

A **FREE** RESOURCE FOR TEACHERS!

★ THE ADVENTURES OF ★ TINTIN – EXTRA THE THREE SCROLLS

Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazine.

SYNOPSIS

When Tintin buys a model ship called the *Unicorn* he discovers a mysterious scroll inside it. A man called Sakharine wants the scroll, and his men capture Tintin and take him on board a ship called the *Karaboudjan*. However, Tintin's dog Snowy helps him to escape. Tintin meets Captain Haddock, another prisoner on the ship. Haddock's ancestor, Sir Francis Haddock, made three models of his ship the *Unicorn*. Each model contains a clue to Sir Francis' treasure, but the clues can only be understood when all three scrolls are together.

Learning that the third model is in Bagghar, the friends escape from the ship and head towards this city. Sakharine goes to Bagghar too and gets the scroll from the third model ship first. However, Tintin and Haddock chase him. When Tintin finally has the three scrolls together, he is able to read their secret message – map co-ordinates. He and Haddock follow these to the Haddock family home. Here they discover part of Sir Francis' treasure, as well as another set of map co-ordinates that identify the location of the sunken ship itself. Happily, the friends rush off on their next adventure, to find the real *Unicorn*.

THE BACK STORY

The Adventures of Tintin (2011) is an animated film based on the books of Belgian writer and illustrator Georges Remi, who

wrote under the name Hergé. Between 1929 and his death in 1983 he produced twenty-four books about the young reporter Tintin. The Tintin series is famous around the world and has been translated into over 50 languages. The film was directed by Steven Spielberg and produced by Peter Jackson. At first, Spielberg intended to make a live-action film, however Jackson suggested that the whole film should be animated using a technique called performance capture. In this technique, the directors film the actors, who must wear sensors all over their bodies. Computers then use this information to animate the characters in the film and add special effects. The film was a box-office hit and won Best Animated Feature at the Golden Globes in 2012.

MEDIA LINKS

DVD: A DVD of *The Adventures of Tintin* is available.

CD: A recording of *The Adventures of Tintin: The Three Scrolls* is available to accompany the Scholastic Reader.

Internet: You can find more information at the official website: www.us.movie.tintin.com

Books: *The Adventures of Tintin: Tintin's Daring Escape*, *The Adventures of Tintin: Danger at Sea* and *The Adventures of Tintin: The Lost Treasure* are low-level readers available in the Scholastic Popcorn Readers series.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have the students seen the film *The Adventures of Tintin*? 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 film is 107 minutes. You could show it in chunks of around 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 Adventures of Tintin: The Three Scrolls* (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 film and its stars, the history and use of codes, and the geography and wildlife of the Sahara Desert.

What did they think?

Get everyone to do a written or spoken review of *The Adventures of Tintin: The Three Scrolls*. Compare opinions. Will they go and see the film? Did you like it? Let us know at:

readers@link2English.com

RESOURCE SHEET STUDENT ACTIVITIES



★ THE ADVENTURES OF ★
TINTIN
THE THREE SCROLLS
– EXTRA

People and places

1 Answer these questions.

Who ...

- a) is little and white? Snowy
- b) finds a message in a model ship?
- c) are policemen?
- d) is looking for treasure?
- e) usually lives at sea?

2 Match the places and the definitions.

- a) The Sahara Desert i) an old house
- b) Bagghar ii) a ship
- c) Marlinspike Hall iii) a very big, hot place
- d) The *Karaboudjan* iv) a city next to the sea

Chapters 1–2

1 Put these parts of the story in the correct order.

- a) A thief takes the scroll from Tintin’s coat.
- b) Sakharine tries to buy the model from Tintin.
- c) Tintin buys a model ship. **1**
- d) Tintin finds a scrolls with a message.
- e) Tintin reads about Sir Francis Haddock.
- f) Two men put Tintin in a big box.
- g) Two policemen tell Tintin about a thief in the town.

2 Complete the paragraph about Sir Francis Haddock.

models sea day ship story treasure

Sir Francis Haddock was a rich man. He had a lot of treasure on his ship the *Unicorn*. But the *Unicorn* went down under the and only Haddock lived. He never told anyone about that terrible, but he made three of his old ship. There is a about Haddock’s model ships. They can help a person to find Haddock’s

3 Work with another student. Student A is Sakharine; Student B is Tintin.

Student A: Try to persuade Tintin to sell the model ship to you. You can tell more about the story of Sir Francis Haddock and the three models.

Student B: You do not like Sakharine and you do not want to sell the model to him.

Chapters 3–4

1 Who says these things? Write the names. (There are two sentences for each name.)

Sakharine	Tintin	Captain Haddock
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- a) ‘You are on the ship the *Karaboudjan*.’ Sakharine
- b) ‘There’s a little boat.’
- c) ‘The *Karaboudjan* is my ship!’
- d) ‘I want that scroll!’
- e) ‘I’m going to look in the radio room quickly.’
- f) ‘Clever dog!’

2 Answer these questions.

- a) Where is the third scroll?
In Bagghar.
- b) How do Tintin and Haddock leave the ship?
.....
- c) How do they arrive in the Sahara Desert?
.....
- d) How do they go to Bagghar?
.....

3 Discuss these questions with a partner.

- a) Who are Tintin and Haddock going to find in Bagghar?
- b) Who is going to get the third scroll first?

Chapters 5–6

1 Match the two parts of the sentences

- a) The palace is ... i) ... singing at the palace that night.
- b) Tintin’s policemen friends are ... ii) ... buy tickets to hear the singer.
- c) Thomson and Thompson ... iii) ... loud for Captain Haddock.
- d) A famous singer is ... iv) ... a big white building.
- e) Tintin and Haddock. ... v) ... in Bagghar to meet Tintin.
- f) The singer is too ... vi) ... have got the scroll from Tintin’s model ship.

RESOURCE SHEET STUDENT ACTIVITIES

2 Answer these questions.

- a) What is the third model ship inside?
A glass box.....
- b) Who takes Tintin's scroll from Captain Haddock?
.....
- c) How does the singer break the glass box?
.....
- d) What animal takes the third scroll?
.....

3 Work with another student. What do you think? Answer the questions.

- a) Is Sakharine going to arrive back at the ship?
- b) Are Tintin and Haddock going to find the treasure?

Chapters 7-9

1 Are these sentences true (T) or false (F)? Correct the false ones.

- a) Tintin can read some letters at the bottom of the scrolls.
F. Tintin can read some numbers at the bottom of the scrolls.....
- b) Tintin does not follow Sakharine's car to the ship because he wants to help his friend.
.....
- c) Sakharine hits Captain Haddock with a sword.
.....
- d) Marlinspike Hall is Captain Haddock's old family home.
.....
- e) Captain Haddock's father gave Nestor money to stay.
.....
- f) They find some treasure and a scroll inside a model of the world.
.....

2 Work with another student. One of you is Tintin, the other is Captain Haddock. What are you going to do next? Talk about your plans.

FINAL TASKS

- 1 You are Tintin. You want to write your exciting story for a newspaper. Pick a favourite part of the story and write it.
- 2 What happens next? Write some notes for a second film. Do Tintin and Haddock try to find the real Unicorn? What problems will they have? Who will try to stop them?
- 3 Choose one of the characters in *The Adventures of Tintin: The Three Scrolls*. Make up some information about them and their lives and write about them. Find other students in your class with the same character. Compare your ideas.

VOCABULARY BUILDER

1 Look at the list of 'New Words' at the back of the book. Circle the correct words in the questions below.

- 1. Which can fly, a falcon or a camel?
- 2. Which can go on the water, a seaplane or a motorbike?
- 3. Which can you swing on, a scroll or a rope?
- 4. Which is very dangerous, a model or a sword?
- 5. Which breaks easily, glass or treasure?

2 Match the sentence parts.

- 1. The palace had ... a) ... up onto high walls.
- 2. She always sends me a note ... b) ... in this part of the city.
- 3. Be careful! There are thieves ... c) ... for me on my phone.
- 4. My cat can jump ... d) ... over 100 rooms.
- 5. She loves to swim ... e) ... than a boat.
- 6. There were four messages ... f) ... in the sea on her holidays.
- 7. A ship is much bigger ... g) ... to thank me.

Casual language

- In the town a man is in the way and says, 'Sorry,' to Tintin. Tintin answers, 'That's OK.' (p.10). He means that it is not a problem for him.
- Tintin says, 'We did it!' (p.13) when he and Snowy go out of a window and into a new room. He is happy that they could do it.
- Tintin shouts, 'Let's go!' (p.26) when Captain Haddock gets on the motorbike. He wants them to leave quickly.
- Captain Haddock asks Tintin, 'What's the plan now?' (p.27). He has got no ideas. He wants Tintin to decide what to do next.

Complete the dialogues with the expressions below.

Let's go! That's OK. What's the plan? I did it!

- 1. A:
B: Let's go to the cinema.
A: OK, but the film starts at 8 and it's ten to eight now.
B:
- 2. A: I finished my homework!
B: Great! Now we can go out.
- 3. A: I'm sorry. I ate all the pizza.
B: I'm not hungry.

FACT FILE FOLLOW-UP

THE FILM, THE STARS (pages 32–3)

Research and quiz

Divide the class into small groups. Ask each group to research one of the following topics:

- Belgian writer Hergé
- performance capture animation
- actor Jamie Bell and his other films
- director Steven Spielberg

Ask each group to research their topic and write three or four questions. Possible questions might be:

- What other films were made using performance capture?
- How many Tintin books did Hergé write?

Hold a class quiz in which the groups take turns asking their questions to the rest of the class.

Audition

Students choose a character from the story to audition for. They find a scene in the story and prepare dialogue for it with other students. Three students volunteer to be the audition panel. They watch all the auditions and then give the parts to members of the class.

CODES (pages 34–5)

Answer to code on page 34: *The Adventures of Tintin*

Devising and breaking codes

Students work in small groups. Tell them that you are going to give each group a secret message using the code at the top of page 35. The group that can read their message quickest is the winner. Possible messages are:

tetee hraehemdl erros (There are three models)

tchee hyagthtif euth (They caught the thief)

Students could use the same code to create new messages for the other groups. If your students are interested in a more challenging activity, ask students to work in small groups to devise a simple new code and write a short message with it. Each group should swap its coded message with the message from a different group. All the groups try to 'crack' the code.

THE SAHARA DESERT (pages 36–7)

Tourist website

Ask students to work in pairs and imagine that they are a company offering exciting adventure holidays to the Sahara Desert. They should plan a website to advertise the holidays, describing the conditions and wildlife and giving details about the holidays. Students can use the information in the Fact File and look for more information in the library or on the Internet.

Desert animal poster

Ask students to work in small groups. Each group should select an animal that lives in the desert. Students could choose one of the animals shown on page 37 or pick a different animal. They should find out more about their animal, using the library or the Internet and then create a poster with a picture of that animal and written information about it. Display all of the posters together in a Desert Life exhibition.

FILM/CD FOLLOW-UP

What happens next?

Read a chapter with the students and play the corresponding part of the film or CD. Stop at some dramatic point and ask *What happens next?*

Observing

Play a scene from the film and ask students to watch carefully. Ask questions about the scene afterwards, focusing on details

such as the colour of character's clothes. Then play another scene. Ask students to write at least two questions about this scene for their partner to answer.

Differences

How is the film different from the book or CD? Which scenes don't appear in the book or CD?

ANSWER KEY

Self-Study Activities (pages 38–40)

- 1 a) sea b) message c) model d) ship
- 2 a) box b) thief c) jump d) treasure e) scroll
- 3 Open answers.
- 4 a) F. Tintin does not sell the model ship to Sakharine.
b) T c) T d) F. A thief takes the scroll from Tintin's coat.
- 5 Open answers.
- 6 a) i b) ii c) iii d) i
- 7 a) sword b) rope
- 8 The correct order is: c, d, f, a, b, g, e.
- 9 a) The third model of the *Unicorn* is in a big palace in Bagghar.
b) Thomson and Thompson came to Bagghar because they got Tintin's radio message.
c) They brought Tintin's scroll with them.
d) Bianca Castafiore is a famous singer from Milan.
e) Bianca is going to sing at the palace in Bagghar.
- 10 a) motorbike b) falcon c) glass d) notes e) swing
- 11 a) T b) F c) T d) F
- 12 a) v b) iv c) i d) ii e) iii
- 13 a) They find Sakharine on the ship the *Karaboudjan* in Tintin's home town. b) They go to Marlinspike Hall.
c) Captain Haddock's grandfather gave him money to stay.
d) There is a mistake on it.
e) It tells where the real ship the *Unicorn* is.
- 14 Open answers.

Resource Sheet Activities

People and places

- 1 b) Tintin c) Thomson and Thompson d) Sakharine
e) Captain Haddock
- 2 b) iv c) i d) ii

Chapters 1–2

- 1 The correct order is: c, b, d, g, e, a, f.
- 2 Sir Francis Haddock was a rich man. He had a lot of treasure on his **ship** the *Unicorn*. But the *Unicorn* went down under the **sea** and only Haddock lived. He never told anyone about that terrible **day** but he made three **models** of his old ship. There is a **story** about Haddock's model ships. They can help a person to find Haddock's **treasure**.
- 3 Open answers.

Chapters 3–4

- 1 b) Captain Haddock c) Captain Haddock d) Sakharine e) Tintin
f) Tintin
- 2 b) By boat. c) By seaplane. d) By camel.
- 3 Open answers.

Chapters 5–6

- 1 b) v c) vi d) i e) ii f) iii
- 2 b) Sakharine's men. c) With a high note. d) A falcon.

Chapters 7–9

- 1 b) T c) F. Sakharine tries to hit Captain Haddock with a sword (but Haddock is too fast). d) T e) F. Captain Haddock's grandfather gave Nestor money to stay. f) T
- 2 Open answers.

Vocabulary Builder

- 1 2. seaplane 3. rope 4. sword 5. glass
- 2 2. g 3. b 4. a 5. f 6. c 7. e

Casual Language

1. What's the plan? Let's go! 2. I did it! 3. That's OK.