scholastic Reader.

Internet: You can find more information at the official website, www.bbc.co.uk/drama/robinhood.

There are many books and films about the legendary Robin Hood and his men.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have your students seen the series *Robin Hood*, or any other version of the legend? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4 of this resource sheet.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. 'The Silver Arrow and the Slaves' is Episode 6: 'Turk Flu', on the second disc. You could show it in chunks of, say, 15 minutes, in parallel with the

class reading schedule. Alternatively, show it when the class have finished the book, as a reward.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Casual language

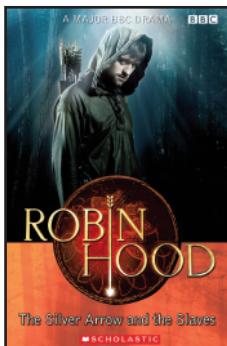
Introduce the informal expressions used in 'The Silver Arrow and the Slaves' (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

Fact Files

Set these as self-study or use for whole class work. These provide background information about the making of *Robin Hood*, the legend itself and life in medieval England.

What did they think?

Get everyone to do a written or spoken review of 'The Silver Arrow and the Slaves'. Compare opinions. Did you like it? Let us know at readers@scholasticltreaders.com.



The Silver Arrow and the Slaves

– Extra

People and places

1 Who ...

- a) is not as rich now as he was? *Robin*
- b) once had an important job?
- c) was Robin's friend in the Middle East?
- d) has lived in Sherwood Forest for a long time?
- e) works with the Sheriff?
- f) knew Robin well before he went away?
- g) is a better person now than he was?

2 Which person would you like to have as a friend? Why?

Chapters 1–2

1 Circle the correct words in *italics*.

- a) The men don't want to work in the mine because
they want more money / it's not safe.
- b) The Sheriff is going to *close the mine / get new workers.*
- c) The rider gives the miners *food / money.*
- d) When Gisborne fights the rider he *hurts him / uncovers his face.*
- e) The man with the cart offers Robin *a slave / money.*
- f) Marian is nice to Gisborne because *she likes him / he's dangerous.*
- g) Robin has a plan *to free the slaves / to close the mine.*

2 Who says these words? Who to? Why?

- a) 'You mustn't help us.' *Rowan* says this to
..... *the rider* .., because *Gisborne will kill anyone who helps the miners.*
- b) 'They'll have work tomorrow.' says this to , because
- c) 'No voice!' says this to , because
- d) 'We haven't got time to die in Nottingham!' says this to , because
- e) 'Do you want to join your brother?' says this to , because

3 Match the words.

- | | | |
|-------------|---|---------------------|
| a) lose | — | i) a mistake |
| b) give | — | ii) a knife |
| c) get off | — | iii) a job |
| d) pull out | — | iv) a horse |
| e) make | — | v) someone a choice |

4 Put these parts of Robin's plan in the correct order (1–6). One is not part of the plan. Which one?

- a) Allan will put the fruit in his mouth.
- b) Allan will tell the guards about the disease.
- c) Allan will go in the cart with the slaves.
- d) Robin will give Allan the fruit.
- e) The guards will leave.
- f) Robin will keep the guards in the forest.
- g) The guards will think Allan has a disease.

5 Work in pairs. One of you thinks Robin's plan is good. The other thinks the plan is not so good. Have a discussion.

Chapters 3–4

1 Answer the questions.

- a) What is Much's plan?
..... *Djaq* thinks that Robin is like Brooker.
- b) Why is there a fire on the cart?
..... can understand Djaq's language.
- c) Why does Robin let the slaves leave the cart?
..... sees Djaq in the river.
- d) Why is the Sheriff angry when he sees Djaq?
..... asks Rowan to change his plans.
- e) Does Allan eat the black fruit?
..... falls down a hole.

2 Write the names.

- a) *Djaq* thinks that Robin is like Brooker.
- b) can understand Djaq's language.
- c) sees Djaq in the river.
- d) asks Rowan to change his plans.
- e) falls down a hole.

3 Complete the sentences with adverbs made from the adjectives in brackets.

- a) The guards jumped back from Allan *quickly* (quick).
- b) Marian smiled (cool) at Gisborne.
- c) The Sheriff walked away from the slaves (happy).
- d) Rowan started to move (quiet) towards Gisborne.
- e) The Sheriff looked (cold) at Brooker.
- f) Robin explained his plan (careful).

4 How will Robin and his friends help Little John, do you think?

Chapter 5**1 Circle the correct words in *italics*.**

- a) If Michael the Red wins the archery competition, *the Sheriff* / *Gisborne* will get the silver arrow.
- b) Robin doesn't go down the hole because it's too *dangerous* / *small*.
- c) Much says he won't *eat* / *drink* for three days.
- d) Marian cuts herself with a fruit knife *by mistake* / *to explain the blood on her arm*.
- e) Rowan is planning to kill *Gisborne* / *Marian*.
- f) Brooker tells the Sheriff about the *mine* / *slaves*.

2 Work in pairs. Make a sign for Nottingham Fair. Include this information:

- When is it? • What can you see and do there?

Chapters 6–7**1 Circle the correct answer or answers.**

- a) Where does Djaq put her special water?
 i) under John's nose ii) on John's cut iii) on John's lips
- b) Who fights the guards?
 i) Robin ii) his men iii) Djaq
- c) How does Robin start the fire in the mine?
 i) with Djaq's glass ii) with arrows iii) with wood from trees
- d) Why doesn't Rowan kill Marian?
 i) Robin arrives ii) he shoots but doesn't hit her
 iii) he can't do it
- e) Who shoots the arrow that wins the archery competition?
 i) Michael the Red ii) Robin iii) Rowan

2 Match the two halves of the sentences.

- a) The men pull the ropes i) to start the fire.
 b) Rowan goes to Nottingham ii) to save Marian.
 c) The guards get water iii) to be quiet.
 d) Djaq uses her glass iv) to hurt Gisborne.
 e) Marian goes to the gardens v) to stop the fire.
 f) Robin goes to Nottingham vi) to lift Little John.

3 Work in pairs. One of you is the Sheriff. The other is Gisborne. You have just caught Rowan at the fair, thinking that he was Robin. Have a conversation.**4 Rowan is going to give the silver arrow to the miners. Discuss what they should do with it.****FINAL TASKS****Writing**

Choose someone from the story and write about the day of the fair in his/her diary.

Speaking

Robin Hood takes money from rich people and gives it to the poor. Do you think it is ever right to take something that is not yours? Why/Why not?

VOCABULARY BUILDER**1 Write words from the 'New Words' list.**

1. You have to do better than the other people in this to win it.*competition*....
2. You are very ill when you have this, and you can sometimes give it to another person.
3. You do this with a gun.
4. Spoons are sometimes made of this.
5. People work underground in this.
6. This is used to carry heavy things.
7. You can play games and buy things at this.
8. This is a person who stops you going into or out of a building.
9. This makes a loud noise and can be very dangerous.
10. You use this if you are on a boat or climbing a mountain.

2 Complete the words from the 'New Words' list.

1. Much says that he doesn't believe in *God*.
2. The Sheriff is buying s..... to work for him.
3. Gisborne c..... the rider's arm.
4. Robin shoots a fire a..... into the mine.
5. The Sheriff r..... the town of Nottingham.
6. Robin is the best person at a..... in Nottingham.
7. Djaq is not a C..... ; she has a different god from Much.
8. The rider always c..... his face.
9. Gisborne kills Rowan's father with a k.....
10. The Sheriff sells the i..... from his mine.

Casual language

- '**I don't believe it!**' (p.14). Much says this when he sees the slaves. We say this when we are very surprised.
- '**What's going on?**' (p.18). Allan asks Robin this when he sees Brooker having a good time. We use this to ask 'What's happening?' when we are surprised or don't understand.
- '**You're not going to like this.**' (p.21). Allan says this to Robin when he sees Marian going to Nottingham with Gisborne. People say this just before they tell someone some bad news.
- '**Off you go!**' (p.25). Robin says this to the slaves when he lets them leave the cart. We say this when we tell someone to go somewhere.

Complete the sentences.

1. '..... I've got some bad news.'
 'OK. Tell me!'
2. 'Mum, can I go and see Bill?'
 'All right.'
 3. 'I've just seen ten people go into Tina's house.'
 'She's having a birthday party.'
4. 'Jack's passed all his exams!'
 '..... He didn't study at all!'

FACT FILE FOLLOW-UP

MAKING ROBIN HOOD (pages 48–9)**Research and write**

In small groups, students choose a TV series. They research the making of the series and find out information about the actors and where it was filmed. In class they pool their information to write a fact file about the series.

Research and interview

Students choose a hero from the past and find out about his/her life. In pairs, students interview each other and make notes. From their notes they give a mini presentation to the class without saying the name; the class guesses who the person is.

Discuss and write

In groups, students choose a hero from the past who they think would be a good subject for a TV series. They should then write the first page of the script for the first episode.

ROBIN HOOD – THE LEGEND (pages 50–1)**Discuss and design**

Ask students to work in small groups to design a forest camp for Robin Hood and his men. They should think about:

- where they sleep ● where they keep food
- where they eat ● how they protect the camp

Then they can write a list of 'Camp Rules' for the men.

Discuss and write

Ask students to write a short poem or song about Robin Hood in groups. Tell them to end the lines with words that rhyme. You can brainstorm some useful rhyming words first to give the students some ideas.

LIFE IN MEDIEVAL ENGLAND (pages 52–3)**Discuss and write**

Ask students to work in pairs to write a diary page for a rich person and for a poor person who lived at this time. They should write about a typical day in their lives. They should think about:

- where they lived ● their families ● their work
- any entertainment ● what they ate

Discuss, write and interview

Ask students to work in pairs to write a job advert for a typical job for this time in history. They should say what the person has to do and what sort of person they are looking for. Pairs should then swap adverts and write a letter of application for the job. Set up interviews to find the best people for the jobs. You can discuss possible jobs with the whole class before the activity, for example: butcher, guard, maid, carpenter, stable boy, cook, jester.

FILM/CD FOLLOW-UP**Observation**

Play a scene from the DVD episode and ask students to watch carefully. Ask questions about the scene afterwards. Then play another scene and students have to watch this time to write at least two questions each for their partners to answer.

Prediction

Read a chapter with the students and play the relevant part of the DVD episode or CD. Stop at some dramatic points and ask what happened next.

Differences

Play a scene and ask students to note two things that they think are different from the book. After the scene, stop the film and, in pairs, students write down these two things and one distractor. They then ask another pair to say which one is NOT different from the book.

ANSWER KEY**Self-Study Activities (pages 54–6)**

- 1 Open answers.
- 2 a) cart b) iron ore c) covered d) slave e) ruled f) guard
- 3 shoot, arrow
- 4 Open answers.
- 5 a) Rowan b) Gisborne c) A rider d) Edward e) Will f) Allan
- 6 a) Marian b) to destroy the mine c) open answers
- 7 a) iii b) ii c) i
- 8 Open answers.
- 9 a) T b) T c) F d) T e) F f) T g) F
c) Rowan goes to the mine to find Gisborne.
e) Marian isn't enjoying herself at the fair.
g) John has an accident at the mine.
- 10 a) ropes b) woman c) archery d) short e) The Sheriff f) wants
- 11 Open answers.
- 12 a) Djaq b) it is destroyed c) Rowan; to hurt Gisborne; no d) no e) Robin f) Rowan (and the miners)
- 13 The correct order is: b, e, c, f, a, d.
- 14 a) Djaq's father is a doctor. b) Rowan can't kill Marian.
c) Djaq starts the fire. d) She's going to stay in the forest but she isn't going to cook.
- 15 Open answers.
- 16 Open answers.

Resource Sheet Activities**People and places**

- 1 a) Robin b) Edward c) Much d) Little John e) Gisborne f) Marian g) Allan
- 2 Open answers.

Chapters 1–2

- 1 a) it's not safe b) get new workers c) food d) hurts him e) a slave f) he's dangerous g) to close the mine
- 2 a) Rowan says this to the rider because Gisborne will kill anyone who helps the miners.
b) The Sheriff says this to the miners because he's getting new people to work in the mine.
c) Gisborne says this to the rider because the rider doesn't speak.
d) Much says this to Robin because there's a lot to do; Robin wants to go to the archery competition, which will be dangerous.
e) Gisborne says this to Rowan's father because he is making Gisborne angry and Rowan's uncle is already dead.
- 3 a) iii b) v c) iv d) ii e) i
- 4 a) 4 b) 3 c) 2 d) 1 e) 6 f) / g) 5
- 5 Open answers.

Chapters 3–4

- 1 a) He wants the slaves to say they are Christian; then no one can buy or sell them. b) Djaq starts it with her glass.
c) So they can wash. d) Djaq isn't very strong or big. e) Yes.
f) To see if anyone has a cut on his arm. g) He wants the Sheriff to hear that he is going to destroy the mine; then the Sheriff will come to the mine and Robin can go to the fair.
- 2 a) Djaq b) Robin c) Will d) Robin e) Little John
- 3 a) quickly b) coolly c) happily d) quietly e) coldly f) carefully
- 4 Open answers.

Chapter 5

- 1 a) the Sheriff b) small c) eat d) to explain the blood on her arm e) Marian f) mine
- 2 Open answers.

Chapters 6–7

- 1 a) i and ii b) i c) ii d) iii e) ii
- 2 a) vi b) iv c) v d) i e) iii f) ii

Vocabulary Builder

- 1 1. competition 2. disease 3. shoot 4. silver 5. mine 6. cart 7. fair 8. guard 9. explosion 10. rope
- 2 1. God 2. slaves 3. cuts 4. arrow 5. rules 6. archery 7. Christian 8. covers 9. knife 10. iron ore

Casual language

1. You're not going to like this. 2. Off you go!
3. What's going on? 4. I don't believe it!